

Trailblazer

LESSON PLANNER



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Trailblazer on the Cover **Adélie penguins hide in an iceberg tunnel**

Description: Adélie penguin chicks hide in a tunnel system carved into an iceberg.

Location: Antarctica

Trailblazer Facts: Adélie penguins blaze trails where very few living things can—in one of the coldest and most remote places on Earth. They are excellent swimmers and live at sea in the winter. At just nine weeks old, Adélie penguins dive into the sea and start hunting for food on their own.

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Trailblazer

LESSON PLANNER

Claire Appleyard



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Scope and Sequence



1 Which people are important to us?

2 Why is the weather important?

▶ Trails to Explore

Family
Brothers and Sisters
Being a Good Friend

Weather around the World
Feelings about Weather
Living with Changing Weather

Curricular Connection

Social Studies

Earth Science

Multiple Literacies

VISUAL Explain the message in an image.
GLOBAL Describe what families enjoy doing together.
SOCIAL Explain the value of sharing.
TEXTUAL Main Idea and Details; Text-to-Self Connection
MEDIA Support an opinion using information from different types of media.

VISUAL Use information in an image to imagine others' feelings.
GLOBAL Identify how weather affects people in different parts of the world.
SOCIAL Identify different perspectives.
TEXTUAL Categorize; Predict from Pictures
MEDIA Compare processes depicted in different types of media.

New Words

bunk beds, shelf, fridge, roof, balcony, internet, laptop, oven, shower, wash, hide, message
afraid, bored, careful, glad, kind, clever, mean, naughty, serious, worried, messy, tidy
hobbies, miss

dry, frozen, wet, lightning, storm, thunder, lake, mountain, river, waterfall, fire, melt, shine, sky, waves, blow, coat, light, strong, surprised, tired, warm, building, sailing
ice, pipe

Phonics

ow and *ou*
au and *ai*

S Blends: *sc, sn, st*
S Blends: *sk, sp, sw*

Reading

Nonfiction: Our home moves with us!
Genre: Photo Essay
Fiction: Dad's Clever Idea
Genre: Realistic Fiction

Nonfiction: What's the weather like?
Genre: Magazine Article
Fiction: The Sun and The Wind
Genre: Fable

▶ Grammar

Nouns and Subject Pronouns (People, Place, and Things)
Possessive Adjectives (Your Things)

Adverbs of Frequency (Questions with *How often*)
Present Continuous (*Be* with *-ing*)

Listening

Descriptions of Family Activities
Strategy: Listen for Gist
Opinions about Sharing Things
Strategy: Listen for Attitudes

Interview about the Weather in a City
Strategy: Listen for Topics
Podcast about a Windy Place
Strategy: Listen for Key Words

Speaking

Use Polite Language

Ask Questions

Writing

Genre: Descriptive Text (people)
Strategy: Use Words that Describe People

Genre: Descriptive Text (weather)
Strategy: Use *And* and *But*

▶ Critical Thinking

Quiz about being a good friend
Video: All About Friends

Diagram of the water cycle
Video: Finding Water

Project

Make a Friendship Tree

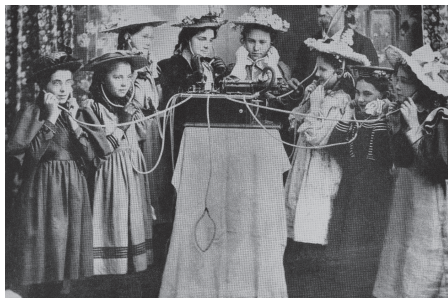
Make a Poster about Water



Trailblazer *IN ACTION*

AGUSTINA BESADA
Unplasticize the World

Episode 1
A New Interest
Skills Review Units 1 and 2



3

What's good about being outdoors?

Getting Out
Away from Home
The Great Outdoors

Social Studies

VISUAL Compare opinions about ideas in an image.
GLOBAL Identify ways people can appreciate nature.
SOCIAL Recognize the benefits of working together.
TEXTUAL Sequence of Events; Scan for Information
MEDIA Draw conclusions using information from different types of media.

bat, bridge, cave, shell, rock, field, hill, road, village, map, leaves, log
go kayaking, laugh, ride a horse, tent, go camping, countryside, stars, blueberries, ice cream, pie, beautiful, island
high, rope

ck and ch
ng and n

Fiction: Our Class Trip
Genre: Quest
Nonfiction: Why summer camp is for you!
Genre: Persuasive Article

Simple Past with Verb *Be* (*Was and Were*)
Like and Go with *-ing*

Conversation about a Summer Camp Activity
Strategy: Listen for Reasons
Podcast about Summer Activities
Strategy: Listen for Specific Information

Make Suggestions

Genre: Trip Report
Strategy: Use Sequence Words

Photo of a field trip
Video: Learning Outdoors

Go on a Nature Hunt

4

What can we learn from the past?

Things from the Past
Life in the Past
Learning about the Past

Social Studies

VISUAL Use information from an image to build knowledge and ideas.
GLOBAL Recognize the importance of inventions to society.
SOCIAL Explain the value of belonging to a group or organization
TEXTUAL Visualize; Beginning, Middle, Ending
MEDIA Identify different types of media for finding information.

alphabet, bowling, honey, toothbrush, toothpaste, ink, makeup, medicine, ship, umbrella, socks, sunglasses
care for, dream, sleep, mat, floor, drop, fish, help, sew, board game, oil, soap
archaeologist, coin

nk and ng
ear and are

Nonfiction: Life in Egypt Long Ago
Genre: Historical Article
Fiction: Was it a dream?
Genre: Fantasy Story

Regular Verbs in the Past
Questions with Regular Verbs in the Past

Podcast about Things from the Past
Strategy: Listen for Solutions
Conversation about the Romans
Strategy: Listen for Details

Use Past Time Expressions

Genre: Historical Text
Strategy: Use Commas

Infographic about ways to explore the past
Video: Everyday Life in the Past

Make a factfile about the Past

5

What do we celebrate?

Special People
Special Days
Memories

Social Studies

VISUAL Use details in an image to support an opinion.
GLOBAL Identify how festivals bring people together.
SOCIAL Recognize and explain others' emotions
TEXTUAL Make Inferences; Compare and Contrast
MEDIA Connect information in different types of media to own experiences.

party, present, sleepover, pajamas, pillow fight, invite, cake, cupboard, milkshake, pasta, important, lucky
clean, dress up, decorations, celebrate, festival, envelope, feast, fireworks, money, noise, band, costume
cry, walk

R Blends: gr, pr, tr
R Blends: br, dr, fr

Fiction: Anton's Birthday
Genre: Realistic Fiction
Nonfiction: Happy New Year!
Genre: Social Studies Article

Irregular Verbs in the Past
Questions with Irregular Verbs in the Past

Conversations at a Family Event
Strategy: Listen for an Address
Podcast about a Carnival Celebration
Strategy: Listen for Likes and Dislikes

Make Invitations

Genre: Diary Entry
Strategy: Use Exclamation Points

Photo of a kindergarten graduation
Video: My First Day at School

Create a Memory Wheel

Scope and Sequence



6 What does an artist do?

7 What is a community?

▶ Trails to Explore

Anyone Can Be an Artist
How to Make Art
Art Is for Everyone

Things a Community Needs
People in the Community
Helping the Community

Curricular Connection

Art

Social Studies

Multiple Literacies

VISUAL Explain own feelings about the content of an image.
GLOBAL Appreciate similarities and differences in people.
SOCIAL Recognize the benefits of pursuing own interests.
TEXTUAL Predict from Titles and Pictures; Identify Steps in a Process
MEDIA Identify points in one type of media using information from another.

VISUAL Draw conclusions using information in an image.
GLOBAL Identify ways people help communities.
SOCIAL Identify ways people work together to solve problems.
TEXTUAL Author's Purpose; Setting
MEDIA Compare how successfully different types of media communicate ideas.

New Words

face, painting, front, middle, side, half, bottom, top, famous, artist, accident, good at
fingers, knees, neck, shoulders, smile, line, above, below, shape, circle, glasses, lovely local, walkway

drive, truck, comic, newspaper, notebook, writer, page, cover, lend, borrow, near, nurse meet, community center, grocery store, post office, bus driver, photographer, firefighter, ladder, police station, police officer, seat belt, sign tile, tire

Phonics

R-controlled Vowels: *ar, ur*
R-controlled Vowels: *ir, or*

Endings *-ge* and *-dge*
ph and Unvoiced *th*

Reading

Fiction: People laughed at Picasso, Too.
Genre: Realistic Fiction
Nonfiction: How to Draw a Cartoon Character
Genre: How-to Article

Nonfiction: The Library in a Truck
Genre: Informational Article
Fiction: A Busy Day for Nomsa
Genre: Realistic Fiction

▶ Grammar

Simple Present Questions (Asking and Talking about Time)
Prepositions of Place (Asking and Talking about Place)

Simple Past with *Have* and Verb *Be* (*Had* and *There was, There were*)
Simple Past Questions (*Wh-* Questions in the Past)

Listening

Podcast about Frida Kahlo
Strategy: Listen for Numbers
Conversation about Pictures
Strategy: Listen for Reactions

Podcast about a Nurse's Job
Strategy: Listen for Speaker Intention
Podcast about Community Superheroes
Strategy: Listen for the Speaker

Speaking

Describe a Picture

Ask to Repeat

Writing

Genre: Instructional Text
Strategy: Use Location Words

Genre: Profile
Strategy: Use Correct Subject-Verb Agreement

▶ Critical Thinking

Infographic about public art
Video: Flower Lane

Photo of a playground design
Video: Working Together

Project

Make a Class Wall Painting

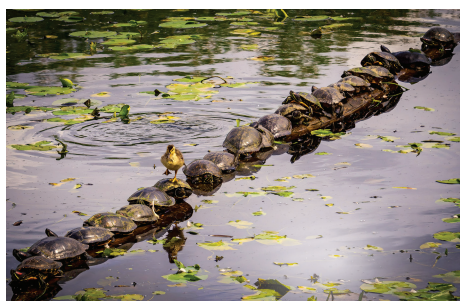
Design an Obstacle Course



Trailblazer IN ACTION

AGUSTINA BESADA
Unplastify the World

Episode 3
Adventure at Sea
Skills Review Units 5 and 6



8 What can we learn from animals?

9 How do we learn things?

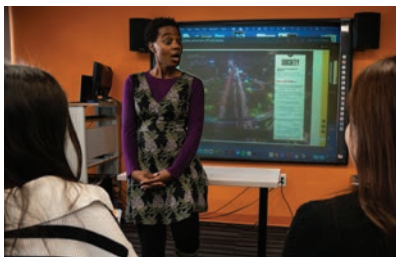
10 What's great about food?

<p>Animal Helpers Animals Working Together Sharing Our Planet</p> <p>Social Studies</p>	<p>What We Do Well Lessons We Learn Trips We Take</p> <p>Social Studies</p>	<p>Learning about Food Making Food Choosing Our Food</p> <p>Social Studies</p>
<p>VISUAL Explain what is surprising about an image. GLOBAL Identify how people appreciate animals. SOCIAL Explain the benefits of working together. TEXTUAL Cause and Effect; Evaluate MEDIA Identify the main message in different types of media.</p>	<p>VISUAL Compare information in an image with own experiences. GLOBAL Recognize the positive effects of learning about ourselves and the world. SOCIAL Appreciate that people have different interests and talents. TEXTUAL Summarize; Ask Questions MEDIA Compare how information in different types of media relates to own context.</p>	<p>VISUAL Connect and compare an image with own and others' experiences. GLOBAL Explain how food habits impact the world. SOCIAL Explain why people are motivated to do things. TEXTUAL Categorize; Take Notes MEDIA Examine own ideas using information from different types of media.</p>
<p>hear, see, smell, dolphin, lamb, rat, donkey, tail, look for, rescue, cute, feed burn, fall, pull, shout, steal, stop, first, last, show, hold, copy, sneeze chase, hunt</p>	<p>chess, volleyball, add, score, skate, smart, test, count, brilliant, difficult, ballet, practice business person, camera, quickly, eat well, serve, work hard, sell, buy, bring, safe, relax, stretch entrance, virtual reality</p>	<p>lemonade, noodles, pancakes, soup, strawberry, tomato, burger, salad, cup, tea, spoon, tasty bowl, glass, plate, flour, hungry, thirsty, menu, waiter, curry, sauce, chef, cooking variety, vitamin</p>
<p>Silent letters <i>b, h, w</i> <i>ai</i> and Short Vowel <i>a</i></p>	<p>Endings <i>-st</i> and <i>-nt</i> Endings <i>-ey</i> and <i>-ly</i></p>	<p><i>L</i> Blends: <i>bl, cl, sl</i> <i>L</i> Blends: <i>fl, gl, pl</i></p>
<p>Nonfiction: Animals that Help Genre: Science Article Nonfiction: Coyote Brings Fire to the Village Genre: Folktale</p>	<p>Fiction: My "Fantastic" Cousin, Bea Genre: Poetry Nonfiction: What do we learn at school? Genre: Social Studies Article</p>	<p>Nonfiction: Fantastic Food Facts Genre: Quiz Fiction: Opening Night Genre: Comic Book Story</p>
<p>Comparative Adjectives (Comparing Two Things) Superlative Adjectives (Comparing More than Two Things)</p>	<p><i>Can</i> for Past Ability (<i>Could</i> and <i>Couldn't</i>) Adverbs</p>	<p>Quantifiers (<i>How many...?</i>) Quantifiers (<i>How much...?</i>)</p>
<p>Newscast about a Special Horse Strategy: Listen for Descriptions Podcast about Animals that Work Together Strategy: Listen for Similarities</p>	<p>Podcast about Making Dreams Come True Strategy: Listen for Sequence Newscast about Yoga Classes Strategy: Listen and Predict</p>	<p>Interview about a Special School Strategy: Listen for Introductions Newscast about a Young Chef Strategy: Listen for Examples</p>
<p>Express Opinions Genre: Captions Strategy: Use Key Words</p>	<p>Talk about Abilities Genre: Opinion Strategy: Give Reasons</p>	<p>Ask for Things Genre: Poetry Strategy: Brainstorm Ideas</p>
<p>Photo of a leopard in Mumbai, India Video: Sharing Our World with Animals Make a Card Game</p>	<p>Photo of a field trip to a national park Video: A Special Class Trip Make a "How-to" Video</p>	<p>Infographic about choosing our food Video: Where does our food come from? Design a Menu</p>

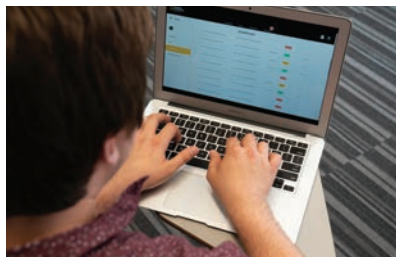


spark

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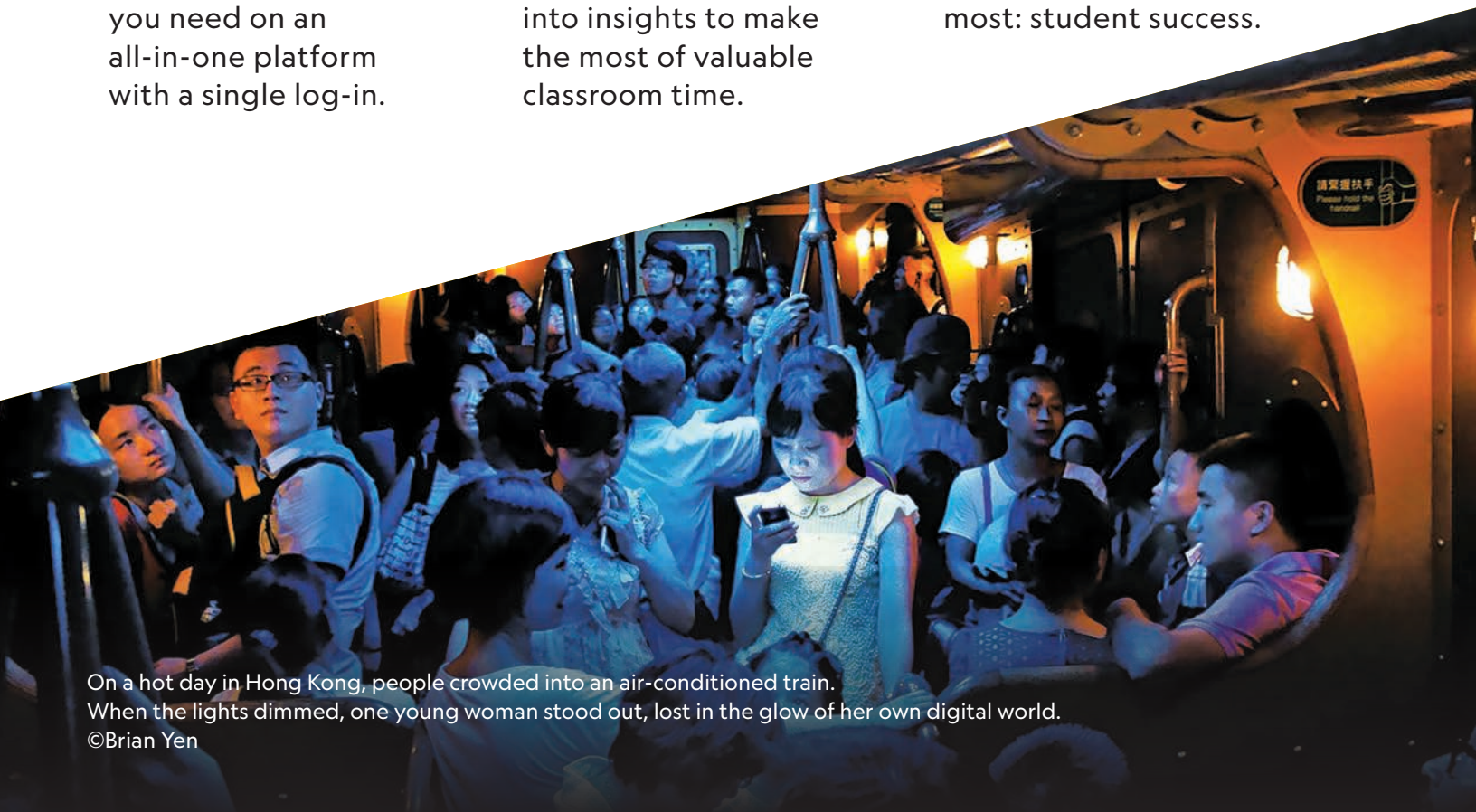
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On a hot day in Hong Kong, people crowded into an air-conditioned train. When the lights dimmed, one young woman stood out, lost in the glow of her own digital world.

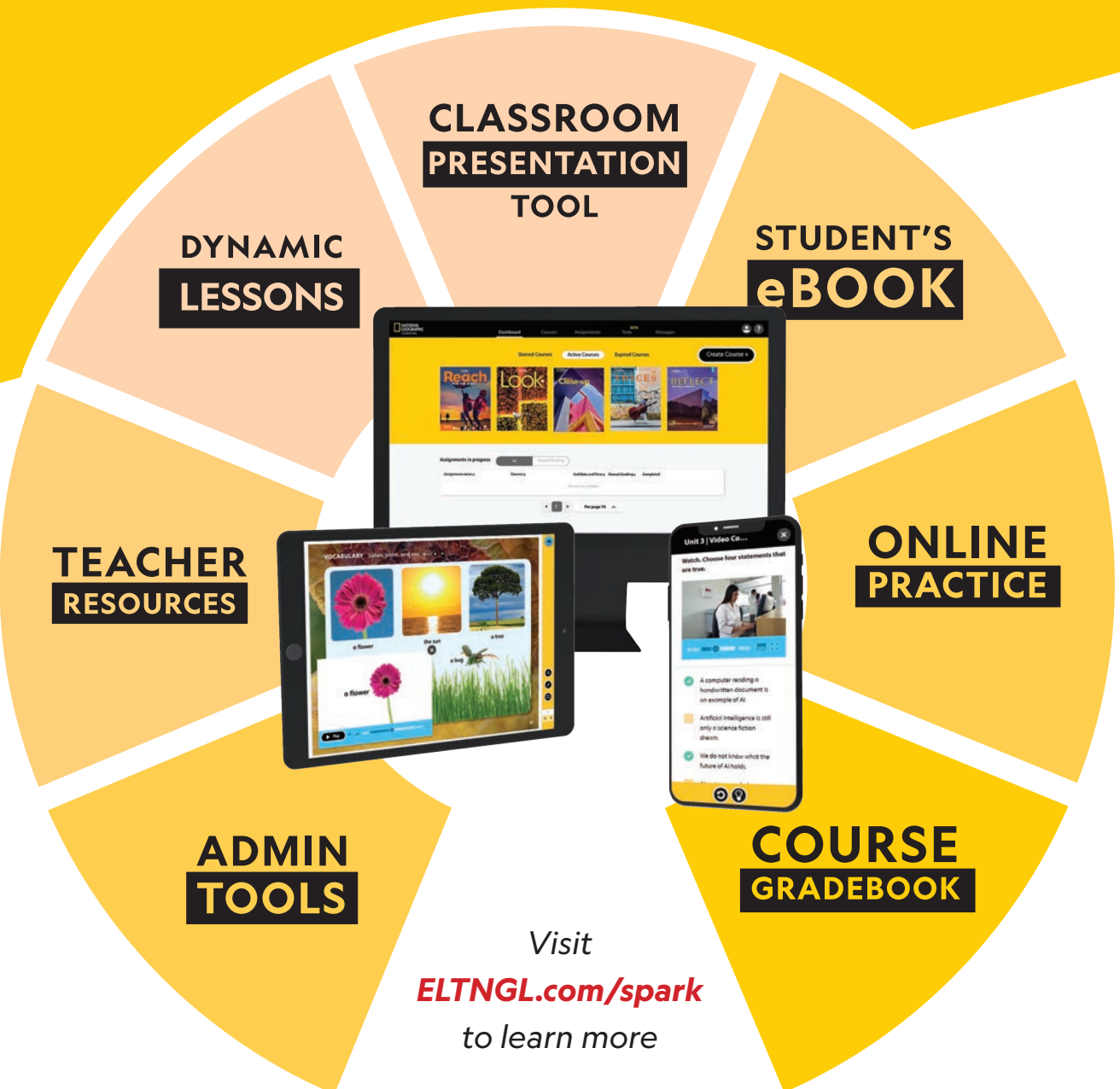
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Integrated digital tools on the all-in-one Spark platform support every stage of teaching and learning:

Preparing and teaching live lessons

Assigning practice, tests and quizzes

Tracking student and class progress, turning information into insights



Meet the Authors

Mary Roulston

Trailblazer Starter Author

Mary Roulston has an MA in Psychology. She worked in schools after graduating and moved to Spain, where she studied for her CELTA qualification. She taught English to children of all ages for several years, and on her return to the UK, she became a commissioning editor and then a freelance editor and author. She has written primary and pre-primary course books for several major publishers.

Lulu Campbell

Trailblazer 1 Author

Lulu Campbell is a writer and language teaching specialist. With a background in educational publishing, she has more than 30 years of experience in the field of global education. She has worked as a teacher, teacher trainer, curriculum developer, and publisher for the public and private sectors in Latin America, Asia, Europe, and the Middle East and North Africa. She has taught English to all ages, specializing in primary education.

Cheryl Pelteret

Trailblazer 2 Author

Cheryl Pelteret is an experienced author of ELT materials for young and teenage learners. After teaching in South Africa, the UK, and Türkiye, Cheryl worked in ELT publishing before becoming a full-time materials writer. Cheryl has a strong interest in producing engaging, fun, and informative materials that stimulate children's imagination and creativity through learning English.

Susannah Reed

Trailblazer 3 Author

Susannah Reed is an experienced author and educational consultant, specializing in ELT materials for young learners. Susannah has taught in Spain and the UK. She has worked in educational publishing for over 25 years as a publisher as well as a writer of ELT course books and readers for children around the world.

Jill Korey O'Sullivan

Trailblazer 4 Author

Jill Korey O'Sullivan has worked in the fields of English language learning and literacy acquisition as a teacher, author, and editor. She has developed a broad range of materials for elementary and secondary students. Among her authored titles is National Geographic Learning's *Welcome to Our World*.

Paul Drury

Trailblazer 5 Author

Paul Drury spent nine years teaching English across a wide range of levels and ages. After that, he entered the world of publishing where he researched, commissioned, and worked on several best-selling primary ELT titles. Teaching and research motivated Paul to put the users at the core of the material. He splits his time between being a fitness instructor and writing content for learners.

Sarah Worthington

Trailblazer 6 Author

Sarah Worthington is an ELT writer and learning specialist for students with learning and thinking differences. She is currently a doctoral student in Cognitive Diversity in Education. Sarah has taught in the Czech Republic, Germany, and the United States. She also served as a teacher-trainer for school districts and as an English language specialist for the US State Department.



Agustina Besada

Trailblazer 2 Explorer

Agustina “Tati” Besada is a sustainability entrepreneur. Besada crossed the Atlantic Ocean in a 36-foot sailboat—twice—to research ocean plastics. She transformed this adventure into action by co-founding Unplastify.

Meet the *Trailblazer Kids*

For very young learners, seeing and hearing recurring characters makes the learning experience more engaging and relatable. *Trailblazer Starter* features the *Trailblazer Kids*. The *Trailblazer Kids* are a similar age to students and give students the sense that they are learning English along with children just like them at different stages of each main unit.

Grammar Presentation: Each grammar presentation takes the form of a chant delivered by one or more of the *Trailblazer Kids*. The artwork for each chant also features the *Trailblazer Kids*.

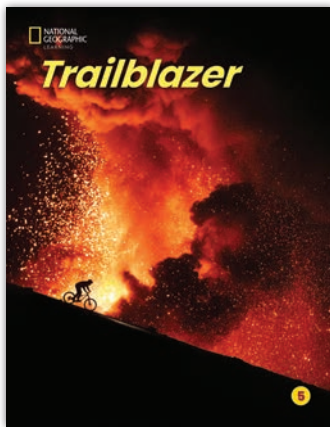
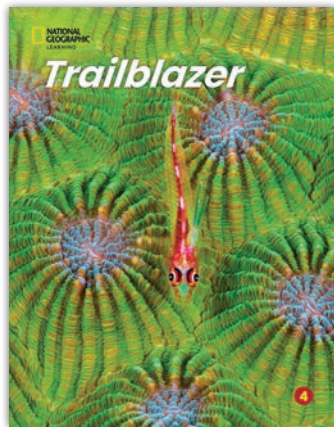
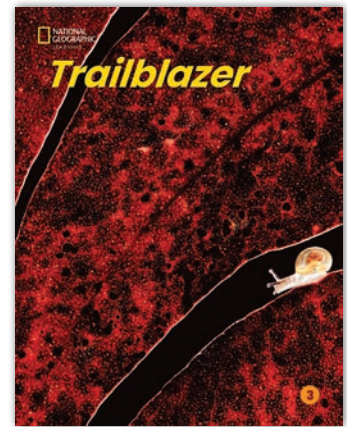
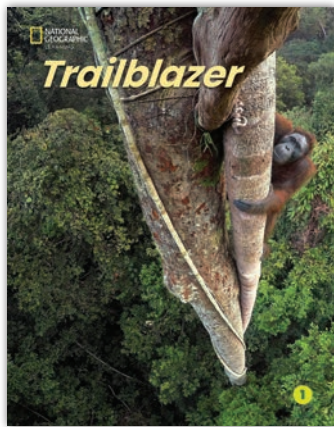
Speaking Game: Each Speaking lesson takes the form of a game. To maximize opportunities for speaking, an animation featuring the *Trailblazer Kids* models key language for students to use in the game.

Big Question: At the end of each Trail, a *Trailblazer Kid* prompts students to share an answer to the Big Question.



What is *Trailblazer*?

Trailblazer is a seven-level English language and literacy program that builds a foundation of empowerment through the development of language, literacies, and the wider life skills students need to navigate an increasingly interconnected world. *Trailblazer* prioritizes and maximizes students' engagement by grounding language and literacy instruction in fascinating and diverse real-world content, stunning photographs and video from National Geographic, captivating original fiction and nonfiction, and a rich variety of digital resources to harness students' attention and engagement.



Trailblazer is for students who...

...want to explore the world, think about its mysteries, and use new language to develop their own answers to some of life's most compelling questions. At the same time, *Trailblazer* is for students who want an enjoyable, meaningful, and motivating English language learning experience; one where they immediately understand the purpose of what they are learning, and how they can apply this knowledge beyond the classroom.

Trailblazer is for teachers who...

...want a complete English language program that delivers thought-provoking lessons and prepares students for communicative, academic, and intercultural success. In addition, *Trailblazer* is for teachers who aim to cultivate critical thinkers, readers, and writers, and want to prepare their students to study subject-matter content in English.

Essential Themes

The following is a brief introduction to each of the essential themes that underpin *Trailblazer*. Each essential theme is explained in more detail in the *Teaching with Trailblazer* section of this Lesson Planner.

► Inquiry-based Methodology

To empower naturally curious students, *Trailblazer* is grounded in an inquiry-based methodology, emphasizing students' active engagement in the learning process through questioning, exploration, and investigation.

► Language Development and Literacy Support

In addition to teaching students the language and skills needed to thrive in a multicultural world, *Trailblazer* cultivates confident and successful readers and writers, providing them with the language support they need to be ready to study subject-matter content in English.

► Multiple Literacies

Trailblazer focuses on building essential life skills, promoting active learning, and encouraging critical thinking, communication, and collaboration. It achieves this through its robust Multiple Literacy framework, which focuses on five key literacies in each unit: Visual Literacy, Textual Literacy, Social Literacy, Global Literacy, and Media Literacy.

► Role Models

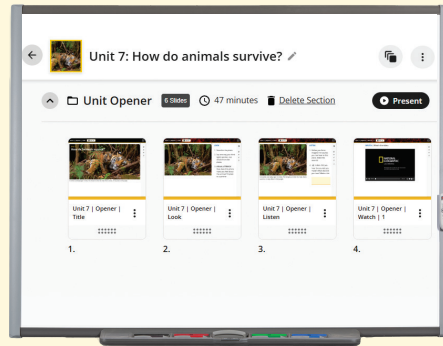
Exciting, episodic stories from National Geographic Explorers share the authentic experiences of leaders in the fields of science, technology, and exploration, inspiring the next generation of trailblazers.

► Action and Impact

Trailblazer prompts students to take meaningful action beyond the classroom by encouraging them to shape their own answers to life's big questions and to apply their learning to the real world.

Teaching with spark

Use Dynamic Lessons on the Spark platform to plan and teach engaging lessons for the Trails in each unit.



Comprehension 1

Comprehension

A Think about the poem. Which of the activities can you do? Compare with a friend.

B Read. Circle True or False.

- Katie isn't happy to see her aunt. True False
- Bob is a good student. True False
- Katie visits a boat about three feet tall. True False
- Katie doesn't want to climb a tree. True False
- Katie and Bob helped each other learn new things. True False

C **TEXTUAL LITERACY** Summarize Circle the correct answers to complete the summary.

Katie / Bob wrote a poem. Circle / Katie / Bob came to visit. Everyone thinks Katie / Bob is fantastic. Katie describes all of the things that Bob / can't / can't do. Katie took out that Bob / isn't / is good at sports. She is / happy / sad about that. She teaches Bob to / play a ball game / climb a tree. She teaches her / the names of birds / a French word. The cousins learn that they are good at different things.

D Some poems have a rhyming pattern. Look at the last word of every line in my poem: "Cousin Bob." Check if the correct pattern.

The first line rhymes with the third and the second with the fourth.

The first line rhymes with the fourth, the second with the third.

The first line rhymes with the second and the third rhymes with the fourth.

E **SOCIAL LITERACY** Are Katie and Bob good at the same things or different things? Tell a friend. Show examples from the poem.

F Write three things about yourself that make you feel good. Tell a friend.

Can you play volleyball, and is that helping you think?

Grammar 1

Grammar

A Listen and read. Underline words that describe abilities in the past. #1 x 3

Could you swim when you were three? I / could / I / couldn't swim when I was three. I / could / I / couldn't write.

Could you walk when you were one? No, I / couldn't / I / couldn't walk.

Could you read when you were four? No, I / couldn't / I / couldn't read.

B Put the words in order to make sentences with could and couldn't.

1. ride / she / when / could / she / five / was / a bike

2. couldn't / he / was / he / read / a book / when

3. three / she / the / piano / play / she / was / when / couldn't

4. was / he / when / could / he / four / skate

C Work with a friend. Take turns to ask and answer questions about what you could do when you were four.

count to 100 in English. show a cartoon character make a milkshake. play table tennis. use a computer.

Could you play table tennis when you were four? No, I couldn't.

D **GRAMMAR IN USE** Underline one sentence with could and one sentence with couldn't in the poem.

Listening 1

Listening

A Look at the photo. What can this boy do well? Share ideas with a friend.

B **NEW WORDS** Listen and read. #1 x 3

listen practice

C Listen and match. #1 x 3

- Anthony lived in Lagos. a. in the US.
- He was good at. b. on the Internet.
- His friends thought he was good at. c. in Nigeria.
- People watched his video. d. ballet.
- After the video, he went. e. on unusual hobby.

D **LISTEN FOR SEQUENCE** Listen again. Number the sentences in order. #1 x 3

Anthony started ballet lessons. Listening Strategy Listen carefully to the order of events. What happened first, next, and last?

People saw Anthony on the Internet. Anthony lived in Lagos. Anthony went to the US. Anthony's teacher made a video of him dancing.

E **SOCIAL LITERACY** Think about people you know. What one they good at? Are they good at the same things or different things as you? Discuss in groups. Does it stay them learn things?

F Think about the people you discussed in E. What is or was difficult for them? My sister is good at gymnastics. She has to train three times a week. Sometimes, she's tired, but she never misses practice.

Speaking

Speaking

A **TALK ABOUT ABILITIES** Listen and complete the conversation. What is Do good at? #1 x 3

at all. bad. ballet. okay.

How well can you play chess? I can't do that.

What about drawing? I'm really good at it.

Can you dance? Oh, yes. I love it.

How well can you play volleyball? I'm not very good at it.

B What can you do? Look at the activities and write two more. Number each activity 1-4 for you.

play chess. draw. play volleyball.

C Work with a friend. Use the information in B. Take turns to ask and answer about what you can do.

D Make new conversations with a different friend. Can you find someone with the same skills as you?

How do we learn things? Think about the things you're good at. Write an answer to the questions.

Comprehension 2

Comprehension

A **TEXTUAL LITERACY** Ask Questions Think of the questions you asked before reading the social studies article. Did you find answers in the text? Tell a friend. Why? Tell a friend.

B Think about the social studies article. Which of the three classes would you enjoy? Why? Tell a friend.

C Circle the correct answers.

- Why do the children wear special clothes to get the honey?
 - to be safe
 - to keep warm
 - to keep clean
- Why are there cameras in the beehives?
 - the children want to take photos
 - the children want to watch the bees from the classroom
 - to make sure the cameras inside the beehives
- When children wear something that makes them feel happy.
 - they help the community
 - they enjoy the classroom
 - they feel happier
- What is special about some school lunches in Japan?
 - Children eat together.
 - Children help to bring the food to their classrooms.
 - the teachers bring the food to the children.

D Circle the correct words about a social studies article. A social studies article gives us facts about humans / animals. There are often photos / photos to show us the information.

E **SOCIAL LITERACY** What important things do children learn by caring for bees, by writing down their feelings, and by helping with lunch at school?

F Which classes at your school help teach some of the same ideas? Which other things do you think are important to learn? Make a list with a friend.

Grammar 2

Grammar

A Listen and read. Do the underlined words begin when you do something? #1 x 3

My brother can swim beautifully. I can do it easily. Can you swim well?

B Complete the sentences with adverbs.

- The children laughed (happy) _____.
- A rabbit can run (fast) _____.
- You answered the questions (brilliant) _____.
- I can do the work (quick) _____.
- We work (hard) _____.
- She can play the piano (good) _____.

C Work with a friend. Play a game. Choose a square to make a sentence using the word. Try to make a sentence for four squares in a row.

slowly	fast	easily	hard
carefully	strongly	happily	loosely
nicely	nicely	beautifully	differently
nicely	well	quickly	nicely

D **GRAMMAR IN USE** Read helping with each other in the social studies article. Underline the words that describe how children do things.

Listening 2

Listening

A **LISTEN AND PREDICT** Look at the photo and guess. What are they doing? How are they feeling? Share your ideas with a friend.

B **NEW WORDS** Listen and read. #1 x 3

listen practice

C Listen and number the ideas in the order you hear them. #1 x 3

Yoga can help you work hard. Yoga is fun. Yoga makes you strong. Yoga helps you remember things.

D Listen again. Were your ideas in C correct? Tell a friend. #1 x 3

E **GLOBAL LITERACY** How do children at the school learn? Listen. Bala yoga.

F Would you like to have yoga classes at school? What helps you relax and feel happy? Discuss ideas with a friend.

Writing

Writing

A Look at the photo and answer the question. Tell a friend.

B **DIVE DEEPER** Read the text. Circle because.

Are short breaks in class a good idea? Give us your opinion. Maria P. I think they're a good idea. We get tired in class because we work hard. We can move our bodies, or we can sit quietly with our eyes closed. We learn better after an short break because we don't feel tired anymore. We can learn.

C Read the text again. Check (✓) if the reasons Maria P. gives for his opinions. Short breaks are great because. children can talk to each other. children get tired. children close their eyes. children can relax.

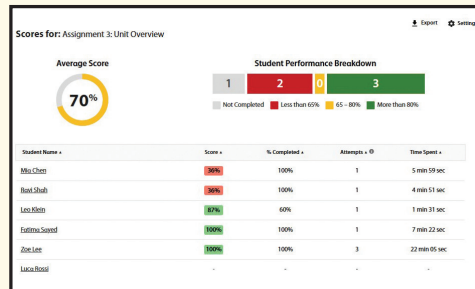
D It's important to learn English. Do you agree? Why? Write your opinion. Use the writing model to help you. Remember to plan, draft, revise, and review your work. Work with a friend to check your writing.

How do we learn things? Think about the things you learn every day. Write the new answer to the question.

Unit Walkthrough pages and resources from Unit 9 of the Trailblazer 2 Student's Book

Teaching with spark

Unlock the power of the Gradebook, where information is turned into instructional insights.



Unit Walkthrough

Unit Opener

The Unit Opener engages students in the unit's theme and introduces them to the Big Question and the three Trails they will explore in the unit. The Unit Opener uses a high-interest photograph, an immersive soundscape, and activities to spark curiosity, activate prior knowledge, and encourage discussion.

The screenshot displays a digital learning interface. At the top left is the National Geographic Learning logo. A large photograph shows a group of students and an adult male teacher working together on a table with various electronic components and a LEGO-based robot. A yellow circle with the number '9' is overlaid on the photo. To the right of the photo is a sidebar titled 'Trails in This Unit' with three sections: 'What We Do Well', 'Lessons We Learn', and 'Trips We Take'. Each section contains a small thumbnail image and a list of activities. At the bottom of the sidebar are navigation icons for search, edit, and home. The page number '186' is visible in the bottom left corner of the interface, and 'Unit 9 187' is in the bottom right corner.

Students build robots at a school in Baltimore, Maryland, US.

How do we learn things?

LOOK

1. Describe the photo.
2. Students in Baltimore, Maryland, US are building robots. Why do you think the girl is excited? Share your ideas with a friend.
3. **VISUAL LITERACY** Does this look like an activity you do at your school? Tell a friend.

LISTEN

1. Look at the photo. Imagine the sounds you can hear. Share your ideas.
2. Listen. Choose one sound to copy. Repeat it for the class. ▶ 9.1

WATCH

1. Watch the video. ▶ 9.1
2. Watch the video again. What do you see? ▶ 9.1

Trails in This Unit

What We Do Well

- **READ** a poem about cousins with different skills.
- **LISTEN** to a news story about a dancer.
- **TALK** about abilities.

Lessons We Learn

- **READ** about schools with unusual classes.
- **LISTEN** to a news story about children doing yoga.
- **WRITE** about opinions.

Trips We Take

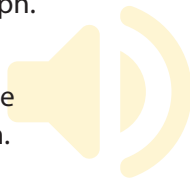
- **STUDY** a photo of a field trip.
- **WATCH** a video about a virtual field trip.
- **CREATE** a "how-to" video.

Unit 9 187

LOOK activities prompt student engagement with a stunning Unit Opener photograph.

LISTEN activities encourage students to immerse themselves in a soundscape related to the Unit Opener photograph.

WATCH activities guide students to engage with and respond to a video preview of the unit Trails.



Trails in This Unit describes the student-facing objectives for each Trail, allowing students to preview what they will explore in each unit.

Teaching with
spark

Focus students attention on engaging and high-interest content like the Unit Opener photographs using **Dynamic Lessons** on Spark.



At the start of each unit, a **Unit Opener video** activates students' existing knowledge about the theme and builds interest and excitement about unit content.



Unit Walkthrough

Before Reading

Pre-reading lessons prepare students for the fiction and nonfiction reading texts through Vocabulary, Phonics, Reading Strategy, and Preview activities.

TRAIL 1

What We Do Well

Vocabulary

A NEW WORDS Listen and look. 9.2 Listen and say. 9.3

chess volleyball add score skate smart test count

B NEW WORDS Listen and read. 9.4 Listen and say. 9.5

Did You Know? Harini Logan is brilliant at spelling. In a Spelling Bee in Maryland, US, she tried to spell 28 difficult words. She spelled 22 correctly, in only a minute and a half!

C Read the sentences. Write the words.

add chess count difficult smart volleyball

- It's a sport. _____
- You do these two things with numbers. _____
- It's the opposite of easy. _____
- It's a board game. _____
- It means "clever." _____

D Complete the sentences.

- I can't _____ but I'm _____ at tennis!
- Hoors! Our team _____ three goals in the soccer game.
- We had a spelling _____ today. I got all the words right!

E Make a wordsearch with three new words. Explain the words to a friend, and ask your friend to find them.

Phonics Endings -st and -nt

F Listen and say. 9.6

first best count paint

G Listen. Complete the words with st or nt. 9.7

- pla____
- te____
- te____
- arti____

Reading Strategy

Summarize
When you summarize, you think about the main ideas of a text or the main events of a story.

H Read the short story. Check (✓) the best summary.

One day, Panos found an old computer game in his big brother's room. He was excited! But when he tried to play it, he didn't know how! Just then, his mom came home. "Why are you so sad?" she asked. "I can't play this game," Panos said. "Let me see...oh! I loved this game. I played it all the time when I was your age!" Then his mom took the controller and showed him how to play. They played together for hours. That day, his mom became his favorite "Player Two."

A boy learns to play an old video game with his mom.

A boy can't play an old video game, so his mom plays it.

A mom takes the game controller from her son.

PREVIEW Look at the first picture in the poem on the next page. Are the girls happy to see each other? Why? Explain your answer to a friend.

New vocabulary items are presented through images in units 1–5 and through images and context in units 6–10. All units have audio support.

Phonics activities help students learn and practice letter-sound relationships.

A reading strategy explanation and practice activity prepares students to apply the strategy and deepen their understanding of the Trail's main text.

Preview activities generate excitement for the reading text through engaging "Think-Pair-Share" activities that get students talking.

TRAIL 2

Lessons We Learn

Vocabulary

A NEW WORDS Listen and look. 9.14 Listen and say. 9.15

business person camera quickly eat well serve work hard sell buy

B NEW WORDS Listen and read. 9.16 Listen and say. 9.17

Did You Know? In Austria, some children can bring their bikes to school. They have special bike classes. They learn how to be safe on a bike.

C Circle the correct words.

- My brother's job is to **serve** / **bring** drinks at a restaurant.
- On Mother's Day, I **buy** / **sell** my mom some flowers.
- Have some fruit. It's important to **eat well** / **work hard**.
- Does the bookstore **sell** / **serve** comics?
- The store closes soon. Let's go **safe** / **quickly**.

D Complete the sentences.

- There aren't any cars, so it's _____ to cross the road.
- We always _____ in class.
- A photographer uses a _____.
- Ms. Peters is an important _____.
- We can't _____ pets to school.

Phonics Endings -ey and -ly

F Listen and say. 9.18

money quickly

G Listen and complete the words with ey or ly. 9.19

- love____
- hon____
- cur____
- monk____

Reading Strategy

Ask Questions
Before you read about a topic, think of questions you want to ask about it.

H Look at the title and the photos. Think of two questions to ask. Share your ideas with a friend.

A Classroom Outdoors

PREVIEW Look at the photos in the social studies article on the next page. Which activity looks interesting to you? Why? Tell a friend.

Reading

Trails 1 and 2 each feature either a fiction or nonfiction reading text. Level-appropriate reading texts in *Trailblazer* span a wide variety of genres, aligning with the demands of various curricular standards and frameworks to help students develop their literacy skills.

TRAIL 1

Genre Poetry
Reading Strategy As you read, think about the main events of the story.

“Fantastic” Cousin, Bea

By Katie

On Friday, I came home at three.
My mom said, “Guess who’s here for tea?”
I was pleased to see my Auntie Dee.
But not my “fantastic” cousin, Bea.

“Try to be nice!” said my dad.
But Bea always makes me feel so bad.
I wanted to be like her, you see.
I wasn’t happy just being me!

We’re the same age, we’re both eight.
But everyone thinks she’s “just great!”
She gets ten out of ten in every **test**.
In everything she does, she’s simply the best!

She knows the meaning of **difficult** words.
She can tell you the names of different birds.
She’s **brilliant** at art. She can paint, draw,
and more.

She could play the guitar when she was four.
She could **count** to ten in Japanese.
And sing a song in Portuguese.
She could **add** long numbers in her head.
“She’s so **smart**!” everyone said.

When she was three, she learned to play **chess**.
When she was five, she sewed a dress.
When she was seven, she learned to cook.
And last July, she wrote her first book!

“Let’s go outside,” I said to Bea.
“Can you climb up that old tree?”
“Oh, no!” she said. (I was surprised.)
“I can’t climb a tree so big and high!”

“I can’t **skate** or play **volleyball**.
I can’t play soccer or **score** a goal!”
(I was pleased!) And it was true.
There were many things she couldn’t do!

So, I taught her to hit a ball with a bat.
And she taught me the French for cat.
But something else we learned that day:
We’re all fantastic, in a different way.

190 What We Do Well

Unit 9 191

Teaching with spark

Teacher Resources on Spark include instructional support on delivering lessons, including teaching strategies for developing students’ reading and fluency.

High-interest, cross-curricular, and culturally diverse **nonfiction texts** are enhanced by striking photography and design features that give students an authentic reading experience.

Fiction texts are enhanced by rich illustrations and design features that prepare students to engage with literary texts across a wide range of genres, such as realistic fiction, science fiction, historical fiction, drama, poetry, and more.

TRAIL 2

Genre Social Studies Article
Reading Strategy Before you read the text, think of questions you want to ask.

What do we learn in school?

We all learn to read and write, count, spell, and do music and art.
But what are some unusual things children learn in school?

Learning about Bees

At some schools, students learn to care for bees! They wear special clothes so that they can **safely** get close to the bees.

Some schools have **cameras** in the beehives so that students can watch the bees from inside their classrooms. The bees **work hard**. Some bees make honey or clean the beehive. Some are nurse bees and care for the others. We can learn a lot from bees!

Some schools **sell** their honey at food markets. People in the town or city **buy** the honey. This helps the students practice math. They add up money and learn to be **business people**, too.

Helping with Lunch

In Japan, some students learn about food at school. They help with school lunches, too. This is called **shokuiku**. Teams take turns going to the kitchen and **bringing** the food **quickly** to the classroom. Then they carefully **serve** a hot lunch to their teacher and their classmates. When everyone has their food in front of them, the class can eat. **After** lunch, all the students clean up the classroom. **Shokuiku** teaches children about where food comes from and how it grows. They learn that it is good to eat together and important to **eat well**.

Being Happy

In some schools in Germany, students learn how to be happy. They have a class once a week. In some classes, the students make paper flowers. On each flower, they write something that makes them feel happy. The students “plant” their paper flowers together. In other classes, students answer questions like, “What was good today?” and “What do you want to say thank you for?” They write their answers on paper. Then they take the papers home. This helps them to understand what makes them happy.

188 Lessons We Learn

Unit 9 189

Learned vocabulary items appear throughout the reading text in bold.

Teaching with spark

Access all resources in one place with Spark, including the Student’s eBook, Online Practice, and tests.

Post-Reading Comprehension and Grammar

TRAIL 1

Comprehension

A Think about the poem. Which of the activities can you do? Compare with a friend.

B Read. Circle *True* or *False*.

- | | | |
|--|------|-------|
| 1. Katie isn't happy to see her aunt. | True | False |
| 2. Bea is a good student. | True | False |
| 3. Katie wrote a book about Bea last summer. | True | False |
| 4. Katie didn't want to climb a tree. | True | False |
| 5. Katie and Bea helped each other learn new things. | True | False |

C **TEXTUAL LITERACY Summarize** Circle the correct answers to complete the summary.

¹ **Katie / Bea** wrote a poem. One day, ² **Katie / Bea** came to visit. Everyone thinks ³ **Katie / Bea** is fantastic. Katie describes all the things that Bea ⁴ **can / can't** do. Katie finds out that Bea ⁵ **isn't / is** good at sports. She is ⁶ **happy / sad** about that. She teaches Bea to ⁷ **play a ball game / climb a tree**. Bea teaches her ⁸ **the names of birds / a French word**. The cousins learn that they are good at different things.

D Some poems have a rhyming pattern. Look at the last word of every line in *My "Fantastic" Cousin Bea*. Check (✓) the correct pattern.

- The first line rhymes with the third and the second with the fourth.
- The first line rhymes with the fourth, the second with the third.
- The first line rhymes with the second and the third rhymes with the fourth.

E **SOCIAL LITERACY** Are Katie and Bea good at the same things or different things? Tell a friend. Give examples from the poem.

F Write three things about yourself that make you feel good. Tell a friend.

I can play volleyball, and I like helping my friends.

192 What We Do Well

Activities A and B ask students to reflect on the reading text and demonstrate their **comprehension**.

TRAIL 2

Comprehension

A **TEXTUAL LITERACY Ask Questions** Think of the questions you asked before reading the social studies article. Did you find answers in the text? Tell a friend.

B Think about the social studies article. Which of the three classes would you enjoy? Why? Tell a friend.

C Circle the correct answers.

- Why do the children wear special clothes to get the honey?
 - to be safe
 - to keep warm
 - to keep clean
- Why are there cameras in the beehives?
 - The children want to take photos.
 - The children want to watch the bees from the classroom.
 - It's safer to have cameras inside the beehives.
- When children write something that makes them feel happy...
 - they help the community.
 - they enjoy the class more.
 - they feel happier.
- What is special about some school lunches in Japan?
 - Children eat together.
 - Children help to bring the food to their classrooms.
 - The teachers bring the food to the children.



D Circle the correct words about a social studies article.

A social studies article gives us facts about **humans / animals**. There are often **songs / photos** to show us the information.

E **GLOBAL LITERACY** What important things do children learn by caring for bees, by writing down their feelings, and by helping with lunch at school?

F Which classes at your school help teach some of the same ideas? Which other things do you think are important to learn? Make a list with a friend.

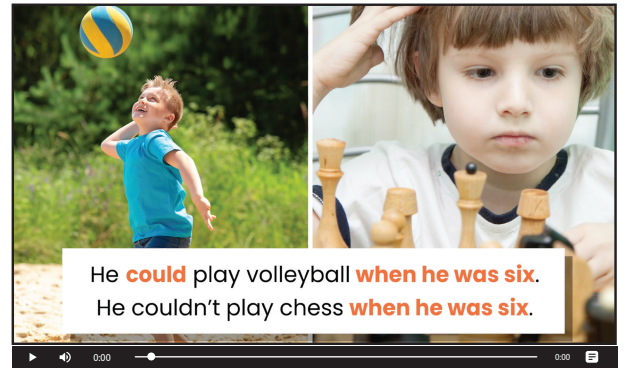
200 Lessons We Learn

A **Textual Literacy activity** provides students with the opportunity to apply the Trail's Reading Strategy in the context of the text.

Activity D allows students to identify the purpose and characteristics of the reading text's **genre**.

A **Global or Social Literacy activity** guides students to make connections between the reading text and their own lives, strengthening their understanding of a Global Literacy or Social Literacy objective.

Grammar is introduced through a chant or comic strip featuring the *Trailblazer Kids* and is supported by a Grammar Animation Video.



TRAIL 1

Grammar

A Listen and read. Underline words that describe abilities in the past. 9.9

Could you walk when you were one? Yes, I could. But I couldn't run. Could you read when you were two? No, I couldn't. How about you?

Could and Couldn't 9.2
Could you count when you were three? Yes, I **could**. / No, I **couldn't**.
 When I was five, I **could** paint, but I **couldn't** write.

B Put the words in order to make sentences with *could* and *couldn't*.

- ride / She / when / could / she / five. / was / a bike
- couldn't / he / was / He / read / a baby. / when
- three. / She / the piano / play / she / was / when / couldn't
- was / He / when / could / he / four. / skate

C Work with a friend. Take turns to ask and answer questions about what you could do when you were four.

count to 100 in English draw a cartoon character
 make a milkshake play table tennis use a computer

Could you play table tennis when you were four? No, I couldn't.

D GRAMMAR IN USE Underline one sentence with *could* and one sentence with *couldn't* in the poem.

Unit 9 193

Students practice and apply the grammar topic through a pen-to-paper activity and a game or communicative activity.

TRAIL 2

Grammar

A Listen and read. Do the underlined words explain when or how to do something? 9.21

I'm learning to ride a bike. What do I need to know?

Don't go fast! Look carefully when you cross the road!

Adverbs 9.3
 Walk carefully. Come quickly! I can do it easily.
 He runs fast. They work hard. Can you swim well?

B Complete the sentences with adverbs.

- The children laughed (happy) _____.
- A rabbit can run (fast) _____.
- You answered the questions (brilliant) _____.
- I can do the work (quick) _____.
- We work (hard) _____.
- She can play the piano (good) _____.

C Work with a friend. Play a game. Choose a square. Make a sentence using the word. Try to make a sentence for four squares in a row.

slowly	fast	easily	hard
carefully	angrily	happily	loudly
noisily	nicely	beautifully	differently
kindly	well	quietly	safely

My brother can draw beautifully.

D GRAMMAR IN USE Read *Helping with Lunch* again in the social studies article. Underline all the words that describe how children do things.

Unit 9 201

A **Grammar in Use** activity directs students back to the reading text to identify the grammar topic, annotate the text, and work with the grammar topic further.

Teaching with **spark**

Assign Online Practice activities on Spark to reinforce skill-work, including grammar, and track progress for additional teaching insights.

Additional grammar practice is available in the **Grammar Reference** section in the back of the Student's Book.

Unit Walkthrough

Listening, Speaking, and Writing

TRAIL 1

Listening

A Look at the photo. What can this boy do well? Share ideas with a friend.

B NEW WORDS Listen and read. 4) 9.10
Listen and say. 4) 9.11

ballet practice



Anthony Mmesoma Madu dancing

C Listen and match. 4) 9.12

- | | |
|-----------------------------------|----------------------|
| 1. Anthony lived in Lagos | a. to the US. |
| 2. He was good at | b. on the internet. |
| 3. His friends thought ballet was | c. in Nigeria. |
| 4. People watched his video | d. ballet. |
| 5. After the video, he went | e. an unusual hobby. |

D LISTEN FOR SEQUENCE Listen again. Number the sentences in order. 4) 9.12

- Anthony started ballet lessons.
- People saw Anthony on the internet.
- Anthony lived in Lagos.
- Anthony went to the US.
- Anthony's teacher made a video of him dancing.

Listening Strategy

Listen carefully to the order of events. What happened first, next, and last?

E SOCIAL LITERACY Think about people you know. What are they good at? Are they good at the same things or different things as you? Discuss in groups.

F Think about the people you discussed in **E**. What is or was difficult for them? Does it stop them from trying?

My sister is good at gymnastics. She has to train three times a week. Sometimes, she's tired, but she never misses practice.

194 What We Do Well

New vocabulary items are introduced to support comprehension of the listening text. Students listen to the text for general comprehension, and then complete a comprehension activity using the new vocabulary.

Students listen to the audio again and apply the **listening strategy** to complete an activity.

Students develop **Global or Social Literacy** skills while putting the new vocabulary and listening strategy into practice.

TRAIL 2

Listening

A LISTEN AND PREDICT Look at the photo and guess. What are they doing? How are they feeling? Share your ideas with a friend.

Listening Strategy

Before you listen, look at the photo and think about topics and words you may hear.



Doing yoga at school

B NEW WORDS Listen and read. 4) 9.22 Listen and say. 4) 9.23

relax stretch

C Listen and number the ideas in the order you hear them. 4) 9.24

- Yoga can help you work hard.
- Yoga is fun.
- Yoga relaxes you.
- Yoga makes you strong.
- Yoga helps you remember things.

D Listen again. Were your ideas in **A** correct? Tell a friend. 4) 9.24

E GLOBAL LITERACY How do children at the school feel? Circle.

- | | | |
|-------------|-------------------------|-------------------------|
| Before yoga | <input type="radio"/> 😞 | <input type="radio"/> 😊 |
| After yoga | <input type="radio"/> 😞 | <input type="radio"/> 😊 |

F Would you like to have yoga classes at school? What helps you relax and feel happy? Discuss ideas with a friend.

202 Lessons We Learn

TRAIL 1

Speaking

A TALK ABOUT ABILITIES Listen and complete the conversation. What is Do good at? 4) 9.13

at all bad brilliant okay



How well can you play chess?
I can't do that! _____

What about drawing?
I'm _____ at it.

Can you dance?
Oh, I'm really _____ at dancing.

How well can you play volleyball?
I'm _____ at that!



B What can you do? Look at the activities and write two more. Number each activity 1-4 for you.

play chess draw
 dance play volleyball
 _____ _____

1. I can't do it at all.
2. I'm bad at it.
3. I'm okay at it.
4. I'm brilliant at it!

C Work with a friend. Use the information in **B**. Take turns to ask and answer about what you can do.

D Make new conversations with a different friend. Can you find someone with the same skills as you?



Speaking Tip
Use words like *good, bad, and okay* to describe how well you can do something.

How do we learn things?

Think about the things you're good at. Write an answer to the question.

Unit 9 195

Students are introduced to the **speaking topic and model language** and complete a scaffolded activity to practice the topic.

Students personalize the speaking topic and use their notes to engage in a speaking activity, using the model for assistance.

The Writing activities in the Student's Book focus on developing an understanding of text genres and writing strategies.

Opportunities for further writing development are given in the *Trailblazer Workbook*, where students engage with a structured approach to process writing.

Students revisit the **Big Question** at the end of each Trail to reflect on what they have learned and how their answer to the Big Question has evolved since the start of the unit.

Students are introduced to the **writing genre and strategy**.

TRAIL 2

Writing

A Look at the photo and answer the question. Tell a friend.

B GIVE REASONS Read the text. Circle *because*.

Are short breaks in class a good idea? Give us your opinion!

Mario P
I think they're a great idea. We get tired in class because we work hard. We can move our bodies, or we can sit quietly with our eyes closed. We learn better after a short break because we don't feel tired anymore. We can relax.



C Read the text again. Check (✓) the reasons Mario P gives for his opinions.

Short breaks are great because _____.

children can talk to each other children get tired
 children close their eyes children can relax

D "It's important to learn English." Do you agree? Why? Write your opinion. Use the writing model to help you. Remember to plan, draft, review, and revise your work. Work with a friend to check your writing.



Genre Opinion
An opinion explains what we think about something. We usually give reasons to explain an opinion.
Writing Strategy Use *because* to give a reason.

How do we learn things?

Think about the things you learn every week. Write a new answer to the question.

Unit 9 203

Critical Thinking

Students are prompted to engage with and **think critically** about two forms of media to develop a deeper understanding of the topic.

The first form of media is presented on the page and can take a variety of forms, such as an infographic, a photo, an artwork, an advertisement, or a quiz.

TRAIL 3

Trips We Take

Critical Thinking

- A** Where did you go for your last field trip? Tell a friend. Describe what happened.
- B** Look at the photo. What are the children learning about? How are they learning?
- C** Look at the photo again. Would you enjoy this trip? Why? What would you like to find out about the trip? Share your ideas with a friend.
- D** **NEW WORDS** Listen and read. 🎧 9.25
Listen and say. 🗣️ 9.26

entrance virtual reality

- E** Watch the video. Complete the sentences. 🎥 9.4
1. The caves are more than _____ kilometers long.
 2. In 1991, a man found the _____ to the caves.
 3. To visit these caves, you can go on a _____ trip.
 4. There's a _____ to help you choose places to visit.
 5. There's a big, fast _____ in the cave, too.
 6. Light through the _____ helps trees and plants grow in the caves.
- F** Do you think it's a good idea to visit the caves using the internet? Why? Discuss with a friend.
- G** **MEDIA LITERACY** Think about the field trip in the photo and in the video. Which would you choose for you and your classmates? Explain your answer to a friend.

204 Trips We Take



A field trip at North Cascades National Park in Washington State, US

Unit 9 205

The second form of media is a **video** related to the topic of the Trail.

New vocabulary items are introduced to support comprehension of the video.

Students synthesize the on-page media and the video to develop a range of level-appropriate **Media Literacy skills** that prompt students to identify, explain, compare, and analyze the meaning and use of varied forms of media.

Project

Students consider the Trail 3 topic from a personal and local perspective by completing a hands-on **Project** that extends the learning from the Critical Thinking lesson, reinforces language acquired throughout the unit, and results in their own message conveyed through various media forms.

Projects follow a clear **prepare, complete, and share sequence**.

Project Make a "How-to" Video

Work with a friend. Make a "how-to" video to teach other students how to do something.

Step 1 Plan your video. Think about what you want to teach. Is it a skill or a craft? Think about what you need to make your video.

Step 2 Create your video.

A  Prepare your materials for the "how-to" video.

B  Introduce your "how-to" video and explain what materials people need.

C  Record the steps of your "how-to" project.

D  Show or demonstrate your finished project.

Step 3 Present your video. Play your video for the class. After watching the video, check that your classmates understand. When you're watching other video presentations, write down questions to ask when the presentation ends.

Act What actions can you take to learn about things?

Check (✓) the things you do to learn. Compare and discuss with a friend.

<input type="checkbox"/> listen and read	<input type="checkbox"/> do an activity	<input type="checkbox"/> go on class trips
<input type="checkbox"/> talk to people	<input type="checkbox"/> watch videos	<input type="checkbox"/> have virtual experiences

206 Trips We Take

Teaching with spark

Teacher Resources on Spark include assessment rubrics for inquiry-based projects.

Students focus on the **action** they can take as result of accessing, analyzing, evaluating, and creating multimedia messages. They work individually or collaboratively to share knowledge and brainstorm solutions to related problems in their schools, homes, and communities.

Unit Walkthrough

Self-Assessment

Students reflect on, consolidate, and interrogate their learning from the unit as they are guided to return to the Big Question and the objectives from each Trail.

Opinion prompts students to share personal opinions on their learning and to reflect on the three Trails.

Growth prompts students to consider their development, focusing on what they now know that they didn't know before.

Curiosity encourages students' continued inquiry around the unit topic.

How do we learn things?

Opinion
Think about each trail of the unit. Write the most important thing that you learned in each trail. How is it useful to you and your life? Tell a friend.

What We Do Well

Lessons We Learn

Trips We Take

Growth
Think and write. Compare in groups.

1. An unusual class you would like to teach.
2. A skill from this unit you would like to have.
3. A place you can only visit through virtual reality.

Curiosity
Which activity do you want to know more about? What questions do you have? Compare your ideas with a friend.

Unit 9 207

Teaching with spark

Customize or assign ready-made unit tests on Spark to track progress in the Gradebook.

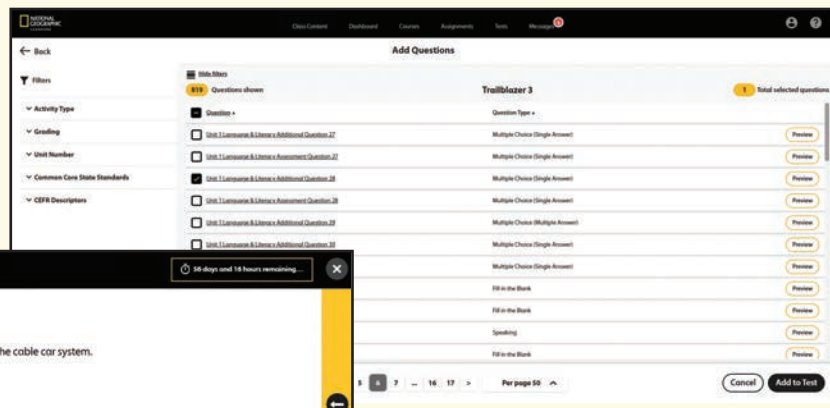
13. Read the text. Is the sentence **True** or **False**, or doesn't the text say?



People who live in La Paz use the cable car system.

True
 False
 Doesn't say

La Paz, a Different Capital City
La Paz, Bolivia, is different from any other city in the world, and for many reasons.
You're high above the sea.
Between 3,250 and 4,100 meters above sea level, La Paz is the highest capital city in the world. And did you know that La Paz isn't the only capital of Bolivia? There are two — La Paz and Sucre.



Trailblazer 3

Questions shown

Questions Type +

- Unit 11 Language & Literacy Assessment Question 27
- Unit 11 Language & Literacy Assessment Question 27
- Unit 11 Language & Literacy Assessment Question 28
- Unit 11 Language & Literacy Assessment Question 28
- Unit 11 Language & Literacy Assessment Question 29
- Unit 11 Language & Literacy Assessment Question 29
- Unit 11 Language & Literacy Assessment Question 30

Multiple Choice (Single Answer)

Multiple Choice (Single Answer)

Multiple Choice (Single Answer)

Multiple Choice (Single Answer)

Multiple Choice (Multiple Answer)

Multiple Choice (Single Answer)

Multiple Choice (Single Answer)

Fill in the Blank

Fill in the Blank

Spelling

Fill in the Blank

Per page 50

Cancel Add to Test

Review

Levels 1–6

Trailblazer IN ACTION

Trailblazer in Action lessons after every two units offer an innovative approach to reviewing language and strategies.

One National Geographic Explorer per level is featured in a series of episodes that take the learner on a journey through the life, work, challenges, and adventures of an Explorer who is blazing their own trail in the world.

Each episodic story is presented through a reading text, video, or an audio input.

Related project pages in the Workbook provide further opportunities for language and strategy review and allow students to personalize the theme of the Trailblazer in Action episode.

Trailblazer IN ACTION MALAIKA VAZ *Storytelling for Change | Episode 1*

In this episode, you'll meet Malaika Vaz and discover how she fell in love with nature.

Nature Close to Home

A What types of nature are close to your home? Share with a partner.

B Watch the video. ▶ 2:5

C Circle True or False.

1. Malaika stayed in a hotel in Goa. True False
2. Malaika thinks protecting water is important. True False
3. Malaika saw a whale during a windsurfing trip. True False

D LISTEN FOR REASONS Watch the video again. Complete the sentences. ▶ 2:5

1. The rainforest in Goa is important because _____
2. Many people travel far to visit Goa because _____
3. Malaika fell in love with the natural world because _____

E THEME Read the text from the video. Check (✓) the sentence with the correct theme.

Goa has an amazing rainforest in the Western Ghats. The rainforest is not only beautiful—wild animals and humans depend on this area to live. Many people in India get their water from rivers there. That's just one reason why we need to protect these natural environments for the future of our planet.

Goa is a beautiful place.
 It's important to protect nature.
 The Western Ghats are in Goa.

F COUNT SYLLABLES AND READ ALOUD Write a poem about Goa. Think about the types of nature from the video. You can use the words in the box to help you.

coast mountains ocean outdoors rainforest

G BE A TRAILBLAZER
Go to Step 1 of the Trailblazer in Action project to write about types of nature close to your home.

46 Trailblazer in Action

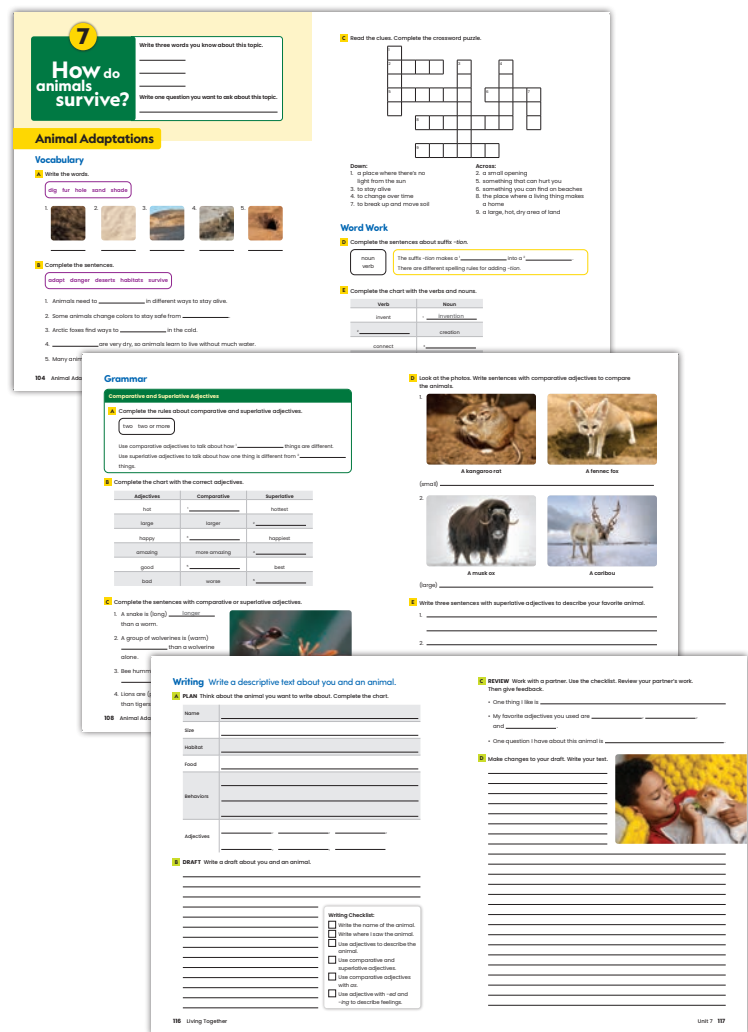
Trailblazer in Action pages and resources from Skills Review Units 1 and 2 of the Trailblazer 3 Student's Book



The *Trailblazer* Workbook provides further opportunities for students to continue exploring the Trails from the Student's Book with unique reading texts related to the theme of each Trail and extended practice opportunities for vocabulary, grammar, writing, and multiple literacies.

The *Trailblazer* Workbook is built around the main scope and sequence for the program. This component:

- provides more written production opportunities, including word puzzles and the completion of graphic organizers
- engages students in process writing, allowing them to plan, draft, review with peers, and revise their written work
- provides extended grammar practice with four pages per unit dedicated to students' interaction with grammar rules with both controlled and open-ended practice activities
- features a review lesson after every second unit, providing students with further opportunities to practice vocabulary and grammar



Pages from Unit 7 of the *Trailblazer 3* Workbook

Literacy Anthology

The *Trailblazer* Literacy Anthology supports the Student's Book for levels 1–6 of the program. Designed for teachers who are looking for supplemental fiction and nonfiction texts that extend topics, language, and Textual Literacy strategies developed in the Student's Book, the *Trailblazer* Literacy Anthology features unique texts from a global range of authors who specialize in English language teaching, subject-matter content, and children's literacy. The diversity of themes covered aims to provide a mirror for students' experiences as well as a window to new perspectives.

The *Trailblazer* Literacy Anthology is built around the main scope and sequence for the program. This component:

- offers a mix of level-appropriate unique and extended fiction and nonfiction texts across a rich variety of genres and subject matters, supported by appropriate pre-, while-, and post-reading activities
- recycles target vocabulary and grammar from the Student's Book and introduces new thematically-related vocabulary to assist with text comprehension
- cements and extends skills and strategies for reading
- evolves students' reading stamina and fluency
- develops key academic and life skills, such as critical thinking and creativity
- includes appropriate Creative Writing practice using a scaffolded approach
- reinforces Global and Social Literacies through their integration in Creative Thinking activities

Flashcards

Flashcards for key vocabulary are available for *Trailblazer* Starter–3. Featuring an image on one side and a dry-erase coating on the reverse, the *Trailblazer* flashcards are a versatile and effective tool for enhancing vocabulary teaching and can benefit students in several ways.

- **Visual Learning:** Images on flashcards help visual learners associate words with meanings.
- **Engagement:** Flashcards can be used in interactive activities and games, making learning more engaging and enjoyable.
- **Flexibility:** Flashcards can be easily adapted for individual or group work, allowing for personalized learning experiences.
- **Spaced Repetition:** Flashcards support spaced repetition, a technique that helps improve retention over time by revisiting words at increasing intervals.
- **Portability:** Flashcards are easy to carry and use in various settings, allowing for quick review sessions anywhere.
- **Quick Assessment:** Teachers can use flashcards to quickly assess students' understanding and retention of vocabulary.

The Flashcard Teacher's Guide features games and activities to make the most of the dry-erase feature.



Flashcards and posters from *Trailblazer* 3



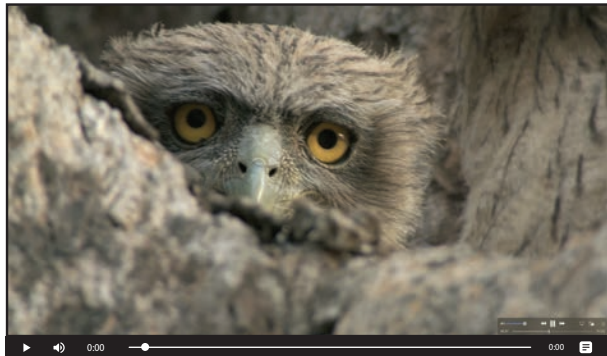
Posters

Posters are available for every unit in all levels of *Trailblazer*. The *Trailblazer* posters feature a large reproduction of the stunning Unit Opener photo on one side and each Trail's key vocabulary and questions to guide discussion on the reverse. Posters enhance engagement in several ways.

- **Visual Aids:** Posters provide visual representations of concepts, making them easier to understand and remember.
- **Engagement:** Colorful and captivating posters grab students' attention and can spark interest in a topic. They can also encourage discussion and interaction.
- **Reference Tools:** Posters serve as ongoing reference materials. Students can refer to them during lessons or when working on assignments, reinforcing learning.
- **Cultural Exposure:** Posters showcasing different cultures help to broaden students' perspectives and foster appreciation for diverse voices.
- **Theme Reinforcement:** Posters tie together various elements of a unit, helping students see connections between ideas and concepts.

Student's Book Video

Trailblazer features a robust video program, which can be viewed directly in the Classroom Presentation Tool, Student's eBook, and Student Resources. Each unit of the *Trailblazer* Student's Book features four videos.



Unit Opener Video

At the start of each unit, a Unit Opener video provides a short preview of the three Trails that students will explore. The video previews the unit content in an accessible way using leveled and known language to activate students' existing knowledge about the theme and to build interest and excitement about the unit content.

Grammar Animation Video

Each unit contains two Grammar Animation Videos that accompany the presentation and guided discovery of grammar topics. These short and engaging videos use kinetic text, animation, and photography to highlight key features of form and use.

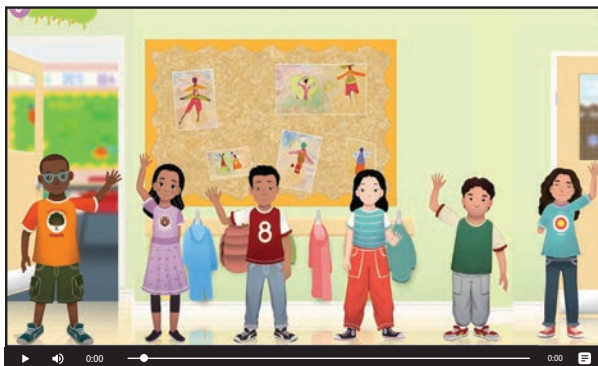


Critical Thinking Video (Levels 1–6)

In each unit of levels 1–6, a video for use in the Critical Thinking lesson serves as one form of media for students to evaluate in the development of skills related to Media Literacy. These highly engaging videos feature real-world content from National Geographic and fun animations for students to enjoy and interrogate as critical consumers of information.

Speaking Video (Starter)

In each unit of *Trailblazer* Starter, a speaking video featuring the *Trailblazer* Kids models conversational language and forms associated with a speaking topic.



Professional Development

In addition to preparing young learners for the challenges they face now and will face in the future, *Trailblazer* is committed to empowering teachers to become trailblazers themselves through a comprehensive suite of professional development resources. The *Trailblazer* Professional Development opportunities are designed to enhance teaching practice, foster student engagement, and support diverse learning needs. Through use of the resources, teachers will gain access to a rich array of tools and guidance tailored to elevate their teaching effectiveness and confidence.

Multiple Literacies Support

In today's multifaceted educational landscape, teaching literacy extends beyond traditional reading and writing. To help students develop autonomy and agency, *Trailblazer* offers support and guidance on how to teach the five key literacies: Textual Literacy, Global Literacy, Social Literacy, Visual Literacy, and Media Literacy. Teachers will learn how to integrate these literacies into their instruction, equipping students with the skills necessary to navigate and thrive in a complex world.

Targeted Support with Short Videos

To facilitate understanding and application of course features, the *Trailblazer* Professional Development resources include a series of short instructional videos. These concise, targeted videos offer educators immediate access to practical strategies and insights, enabling them to enhance their teaching methods effectively. Each video addresses specific aspects of the program, ensuring that teachers can implement best practices in real-time.

Quick-Reference Guides

Quick reference guides serve as valuable tools for effective teaching strategies. These user-friendly resources condense key information and techniques into easily digestible formats, making them perfect for busy teachers. Whether in the classroom or during planning sessions, these guides will provide immediate support for implementing best practices and innovative strategies.

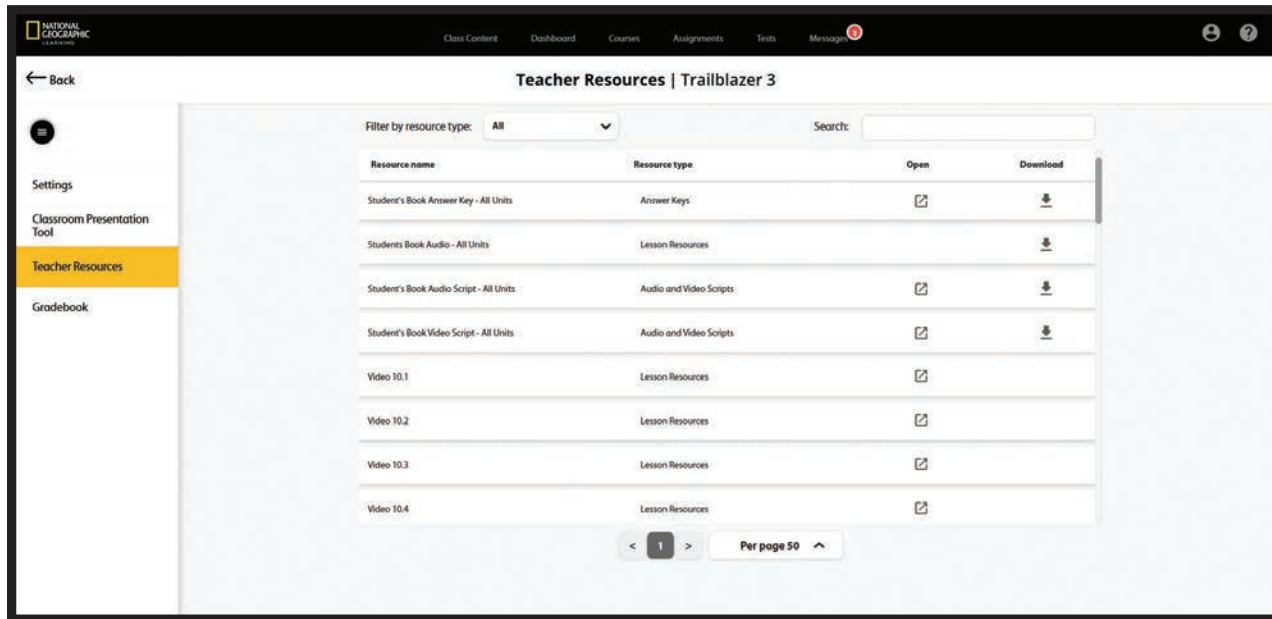
Mixed-Ability Support Strategies

Understanding the diverse needs of learners is crucial in any educational setting. *Trailblazer* includes mixed-ability support strategies designed to help educators effectively teach students at varying levels of proficiency. These strategies focus on differentiation, engagement techniques, and inclusive practices that promote a supportive learning environment, ensuring that all students reach their full potential.

Assessment Support Resources

Assessment is a vital component of the teaching and learning process. Assessment support resources offer teachers a variety of tools and frameworks to aid in student assessment. From formative assessments to rubrics and feedback strategies, these resources help teachers evaluate student progress accurately and effectively, fostering a culture of continuous improvement and learning.





Trailblazer comes with a suite of downloadable and launchable course materials that are designed to support teachers in delivering course content. Available through Spark, *Trailblazer* includes the following Teacher Resources:

Answer Keys

- Student's Book answer keys
- Workbook answer keys
- Literacy Anthology answer keys

Assessment

- Placement, gains, unit, midterm, and final pre-compiled and customizable assessments
- Cambridge English Qualifications practice exams for Pre-A1 Starters, A1 Movers, A2 Flyers, A2 Key English Test (KET) for Schools, and B1 Preliminary English Test (PET) for schools
- Guidance on using the Spark Assessment Suite
- Audio and audio scripts for course-based assessments
- Assessment answer keys
- Assessment Rubrics for evaluating inquiry-based projects and multiple literacies
- Assessment rubrics for evaluating Speaking and Writing activities in Online Practice and Assessment
- Grids and resources to foster student reflection and portfolio creation

Audio and Video Resources

- Student's Book audio scripts
- Workbook audio scripts
- Literacy Anthology audio scripts
- Student's Book video scripts

Correlations

- Correlations to a wide range of standards and curriculums
- Leveling information for reading texts in the Student's Book, Workbook, and Literacy Anthology

Communications/Letters

- Home–School Connection letters outlining course objectives
- Simplified guide for parents to understand key learning objectives

Lesson Resources

- Student's Book audio
- Student's Book video
- Workbook audio
- Literacy Anthology audio
- Graphic organizers to help structure student thinking and learning
- Phonics resources, including picture cards, letter cards, word cards, and phonics games to support phonics instruction
- Reading comprehension templates to engage students in reading routines
- Skill-based teaching routines for vocabulary, grammar, reading, listening, and speaking
- Flashcard Teacher's Guide with games and activities
- Flashcards for *Trailblazer* Starter, Level 1, Level 2, and Level 3
- Mini flashcards for *Trailblazer* Starter, Level 1, Level 2, and Level 3
- Program-related posters for classroom display and use
- Game components for use with games in the Student's Book
- Playscripts for performances included in the Student's Book and Workbook

Pacing Guides

- Detailed pacing guides for the following hours of weekly instruction:
 - 3–5 hours/week
 - 6–8 hours/week
 - 9–11 hours/week
 - 12+ hours/week (levels 1–6)

Professional Development Resources

- Professional Development Overview
- Multiple Literacies support and guidance for teaching Textual Literacy, Visual Literacy, Media Literacy, Global Literacy, and Social Literacy
- Short videos for targeted support on course features, including:
 - Multiple Literacies
 - Inquiry-based Learning
 - Formative Assessment
 - Classroom Management
 - Teaching Routines and more!
- Quick-reference guides for effective teaching strategies
- Mixed ability support strategies for teaching diverse learners
- Assessment support resources to aid in student assessment

Student Worksheets

- Process Writing worksheets
- Trailblazer in Action project worksheets
- Student's Book reading gap-fill worksheets
- Multiple Literacies worksheets linked to curriculum objectives
- Worksheets for vocabulary and grammar support
- Tailored worksheets for games, activities, and projects from the Student's Book

Lesson Planner

- *Trailblazer* Lesson Planners

Word Lists

- Comprehensive word lists for key vocabulary

Teaching with *Trailblazer*

Philosophy

Autonomy, Agency, and Empowerment

Central to the philosophy of *Trailblazer* is the focus on the development of the whole child, and on learner autonomy, agency, and empowerment. *Trailblazer* aims not just to prepare learners for English fluency and their future, but to encourage and inspire them in the now, with an emphasis on developing students who:

- are motivated and enthusiastic to learn
- collaborate well with others
- are inquisitive and adventurous
- think critically and creatively
- can problem-solve
- show empathy
- demonstrate resilience, a growth mindset, and persistence
- apply their learning in their classroom, their community, and the wider world

Inquiry-Based Learning

Trailblazer is informed by an inquiry-based methodology. Inquiry-based learning encourages students to actively engage in their learning through questioning, exploration, and investigation.

Inquiry-based learning encourages students to explore life's big questions from varied perspectives, and this methodology will help students further develop the curiosity they naturally have. This process involves gathering information through research and discussions, allowing students to develop a deeper understanding of a subject, and critical thinking is emphasized as students analyze data and draw conclusions, often collaborating in groups to share ideas and insights.

Inquiry-based learning promotes a culture of reflection, encouraging students to assess their own learning experiences and the methods they use throughout the inquiry process. This reflective practice helps them identify strengths and areas for improvement, fostering a sense of ownership over their educational journey.



Teachers play a crucial role in facilitating inquiry by creating an environment that encourages questioning and exploration. By integrating technology and diverse learning activities, teachers can enhance the inquiry experience, making it more interactive and accessible. They guide students while providing resources and support.

This dynamic approach not only enhances engagement but also fosters essential skills, such as critical thinking, problem-solving, and collaboration, ultimately preparing students for lifelong learning and future challenges. Inquiry-based learning transforms the classroom into a vibrant learning environment where students not only acquire knowledge but also develop a love for learning and the skills necessary to navigate an ever-changing world.

Maximizing Student Engagement

Engaging students is vital for effective learning. While *Trailblazer* brings the world to the classroom and classroom to life through rich authentic content and fun and engaging activities, teachers can employ a range of strategies to maximize student engagement.

Start with Active Warm-ups

Engaging students from the start sets a positive tone. The *Trailblazer* Lesson Planner provides generic teaching routines that can be used as warm-ups as well as lesson-specific warm-ups, ensuring that students are energized and ready to learn.

Use Varied Media and Technology

Incorporating different media keeps lessons dynamic and engaging. *Trailblazer* offers multimedia resources, including video, audio, and interactive activities, which are easily integrated into lessons. Using these features can help to appeal to various learning styles and maintain student interest.

Gamify Learning

Incorporating game-like elements makes learning fun and motivating. *Trailblazer* features various activities that are designed as games or that can be gamified. These engaging formats not only reinforce learning but also encourage healthy competition among students.

Communicate Objectives Clearly

Setting clear learning objectives helps students understand the purpose of each lesson. The *Trailblazer* Lesson Planner includes learning objectives for each lesson, which can be used to inform students of what to expect and what they will achieve.

Build Relational and Emotional Engagement

Establishing strong relationships fosters trust and connection in the classroom. *Trailblazer* encourages group work and peer collaboration, helping students build bonds with one another. Additionally, sharing personal anecdotes can strengthen the student-teacher relationship, creating an emotionally supportive learning environment.

Foster a Positive Learning Environment

A supportive classroom climate encourages risk-taking and learning from mistakes. *Trailblazer* promotes a growth mindset, framing errors as valuable learning opportunities. Highlighting these concepts can create a safe space where students feel comfortable sharing their thoughts and questions.

Encourage Open Discussion

Creating a space for open discussion fosters participation and critical thinking. *Trailblazer* features a rich variety of group activities designed to stimulate conversation, allowing students to share their ideas and perspectives. Using these effectively can help to build a collaborative classroom atmosphere.

Make Learning Relevant

Connecting lessons to students' lives and interests enhances engagement. *Trailblazer* provides real-world contexts and relatable scenarios in every unit, encouraging students to see the relevance of their learning.

