

# *Trailblazer*

LESSON PLANNER



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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.

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# *Trailblazer*

## LESSON PLANNER

Lise Minovitz

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# Scope and Sequence



1

**Why do we need exercise?**

2

**How do we know what happened?**

► **Trails to Explore**

Exercise to Learn  
Moving Around  
Developing Habits

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

**Curricular Connection**

Life Science

Social Studies

**Multiple Literacies**

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

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

**New Words**

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

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

**Word Work**

Compound Nouns  
Suffix *-able*

Suffix *-ly*  
Prefix *over-*

**Reading**

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

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

► **Grammar**

The Present Perfect  
Present Perfect Continuous

*So* and *Because*  
*Both...and*

**Listening**

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

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

**Speaking**

Express Preferences

Ask for More Information

**Writing**

Genre: Diary Entry  
Strategy: Give Reasons

Genre: Drama  
Strategy: Character Directions

► **Critical Thinking**

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

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

**Project**

Make an Action Plan for a New Habit

Create a Time Capsule



**Trailblazer** IN ACTION

Ciril Jazbec  
Camera on Climate

Episode 1  
**A Childhood Dream**  
Skills Review Units 1 and 2



**3** How do we understand each other?

**4** How does life adapt to a changing world?

**5** Can robots be like humans?

Plants and Animals  
Human Communication  
Different Languages

Social Studies

**VISUAL** Connect information in an image to prior knowledge.  
**GLOBAL** Describe the importance of respecting and valuing living things.  
**SOCIAL** Recognize the importance of active listening.  
**TEXTUAL** Main Idea; Cause and Effect  
**MEDIA** Explore the purpose of different types of media.

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

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

Nonfiction: Can we talk to animals?  
Genre: Science Article  
Fiction: Mo Learns a Lesson  
Genre: Humorous Fiction

Modal Verbs of Deduction  
Modal Verbs of Ability

Lecture about communication  
Strategy: Listen for Specific Information  
Discussion about communication skills  
Strategy: Listen for Advice

Express Surprise

Genre: Reflective Essay  
Strategy: Organize Ideas

Photo of a picture message  
Video: Communicating Without Words

Create a Secret Code

A Changing World  
The Impact of Insects  
The Power of Nature

Earth Science

**VISUAL** Describe how an image conveys mood and feeling.  
**GLOBAL** Explore ways to address climate change and its impact.  
**SOCIAL** Explain the importance of demonstrating compassion for living things.  
**TEXTUAL** List Facts; Summarize  
**MEDIA** Explore how content in different types of media can change a response.

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

Suffix *-al*  
Homophones

Nonfiction: The Future of Farming  
Genre: Science Report  
Fiction: The Bee and the Boy  
Genre: Poetry

Zero and First Conditional  
Second Conditional

Description of how climate change affects animals  
Strategy: Listen and Predict  
Discussion about insects  
Strategy: Listen for Definitions

Make Suggestions

Genre: Factsheet  
Strategy: Use Headings

Infographic showing desert growth  
Video: The Great Green Wall

Do a Soil Erosion Experiment

Robot Intelligence  
Robot Emotions  
Robot Friendships

Social Studies

**VISUAL** Explore and compare opinions about the content of an image.  
**GLOBAL** Explore how technology can help people connect and communicate.  
**SOCIAL** Explain ways to manage emotional responses.  
**TEXTUAL** Paraphrase; Point of View  
**MEDIA** Draw conclusions about one type of media using information from another.

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

Open Compound Words  
Suffix *-en*

Nonfiction: Are you talking to a human...or a robot?  
Genre: Technical Article  
Fiction: Why can't you understand?  
Genre: Drama

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

Conversation about a robot teacher  
Strategy: Listen for Attitudes  
Conversation about dealing with technology  
Strategy: Listen for Reactions

Report Opinions

Genre: For-and-Against Essay  
Strategy: Explain an Opinion

Photo of elderly people with a toy  
Video: Robot Friends

Design a Robot to Help People

# Scope and Sequence



## 6 Does nature need us?

## 7 What is creativity?

▶ **Trails to Explore**  
**Curricular Connection**

**Multiple Literacies**

**New Words**

**Word Work**

**Reading**

▶ **Grammar**

**Listening**

**Speaking**

**Writing**

▶ **Critical Thinking**

**Project**

Protecting Nature  
Connections in Nature  
The Strength of Nature

Earth Science

**VISUAL** Use questions to explore the message in an image.

**GLOBAL** Explore how humans and other animals are interconnected.

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

**TEXTUAL** Persuasion; Make Connections to the Real World

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

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

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

leave alone, predator

Abbreviations  
Phrasal Verbs with *Up*

Nonfiction: Should we let animals go extinct?

Genre: Opinion Article

Fiction: The Heron and its Pond

Genre: Rhyming Story

Reported Requests and Commands  
Reported Yes/No Questions

Lecture about an important insect

Strategy: Listen to Summarize

Lecture about biodiversity

Strategy: Listen for Relationships

Express Agreement and Disagreement

Genre: Persuasive Text

Strategy: Use Facts

Photo showing the strength of nature

Video: Rewilding

Plan a Rewilding Project

Why We Create  
Being Creative  
Creating Art Together

Art

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

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

**SOCIAL** Identify how people might respond differently to emotive issues.

**TEXTUAL** Ask Questions; Make Predictions

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

creativity, controversial, powerful, generate, surrounded, unique, useless, reality, struggle, get better, hang out, weird

follower, lyrics, fan, excitement, post, publish, interviewer, successful, disappointment, humble, exhibition, tell the difference

drone, landscape

Suffix *-ty*  
Suffix *-ment*

Nonfiction: The Power of Art: Inspiring Creativity

Genre: Magazine Article

Fiction: Hina's Decision

Genre: Realistic Fiction

*It + Be + Adjective + Infinitive*  
Indefinite Pronouns

First-person narrative about creating art

Strategy: Listen for Descriptions

Conversation about an art exhibition

Strategy: Listen for Examples

Use Fillers

Genre: Descriptive Text

Strategy: Topic Sentences

Photo of an artwork

Video: Being Creative with Technology

Use Technology to Create a Piece of Art



**Trailblazer** IN ACTION

Ciril Jazbec  
Camera on Climate

Episode 3  
**Arctic Adventure**  
Skills Review Units 5 and 6



**8** What's the big deal about money?

**9** What makes a home?

**10** What makes us who we are?

<p>All About Money The Value of Money Being Responsible</p>	<p>How We Build Where We Build Feeling at Home</p>	<p>Exploring Change What Others Think How We See Others</p>
<p>Social Studies</p>	<p>Social Studies</p>	<p>Social Studies</p>
<p><b>VISUAL</b> Identify details in an image that support a conclusion. <b>GLOBAL</b> Explore the positive and negative effects of money. <b>SOCIAL</b> Explore people's feelings about money and its effects. <b>TEXTUAL</b> Scan for Information; Supporting Details <b>MEDIA</b> Evaluate ideas from one type of media using information from another.</p>	<p><b>VISUAL</b> Describe the content of an image in writing. <b>GLOBAL</b> Explore the consequences of environmental actions. <b>SOCIAL</b> Identify ways to improve social wellbeing. <b>TEXTUAL</b> Provide Evidence; Problem and Solution <b>MEDIA</b> Use information from different types of media to support an opinion.</p>	<p><b>VISUAL</b> Use visual detail and own knowledge to deepen understanding about the wider context of an image. <b>GLOBAL</b> Explore how engaging in positive sustainable actions can result in greater self-worth. <b>SOCIAL</b> Recognize strengths and positive attributes in self and others. <b>TEXTUAL</b> Text-to-Self Connection; Moral of a Story <b>MEDIA</b> Re-evaluate an opinion using information from different types of media.</p>
<p>cost, bill, coin, cash, salary, bank account, value, increase, exchange, currency, discount, negotiate wealthy, give away, deserve, heal, concern, rare, turn into, generous, mean, tax, allowance, save up choice, responsibility</p>	<p>foundation, architect, problem-solver, construct, damage, fall down, practical, rebuild, rectangular, stable, bend, durable pack up, unsure, opportunity, option, grab, collapse, vanish, hut, exhausted, cautious, heating, hairdryer connection, distinct</p>	<p>growth mindset, impatient, stubborn, overthink, painful, unfair, outgoing, forceful, self-aware, understanding, realize, unpleasant overhear, insecure, doubt, thoughts, confidence, critical, determined, defensive, concentrate, assured, compliment, stain disability, stereotype</p>
<p>Abstract Nouns Phrasal Verbs with <i>Into</i></p>	<p>Homographs Prefix <i>un-</i></p>	<p>Word Stress Silent Letters</p>
<p>Nonfiction: What is money and why is it used? Genre: Fact Book Fiction: King Midas and the Golden Touch Genre: Legend</p>	<p>Nonfiction: So, you want to be...an architect? Genre: Explanatory Article A New Home for Kechick Genre: Realistic Fiction</p>	<p>Nonfiction: Who am I and should I change? Genre: Magazine Article Fiction: Achara Feels Good Genre: Realistic Fiction</p>
<p>Present Passive Past Passive</p>	<p>Reflexive Pronouns Sense Verbs and Adjectives</p>	<p>Articles Causative</p>
<p>Interview about negotiating Strategy: Listen for Numbers Description of how young people use money Strategy: Listen for Similarities and Differences</p>	<p>Description of a building material Strategy: Listen and Take Notes Conversation about creating energy Strategy: Listen for Extra Information</p>	<p>Description of an Explorer's life Strategy: Listen for Cause and Effect Lecture about personal feelings Strategy: Listen for Intention</p>
<p>Negotiate  Genre: Thank-You Letter Strategy: Informal Salutations</p>	<p>Show Interest  Genre: Annotated Diagram Strategy: Annotations</p>	<p>Use Repetition  Genre: Self-Reflection Strategy: Use First-Person Language</p>
<p>Game about needs and wants Video: Needs and Wants</p>	<p>Infographic about personal items in space Video: Home Comforts</p>	<p>Photos of different groups of people Video: Nothing is Impossible</p>
<p>Make a Budget to Save and Spend Money</p>	<p>Plan a Personal Preference Kit</p>	<p>Make a Class Factfile to Challenge Stereotypes</p>

Episode 4  
**Cinema on Ice**  
Skills Review Units 7 and 8

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



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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.

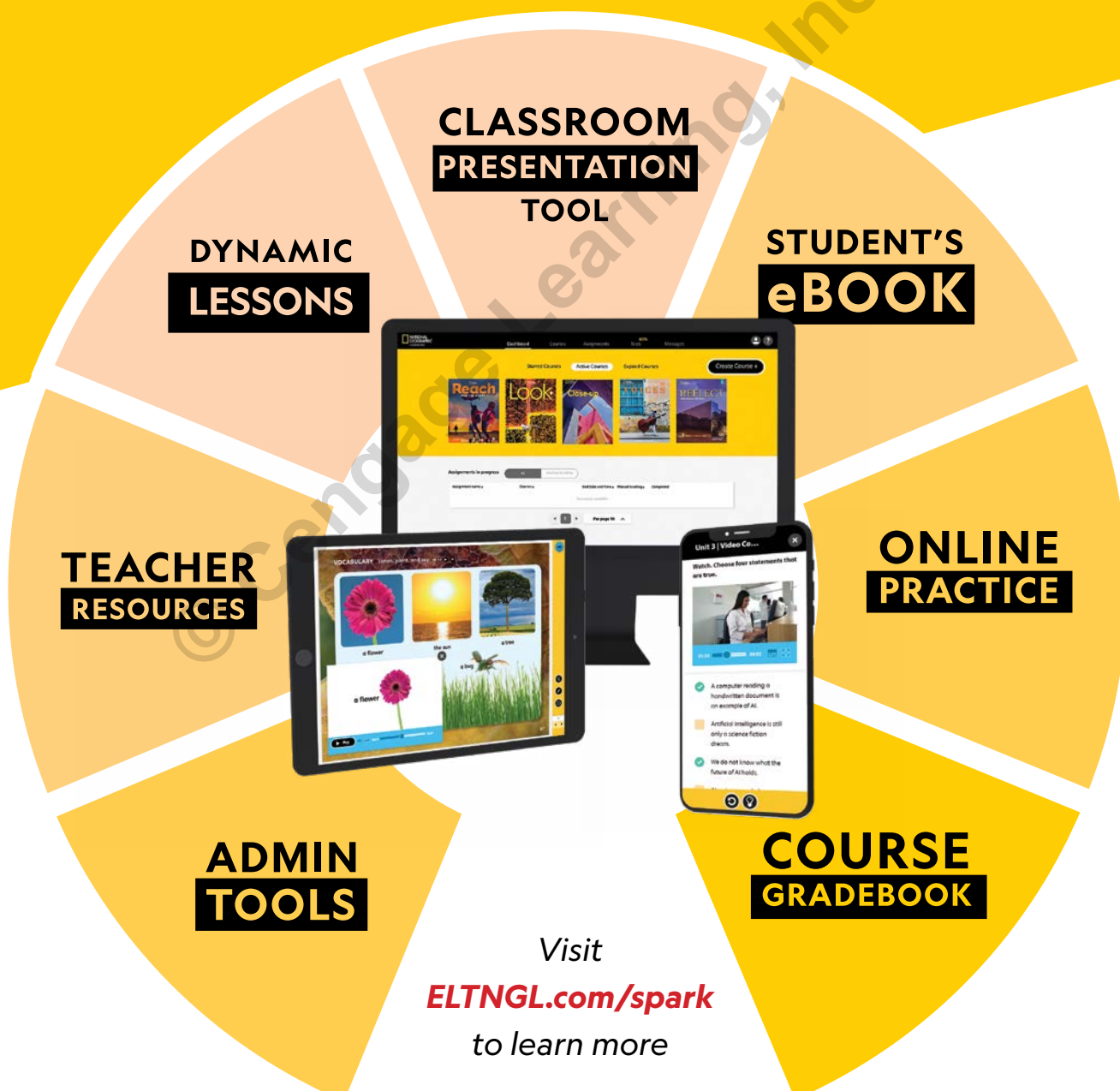
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**Tracking** student and class progress, turning information into insights



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# 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.



## Jahawi Bertolli

### *Trailblazer 1 Explorer*

Jahawi Bertolli is a filmmaker, photographer, and music producer from Kenya who specializes in wildlife and the underwater world, striving to portray the beauty, power, and vulnerability of wild environments.



## Augustina Besada

### *Trailblazer 2 Explorer*

Augustina "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.



## Malaika Vaz

### *Trailblazer 3 Explorer*

Malaika Vaz is a TV presenter and wildlife filmmaker focused on telling stories of endangered wildlife, the human-wildlife interface, and investigating the illegal wildlife trade globally.



## Ariel Waldman

### *Trailblazer 4 Explorer*

Ariel Waldman creates imaginative projects that explore the world below our feet and beyond our atmosphere. As an Antarctic explorer and microscopic wildlife filmmaker, she led an expedition to film life under the ice in Antarctica.



## Ciril Jazbec

### *Trailblazer 5 Explorer*

Ciril Jazbec is a Slovenian freelance documentary photographer and film director. His work focuses on communities that are confronted by the effects of globalization and the climate crisis.



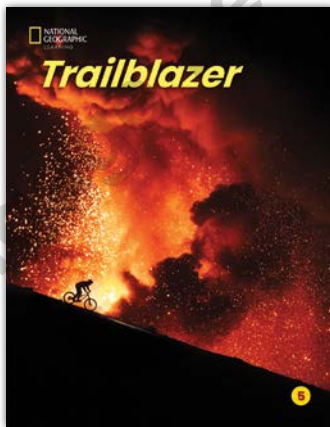
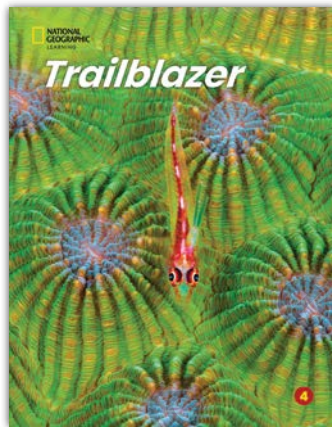
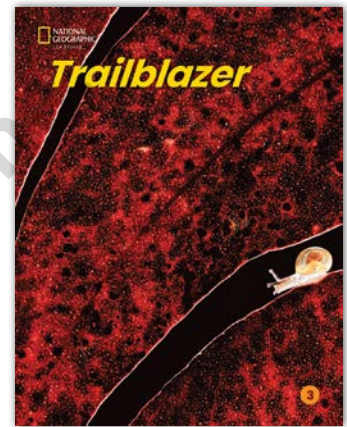
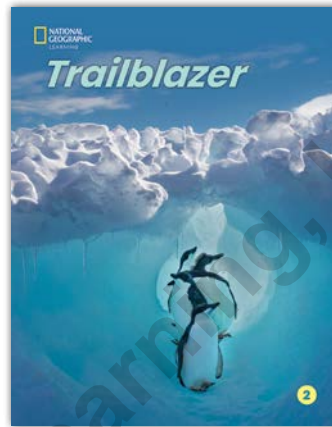
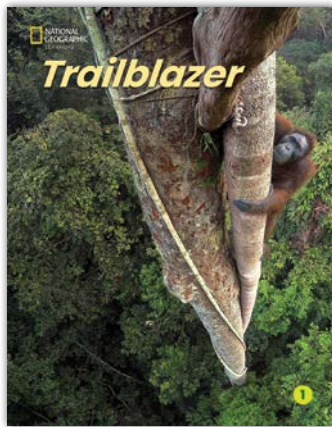
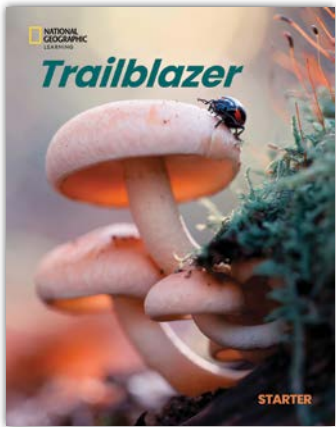
## Keneiloe Molopyane

### *Trailblazer 6 Explorer*

Keneiloe Molopyane is an archaeologist and biological anthropologist, who currently works as a scientific researcher at the Centre for Exploration of the Deep Human Journey at the University of the Witwatersrand in South Africa.

# 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.

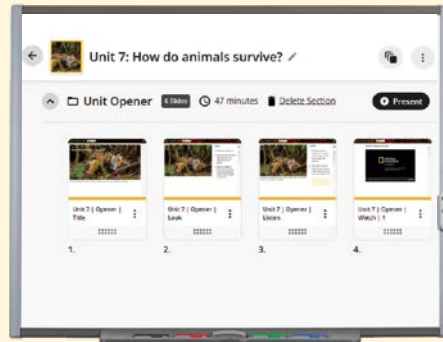
## ► Action and Impact

*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

## Grammar 1

## Listening 1

## Speaking

**Comprehension**

1. Read the sentences. Circle True or False.

1. Clearly identify results in group labels. True False
2. People have different ideas about art. True False
3. Artists feel that they have to create art. True False
4. Art isn't a good way for people to show their feelings. True False
5. People don't always have to understand art. True False

**2. LISTENING** Listen to the audio. Think about the questions you had before reading the text. Did the text answer your questions? How can you find answers to the questions the text didn't answer? Discuss with the class.

**3. VOCABULARY** Arrange photos and pictures. How would the text change if it didn't have any photos or pictures? Discuss with a partner.

**4. SOCIAL LITERACY** Write about a piece of art you like that relates to global issues. Use the questions below to help you.

1. What piece of art did you choose?
2. Why did you choose it?
3. What message is the artist trying to communicate with it?

**5. What message do you want to send with art? Draw and share with the class.**

146 Why We Create Unit 7 147

**Listening**

1. Work with a partner. Discuss the questions.

1. Why do you think somebody created the piece of art in the photo?
2. What is the message of the piece of art?
3. What is your opinion of the piece of art?

**2. NEW WORDS** Listen and read. **4/11**

**3. LISTENING** Listen again. Use the objectives to write sentences about the speakers. **4/11**

1. Speaker 1
2. Speaker 2
3. Speaker 3
4. Speaker 4

**4. SOCIAL LITERACY** Do you think art can change people's opinions? Discuss with a partner.

**5. Imagine you want to use art to change a person's opinion. What art would you create? Discuss in small groups. Then share your discussion with the class.**

148 Why We Create Unit 7 149

## Comprehension 2

## Grammar 2

## Listening 2

## Writing

**Comprehension**

1. Read the sentences. Circle True or False.

1. Read the sentences. Circle True or False.
  - 1. Write a computer program that copies her voice. True False
  - 2. Write a new song not for profit. True False
  - 3. Write a book based on eggs. True False
  - 4. Write a book to start writing for her songs. True False

**2. LISTENING** Listen to the audio. Think about the questions you had before reading the text. Did the text answer your questions? How can you find answers to the questions the text didn't answer? Discuss with the class.

**3. VOCABULARY** Arrange photos and pictures. How would the text change if it didn't have any photos or pictures? Discuss with a partner.

**4. SOCIAL LITERACY** Write about a piece of art you like that relates to global issues. Use the questions below to help you.

1. What piece of art did you choose?
2. Why did you choose it?
3. What message is the artist trying to communicate with it?

**5. What message do you want to send with art? Draw and share with the class.**

154 Being Creative Unit 7 155

**Listening**

1. Look at the photos and read the caption. Can you create art? Why? Discuss with a partner.

**2. NEW WORDS** Listen and read. **4/11**

**3. LISTENING** Listen again. Use the objectives to write sentences about the speakers. **4/11**

1. Speaker 1
2. Speaker 2
3. Speaker 3
4. Speaker 4

**4. SOCIAL LITERACY** How do you think of an AI-generated art different from that of the teacher? Discuss with a partner.

**5. Do you agree with AI or do you agree with the teacher? Find someone with a different opinion and share your ideas.**

**Writing**

1. Look at the photos. Describe what you can see to a partner.

**2. VOCABULARY** Read the text. Underline the topic sentence in each paragraph.

**3. Write the topic sentence in each paragraph. Then write details from each paragraph that help the reader visualize, experience, or feel what they are reading about.**

1. Topic Sentence
2. Topic Sentence
3. Topic Sentence

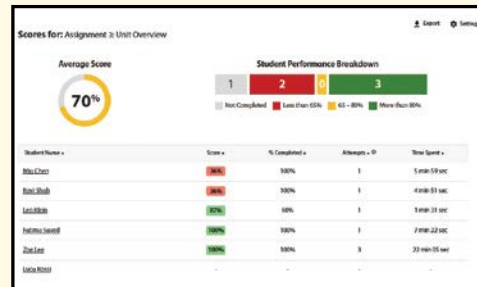
**4. Write a descriptive essay about a creative hobby or something you enjoy doing. Use the writing model to help you plan, draft, revise, and write your work. Work with a partner to check your writing.**

156 Being Creative Unit 7 157

Unit Walkthrough pages and resources from Unit 7 of the Trailblazer 5 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.

**NATIONAL GEOGRAPHIC LEARNING**

**7**

### What is creativity?

**LOOK**

1. Describe the photo.
2. How do you think the artwork in the photo was created?
3. **VISUAL LITERACY** How does the artwork in the photo make you feel? How might it make other people feel differently? Discuss with a partner.

**LISTEN**

1. Close your eyes and imagine you are the artist. What can you hear? Tell a partner.
2. Listen. Are the sounds similar or different to how you imagined them? ▶ 7:1

**WATCH**

1. Watch the video. ▶ 7:1
2. Watch the video again. What do you know about this topic? What questions do you have? ▶ 7:1

Sonja Hinrichsen creates Snow Drawings in Eychauda, France.

### Trails in This Unit

**Why We Create**

- **READ** how art inspires creativity.
- **LISTEN** to why people make art.
- **TALK** about thoughts and feelings related to art.

**Being Creative**

- **READ** about a singer who faces a decision.
- **LISTEN** to a disagreement about art.
- **WRITE** a descriptive text about a creative interest.

**Creating Art Together**

- **STUDY** a piece of art.
- **WATCH** a video about how an artist uses technology.
- **CREATE** a piece of art with technology.

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Unit 7 141

**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, Word Work, Reading Strategy, and Preview activities.

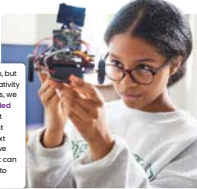
### TRAIL 1

### Why We Create

#### Vocabulary

**A NEW WORDS** Listen and read. 4) 7.2  
Listen and say. 4) 7.3

**DO YOU KNOW?** What is creativity? It's a controversial question, but everyone agrees that it's a powerful thing. Creativity is something that makes us human. As humans, we find it easy to generate ideas. We are surrounded by them. These ideas are often unique. But that doesn't make all ideas good ideas. Some might be brilliant, but some might be useless. The next stage is to turn a good idea into reality. Once we start the creative process, we might struggle. It can be a constant battle. We need to practice and to experiment so that we can get better.



**B Match.**

1. To have difficulty doing something.	a. unique
2. Something is this when there is nothing else like it.	b. surrounded
3. This word is the opposite of fantasy or illusion.	c. generate
4. You are this when something is all around you.	d. struggle
5. This is another way of saying create or make.	e. reality

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

- An example of a \_\_\_\_\_ question is: Should students have to do tests?
- This painting is so \_\_\_\_\_. Many people get very emotional when they see it.
- An umbrella for your feet is a \_\_\_\_\_ idea. Who would buy one of those!
- The only way to \_\_\_\_\_ at something is to practice and practice.
- Many people think that \_\_\_\_\_ is only related to art, but it's a lot more than that.

**D Discuss the questions with a partner.**

- When was the last time you thought your homework was a struggle? Why?
- When was the last time you got better at something because you practiced a lot?
- What is something that is unique? Why?

**142 Why We Create**

#### Word Work

**E Listen and read.** Circle the word with the suffix **-ty** in the example sentence. 4) 7.4

**Suffix -ty**  
The suffix **-ty** turns some adjectives into nouns. There are different spelling rules for adding **-ty**:  
creative → **creativity** safe → **safety** real → **reality** guilt → **guilty**  
honesty is something that I like in a person.

**F Add the suffix -ty to the adjectives in the box. Use the new words to complete the sentences.**

active difficult loyal royal special


- The group had some \_\_\_\_\_ thinking of a good idea for their project.
- Rock climbing is a dangerous \_\_\_\_\_, so it's important to be safe when doing it.
- One of the qualities I look for in a friend is \_\_\_\_\_. You want someone who will be your friend in good times and bad times.
- Some countries have kings and queens. These people are \_\_\_\_\_.
- A \_\_\_\_\_ food from Spain is gazpacho. This is a cold soup that people eat in the summer.

#### Reading Strategy

**Ask Questions**  
Before you read a text, think of questions you want to ask by looking at the title and pictures. When you read, look for the answers to your questions. Research the questions if the text doesn't answer them.

**G Look at the title and the photo.** Write questions that you would like the text to answer. Then read the text. Did it answer your questions?

**The World's First Works of Art**  
Our ancestors were painting on the walls of caves up to 40,000 years ago. How were these paintings made? People would mix stones, wood, fruit, and animal blood to make different colors. They used their fingers or animal bones to paint on the walls of their caves.



**PREVIEW** Look at the title of the magazine article on the next page. What do you think you will learn when you read it? Discuss with a partner.

**Unit 7 143**

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

**Word Work** helps develop students' word analysis skills by broadening their ability to understand and make meaning through text.

**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

### Being Creative

#### Vocabulary

**A NEW WORDS** Listen and read. 4) 7.1  
Listen and say. 4) 7.2

**DO YOU KNOW?** Nowadays, any new musical artist needs to use social media to build their number of followers. While the artist is writing the music and lyrics to a new song, their fans will wait with excitement for every social media post. When the artist publishes their new work, they will be called by interviewers to appear on their shows or podcasts. Although the artist hopes their new music will be successful, they need to prepare for disappointment. It is important for the artist to stay humble because the music could fail.



**B Read. Write words from A.**

- two words to describe someone who likes a musical artist \_\_\_\_\_
- the words in a song \_\_\_\_\_
- a word that means to put something online \_\_\_\_\_
- a feeling of sadness about something \_\_\_\_\_

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

- The \_\_\_\_\_ used the answers to the questions to write an article.
- She wasn't interested in making a lot of money. She wanted to be \_\_\_\_\_ so that she could share her music with the world.
- She was famous, but she was very \_\_\_\_\_. She cooked her own food and did her own shopping.
- There was a lot of \_\_\_\_\_ among the fans before the song was published online.
- I read social media \_\_\_\_\_ to find out about my favorite singer.

**D Discuss the questions with a partner.**

- When were you lost successful at something? What did you do?
- When was the last time you felt excitement? Why did you feel this way?
- When was the last time you felt disappointment? Why?

**150 Being Creative**

#### Word Work

**E Listen and read.** Circle the word with the suffix **-ment** in the example sentence. 4) 7.3

**Suffix -ment**  
Add the suffix **-ment** to some verbs to make nouns.  
disappoint → **disappointment** excite → **excitement**  
There is an advertisement for a new art exhibition in the school magazine.

**F Add the suffix -ment to the verbs in the box. Use the new words to complete the sentences.**

agree develop entertain improve pay


- Art is not only creativity. It's also \_\_\_\_\_.
- A contract is an \_\_\_\_\_ between different people or different companies.
- He received \_\_\_\_\_ for all the work he did.
- She has been working hard. You can see an \_\_\_\_\_ in her work.
- I like to know all the latest \_\_\_\_\_ in baseball, so I read all the sports news.

#### Reading Strategy

**Make Predictions**  
A writer sometimes invites the reader to make predictions about what will happen next. To do this, the reader must think about what has already happened in the story and look for any evidence to support their prediction.

**G Read. Make a prediction about what Mariya might do next. Share with a partner.**

Mariya looked down and saw a wallet on the floor. She looked inside. It was full of money, but there were no cards, no names, and no way of knowing who the wallet belonged to. She knew she couldn't keep the money, but she didn't know what to do next.



**PREVIEW** The title of the realistic fiction on the next page is 'Mariya's Decision.' What do you think the decision is? Share your ideas with a partner.

**Unit 7 151**

# 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:** Magazine Article  
**Reading Strategy:** Before you read, look at the title and the photos. Make a list of questions you would like the text to answer.

### The Power of Art: Inspiring Creativity

7.5

**Art vs. Creativity**  
We often think that art and **creativity** are the same thing. It's true that to be artistic, you need to be creative. Creativity, however, is a lot more than putting some paint on a canvas.

Let's begin by looking at what we mean when we talk about creativity. Creativity means having an idea, then jumping into action to make the idea a **reality**. This can be anything from thinking about the solution to a math problem, inventing something that changes the world, the result of the creative process is something that is often, but not always, **unique**. This doesn't mean that every new idea is going to change the world, or be useful for everyone. Some creative ideas are completely **useless**.

**What is art?**  
It's not easy to answer this question. In fact, it's a very **controversial** question, and people don't always agree on the answer. However, almost everyone agrees that art is the result of creativity. Art is something that someone has thought about before creating it. It can be beautiful, ugly, good, or bad. It can be something that people ignore, or it can be something

**Comedian by Maurizio Cattelan. Do you think that this is art?**

144 Why We Create

**Seeing Things in a New Way**  
At home, we are **surrounded** by everyday objects, such as cans of soup or cleaning products. After a while, we stop noticing them, until we see them in an art gallery. Because common items such as these have featured in many works of art, we start to look at them differently. We can begin to appreciate their shape and their color.

Some art makes us stop and think, and try to work out what is happening. The title of a painting may suggest that it features a woman, for instance, but when we look at it, it's hard to see her. For example, what you think could be an eye, could be a nose. The way the artist has painted her makes us think. We feel human when we learn to see things in a new way.

**Artists sometimes paint on a material called canvas.**  
When you **ignore** a person, you don't respond when they ask you a question.

Unit 7 145

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:** Realistic Fiction  
**Reading Strategy:** As you read, make predictions about what Hina might do next.

### Hina's Decision

7.14

Her face was everywhere. Everyone knew Hina's name, and everything she did was a huge success. There was nothing she couldn't do. In a little over six months, she had risen from **posting** a few songs on social media with only a few fans, to being one of the most famous singers on the planet with millions of **followers**.

"What changed?" Why do you think you are so **successful**? "What's your secret?" **Interviewers** were always asking her these questions. Hina would reply with a **humble** answer: "I don't know. Luck and a lot of hard work," she'd say.

But Hina had a secret. Yes, she did work hard, but not at writing songs or singing. Hina's singing was okay, but she didn't have a special voice. There was nothing that made her different. Hina's gift

was as a computer engineer. She was fascinated by AI. She believed that anything humans could create, a computer could create a better.

Hina made software that copied, and improved, her voice. This program learned all about Hina, too: all the things she liked or disliked, the things that happened to her, and everything about her family. Now that it knew all about Hina, it was able to write **lyrics** and sing just like her, only much better. All Hina had to do was to type, "I need a three-minute, high-energy song about going on vacation." In a matter of seconds, the music started playing and Hina's computer-generated voice started singing. True, she had to create and perform the **choreography**, but she had enough money to pay for professionals to help her with that.

Hina had money and fame, but she felt empty. Writing the software was a creative act, but was the machine being even more creative when it wrote the songs? Hina felt she was being dishonest with her fans. Could she be more creative than the computer?

"It created the program, then surely I know how to write songs," she thought. Before she changed her mind, she shut down her computer, found a pen and paper, and started to think. "What do I want to write about?" she asked herself. "Why don't I write about exactly this, about the challenges of writing a song?" Over the next four hours, she wrote a song called How can I find the words? She felt proud of her work, but nervous about sharing it with her fans. Over the coming weeks, she recorded the song. Now she was sitting in front of the screen about to **publish** the new song.

The response was not good. At first, there was **excitement** because Hina had made a new song. But very quickly, this turned to **disappointment**. She scrolled through the comments on social media. "I don't like this song." "I couldn't wait for the song to end."

This didn't stop Hina. She was happy that she was finally being honest with herself and her fans. She wrote and recorded another song, this time called I won't stop believing. The response from her fans was better. "It's not her best song, but I like it." "It grows on you." Hina felt more confident. She knew she didn't need to use AI to be famous. Hina published two more songs, which her fans loved more and more. "These new songs are the best." "Hina gets better and better." "I can't wait for her next concert."

Two months later, Hina walked onto the stage. It was her first concert since she decided to stop using software to write her songs. She looked at the thousands of fans, all screaming her name. "Hina! Hina! Hina!" The music began and Hina started to sing. It was one of her new songs, and her fans loved it.

**Choreography** is the pattern of movements and steps that performers learn when they dance.  
When something like a song or a book **grows on you**, you like it more every time you hear or read it.

Unit 7 153

## Teaching with spark

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

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

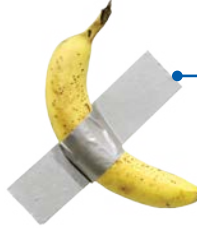
### TRAIL 1

#### Comprehension

**A** What information surprised you in the magazine article? Why? Tell a partner.

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

- |  |      |       |
|--|------|-------|
| 1. Creativity always results in good ideas.                | True | False |
| 2. People have different ideas about art.                  | True | False |
| 3. Artists feel that they have to create art.              | True | False |
| 4. Art isn't a good way for people to show their feelings. | True | False |
| 5. People don't always have to understand art.             | True | False |



**C** **TEXTUAL LITERACY** **Ask Questions** Think about the questions you had before reading the text. Did the text answer your questions? How can you find answers to the questions the text didn't answer? Share with the class.

**D** Magazine articles contain photos and pictures. How would the text change if it didn't have any photos or pictures? Discuss with a partner.

**E** **GLOBAL LITERACY** Write about a piece of art you like that relates to a global issue. Use the questions below to help you.

1. What piece of art did you choose?
2. Why did you choose it?
3. What message is the artist trying to communicate with it?

**F** What message do you want to send with art? Draw and share with the class.

146 Why We Create

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

### TRAIL 2

#### Comprehension

**A** What did you enjoy the most about the realistic fiction story? Why? Tell a partner.

**B** Read. Number the events in order.

- Hina wrote more new songs.
- Hina wrote a computer program that copied her voice.
- Hina's new song was not popular.
- Hina's fans loved her again.
- Hina decided to start writing her own songs.



**C** **TEXTUAL LITERACY** **Make Predictions** Did any of the predictions you made come true? What do you think will happen next? Share with the class.

**D** Realistic fiction stories describe events that could happen in real life. Which events in the story do you think are the least likely to happen? Discuss with a partner.

**E** **SOCIAL LITERACY** Hina decided not to be dishonest with her fans and to write her own songs. What would you do if you were in the same situation? Share your ideas with the class.

**F** Read. What would you do in each situation? Why? Discuss with a partner.

1. You made a mess in the kitchen while cooking, but your brother cleaned it up. Your parents thanked you for cleaning the kitchen, and they gave you some money as a reward.



2. You accidentally drop your friend's tablet and the screen breaks. Now the tablet doesn't work. Your friend is very upset, but nobody knows what happened to the tablet...except you.



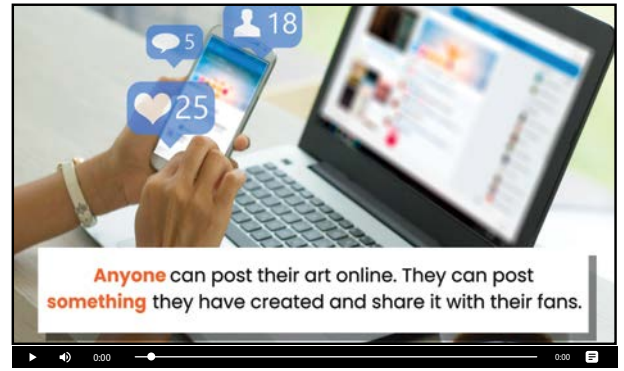
154 Being Creative

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 contextually and prompts students to discover grammar rules through a “did-you-know?” style text. A brief explanation of the grammar topic is supported by a Grammar Animation Video.



**TRAIL 1**

**Grammar**

**A** Listen and read. Underline *it + be + adjective + infinitive* in the text. 7.8

It's hard to believe that this artist, Stephen Wiltshire, created an accurate drawing of Mexico City from memory after taking a walking tour and a 40-minute helicopter ride over the city. Stephen has a special talent that helps him to remember many small details about big places. This is sometimes known as having a photographic memory. Stephen has created many artworks of different cities in the same way. For example, he has drawn the cities of Paris, London, and New York City.



**It + Be + Adjective + Infinitive** 7.2  
Use *it + be + adjective + infinitive* at the start of a sentence to describe how easy, difficult, interesting, or boring something is, was, or will be.

**B** Rewrite the sentences to start with *it + be + adjective + infinitive*.

- Painting is relaxing.  
It's relaxing to paint.
- Being creative is difficult.
- Reading poetry is interesting.
- Drawing wasn't easy when I was young.
- Arriving early at the stadium last night was good.

**C** Write sentences with *it + be + adjective + infinitive* using the adjectives.

- (fun) \_\_\_\_\_
- (difficult) \_\_\_\_\_
- (interesting) \_\_\_\_\_

**D GRAMMAR IN USE** Find and underline examples of *it + be + adjective + infinitive* in the magazine article. Then write one more sentence using *it + be + adjective + infinitive* related to the text.

Unit 7 147

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

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.

**TRAIL 2**

**Grammar**

**A** Listen and read. Underline the words that begin with *any-, every-, no-,* and *some-* in the text. 7.15

Everyone knows someone who is creative—a person who can draw anything, or somebody who has an idea about something before they make it reality. There is nothing that these people can't do. But did you know that nature can be creative, too? Open your eyes and everywhere you go, you will see creativity in the natural world. Think of a tiny snowflake. Could anyone create something as delicate, or as complicated, as that? Or how about monkeys that use leaves as an umbrella when it starts to rain? Is there anything that nature can't do?



**Indefinite Pronouns** 7.3  
Use indefinite pronouns to talk about people, places, and things when not being specific, or when the person, place, or thing is unknown. Form an indefinite pronoun with *some-, any-, every-,* or *no-* with *-body, -one, -thing, or -where*.

**B** Underline the best words to complete the sentences. Sometimes more than one answer is possible.

- An artist usually wants to share their work with **everyone / someone / no one**.
- Nobody / Somebody / Everything** enjoys waiting in line for hours to go into an art gallery.
- I want to go **somewhere / nowhere / something** full of history.
- Anybody / Nowhere / Everybody** can make art.
- In the future, **everything / everywhere / anything** in art galleries will be made by robots.

**C** Work with a partner. Read. Then discuss your answers.

- Think of...
- something you take everywhere you go.
  - something you don't know anything about.
  - something you know everything about.
  - something nobody in your class can do.
  - someone in your class who can speak different languages.
  - somewhere you'd like to go.

**D GRAMMAR IN USE** Find and underline examples of indefinite pronouns in the realistic fiction story. Then make new sentences with the same indefinite pronouns.

Unit 7 155

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

Teaching with **spark**

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

## Listening, Speaking, and Writing

### TRAIL 1

#### Listening

**A** Work with a partner. Discuss the questions.

1. Why do you think somebody created the piece of art in the photo?
2. What is the message of the piece of art?
3. What is your opinion of the piece of art?

**B NEW WORDS** Listen and read. ⏮ 7.7

Listen and say. ⏮ 7.8

hang out weird



Art is a way for people to share a message about their thoughts and feelings.

**C** Listen. Write *Speaker 1* or *Speaker 2*. ⏮ 7.9

Which speaker...

1. often feels strange? \_\_\_\_\_
2. is worried about something important? \_\_\_\_\_
3. wants to make other people laugh? \_\_\_\_\_
4. wants others to understand them better? \_\_\_\_\_
5. wants to make people think? \_\_\_\_\_

#### Listening Strategy

When you listen for descriptions, listen for adjectives that describe people, places, animals, and things.

**D LISTEN FOR DESCRIPTIONS** Listen again. Use the adjectives to write sentences about the speakers. ⏮ 7.9

*Speaker 1*

1. (weird) \_\_\_\_\_
2. (nervous) \_\_\_\_\_

*Speaker 2*

3. (worried) \_\_\_\_\_
4. (serious) \_\_\_\_\_

**E GLOBAL LITERACY** Do you think art can change people's opinions? Discuss with a partner.

**F** Imagine you want to use art to change a person's opinion. What art would you create? Discuss in small groups. Then share your discussion with the class.

148 Why We Create

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.

**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.

### TRAIL 2

#### Listening

**A** Look at the photo and read the caption. Can a robot create art? Why? Discuss with a partner.

**B NEW WORDS** Listen and read. ⏮ 7.16

Listen and say. ⏮ 7.17

exhibition tell the difference

**C** Listen. Check (✓) the best summary. ⏮ 7.18

- Art created by AI is normal.
- Both humans and computers work together to create AI art.
- It's difficult to like AI art.
- AI creates better art than humans.



A robot being creative.

**D LISTEN FOR EXAMPLES** Listen again. Answer the questions. ⏮ 7.18

1. Ali likes some of the art in the exhibition. Which piece does he talk about?  
\_\_\_\_\_
2. What examples does Ali give of people using AI?  
\_\_\_\_\_
3. The teacher tells Ali that some of the art has won awards. Which painting does she mention?  
\_\_\_\_\_
4. What two problems can Ali see with AI-generated art?  
\_\_\_\_\_

**E SOCIAL LITERACY** How is Ali's opinion of AI-generated art different from that of the teacher's? Discuss with a partner.

**F** Do you agree with Ali or do you agree with the teacher? Why? Find someone with a different opinion and share your ideas.

#### Listening Strategy

When you listen for examples, listen for words and phrases like *for example*, *for instance*, *like*, and *an example of this*.

156 Being Creative

# TRAIL 1

## Speaking

**A USE FILLERS** Listen and read. Complete the conversation. 40 7.10

Hi! What's that you're listening to?  
I'm listening to this new band. I really like this song. Take a listen.

Oh! \_\_\_\_\_ I'm not sure. It's very loud!  
But do you like the music, and what they're singing about?

\_\_\_\_\_ I think I need to listen to it for a bit longer, but \_\_\_\_\_ no, not really.  
It takes a lot of practice to play guitars and drums that quickly. The band members are really talented.

I'm sure they are very talented, but... \_\_\_\_\_ the fact is that I prefer rap music.

**B** Choose one of the activities. Make notes about your opinion of the activity.

listening to classical music    writing poems    painting  
listening to rap music    writing stories    visiting art galleries

**Speaking Tip**  
Use words like *er* and *well*, and expressions like *my first reaction is* and *you know* when you need time to think before you respond to a question.

**C** Work with a partner. Ask each other what you think about the activity you chose in **B**. Use the conversation in **A**, and use fillers when responding if you need more time to think before you respond.

**D** Work with a different partner and have another conversation. Did you agree with your partner's opinion?

**What is creativity?**

Think about what inspires creativity. Write an answer to the question.

Unit 7 149

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.

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

# TRAIL 2

## Writing

**A** Look at the photo. Describe what you can see to a partner.

**B TOPIC SENTENCES** Read the text. Underline the topic sentence in each paragraph.

**Genre** Descriptive Text  
A descriptive text describes a person, place, or thing. The description helps the reader to visualize, experience, and feel what they are reading about.  
**Writing Strategy** A topic sentence usually goes at the start of a paragraph. It contains the main idea of the paragraph.

### My Favorite Hobby

I love making music, and I spend a lot of my free time doing it. I make music every day after I finish my homework and chores around the house. I don't really know anything about music, but the music-making software on my computer is so easy to use. All I need to do is write a description of what I want, and the computer does everything.



When I'm making music, nothing else matters.

I can only think about how I want the music to sound. I have a clear idea in my head, and I use the software to get as close to that idea as possible. The computer does most of the work, but I feel I make the music better.

I think this is a good hobby because it helps me to focus and concentrate better. I can spend hours on one piece of music, making it sound just like I want it to. It also helps me to relax after a long day at school.

**C** Write the topic sentence in each paragraph. Then write details from each paragraph that help the reader visualize, experience, or feel what they are reading about.

1. Topic Sentence: \_\_\_\_\_
2. Topic Sentence: \_\_\_\_\_
3. Topic Sentence: \_\_\_\_\_

**D** Write a descriptive essay about a favorite hobby or something you enjoy doing. Use the writing model to help you plan, draft, review, and revise your work. Work with a partner to check your writing.

**What is creativity?**

Think about different ways to be creative and write a new answer to the question.

Unit 7 157

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.

# Unit Walkthrough

## 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

### Creating Art Together

#### Critical Thinking

**A** Close your eyes. Imagine you have traveled to a different planet. What can you see around you? Tell a partner.

**B** Look at the photo. Describe what you can see.

**C** Look at the photo again. Answer the questions.

1. Where do you think the photo was taken? Why?
2. How do you think the photo was taken?

**D NEW WORDS** Listen and read. 🎧 7.19  
Listen and say. 🗣️ 7.20

drone   landscape

**E** Watch the video. Circle *True* or *False*. ▶️ 7.4

- |   |      |       |
|---|------|-------|
| 1. You can easily get to the landscapes in Reuben Wu's photos.      | True | False |
| 2. He wants people to think his photos are from a different planet. | True | False |
| 3. Reuben needs many things to take his photos.                     | True | False |
| 4. Reuben only works at certain times of the day.                   | True | False |
| 5. Reuben compares his photos to paintings.                         | True | False |

**F** Watch the video again. How did Reuben Wu create his photos? Write a sentence for each piece of equipment. ▶️ 7.4

drone \_\_\_\_\_  
light \_\_\_\_\_  
camera \_\_\_\_\_

**G MEDIA LITERACY** Think about the photo and the video. Does Reuben Wu's approach to creating art make you feel differently about Earth? Why?

158 Creating Art Together



Unit 7 159

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 Use Technology to Create a Piece of Art**  
Work with a partner or in a group. Make a piece of art using technology.

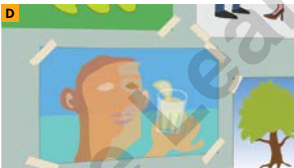
**Step 1 Plan your piece of art.** Choose the technology you are going to use. Then think about the artwork you want to create, the style you will use, and the message you want to communicate.

**Step 2 Create your piece of art.**

**A**  Discuss the style of your artwork and the message you want to communicate.

**B**  Teach others how to use the technology.

**C**  Discuss how to improve the piece of art. Use the suggestions to finish your artwork.

**D**  Display the finished piece of art on the classroom wall.

**Step 3 Organize a class art exhibition.** Go around the classroom looking at each piece of art. Take notes about each piece and ask your classmates questions.

**Act How do you feel about using technology to be creative?**

Think about how you created your artwork. Write one advantage and one disadvantage about creating art with technology.

Advantage: \_\_\_\_\_

Disadvantage: \_\_\_\_\_

160 Creating Art Together

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.

## What is creativity?

**Opinion**  
Order the trails from your favorite (1) to least favorite (3). Then write a sentence to explain your favorite trail. Compare with a partner.



Why We Create



Being Creative



Creating Art Together

\_\_\_\_\_

\_\_\_\_\_

**Growth**  
Read. Then think and write.

1. One fact that surprised you the most in this unit.  
\_\_\_\_\_
2. Three words about creativity that you didn't know before.  
\_\_\_\_\_
3. One thing that you want to tell an adult that you learned in this unit.  
\_\_\_\_\_

**Curiosity**  
Talk to five people you know. Ask them about the art that they like and why they like it. Take notes. Share with the class.


Person 1	Person 2	Person 3	Person 4	Person 5

Unit 7 161

## 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?

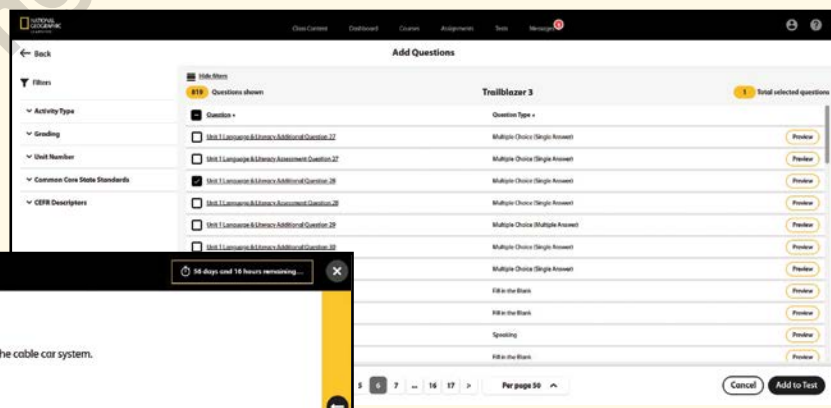


People who live in La Paz use the cable car system.

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.



# 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.

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

**D** LISTEN FOR REASONS Watch the video again. Complete the sentences. ▶ 2.5

- The rainforest in Goa is important because \_\_\_\_\_
- Many people travel far to visit Goa because \_\_\_\_\_
- 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

The image displays several pages from Unit 7 of the *Trailblazer 3* Workbook. The pages are titled 'How do animals survive?' and 'Animal Adaptations'. The activities include:

- 7** Write three words you know about this topic. Write one question you want to ask about this topic.
- Animal Adaptations**
  - Vocabulary** Write the words: big, fur, hole, sand, sleep.
  - Complete the sentences using the words.
- Word Work** Complete the sentences about suffixes: -ion.
- Grammar** Complete the rules about comparative and superlative adjectives. Complete the chart with the correct adjectives.
- Writing** Write a descriptive text about you and an animal. Plan, write, and review.
- Review** Work with a partner. Use the checklist. Review your partner's work.

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:

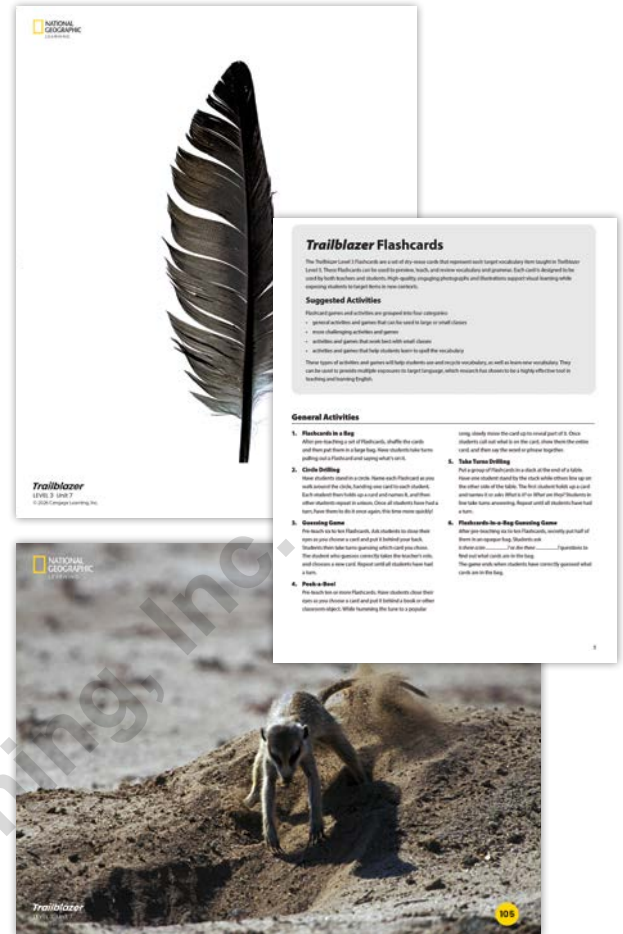
- offers a mix of level-appropriate unique and extended fiction and nonfiction texts across a rich variety of genres and subject matters, supported by appropriate pre-, while-, and post-reading activities
- recycles target vocabulary and grammar from the Student's Book and introduces new thematically-related 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* mascots 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.

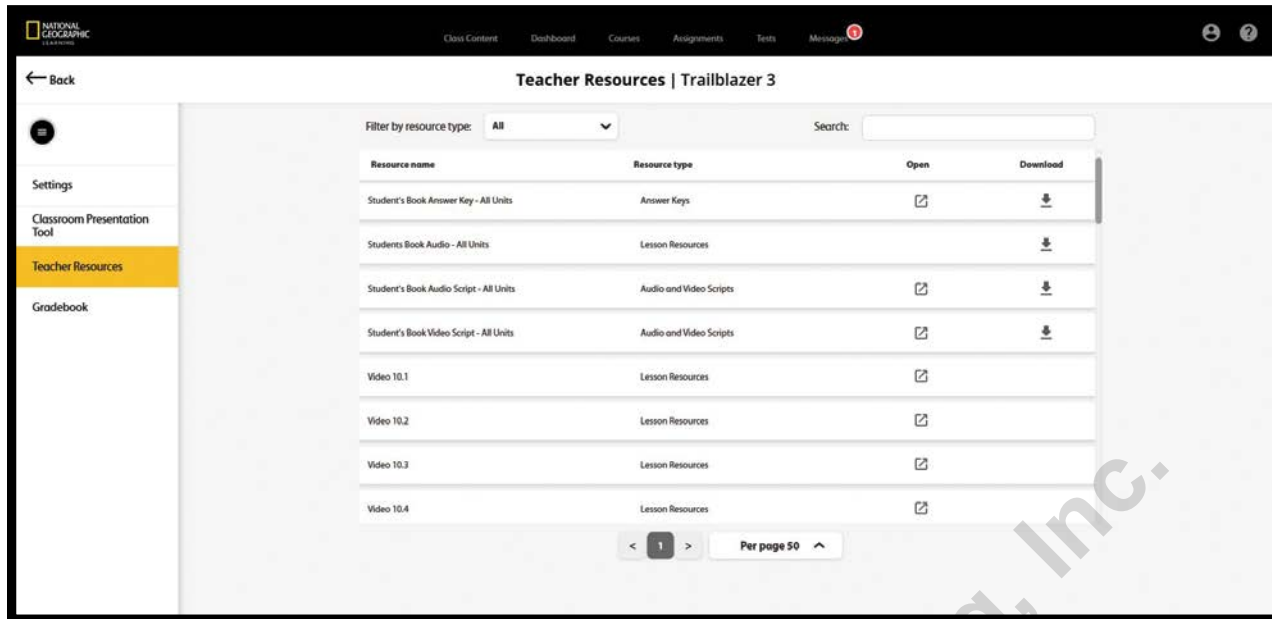
## Mixed-Ability Support Strategies

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.



# Teaching with *Trailblazer*

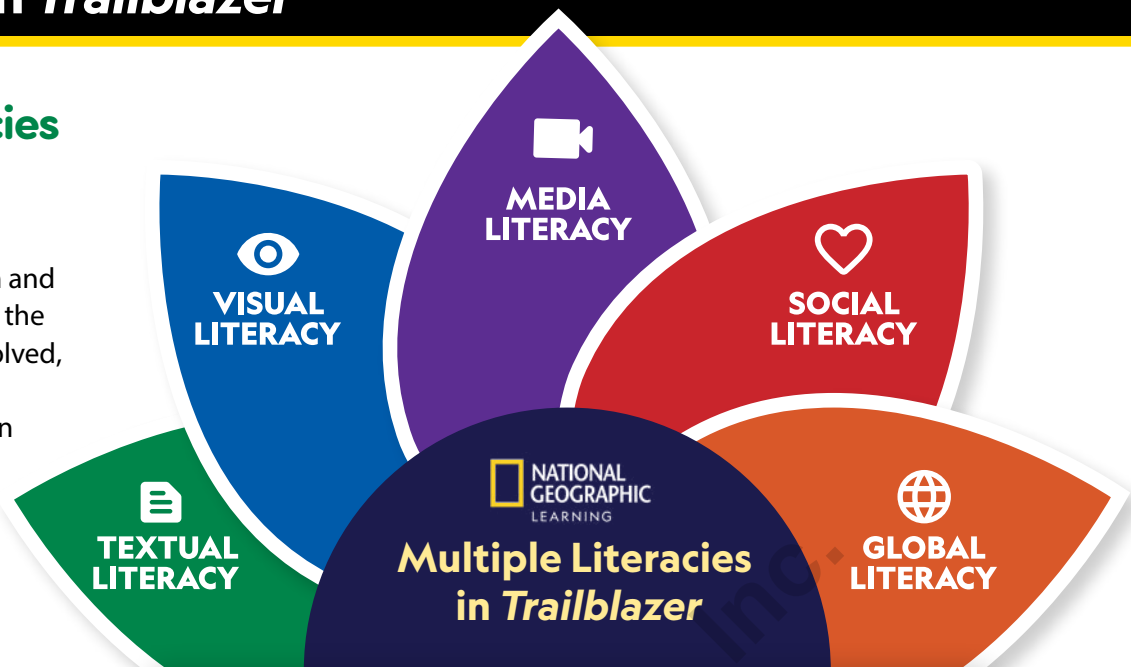
## Multiple Literacies

### Overview

In today's information-rich and globally connected world, the concept of literacy has evolved, recognizing that students engage with information in many different forms, navigate complex social situations, and form part of a global community. Because of this, students need to be able to make meaning and think critically about information in different forms, from multiple sources, and in a variety of contexts. Today's students need to develop more than just reading and writing skills—they need Multiple Literacies.

Teaching Multiple Literacies from a young age enables children to flourish by helping them communicate and make sense of the world, supporting their wider social, cognitive, and emotional development. It provides them with the foundation to participate fully in society as they grow, giving them agency to engage with and contribute positively to the wider world.

\* Media Literacy development available in *Trailblazer* levels 1–6 only.



### **TEXTUAL LITERACY**

Students use written material to learn new things, form opinions, make decisions, and communicate with others. To become confident and effective readers and writers, students need to develop Textual Literacy.

### **VISUAL LITERACY**

Students are surrounded by visual information in the world around them. To understand, interpret, and evaluate the meaning of visual content and to express their own ideas in visual form, students need to develop Visual Literacy.

### **MEDIA LITERACY\***

Students find out about the world from a variety of different forms and sources of media. To critically engage with different forms of media and build a more balanced understanding of key issues, students need to develop Media Literacy.

### **SOCIAL LITERACY**

Students face a variety of complex issues in the modern world. To build relationships, interact with others effectively, and understand and respond with empathy and compassion to their own and others' thoughts and emotions, students need to develop Social Literacy.

### **GLOBAL LITERACY**

Students live in a highly connected and globalized world. To develop their knowledge and understanding of their communities and the world and become better global citizens, students need to develop Global Literacy.