

# *Trailblazer*

LESSON PLANNER

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### **Trailblazer on the Cover** Ice climber jumps between piles of snow in ice cave

**Description:** An ice climber jumps between piles of snow with ice axes in the air.

**Location:** Vatnajökull Ice Cap, Iceland

**Trailblazer Facts:** Ice climbers ascend frozen water routes like waterfalls and large icicles with special equipment that prevents them from slipping. Trailblazing ice climbers come from all over the world to explore this ice cap, which covers ten percent of Iceland.

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# *Trailblazer*

## LESSON PLANNER

Edward Alden

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# Contents

Scope and Sequence.....	2
Meet the Authors .....	8
Meet the Explorers.....	9
What is <i>Trailblazer</i> ? .....	10
Unit Walkthrough.....	12
Program Components .....	26
Teaching with <i>Trailblazer</i> .....	32
Pacing Guides .....	50
Games and Activities .....	55

<b>1</b> Why do we need entertainment? .....	58
<b>2</b> What's below the surface of the Earth? .....	88
<b>3</b> Why do people buy so much stuff? .....	120
<b>4</b> What secrets are there in space? .....	150
<b>5</b> Why do we compete?.....	182
<b>6</b> Where does inspiration come from?.....	212
<b>7</b> How do we choose the food we eat? .....	244
<b>8</b> What happens after dark? .....	274
<b>9</b> Why do we read? .....	306
<b>10</b> Why do we like adventures? .....	336

# Scope and Sequence



1

## Why do we need entertainment?

2

## What's below the surface of the Earth?

▶ <b>Trails to Explore</b>	One More Episode Entertaining Talents Music and the Body	Digging Deep Under the Surface Deep in the Ocean
<b>Curricular Connection</b>	Social Studies	Earth Science
<b>Multiple Literacies</b>	<p><b>VISUAL</b> Connect the context of an image to personal experience.</p> <p><b>GLOBAL</b> Explain how different people can contribute to communities.</p> <p><b>SOCIAL</b> Explain the importance of self-discipline in relation to screen time.</p> <p><b>TEXTUAL</b> Read Graphics; Make Inferences</p> <p><b>MEDIA</b> Identify what you learn about yourself using information drawn from different types of media.</p>	<p><b>VISUAL</b> Identify details in an image to build understanding of a topic.</p> <p><b>GLOBAL</b> Explain the importance of respecting and valuing cultural and historical items.</p> <p><b>SOCIAL</b> Describe ways in which people work together as a team.</p> <p><b>TEXTUAL</b> Sequence of Events; Setting</p> <p><b>MEDIA</b> Develop understanding of a topic using information from different types of media.</p>
<b>New Words</b>	social, crave, streaming service, viewer, series, stress, episode, cliff-hanger, reward, loneliness, addiction, limit carnival, parade, performer, behind the scenes, success, take on, float, lyrics, musician, talent, stage fright, volunteer center, humanity	ancestor, remains, excavation, depth, cave, ancient, bone, identify, fossil, buried, axe, metal detector spectacular, enormous, faint, circular, gentle, base, steep, smooth, rough, sharp, active, microbes pressure, submersible
<b>Word Work</b>	Suffix <i>-ness</i> Phrasal Verbs with <i>Take</i>	Root Word <i>cav</i> Suffix <i>-ular</i>
<b>Reading</b>	Nonfiction: Why do we binge-watch? Genre: Science Article Fiction: Behind the Scenes at Carnival Genre: Realistic Fiction	Nonfiction: The Underground Astronauts Genre: Magazine Article Fiction: Another Journey to the Center of the Earth Genre: Adventure Story
▶ <b>Grammar</b>	Gerunds and Infinitives <i>Be used to</i> and <i>Get used to</i>	Simple Past Perfect Past Perfect Continuous
<b>Listening</b>	Interview about screen time Strategy: Listen for the Speaker Story about a special talent Strategy: Listen for Relationships	Podcast about a young explorer Strategy: Listen for Key Words News story about an expedition into a crater Strategy: Listen for Cause and Effect
<b>Speaking</b>	Express Opinions	Respond to Speculation
<b>Writing</b>	Genre: Review Strategy: Give Reasons	Genre: Descriptive Text Strategy: Use Descriptive Verbs
▶ <b>Critical Thinking</b>	Infographic about music and the body Video: Planet Drum	Infographic about ocean depth Video: Journey to the Bottom of the Ocean
<b>Project</b>	Give a Musical Performance	Design a Submersible



**Trailblazer** IN ACTION

Keniloe Molopyane  
Bones

Episode 1  
**Childhood Inspiration**  
Skills Review Units 1 and 2



3

Why do people buy so much stuff?

4

What secrets are there in space?

5

Why do we compete?

Responsible Shopping  
Possessions  
The Influence of Ads  
Social Studies

**VISUAL** Relate the message of an image to a wider topic.  
**GLOBAL** Explore ways of shopping responsibly.  
**SOCIAL** Anticipate and evaluate the consequences of people's actions.  
**TEXTUAL** Author's Purpose; Cause and Effect  
**MEDIA** Draw conclusions using information from different types of media.

brand, special offer, afford, chain, fair, second-hand, throw away, packaging, waste, take back, accessories, upcycle, wealthy, earn, mansion, luxury, financial, success, excitement, disappointment, miserable, content, downsize, tiny content, influencer

Phrasal Verbs  
Suffix *-ment*

Nonfiction: Seven Tips for the Responsible Shopper  
Genre: Advice Article  
Fiction: The 99 Club  
Genre: Allegory

Modal Verbs  
Future Continuous

Report about reusing old clothes  
Strategy: Listen for Topics  
Interview with someone who is moving home  
Strategy: Listen for Reasons

Give Advice

Genre: Balanced Argument  
Strategy: Organize Ideas

Infographic with statistics related to ads  
Video: Is it an ad?

Create a Hidden Ad

Life Beyond Earth  
Living in Space  
Objects in Space  
Earth Science

**VISUAL** Explain how an image makes you feel about a topic.  
**GLOBAL** Explore the impact of people from different countries working together.  
**SOCIAL** Explore the value of trusted relationships when solving problems or seeking help.  
**TEXTUAL** Make Predictions; Ask Open and Closed Questions  
**MEDIA** Use information from one type of media to evaluate another.

meteor, speed, crash, propose, galaxy, possibility, universe, alien, extreme, astrobiology, data, transmit gravity, force, atmosphere, weightless, orbit, resolve, container, liquid, straw, burn up, successful, survival, explode, fuel

Suffix *-ology*  
Phrasal Verbs with *Up*

Nonfiction: Looking for Alien Life  
Genre: Informative Article  
Fiction: A Day in the Life of an Astronaut  
Genre: Diary Entry

Perfect Modals with *Might, Must, and Can't*.  
Perfect Modals with *Could, Would, and Should*

Documentary about how scientists listen to space  
Strategy: Listen for Statistics  
Report about how astronauts prepare for space  
Strategy: Listen for Similarities

Express a Range of Beliefs

Genre: Diary Entry  
Strategy: Use Similes

Photo of the Milky Way Galaxy  
Video: The Night Sky

Design a Device to Clean Space Junk

Fair Play  
Rivalry  
Leveling the Playing Field  
Social Studies

**VISUAL** Describe and explain feelings about the content of an image.  
**GLOBAL** Explore how positive relationships can contribute to individual success.  
**SOCIAL** Explore the connection between caring about others and fair play.  
**TEXTUAL** Point of View; Sequence of Events  
**MEDIA** Relate the content of different types of media to a wider topic.

committee, compete, hoop, relay race, track, pole, athlete, divide, medal, award, referee, respect rivalry, at odds, disagreement, part ways, make up, dispute, impact, split, grateful, loyal, buddy, semi-final gender, low-income

Open Compound Words  
Idioms to Express Disagreement

Fiction: A Field Day for Everyone  
Genre: Realistic Fiction  
Nonfiction: The Shoe Rivalry  
Genre: History Article

Conditionals with *Unless*  
Third Conditional

Recommendations for fair play  
Strategy: Listen for Recommendations  
Story about a rivalry between friends  
Strategy: Listen for Attitudes

Show Empathy

Genre: Personal Narrative  
Strategy: Use Details

Quiz about young people and sports  
Video: Barriers to Play

Present about a Youth Sports Organization

# Scope and Sequence



## 6

### Where does inspiration come from?

## 7

### How do we choose the food we eat?

#### ▶ Trails to Explore

#### Curricular Connection

#### Multiple Literacies

#### New Words

#### Word Work

#### Reading

#### ▶ Grammar

#### Listening

#### Speaking

#### Writing

#### ▶ Critical Thinking

#### Project

Inspiring Youth  
Stories of Inspiration  
Artistic Inspiration

Social Studies

**VISUAL** Explain how an image might inspire people.

**GLOBAL** Explore why people are inspired to act.

**SOCIAL** Explore how people's abilities and interests can help others.

**TEXTUAL** Summarize; Character Analysis

**MEDIA** Generate ideas using information from different types of media.

entrepreneur, startup, encounter, owner, advocate, presentation, peer, feedback, address, leader, experience, service trip affect, determined, take action, tirelessly, confront, discouraged, bravery, take a risk, persist, make a difference, nonprofit organization, take care of glow, smog

Noun and Verb Homographs  
Double Suffixes: *-less* and *-ly*

Nonfiction: Youth Inspiring Change  
Genre: Magazine Article  
Fiction: A Single Drop of Water  
Genre: Drama

Defining Relative Clauses  
Non-defining Relative Clauses

Conversation about volunteer work  
Strategy: Listen for Interests  
News report about plastic waste  
Strategy: Listen for a Personal Account

Express Preferences

Genre: Informational Report  
Strategy: Use Relative Clauses

Photo of an artwork  
Video: Inspiration is Everywhere

Create Art Inspired by Nature

The Power of Taste  
The Problem with Waste  
The Real Cost of Food

Social Studies

**VISUAL** Identify reasons why people might respond differently to the content of an image.

**GLOBAL** Discuss the positive effects of reducing food waste.

**SOCIAL** Explore why people learn to like different foods.

**TEXTUAL** Onomatopoeia; Rhetorical Questions

**MEDIA** Identify similarities in the information presented in different types of media.

pot, dish, savory, stir-fry, scent, dash, pinch, flavor, richness, tradition, texture, tongue consumer, labor, pesticide, perishable, spoil, disposable, contribute to, garbage, landfill, emit, expiration date, flavorful carbon footprint, greenhouse gas

Words with *gh*  
Word Families

Fiction: The Secret of the Lu Shui Stock  
Genre: Realistic Fiction  
Nonfiction: Food Waste Is a Much Bigger Problem Than You Think  
Genre: Persuasive Article

The Passive Voice: Simple Present and Simple Past  
The Passive Voice: Present Perfect and Past Perfect

Podcast about different tastes  
Strategy: Listen for Examples  
Review of a food app  
Strategy: Listen for Key Words about Process

Express Agreement and Disagreement

Genre: Product Pitch  
Strategy: Use Persuasive Language

Infographic about the carbon footprint of food  
Video: Carbon Footprints

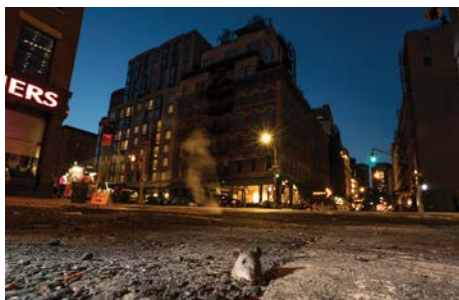
Make a Green Menu



**Trailblazer** IN ACTION

Keneiloe Molopyane  
Bones

Episode 3  
**Underground Astronaut**  
Skills Review Units 5 and 6



**8** What happens after dark?

**9** Why do we read?

**10** Why do we like adventures?

<p>How Sleep Works Life in the Dark Light Pollution Physical Science</p> <p><b>VISUAL</b> Respond to an image using illustration. <b>GLOBAL</b> Recognize the dangers human activity poses to plants and animals. <b>SOCIAL</b> Identify positive changes to make as a result of analyzing information. <b>TEXTUAL</b> Text-to-Self Connection; Metaphor and Personification <b>MEDIA</b> Evaluate how information in different types of media can inspire change.</p> <p>rhythm, cyclical, darkness, sense, fall asleep, artificial, insomnia, disorder, drowsy, stage, background, screen horizon, twilight, dusk, nightfall, nightly, silently, starry, moonbeam, pitch-black, dawn, nocturnal, prey dim, law</p> <p>Root Word <i>Cycl-</i> Compound Adjectives</p> <p>Nonfiction: The World of Sleep Genre: Explanatory Article Fiction: Night Poems Genre: Poetry</p> <p><i>So...that</i> and <i>Such...that</i> The Passive Voice: Simple Future</p> <p>Quiz about sleep Strategy: Listen for Supporting Statements Lecture about sand cats Strategy: Listen for Complex Ideas</p> <p>Express Frequency</p> <p>Genre: Poetry Strategy: Use Line Breaks</p> <p>Infographic about light pollution Video: Dealing with light pollution Do an Experiment to Measure Light Pollution</p>
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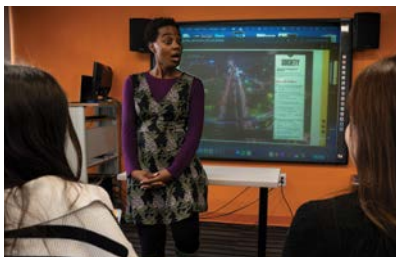
<p>The Science of Reading Fact vs. Fiction A World of Reading Art</p> <p><b>VISUAL</b> Explore how information in an image compares with others' experiences and preferences. <b>GLOBAL</b> Recognize the importance of verifying the reliability of online content. <b>SOCIAL</b> Explore ideas to support people with different abilities. <b>TEXTUAL</b> Take Notes; Draw Conclusions <b>MEDIA</b> Explain how information in different types of media has influenced your own opinions.</p> <p>narrative, visual, deep reading, empathy, print, e-reader, skim, regularly, in the long run, comprehension, audiobook, learning difference deal, unbelievable, scam, go wrong, ignore, suspicion, too good to be true, permission, review, disbelief, fake, hoax empowered, pleasure</p> <p>Idioms with <i>Run</i> Homophones</p> <p>Nonfiction: How Reading Boosts Brain Health Genre: Opinion Article Fiction: Too Good to be True Genre: Realistic Fiction</p> <p>Reported Speech: Reporting Verbs Reported Speech: Indirect Questions</p> <p>Lecture about learning differences Strategy: Listen and Take Notes Podcast about tree octopuses Strategy: Listen for Speaker Intention</p> <p>Give Recommendations</p> <p>Genre: Book Report Strategy: Vary Nouns and Pronouns</p> <p>Infographic about reading around the world Video: We Love Reading Create a Picture Book</p>
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<p>Thrill-Seekers Let's See What's Out There Adventures at Home Social Studies</p> <p><b>VISUAL</b> Compare and explore your own and others' feelings about an image. <b>GLOBAL</b> Recognize the benefit of valuing different perspectives. <b>SOCIAL</b> Explore how people's values affect their behavior. <b>TEXTUAL</b> Compare and Contrast; Rising Action <b>MEDIA</b> Identify actions you can take in response to information in different types of media.</p> <p>tame, hike, awe, inspiring, passenger, thrill, trail, mindset, adrenaline rush, participant, risky, skydiving backpacking, destination, journey, clue, leg, departure board, board, cab, overnight, check in, compass, navigate grade, wild</p> <p>Adjectives with <i>-ing</i> Homonyms</p> <p>Nonfiction: Adventure's Fine Line Genre: Magazine Article Fiction: The Galaxy Race Genre: Science Fiction</p> <p><i>Make, Let, Had better, and Would rather Wish and If Only</i></p> <p>Interview about how thrill-seeking affects the brain Strategy: Listen for Definitions Documentary about ancient navigation Strategy: Listen for Arguments</p> <p>Ask Questions about Experience</p> <p>Genre: Travel Brochure Strategy: Use Coordinated Adjectives</p> <p>Microadventure map Video: School Microadventure Make a Microadventure Map</p>
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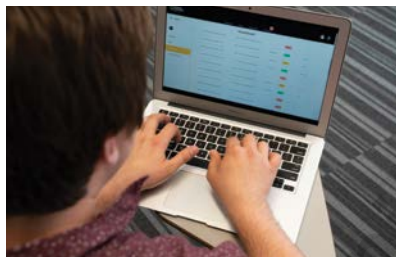


# spark

Bring the world to the classroom and the classroom to life with the Spark platform – where you can prepare, teach and assess your classes all in one place!



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**Set up classes and roster students quickly and easily on Spark.** Seamless integration options and point-of-use support helps you focus on what matters most: student success.



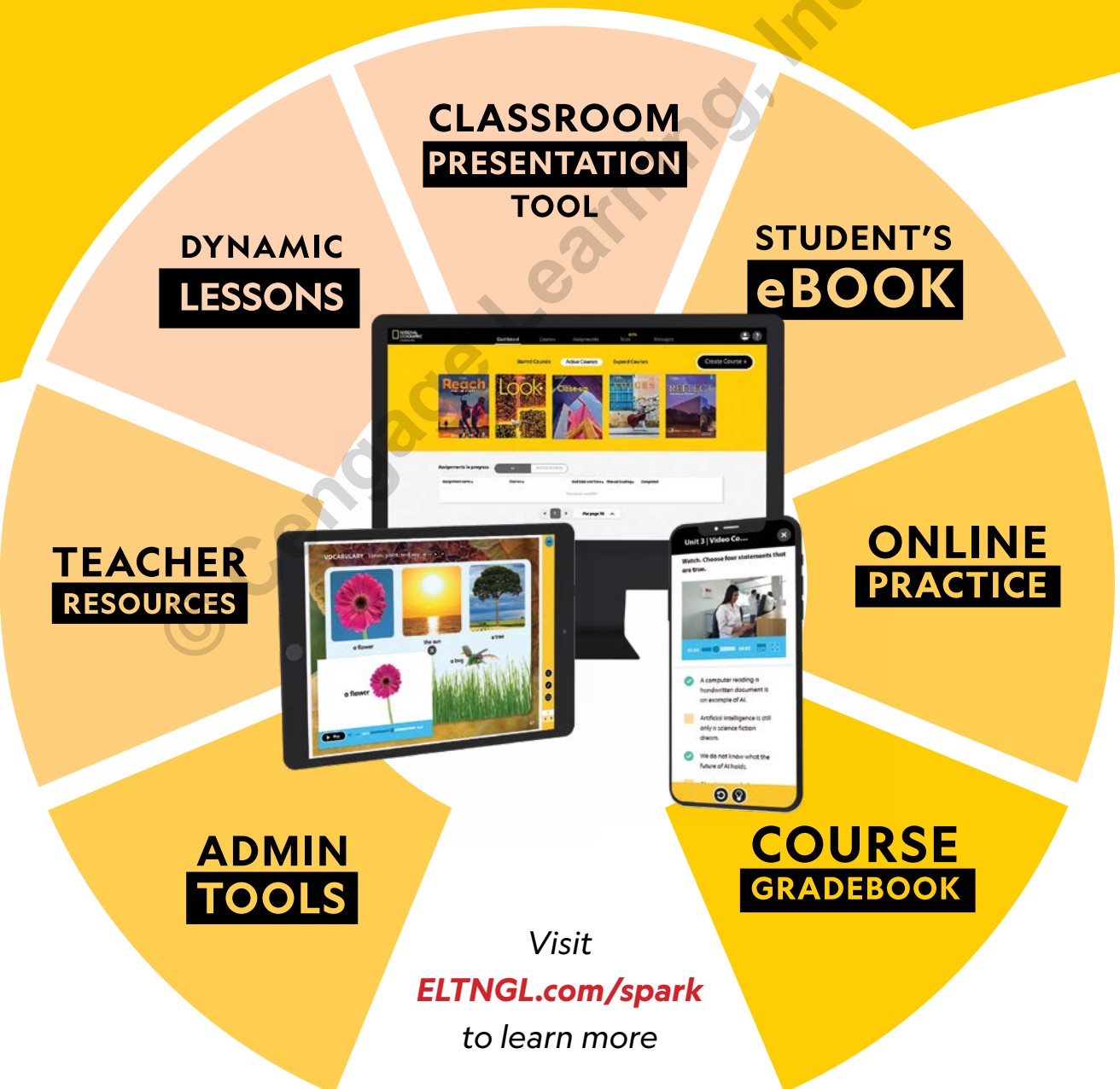
On a hot day in Hong Kong, people crowded into an air-conditioned train. When the lights dimmed, one young woman stood out, lost in the glow of her own digital world.  
©Brian Yen

# 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.



## 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.



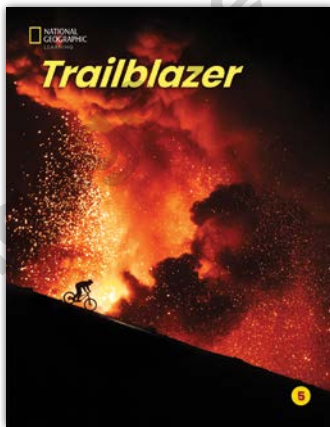
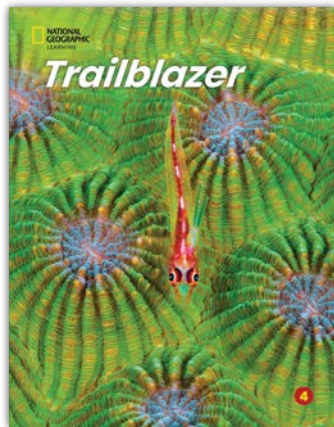
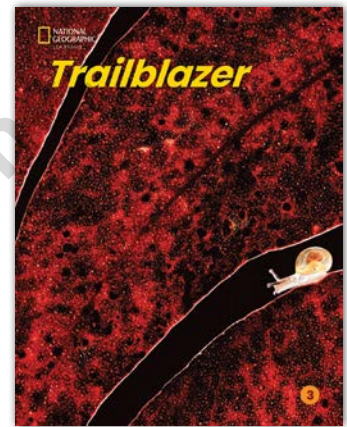
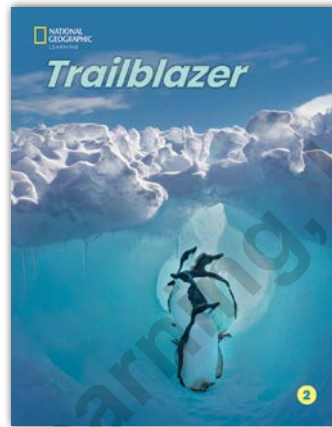
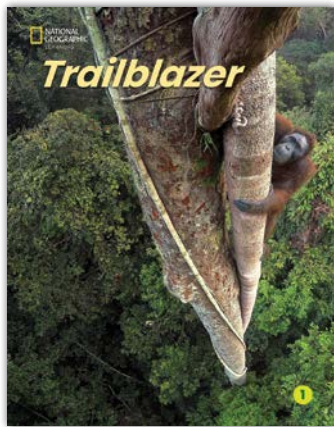
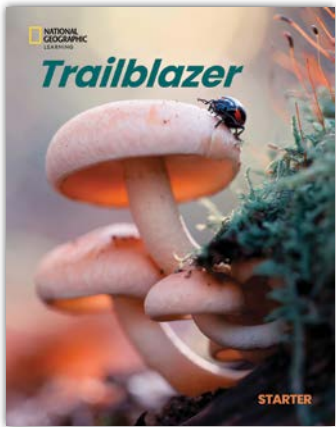
## Keneiloe Molopyane

### *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.

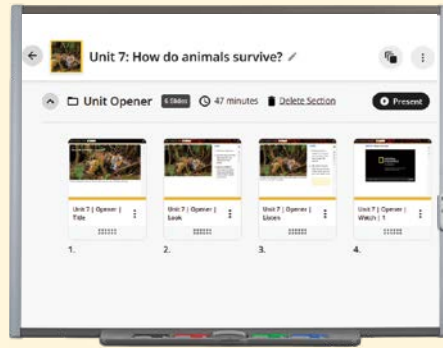
## ► Action and Impact

*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

**Comprehension**

**1** Read the article. You are a magazine editor. Would you like to do what these people do? Why?

**Read the sentences.** Circle true or false.

- The thing that cave systems is located in Egypt.  True  False
- The expedition involved a lot of training and planning.  True  False
- This was the first time Scott went part of a cave expedition.  True  False
- Scott was excited by what he saw in the fossil chamber.  True  False
- Scott received a lot of money when he found the cave.  True  False
- Scott never means "human skeletons".  True  False

**TEXTUAL LITERACY** **Support of Details** for the events from the text in the correct order.

Scott entered the fossil chamber for the first time.

Scott uncovered a job advertisement.

Scott discovered Substratum fossils.

Scott became an entrepreneur.

Scott went to South Africa.

The characters called these discoveries of human bones fossils.

**Read the features of a magazine article.** Check if the feature the text includes. Show with a picture using appropriate lines.

Writing style to grab the reader's attention.

Information to draw the reader's interest.

Photos or illustrations with captions.

Balance of facts and personal stories.

Separate boxes or design features that make the article more visually interesting.

**SOCIAL LITERACY** **Who do you think should own the bones found in the thing that cave system? Where should they be kept? What should you do with the cave.**

**1** Think about the expedition you planned in the vocabulary section. What important things have you learned from the discovery?

30 Digging Deep

## Grammar 1

**Grammar**

**1** Underline the verbs in the sentences. What form of the verb follows these verbs? Write the form in the box.

**1** The underground fossil chamber was discovered through the thing that cave system. (discover)

**2** The fossil chamber was discovered through the thing that cave system. (discover)

**3** The fossil chamber was discovered through the thing that cave system. (discover)

**4** The fossil chamber was discovered through the thing that cave system. (discover)

**5** The fossil chamber was discovered through the thing that cave system. (discover)

**6** The fossil chamber was discovered through the thing that cave system. (discover)

**7** The fossil chamber was discovered through the thing that cave system. (discover)

**8** The fossil chamber was discovered through the thing that cave system. (discover)

**9** The fossil chamber was discovered through the thing that cave system. (discover)

**10** The fossil chamber was discovered through the thing that cave system. (discover)

**11** The fossil chamber was discovered through the thing that cave system. (discover)

**12** The fossil chamber was discovered through the thing that cave system. (discover)

**13** The fossil chamber was discovered through the thing that cave system. (discover)

**14** The fossil chamber was discovered through the thing that cave system. (discover)

**15** The fossil chamber was discovered through the thing that cave system. (discover)

**16** The fossil chamber was discovered through the thing that cave system. (discover)

**17** The fossil chamber was discovered through the thing that cave system. (discover)

**18** The fossil chamber was discovered through the thing that cave system. (discover)

**19** The fossil chamber was discovered through the thing that cave system. (discover)

**20** The fossil chamber was discovered through the thing that cave system. (discover)

31 Digging Deep

## Listening 1

**Listening**

**1** Listen to the audio. What do you see in the photo? What do you know about this hobby?

**2** Listen and read. Write T for true or F for false.

**3** Listen and read. Write T for true or F for false.

**4** Listen and read. Write T for true or F for false.

**5** Listen and read. Write T for true or F for false.

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**14** Listen and read. Write T for true or F for false.

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**16** Listen and read. Write T for true or F for false.

**17** Listen and read. Write T for true or F for false.

**18** Listen and read. Write T for true or F for false.

**19** Listen and read. Write T for true or F for false.

**20** Listen and read. Write T for true or F for false.

32 Digging Deep

## Speaking

**Speaking**

**1** Listen to the audio. What do you see in the photo? What do you know about this hobby?

**2** Listen and read. Write T for true or F for false.

**3** Listen and read. Write T for true or F for false.

**4** Listen and read. Write T for true or F for false.

**5** Listen and read. Write T for true or F for false.

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**20** Listen and read. Write T for true or F for false.

33 Digging Deep

## Comprehension 2

**Comprehension**

**1** Read the article. You are a magazine editor. Would you like to do what these people do? Why?

**Read the sentences.** Circle true or false.

- The thing that cave systems is located in Egypt.  True  False
- The expedition involved a lot of training and planning.  True  False
- This was the first time Scott went part of a cave expedition.  True  False
- Scott was excited by what he saw in the fossil chamber.  True  False
- Scott received a lot of money when he found the cave.  True  False
- Scott never means "human skeletons".  True  False

**TEXTUAL LITERACY** **Support of Details** for the events from the text in the correct order.

Scott entered the fossil chamber for the first time.

Scott uncovered a job advertisement.

Scott discovered Substratum fossils.

Scott became an entrepreneur.

Scott went to South Africa.

The characters called these discoveries of human bones fossils.

**Read the features of a magazine article.** Check if the feature the text includes. Show with a picture using appropriate lines.

Writing style to grab the reader's attention.

Information to draw the reader's interest.

Photos or illustrations with captions.

Balance of facts and personal stories.

Separate boxes or design features that make the article more visually interesting.

**SOCIAL LITERACY** **Who do you think should own the bones found in the thing that cave system? Where should they be kept? What should you do with the cave.**

**1** Think about the expedition you planned in the vocabulary section. What important things have you learned from the discovery?

30 Under the Surface

## Grammar 2

**Grammar**

**1** Underline the verbs in the sentences. What form of the verb follows these verbs? Write the form in the box.

**1** The underground fossil chamber was discovered through the thing that cave system. (discover)

**2** The fossil chamber was discovered through the thing that cave system. (discover)

**3** The fossil chamber was discovered through the thing that cave system. (discover)

**4** The fossil chamber was discovered through the thing that cave system. (discover)

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**19** The fossil chamber was discovered through the thing that cave system. (discover)

**20** The fossil chamber was discovered through the thing that cave system. (discover)

31 Under the Surface

## Listening 2

**Listening**

**1** Listen to the audio. What do you see in the photo? What do you know about this hobby?

**2** Listen and read. Write T for true or F for false.

**3** Listen and read. Write T for true or F for false.

**4** Listen and read. Write T for true or F for false.

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**18** Listen and read. Write T for true or F for false.

**19** Listen and read. Write T for true or F for false.

**20** Listen and read. Write T for true or F for false.

32 Under the Surface

## Writing

**Writing**

**1** Listen to the audio. What do you see in the photo? What do you know about this hobby?

**2** Listen and read. Write T for true or F for false.

**3** Listen and read. Write T for true or F for false.

**4** Listen and read. Write T for true or F for false.

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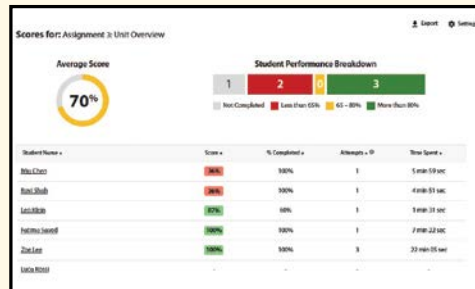
**20** Listen and read. Write T for true or F for false.

33 Under the Surface

## Unit Walkthrough pages and resources from Unit 2 of the Trailblazer 6 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 shows a digital interface for a National Geographic Learning unit. The main area features a large photograph of an ice cave with a person standing in a tunnel. A green overlay on the left contains a '2' in a yellow circle and the text 'What's below the surface of the Earth?'. Below this are sections for 'LOOK', 'LISTEN', and 'WATCH' with numbered tasks. A sidebar on the right, titled 'Trails in This Unit', lists three trails: 'Digging Deep', 'Under the Surface', and 'Deep in the Ocean', each with a small image and a list of activities (READ, LISTEN, TALK, WRITE, WATCH, CREATE). The interface includes a National Geographic Learning logo, a grid icon, a question mark icon, and navigation arrows at the bottom.

**2**  
**What's below the surface of the Earth?**

**LOOK**

1. Describe the photo.
2. How would you feel if you were in this place? How would someone who is afraid of small spaces feel?
3. **VISUAL LITERACY** What might you find below the surface of the Earth? Tell a partner. Use details from the photo.

**LISTEN**

1. What sounds might you hear in this place?
2. Listen. What do you think is making the sounds you hear? 🎧 2.1

**WATCH**

1. Watch the video. ▶ 2.1
2. Watch the video again. What do you know about this topic? What questions do you have? ▶ 2.1

Explorers stand in holes of ice caves in Werfen, Austria.

**Trails in This Unit**

**Digging Deep**

- **READ** about a special caving expedition.
- **LISTEN** to a podcast about a young explorer.
- **TALK** about unusual objects.

**Under the Surface**

- **READ** about a journey to the center of the Earth.
- **LISTEN** to a news story about an expedition into a crater.
- **WRITE** a descriptive text about an outdoor experience.

**Deep in the Ocean**

- **STUDY** an infographic about ocean exploration.
- **WATCH** a video about ocean explorers.
- **CREATE** a design for your own exploration vehicle.

Unit 2 25

**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

### Digging Deep

#### Vocabulary

**A NEW WORDS** Listen and read. 4) 2.2 Listen and say. 4) 2.3

**Did You Know?** Archaeology is the study of our ancestors and how they lived. Archaeologists study the past by looking at the remains of objects found in the ground. Archaeologists often organize excavations to dig below the surface of the planet. They can dig to a depth of over a mile. Some archaeologists explore caves. They look for ancient objects to learn more about our ancestors. Archaeologists often find very small pieces of bones. It can be a challenging job to identify them and create a complete picture of ancient life. Archaeologists study fossils, too. Fossils are the remains of plants and animals that lived thousands or millions of years ago. They are buried in rock and earth under the ground.



**B Match.**

- the remains of a plant or animal from many years ago
- the distance from the top to the bottom of something
- to recognize or name something
- a large hole in the side of a mountain or under the ground
- a person who is your relative from long ago
- the hard white parts inside the body

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

One famous archaeological discovery is the \_\_\_\_\_ city of Pompeii. Pompeii was a city in Italy that was \_\_\_\_\_ when a nearby volcano erupted in 79 CE. The city was rediscovered in the 1700s. During the \_\_\_\_\_ of Pompeii, archaeologists found the \_\_\_\_\_ of buildings, objects, and even the bodies of people who lived there.

**D Find out about an important excavation in your country. Tell a partner about it. Use at least three new words from A.**

26 Digging Deep

#### Word Work

**E Listen and read. Underline the words in the example sentences with the root word cav.** 4) 2.4

**Root Word cav**  
The root word *cav* means "hollow"—having a hole inside. A root word is the basic form of a word without prefixes or suffixes.  
**cave cavern cavernous excavation**  
The cave led into a large cavern. We started the excavation there.

**F Complete the sentences with the words from the box.**  
**cave cavern cavernous excavation**


- Archaeologists use many different tools during an \_\_\_\_\_.
- The sleepy bear walked out of the \_\_\_\_\_ and into the sunlight.
- The tour takes you underground into a large \_\_\_\_\_.

#### Reading Strategy

**Sequence of Events**  
The events in a text are not always in the order that they happen. When you read to understand a sequence of events, look for time words and phrases like before, two years earlier, and now.

**G Read. Put the events in the correct order.**

For a long time, the people of Aidonia, Greece, didn't know that their ancestors had buried gold and other treasures under a hill outside their village. Then, in the 1970s, a donkey disappeared into a hole on the hill. Archaeologists started excavating and discovered tombs that were thousands of years old. Unfortunately, someone had stolen almost everything from the tombs before the archaeologists got there.



Someone stole almost everything from the tombs.

People buried gold and other treasures under a hill in Aidonia, Greece.

A donkey disappeared into a hole on the hill.

Archaeologists started to excavate the area.

**Preview** Look at the photos and the site in the magazine article on the next page. Make a prediction about the text. Then share your prediction with a partner.

Unit 2 27

New vocabulary items are presented through context with 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

### Under the Surface

#### Vocabulary

**A NEW WORDS** Listen and read. 4) 2.1 Listen and say. 4) 2.2

**Did You Know?** This spectacular view is of the famous Mount Fuji, an enormous volcano in Japan. In this photo, you can see a faint image of the mountain and the buildings in the lake. They appear upside down. Around 300,000 people climb Mount Fuji each year. There is a circular trail around the mountain. The gentle sides of the mountain near the base are easy to climb, but the steep sides near the top are much harder. Although the ground may look smooth from a distance, it is rough in places, with sharp rocks.




**B Work with a partner. Answer the questions with the new words.**

- Which two words are opposites and could describe a hill?
- Which two words are opposites and could describe how a surface feels?
- Which word can describe a shape?

**C Complete the sentences with the new words.**

- The photos of the mountain during a thunderstorm are \_\_\_\_\_.
- I can't read this. The writing is too \_\_\_\_\_.
- Be careful! That knife is \_\_\_\_\_.
- This stadium is \_\_\_\_\_. There must be hundreds of thousands of people in here.
- There are some shops at the \_\_\_\_\_ of the mountain to buy supplies.

**D Work in pairs. Choose one of the photos, but don't tell your partner. Use the new words to describe your photo. Can your partner guess your choice?**



34 Under the Surface

#### Word Work

**E Listen and read. Underline the words with the suffix -ular in the example sentences.** 4) 2.13

**Suffix -ular**  
The suffix *-ular* makes some nouns into adjectives. Adding *-ular* describes the look of something. **circle** → something that looks like a circle  
She looked at the spectacular scenery. She saw an animal with a long, angular body and a regular spotted pattern on its fur.


**F Complete the sentences with the words from the box.**  
**(irregular popular regular singular)**

- I am a(n) \_\_\_\_\_ customer of this store.
- The verb be is a(n) \_\_\_\_\_ verb.
- Everyone knows her. She's very \_\_\_\_\_.
- The word child is the \_\_\_\_\_ form of the word children.

#### Reading Strategy

**Setting**  
The setting of a story is where and when it takes place. The setting can include details such as the type of weather, time of day, or the length of time that something lasts.

**G Write a short paragraph that describes the setting in the picture. Share your paragraph with a partner. What features of the setting did your partner focus on?**



**Preview** Read the title and the first paragraph of the adventure story on the next page. What do you think will happen in the story? Tell a partner.

Unit 2 35

# 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** As you read, use the time words and phrases to help you decide the order of events.

## The Underground Astronauts

**A Dangerous Journey**  
Marina Elliott squeezed through the final gap between the rocks of the Rising Star cave and saw flashes of white fossils. Her first thought was of the words of Howard Carter. Carter was the archaeologist who had discovered the tomb of the ancient Egyptian king, Tutankhamun, in 1922.

"Can you see anything?" Lord Carnarvon had shouted down to him.

"Things—wonderful things!" Carter had replied.

Now, nearly 100 years after Carter's discovery of Tutankhamun, Elliott was in an underground cave in South Africa working with an excavation team. She is an anthropologist and her team was looking for fossils of early humans.

**Assembling the Astronauts**  
But how did Elliott find herself in this underground cave in South Africa? A few months earlier, she had answered a post on social media. It asked for experienced anthropologists who were small, thin, and not scared of small spaces and who were good at caving and climbing. There weren't many details about the project, but it sounded interesting, and she had done a lot of caving before and was not afraid of small spaces. She applied, and two days later, she got the job!

Elliott was one of six scientists. They were all women, and they were going to explore the Rising Star caves. Before the scientists arrived in South Africa, the head of the project, Lee Berger, had prepared the caves for them. Their job was to go down into the caves and crawl through narrow tunnels to an underground chamber. Berger believed ancient human remains were there. He called the team "the underground astronauts" because the project was a bit like a space mission: the scientists' journey was in darkness, and they had a video and voice connection to the surface.

On the first day, Elliott was feeling nervous but excited. She had thought about this moment for many weeks and had prepared well. She knew exactly what to expect. Each scientist was wearing a hard hat, a harness, and a headlamp to light their way. Elliott and another woman from her team started to climb down between the rocks. The width of the space was about 20 centimeters. It was a very tight squeeze. Then they crawled on their stomachs for about three meters and entered a chamber called the Dragon's Back. There was a five-meter drop on each side of them, so they had to move carefully through the chamber using ropes. The next part was the most dangerous section: it was a 12-meter climb down into the fossil chamber.

As Elliott entered the fossil chamber, her headlamp lit up the long, beautiful stalactites on the ceiling of the cave. This was when she saw the fossils and remembered the words of Howard Carter.

**Cave Entrance**  
Dragon's Back  
Supermarket Cave  
Chamber  
Cross-section of the Rising Star cave system

**A Distant Ancestor**  
In that first expedition, the team found and identified 1500 pieces of bone. The bones belonged to ancestors of humans that no one had discovered before. The team named these distant human relatives Homo naledi. Naledi means "star" in one of the local languages in the region of the caves. The bones were moved to the university where Berger works, in South Africa, where scientists continue to study them. Scientists believe that the bones are more than 250,000 years old. No one is sure why the bones were in the cave. Perhaps it was a place where Homo naledi buried their dead. Today, archaeologists and anthropologists continue to search the cave for answers.

**An archaeologist** is a person who studies the past by looking at objects and parts of old buildings that they find in the ground.

**An anthropologist** is a person who studies humans, especially their ancestors, customs, and beliefs.

**A chamber** is a natural space closed off from other spaces.

**Stalactites** are pointed pieces of rock that hang from the ceilings of caves.

Two members of the underground astronauts explore the Rising Star cave system.

28 Digging Deep Unit 2 29

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** Adventure Story  
**Reading Strategy** As you read, think about the setting of the story.

## Another Journey to the Center of the Earth

When I was little, my uncle told me amazing stories about one of my ancestors, my great-great-grandfather, Papa Axel. He had been an explorer in Europe before he moved to Mexico. I always thought the stories about Papa Axel were made up, but one day, my uncle showed me Papa Axel's journal. On the cover was written *under an old century*. My uncle said it was Latin for "all the way to the center of the Earth." The pages were filled with drawings of caves, fossils, and strange animals. The journal read like a story of Papa Axel's life. The last page of the journal had only two sentences: *Go down into atotchhuatl on the first day of December. The sunlight will show you how to reach the center of Earth.*

My uncle was an archaeologist, and he had already been on three trips to atotchhuatl, an enormous volcano in Mexico. This must be why! My uncle smiled. "Yes, Sofia, that's why I study this volcano. And I think you should come with me on my next trip!"

Two months later, on December 1st, I stood at the base of atotchhuatl; the faint outline of the volcano high above me. There's no crater on atotchhuatl, so it doesn't look like an upside-down cone. The sun had been shining all morning, and the view was spectacular. My uncle joined me. He had been reading Papa Axel's journal. "Papa Axel came to atotchhuatl on December 1st in 1870, 1871, and 1872, but every time, the sky was cloudy, and he couldn't use sunlight to find the way. But it's sunny today! It will take a while to reach the top, but we'll be there before you know it."

When we arrived at the top hours later, I felt nervous. "Why are we doing this?" I thought. "This feels dangerous."

My uncle set off down a gentle slope. Tourists at the top watched us. They weren't allowed into this area, but scientists were. I followed my uncle without a word. The ground was rough and covered with small rocks. I picked up one of them and felt its sharp sides.

The slope down became steep, and we had to walk carefully. At one point, we held hands. In case one of us fell down. Suddenly, sunlight hit a huge, rectangular rock and my uncle smiled. I helped him dig the dirt behind the rock until it began to fall somewhere deep below. Once the hole was big enough, I passed the rope ladder I had been carrying to my uncle. With the top of the ladder tied safely, we climbed down, until we reached a chamber twenty meters below. I turned my headlamp on and looked around. The walls were smooth and wet. I looked up and saw above me a small circular window of sky.

Suddenly my uncle shouted, "Look!" he cried, pointing to the side of a tall rock.

My heart sank. What was it? Was this the moment we would find out what happened to Papa Axel?

I pointed my headlamp at the wall behind the rock. There was an arrow drawn on the wall, and something written under it. I slowly read what was written: *usque\_ ad\_ centum*. My uncle and I smiled at each other and walked in the direction of the arrow.

**An outline** is the shape of the edge or outside of something without any details.

**A cone** is a shape with a flat, round bottom and a top that becomes narrower and ends in a point.

**A slope** is higher at one end than at the other, like the side of a hill.

**A headlamp** lets someone see in the dark without using their hands to hold a flashlight.

18 Under the Surface Unit 2 37

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 interests you about the magazine article? Would you like to do what Marina Elliott did? Why?

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

- |   |      |       |
|---|------|-------|
| 1. The Rising Star cave system is located in Egypt.               | True | False |
| 2. The expedition involved a lot of training and planning.        | True | False |
| 3. This was the first time Elliott was part of a cave excavation. | True | False |
| 4. Elliott was excited by what she saw in the fossil chamber.     | True | False |
| 5. Fossil remains of 1,500 humans were found in the cave.         | True | False |
| 6. <i>Homo naledi</i> means "human ancestors."                    | True | False |

**C TEXTUAL LITERACY Sequence of Events** Put the events from the text in the correct order.

- Elliott entered the fossil chamber for the first time.
- Elliott answered a job advertisement.
- Carter discovered Tutankhamun's tomb.
- Elliott became an anthropologist.
- Elliott went to South Africa.
- The archaeologists called these ancestors of humans *Homo naledi*.

**D** Read the features of a magazine article. Check (✓) the features the text includes. Share with a partner, using examples from the text.

- a strong title to grab the reader's attention
- subheadings to divide the writing
- photos or illustrations with captions
- a balance of facts and personal stories
- separate boxes or design features that make the article more visually interesting

**E GLOBAL LITERACY** Who do you think should own the bones found in the Rising Star cave system? Where should they be kept? Why? Share your answer with the class.

**F** Think again about the excavation you shared in the Vocabulary section. What important things have people learned from the discovery?

30 Digging Deep



Marina Elliott (center) stands with the other Underground Astronauts.

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

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.

### TRAIL 2

#### Comprehension

**A** How did you feel as you read the adventure story? Compare your feelings with a partner.

**B** Circle the correct answers.

- How does Sofia feel when she first reaches the top of the volcano?
  - sad
  - scared
  - happy
- When does Sofia start to think the stories about Papa Axel are real?
  - when her uncle tells her stories about Papa Axel
  - when she reads Papa Axel's journal
  - when she arrives at Iztaccihuatl
- What statement about Iztaccihuatl is NOT true?
  - There is a giant crater at the top of Iztaccihuatl.
  - Iztaccihuatl is in Mexico.
  - Tourists can climb up Iztaccihuatl.
- By the end of the story, Sofia knows...
  - how long it takes to get to the center of Earth
  - that Papa Axel is still alive
  - that Papa Axel had been inside the volcano

**C TEXTUAL LITERACY Setting** Complete the information about the story's setting.

Place	
Weather	
Time of Day	
Duration	

**D** Think about the story. Answer the questions.

- Adventure stories have heroes who go on journeys and face challenges. Who are the heroes of this story and what is their journey?
- Adventure stories have action and suspense—a feeling of excitement or anxiety. What is the suspense in this story?

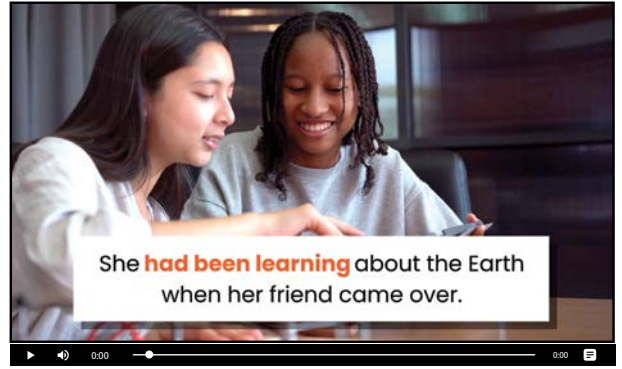
**E SOCIAL LITERACY** When you face a challenge with other people, it's important to work together as a team. How do Sofia and her uncle work as a team in the story?

**F** Think about the end of the story. What do you think happens next? Work in a group. Write six sentences predicting the events in the rest of the story. Act them out for the class.

38 Under the Surface



**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 the words *had* and *hadn't*. What form of the verb follows these words? 2.6

The Underground Astronauts faced a difficult journey through the Rising Star cave system. It was good that they had trained in advance. The discoveries they made were more exciting than they had expected. They weren't sure how old the bones they found were because they hadn't tested them yet.



**Simple Past Perfect** 2.2

Use the simple past perfect to describe events that happened before a certain time in the past.

**B** Complete the sentences with the correct form of the simple past perfect.

- The underground astronauts (respond) \_\_\_\_\_ to an ad on social media before they found out they were selected.
- The team (spend) \_\_\_\_\_ a few days in the town before starting to work.
- Before the alarm in the cave sounded, the scientists (start) \_\_\_\_\_ to return to the surface.
- Lee Berger (research) \_\_\_\_\_ other caves before the Rising Star cave.
- By the time they left, the team (discover) \_\_\_\_\_ many pieces of bone.

**C** Work with a partner. Think about your day. Make a sentence using the simple past perfect. Your partner decides if it is true or false.

I couldn't eat all my lunch because I had eaten a big breakfast. True.

**D GRAMMAR IN USE** Underline the sentences that use the simple past perfect in the magazine article. Write new sentences using three examples of the underlined simple past perfect forms.

Unit 2 3

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.

Teaching with **spark**

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

**TRAIL 2**

**Grammar**

**A** Listen and read. Underline *had been*. What form of the verb follows *had been*? 2.15

People in Grant's Pass, in the US state of Oregon, had been telling stories of huge cave spiders for years before a citizen scientist made an important discovery. Neil Marchington had been caving near Grant's Pass when he discovered a new kind of spider. The spider is only three inches (7.5 centimeters) long but looks larger when lit by a headlamp in a dark cave, which is probably how the stories started!



**Past Perfect Continuous** 2.3

Use the past perfect continuous to describe actions that were happening just before another event in the past, or that were continuing when another event happened.

**B** Complete the sentences using the past perfect continuous form of the verbs in the box.

lie study take train

- The anthropologist \_\_\_\_\_ photos of the fossils when it started to rain.
- The fossils \_\_\_\_\_ underground for many years before they were found.
- The archaeologist \_\_\_\_\_ for years for an expedition like this one.
- Marina Elliott \_\_\_\_\_ in Canada when she heard about the expedition.

**C** Work with a partner. Choose one of the adjectives. Think about a time you felt this way and use the past perfect continuous to describe what you had been doing. Your partner guesses the adjective.

angry disappointed surprised tired worried

I had been running home from school. Tired!

**D GRAMMAR IN USE** Underline the past perfect continuous sentences in the adventure story. Which sentences have an event that was continuing during the second event? Which have an event that stopped at the time of the second event?

Unit 2 39

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 photos. What do you see? What do you know about this hobby?

**B. NEW WORDS** Listen and read. 2.7 Listen and say. 2.8

axe metal detector

**C** Listen. Read the sentences. Write *True* or *False* or *rewrite the false sentences*. 2.9

- The axe head was found in a field. \_\_\_\_\_
- Emily thought her dad was joking. \_\_\_\_\_
- Many other people have made the same kind of discovery as Emily. \_\_\_\_\_
- Emily's grandfather goes metal detecting, too. \_\_\_\_\_
- Emily thinks it's better to go metal detecting alone than to join a club. \_\_\_\_\_

**D. LISTEN FOR KEY WORDS** Listen again. Complete the sentences. 2.9

- Emily was \_\_\_\_\_ years old.
- \_\_\_\_\_ was using the metal detector when they found the bronze axe.
- Emily and her dad found \_\_\_\_\_ axe heads.
- Experts believe the axe heads could be \_\_\_\_\_ years old or older.
- Emily was on the cover of a \_\_\_\_\_.

**Listening Strategy**  
When you listen for key words, think about the specific information you need before you listen.

**E. GLOBAL LITERACY** What does Emily mean about respecting other people's property? Why is it important to respect and value cultural and historical items?

**F** Work with a partner. Write three ideas for how scientists can respect the remains and objects they discover during an excavation.

32 Digging Deep



A young metal detectorist and two axe heads.

**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** Look at the photo. What is happening? How does it make you feel?

**B. NEW WORDS** Listen and read. 2.16 Listen and say. 2.17

active microbes

**C** Listen. Read the sentences and write *Jeff*, *Sam*, *Both*, or *Neither*. 2.18

- \_\_\_\_\_ went to Vanuatu.
- \_\_\_\_\_ had been preparing drones to fly into the crater.
- \_\_\_\_\_ climbed down into the crater.
- \_\_\_\_\_ researched microbes in volcanic rock.
- \_\_\_\_\_ took photos of the lava lake in 2018.
- \_\_\_\_\_ helped with the scientific research.

**D. LISTEN FOR CAUSE AND EFFECT** Listen again. Complete the chart. 2.18

Cause	Effect
1. _____	They climbed into the lava lake and collected samples.
2. Sam worked on his drones for months before the trip.	_____
3. _____	They lost all their drones.

**E. SOCIAL LITERACY** How did Jeff and Sam use their different skills to work together? Discuss as a group.

**F** Work with a partner. Think of situations when you have worked with others and how your skills helped you work together. Use these subject areas to help you.

hobby school work sport/game trip/journey

**Listening Strategy**  
When you listen for cause and effect, you listen for why something happened (cause) and what happened (effect). Listening for cause and effect helps you to understand the events in a story.



An explorer looks into the Ambrym volcano in Vanuatu.

40 Under the Surface

**TRAIL 1**


**Speaking**


**A RESPOND TO SPECULATION** Listen and read. Underline the words and phrases the speakers use to respond to guesses. Then match each conversation to a photo. (4) 2.10


1. *It might be a very old computer keyboard.*  
I doubt it. It looks older than the first computers.

2. *I'm pretty sure that's a spoon for honey.*  
Definitely! My grandparents have one.

3. *It could be something from the kitchen.*  
I don't think so. It looks like a musical instrument!

a. 

b. 

c. 

**Speaking Tip**  
Use phrases like *I doubt it, I suppose so, and yes, that's possible* to respond to a speaker who is speculating.

**B** Look at these objects. Make notes about what you think they could be.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**C** Work with a partner. Take turns speculating about the objects from **B**.

**D** Work with a different partner. Take turns speculating again. Are the answers the same or different?

**What's below the surface of the Earth?** Think about what you know about archaeology. Write an answer to the question.

Unit 2 33

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**

**Genre** Descriptive Text  
A descriptive text can describe an event in the past. Details that use the five senses (sight, smell, hearing, touch, and taste) help the reader form a picture of the story in their mind.  
**Writing Strategy** Use descriptive verbs to make the actions in your writing more detailed or interesting.

**A** Work with a partner. Look at the photo in **B**. Imagine you are in this place. What can you see, smell, hear, and touch?

**B USE DESCRIPTIVE VERBS** Read the text. Underline descriptive verbs that can help a reader form a picture of the story in their mind.

Last weekend, my mom and I went kayaking near a rock cave. We had been paddling for about 20 minutes when we saw the cave in the side of a cliff. The light danced on the calm water at the entrance of the cave. We could smell seaweed and salty air. After we got used to the dark, we could see the cold, smooth walls of the cave. When we spoke, our voices bounced off the walls. Back outside the cave, waves crashed against the kayaks, and water splashed in our faces. Birds sang above us. After a while, we saw seals in the distance. The seals had been swimming in the water a few moments earlier, but when we got close, they jumped back into the water. I smiled as we turned the kayaks around and slowly paddled back to the beach.



**C** Find examples in the text that show what the writer was seeing, smelling, hearing, and touching.

Seeing	
Smelling	
Hearing	
Touching	

**D** Write a descriptive text about an outdoor experience you have had. Use the writing model to help you plan, draft, review, and revise your work. Work with a partner to check your writing.

**What's below the surface of the Earth?** Think about what you now know about the inside of Earth. Write a new answer to the question.

Unit 2 41

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.

## Critical Thinking

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

TRAIL  
**3**

### Deep in the Ocean

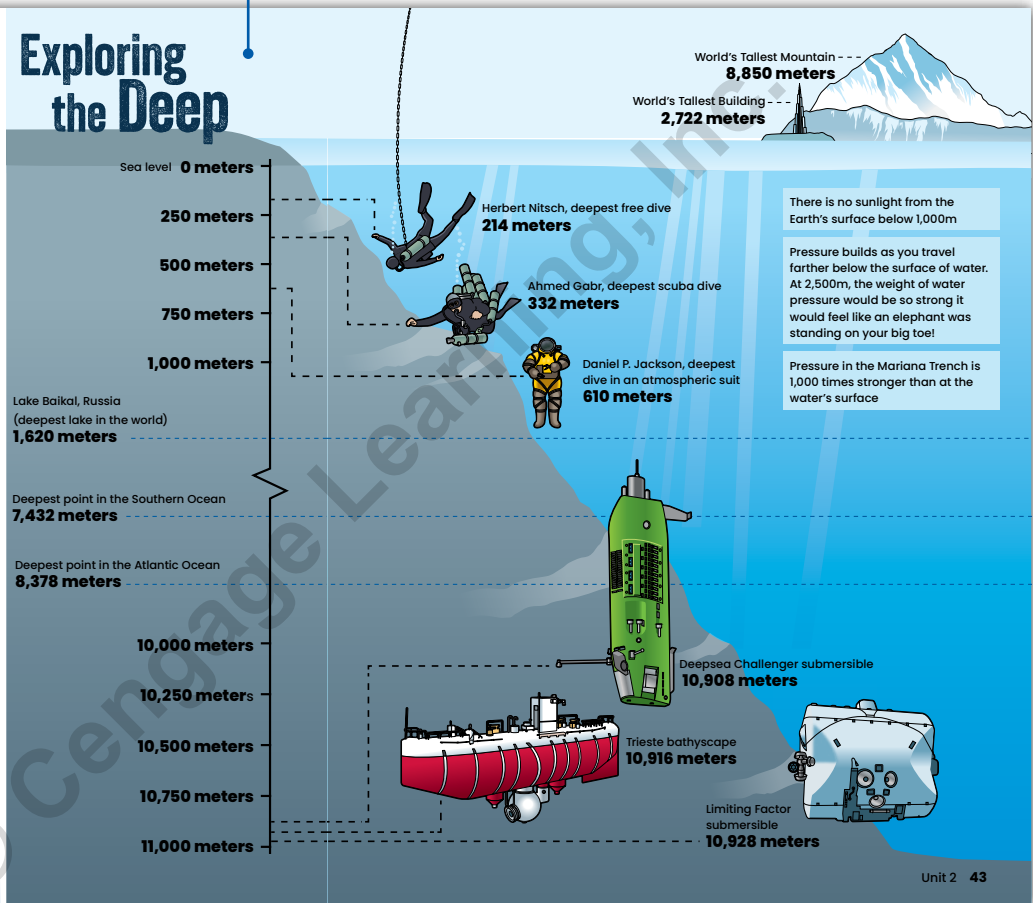
#### Critical Thinking

- A** Work with a partner. Answer the questions.
1. What does the bottom of the ocean look like?
  2. How do people explore oceans?
  3. How far below the ocean's surface can animals and people go?
- B** Look at the measurements on the infographic. Which measurements do you already know? Which measurements surprise you?
- C** Look at the infographic again. What possible problems might humans face when they explore the depths of Earth's oceans? Make a list and share your ideas with a partner.
- D** **NEW WORDS** Listen and read. 🎧 2.19  
Listen and say. 🗣️ 2.20
- pressure    submersible
- E** Watch the video. How does pressure make it difficult for humans to explore underwater? Check (✓) the correct answer. ▶ 2.4
- Pressure is so strong underwater that humans can't explore the deepest parts of the ocean.
  - Pressure is so strong that submersibles can only stay at the bottom for twenty minutes.
  - Pressure is so strong underwater that humans must use submersibles to travel deep.
- F** Watch the video again. What problems do submersibles face deep in the ocean? ▶ 2.4
- G** **MEDIA LITERACY** Think about what you saw in the video. What other problems can you now add to your list from **C**? Discuss with a partner.

42 Deep in the Ocean

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.

### Exploring the Deep



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.

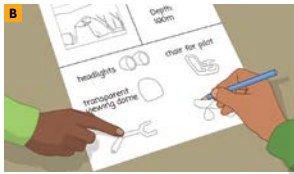
Projects follow a clear **prepare, complete, and share sequence**.

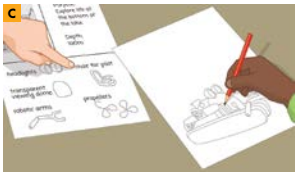
**Project Design a Submersible**  
Work with a partner. Design a submersible that can explore a river, lake, or ocean.


**Step 1 Think about your submersible.** Choose a river, lake, or ocean that is close to where you live or that is important or interesting to you. Research this place to identify a unique or interesting feature that you want to study as part of an expedition.

**Step 2 Create your design.**

**A**  Find a photo or draw a picture of the place you want to explore. Write about your expedition.

**B**  Discuss and draw the design features of your submersible based on your expedition.

**C**  On a separate piece of paper, draw your submersible. Include the design features.

**D**  Display your completed submersible on the board or wall for other students to see.

**Step 3 Present your design.** Take turns presenting, sharing the location and goal of your expedition. As your classmates present, take notes about their plans of action and comment on their designs.

**Act** What actions can you take to share what you know about what's below the surface of the Earth?

Use your notes and two of the actions from the list below. Write a sentence to say what you will do next to share what you know about what's below Earth's surface.

write \_\_\_\_\_

talk \_\_\_\_\_

read \_\_\_\_\_

**44** Deep in the Ocean

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's below the surface of the Earth?

**Opinion**  
Check (✓) the trail that was most surprising. What was surprising about it? Tell the class.

**Growth**  
Write the names of the people you learned about in this unit. Draw a star next to your favorites. Write what you found interesting about them.

**Curiosity**  
How can you find out more about this topic? Choose one of the options below or add your own idea. What would you like to find out? Make a list and share it with a partner.


- Visit a library to find books on the topic.
- Find explorers' websites or blogs online.
- Watch documentary movies or TV shows.
- Other

Unit 2 45

## 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.

### Add Questions

113 Questions shown

Question	Question Type	Action
Unit 1 Language & Literacy Additional Question 27	Multiple Choice (Single Answer)	Preview
Unit 1 Language & Literacy Assessment Question 27	Multiple Choice (Single Answer)	Preview
Unit 1 Language & Literacy Additional Question 28	Multiple Choice (Single Answer)	Preview
Unit 1 Language & Literacy Assessment Question 28	Multiple Choice (Single Answer)	Preview
Unit 1 Language & Literacy Additional Question 29	Multiple Choice (Multiple Answer)	Preview
Unit 1 Language & Literacy Assessment Question 29	Multiple Choice (Multiple Answer)	Preview
Unit 1 Language & Literacy Additional Question 30	Multiple Choice (Single Answer)	Preview
Unit 1 Language & Literacy Assessment Question 30	Multiple Choice (Single Answer)	Preview
	Fill in the Blank	Preview
	Fill in the Blank	Preview
	Spelling	Preview
	Fill in the Blank	Preview

13 Total selected questions

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.

- 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

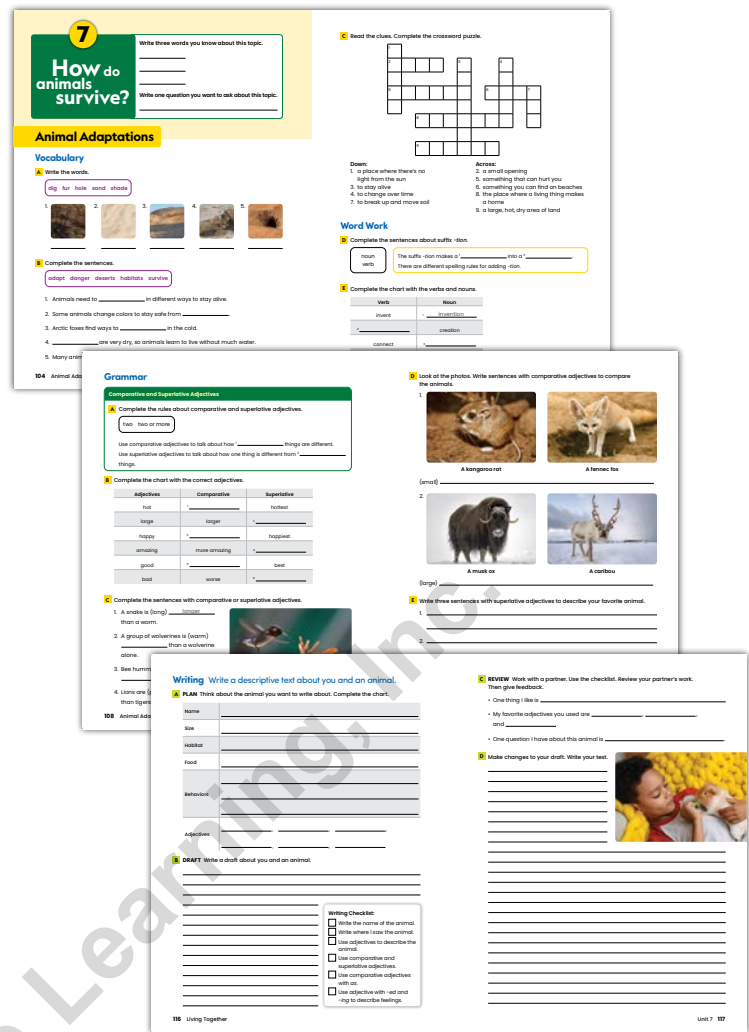
Trailblazer in Action pages and resources from Skills Review Units 1 and 2 of the Trailblazer 3 Student's Book



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



Pages from Unit 7 of the *Trailblazer 3* Workbook

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:

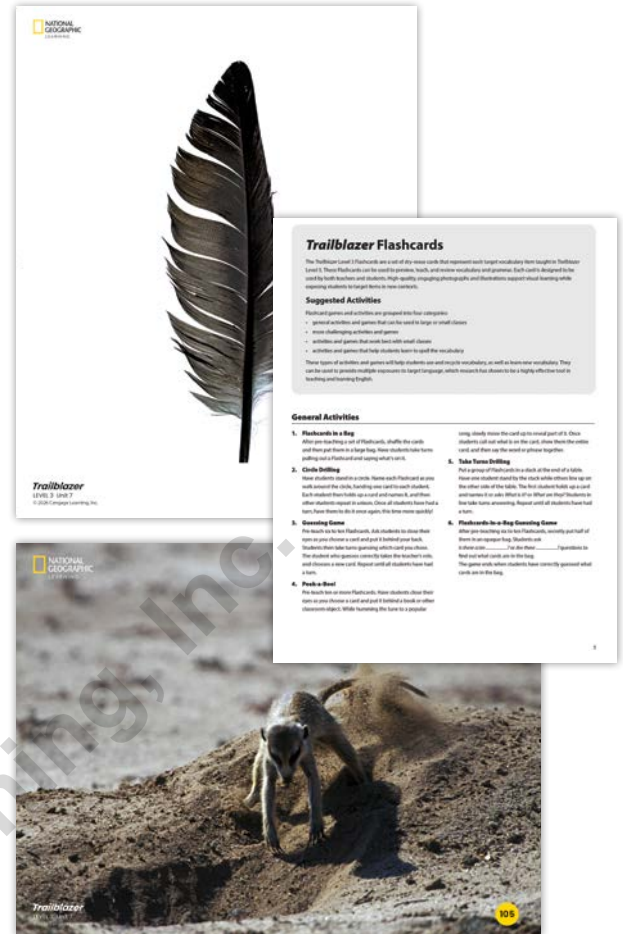
- offers a mix of level-appropriate unique and extended fiction and nonfiction texts across a rich variety of genres and subject matters, supported by appropriate pre-, while-, and post-reading activities
- recycles target vocabulary and grammar from the Student's Book and introduces new thematically-related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



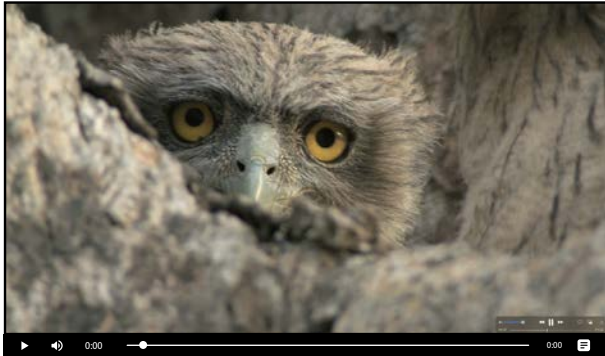
# Posters

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.

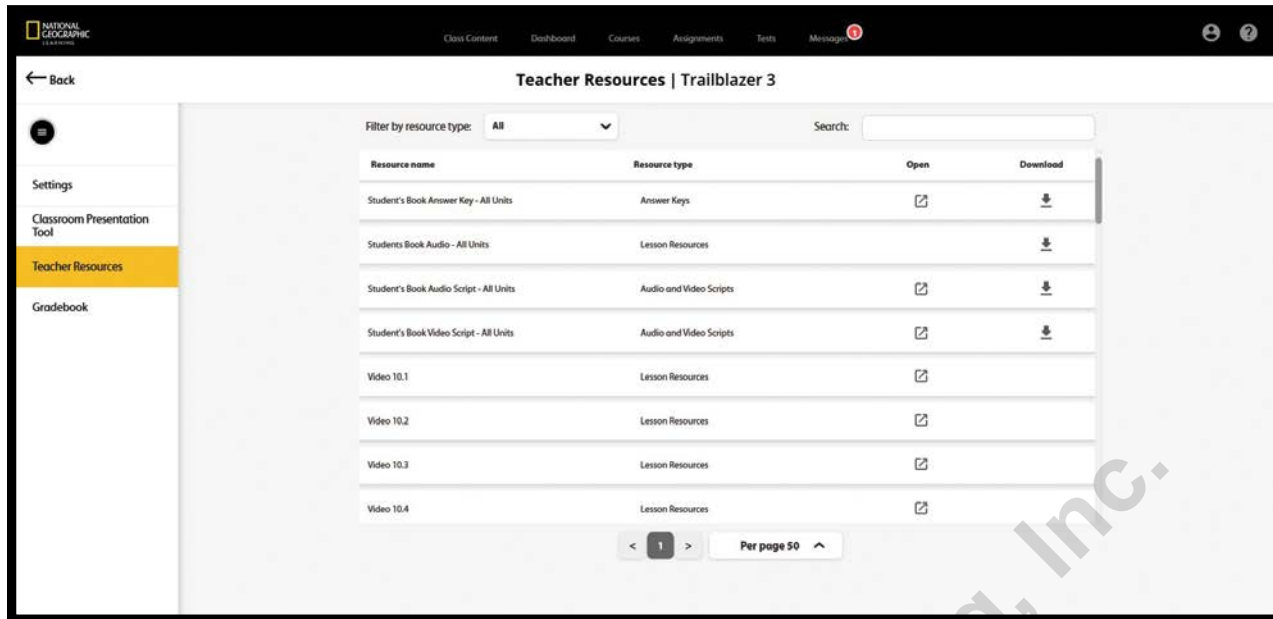
## Mixed-Ability Support Strategies

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.



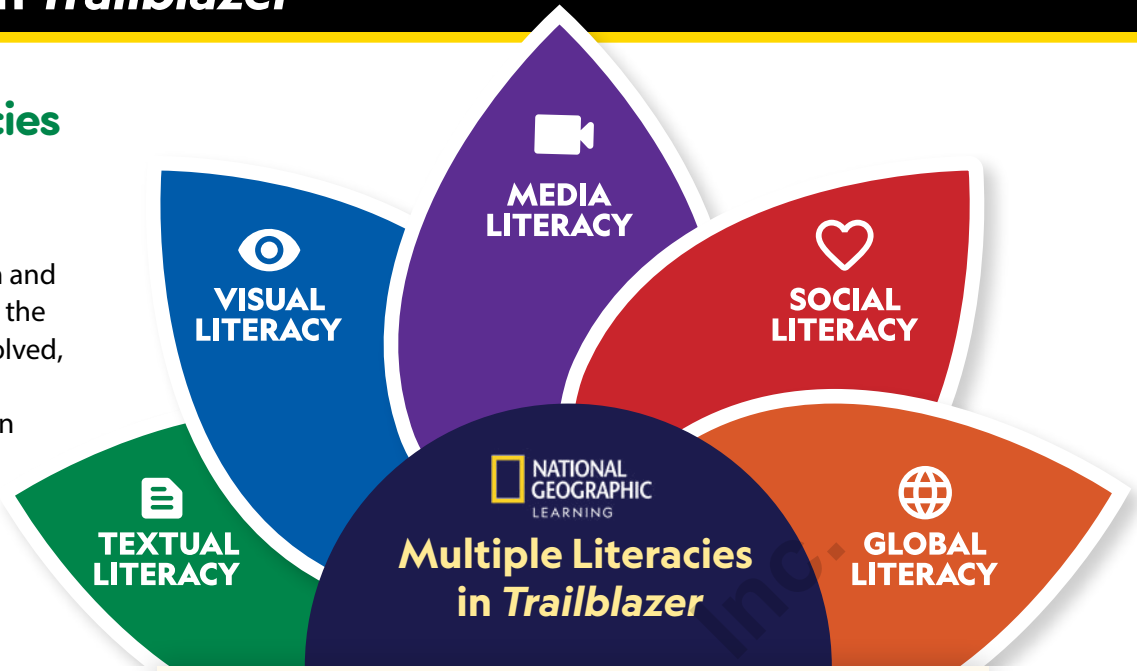
# Teaching with *Trailblazer*

## 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.



### **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.

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