

Trailblazer

LESSON PLANNER



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Trailblazer on the Cover **Cling goby fish on coral polyps**

Description: A cling goby fish appears to look at the camera as it holds onto coral polyps.

Location: Great Barrier Reef, Australia

Trailblazer Facts: Gobies are small fish, rarely growing longer than two inches. These tiny trailblazers have a unique adaptation that allows them to hold onto rocks using a sucker on its fin. This sucker helps them to avoid being swept away in strong waves.

© Gary Bell/ Oceanwide/Minden Pictures

Trailblazer

LESSON PLANNER

Joanne Taylore-Knowles

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Scope and Sequence



1

How does food show who we are?

2

What can we learn from nature?

► **Trails to Explore**

Food Traditions
Food around the World
Food for a Warmer World

Ideas from Nature
Lessons from Nature
Solutions from Nature

Curricular Connection

Social Studies

Earth Science

Multiple Literacies

VISUAL Describe similarities and differences between an image and own cultural experiences.
GLOBAL Identify and explain ways to reduce food waste.
SOCIAL Recognize the positive effects of comfort foods.
TEXTUAL Visualize; Compare and Contrast
MEDIA Draw conclusions using information from different types of media.

VISUAL Use information in an image to build understanding of a topic.
GLOBAL Explore ways nature can inspire inventions.
SOCIAL Identify personal and social skills humans can learn from animals.
TEXTUAL Main Idea and Details; Sequence of Events
MEDIA Evaluate claims in one type of media using information from another.

New Words

cook, smell, taste, pizza, yogurt, spices, recipe, sweet, fresh, delicious, comfort food, culture
chopsticks, fork, knife, salt, guest, meal, same, rude, polite, celebration, compost, reduce
climate change, population

biologist, engineer, bush, invention, seeds, nature, solve, problem, common, inspire, efficient, energy
stream, castle, collect, observe, branch, web, project, patient, give up, finish, focus, team player
benefit, provide

Word Work

Nouns and Verbs
Antonyms (Adjectives)

Suffix *-ist*
Homonyms

Reading

Fiction: The Taste of Home
Genre: Realistic Fiction
Nonfiction: The World of Dumplings
Genre: Travel Article

Nonfiction: Wild Ideas: Inventions from Nature
Genre: Science Article
Fiction: Marco's Walk
Genre: Graphic Story

► **Grammar**

Simple Past and Past Continuous
Gerund and Gerund Phrases

Present Perfect Affirmative
Present Perfect: Negative and Questions

Listening

Interview about comfort foods
Strategy: Listen for Descriptions
Lecture about food waste
Strategy: Listen for Numbers

Lecture about ideas to produce energy
Strategy: Listen for Solutions
Podcast about learning from animals
Strategy: Listen for Recommendations

Speaking

Describe Food

Make Suggestions

Writing

Genre: Compare and Contrast Text
Strategy: Give Examples

Genre: Explanatory Text
Strategy: Give Reasons

► **Critical Thinking**

Illustration showing the impact of climate change
Video: Feeding People on a Hotter Planet

Illustration about making cities greener
Video: A Cool City

Project

Create a Recipe

Make a Plan for a Green Area



Trailblazer *IN ACTION*

Ariel Waldman
Creative Connections

Episode 1
Journey to Space
Skills Review Units 1 and 2



3

How do we communicate?

Communicating with Technology
Communicating with Care
Communicating without Words

Social Studies

VISUAL Explain ideas conveyed in an image.

GLOBAL Describe how technology can facilitate communication.

SOCIAL Explore how effective communication can help build relationships.

TEXTUAL Problem and Solution; Make Inferences

MEDIA Use information from different types of media to support or change an opinion.

call, mail, text message, technology, video chat, electricity, communicate, deliver, signal, distance, almost, share argument, conversation, invitation, reply, upset, friendship, misunderstanding, details, avoid, instead, interrupt, repeat meaning, notice

Phrasal Verbs with *Call*
Prefix *mis-*

Nonfiction: Life Before Cell Phones
Genre: Social Studies Article
Fiction: The Invitation
Genre: Drama

Present Perfect with *For* and *Since*
Present Perfect and Simple Past

First-person narrative about communication technology
Strategy: Listen for Reasons
Podcast about communication skills
Strategy: Listen for Adverbs

Confirm Details

Genre: Drama
Strategy: Use Adjectives for Stage Directions

Photos of different body language
Video: Speak with Your Body

Plan and Perform a Silent Drama

4

What can history teach us?

Dream Makers in History
Discovering the Past
Unlocking Mysteries

Social Studies

VISUAL Connect information in an image to prior knowledge.

GLOBAL Describe different roles in ancient societies.

SOCIAL Explore how perseverance can help achieve a goal.

TEXTUAL Similes; Scan for Information

MEDIA Develop an understanding of a topic using information from multiple types of media.

capital, statue, tower, cliff, land, valley, legend, powerful, defend, enemy, decision, die king, crown, flute, furniture, jewelry, treasure, discover, society, ancient, believe, level, role complicated, reach

Antonyms (Nouns)
Prefix *dis-*

Fiction: The Legend of the Iron Wolf
Genre: Legend
Nonfiction: A King and a Dream
Genre: History Article

Too and *Enough*
Used to

Podcast about a woman from history
Strategy: Listen for Dates
Lecture about an ancient society
Strategy: Listen for Relationships

Express Opinions

Genre: Biography
Strategy: Use Sequence Words

Photo of an ancient structure
Video: Discovering Nan Madol

Give a Presentation about a Historic Event

5

What part will space play in our future?

Planets Like Ours
Living on Mars
Space Tourism

Earth Science

VISUAL Describe how an image conveys feeling.

GLOBAL Explore ways to take care of Earth and its resources.

SOCIAL Explore how being curious can be beneficial.

TEXTUAL Paraphrase; Character Analysis

MEDIA Identify what information is included in different types of media.

Earth, telescope, temperature, tools, planet, solar system, air, characteristics, impossible, breath, harmful, waste crater, Mars, spacesuit, volcano, spaceship, rocket, dusty, complain, astronaut, explore, adventure, familiar cost, obvious

Prefix *im-*
Suffix *-y*

Nonfiction: The Search for Goldilocks Planets
Genre: Informational Text
Fiction: Mariana on Mars
Genre: Science Fiction

Will and *Be Going to*
Future Forms

Lecture about Earth's water
Strategy: Listen for Speaker Intention
Conversation about living on another planet
Strategy: Listen for Reactions

Make Invitations

Genre: Friendly Letter
Strategy: Use Salutations

Advertisement for space travel
Video: Traveling to Space

Create a Poster for or against Space Tourism

Scope and Sequence



6

How do we keep our mind and body healthy?

7

Why do we make art?

► **Trails to Explore**
Curricular Connection

Multiple Literacies

New Words

Word Work

Reading

► **Grammar**

Listening

Speaking

Writing

► **Critical Thinking**

Project

Sleep Well
Believe in Yourself
Stress Less

Life Science

VISUAL Explore different ways an image can be interpreted.
GLOBAL Recognize the importance of sleep as a basic human need.
SOCIAL Explore ways to think positively.
TEXTUAL Cause and Effect; Rhyme and Rhythm
MEDIA Apply strategies from one type of media to problems in another.

bone, brain, sleepy, wake up, yawn, muscle, healthy, remember, rest, reason, advice, routine
confident, shocked, shy, idea, secret, voice, happen, choice, negative, positive, effect, improve
strategy, stress

Prefix *un-*
Suffix *-ness*

Nonfiction: Snooze or Lose: Why Sleep is So Important
Genre: Health Article
Fiction: I Used to Be Shy; Bring Sunshine to Your mind; What I Love
Genre: Poetry

Zero and First Conditional
Used to and Simple Past

Podcast about bedtime routines
Strategy: Listen for Advice
Instructions for thinking positively
Strategy: Listen for Sequence

Explain Routines

Genre: Poetry
Strategy: Use Rhyme and Rhythm

Illustration of the effects of stress
Video: How to Reduce Stress

Create a Gratitude Journal

Art for Enjoyment
Art for Expression
Art for Action

Art

VISUAL Connect and compare an image with own and others' experiences.
GLOBAL Explore ways of building community.
SOCIAL Identify ways to develop a positive and healthy mindset.
TEXTUAL Make Connections between Visuals and Text; Text-to-Self Connection
MEDIA Recognize how different types of media might influence people's behaviors.

art, mural, steps, tunnel, tour, tour guide, wonderful, colorful, purpose, proud, experience, without
amazed, embarrassed, spot, stripe, paintbrush, painter, necessary, express, interested, terrible, attitude, sculpture
aware, shore

Suffix *-ful*
Adjectives with *-ing* and *-ed*

Nonfiction: Art around the Corner
Genre: Photo Essay
Fiction: Diary of an Artist
Genre: Diary

Infinitives of Purpose
Tag Questions

First-person narrative about an art project
Strategy: Listen for Key Words
Conversation about making a sculpture
Strategy: Listen for Attitudes

Share Ideas

Genre: Response to Art
Strategy: Use Graphic Organizers

Photo of an artwork
Video: Bringing Attention to Ocean Pollution

Create Awareness through Art



Trailblazer *IN ACTION*

Ariel Waldman
Creative Connections

Episode 3
To Mars and Beyond
Skills Review Units 5 and 6



8

How can we understand and manage feelings?

9

How does shopping affect us and our environment?

10

What makes a community?

Seeing Emotions
Calming Down
Laughing Out Loud
Life Science

VISUAL Explore your own emotional responses to an image.
GLOBAL Examine humans' responsibilities in caring for animals.
SOCIAL Describe ways for dealing with anger.
TEXTUAL Summarize; Point of View
MEDIA Understand reactions to one type of media using information from another.

calm, scared, unhappy, scream, shake, feelings, human, particular, situation, react, terrified, vet
friendly, peaceful, mad, nervous, apologize, forgive, mood, fair, regret, promise, by accident, cycle
joke, laughter

Synonyms
Homophones

Nonfiction: Do animals have emotions?
Genre: Magazine Article
Fiction: The Angry Snake
Genre: Fable

May, Might, Could for Possibility
Should: Affirmative and Questions

Conversation about taking care of pets
Strategy: Listen for Similarities
Podcast about managing anger
Strategy: Listen for Steps in a Process

Ask for Help

Genre: Personal Narrative
Strategy: Use Quotes

Photo of a funny scene
Video: The Power of Laughter

Create a Cartoon

Shopping for Clothes
Buying Less
The Power of Ads
Social Studies

VISUAL Use questions to explore the message in an image.
GLOBAL Explore the environmental impacts of fashion choices.
SOCIAL Describe how peers can have both positive and negative impacts on behavior.
TEXTUAL Make Predictions; Author's Purpose
MEDIA Evaluate the effectiveness of the techniques used in media.

credit card, price, save, spend, magazine, advertisement, seem, popular, style, expensive, fit in, sneakers
factory, mall, pay, sweatshirt, throw away, trash can, convenient, cheap, environment, reuse, broken, repair
convince, influence

Shortened Words
Prefix *re-*

Fiction: The Plan to Be Popular
Genre: Realistic Fiction
Nonfiction: Do you really need it?
Genre: Science Article

Comparative and Superlative Adverbs
The Passive Voice

Conversation about a new fashion trend
Strategy: Listen for Positive and Negative Answers
Lecture about shopping and the environment
Strategy: Listen for Ideas

Make Returns and Exchanges

Genre: Persuasive Text
Strategy: Use Linking Words

Advertisement for sneakers
Video: Advertising Techniques

Make an Advertisement

Teamwork
Belonging
Sharing
Social Studies

VISUAL Connect the context of an image to personal experience.
GLOBAL Explore the positive social effects of being part of a community.
SOCIAL Explore the benefits of working together.
TEXTUAL Moral of a Story; Ask Questions
MEDIA Develop an understanding of one type of media by using information from another.

curtains, gate, alone, together, woods, cottage, skill, plan, useful, comfortable, protect, warn
neighbor, ski, underground, vehicle, outdoor, indoor, condition, belong, support, depend on, challenge, trust
nearby, network

Suffixes *-ful* and *-less*
Prefix *under-*

Fiction: Building a Home Together
Genre: Folktale
Nonfiction: Extreme Communities
Genre: Magazine Article

Subordinate Time Clauses
Defining Relative Clauses with *That* or *Who*

Lecture about animal teamwork
Strategy: Listen for Characteristics
Podcast about communities in space
Strategy: Listen for Gist

Express Agreement and Disagreement

Genre: Descriptive Text
Strategy: Use Correct Adjective Order

Infographic about different communities
Video: Communities around Us

Create a Club and Make a Poster

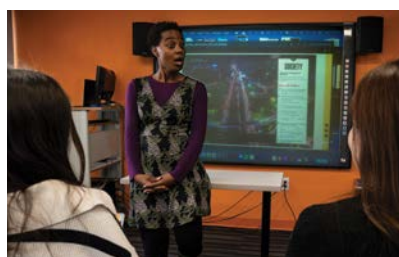
Episode 4
Life Under the Ice
Skills Review Units 7 and 8

Episode 5
A New Scientific Community
Skills Review Units 9 and 10

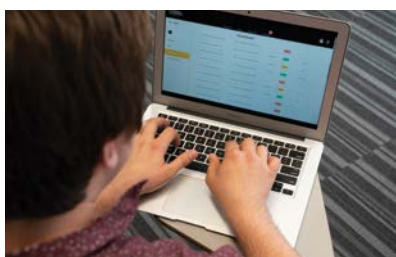


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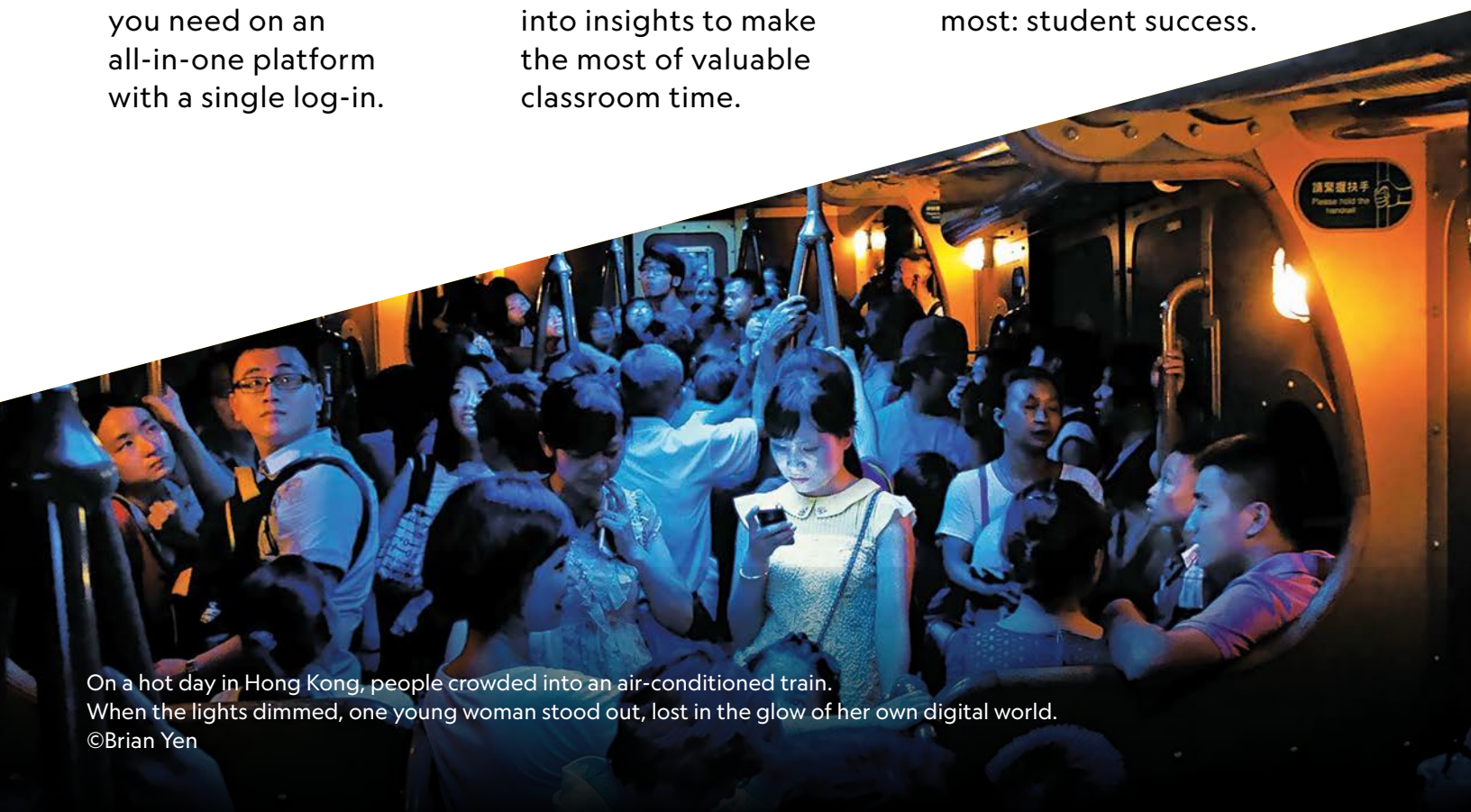
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On a hot day in Hong Kong, people crowded into an air-conditioned train. When the lights dimmed, one young woman stood out, lost in the glow of her own digital world.

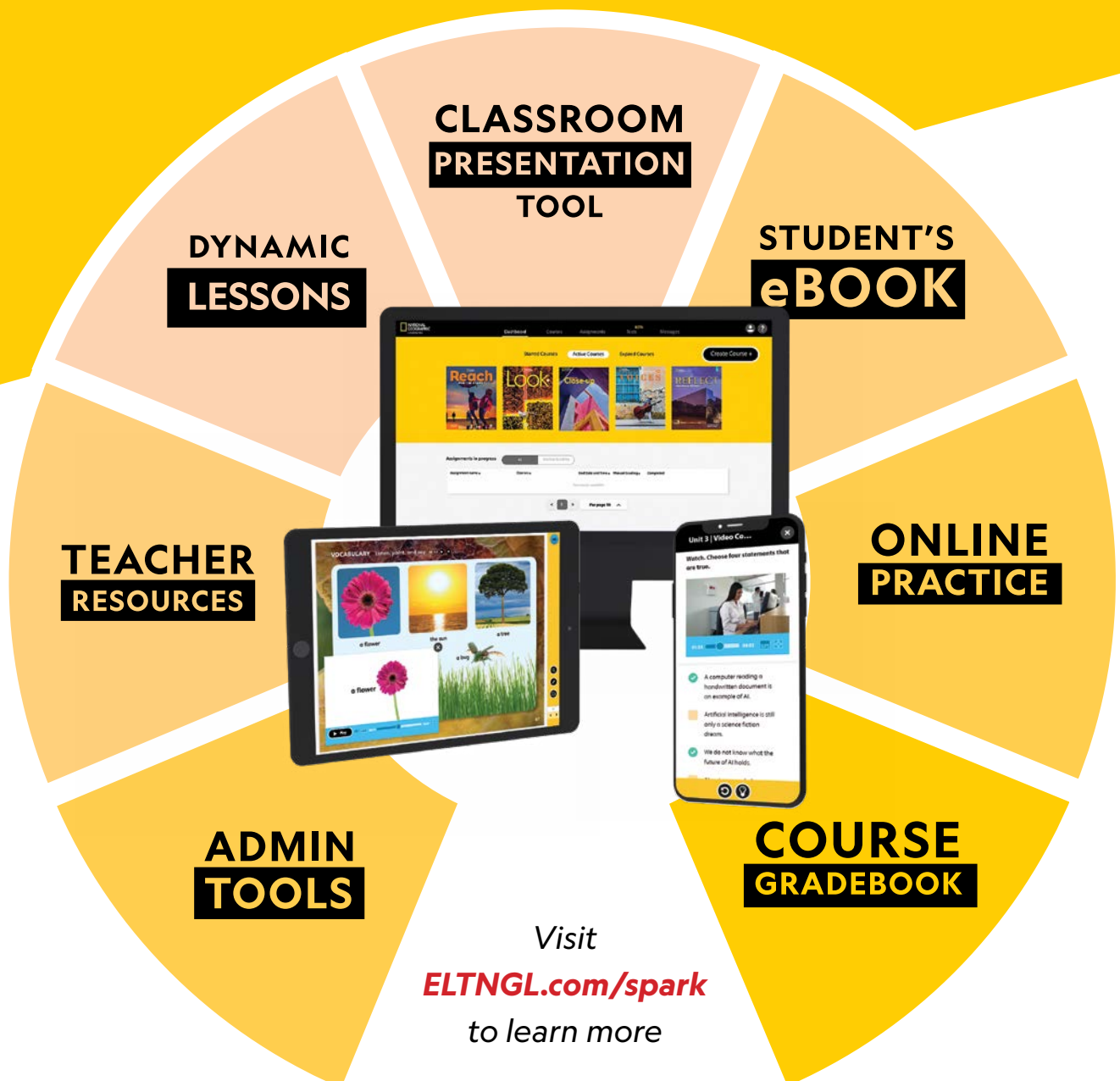
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Meet the Authors

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.



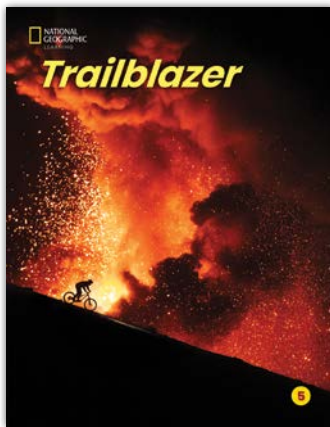
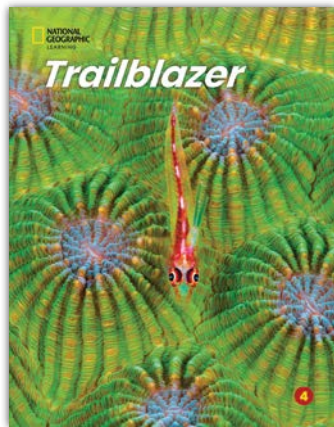
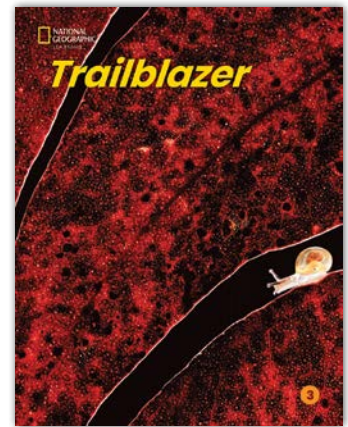
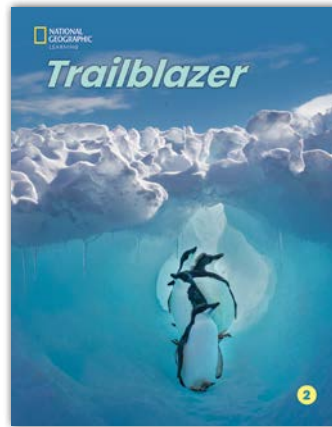
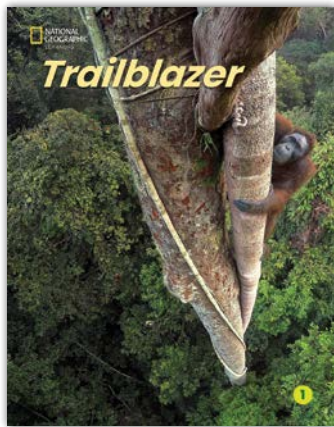
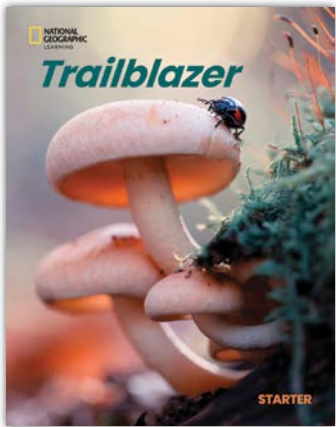
Keneiloe Molopyane

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.

Unit Walkthrough

Unit Opener

Each unit of *Trailblazer* is divided into three Trails, each of which provides a unique perspective from which to explore the unit's theme and develop answers to the unit's Big Question. Trails 1 and 2 are both built around an engaging reading text—either fiction or nonfiction—and Trail 3 is grounded in a multimedia approach.

Before Reading 1

Reading 1

Before Reading 2

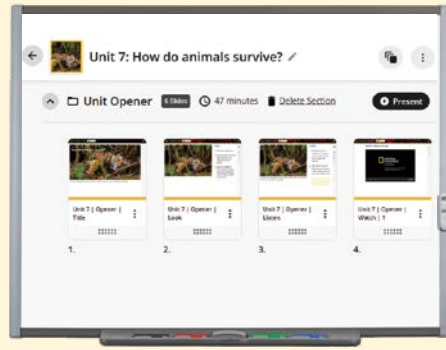
Reading 2

Critical Thinking

Project

Self-Assessment

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



Comprehension 1

Grammar 1

Listening 1

Speaking 1

Comprehension

1. What is the most surprising thing you learned from the informational text? Discuss in a group.

2. Circle the correct answers.

- What is the name of Earth's star?
 - a. the moon
 - b. Kepler-452b
 - c. the sun
- What is one thing that makes life on Earth possible?
 - a. water to drink
 - b. fire to cook
 - c. food to eat
- Why is it rare for a planet to be like Earth?
 - a. Most are not blue.
 - b. Most don't have the right temperature.
 - c. Most are too far away from the sun.
- How is Kepler-452b like Earth?
 - a. It's in the same solar system.
 - b. It has life.
 - c. It is similar in size.

GRAMMAR Listen and read. Underline the sentences with *will* and *are going to*. What is the form of the verb that follows *will* and *are going to*? <1> 1.0

LISTENING STRATEGY Read the text. Write the sentences with *will* and *are going to* in the future form. <1> 1.0

READING STRATEGY Work with a partner. Choose a paragraph from the text. Respond to the paragraph on your own. Then compare and discuss.

Check (✓) the sentences that are true about informational texts.

- ☐ I write a story about characters.
- ☐ I give facts and details about a topic.
- ☐ I use how pictures to help readers understand the text.
- ☐ Each section of the text can have its own sub-heading.
- ☐ I give an opinion about a topic.

GLOBAL LITERACY How do you think studying Goldilocks planets helps people to take care of Earth? Discuss with a partner.

What else do you want to know about Goldilocks planets? Make a list with a partner. Share with the class.

100 Planets Like Ours

Listening

1. Look at the photo. What is the person doing with the water? Make a list of other things you can do with water.

NEW VOCAB Listen and read. <1> 1.0

LISTENING STRATEGY Listen again. Write the speaker's intention (inform, persuade, or entertain) for each sentence. <1> 1.0

GLOBAL LITERACY Work with a partner. Paraphrase the different ways Dr. Tanaka says people can help take care of our Earth's water. <1> 1.0

Speaking

MAKE INVITATIONS Listen. Complete the conversation. <1> 1.0

LISTENING STRATEGY Listen. Complete the conversation. <1> 1.0

READING STRATEGY Read the text. Circle the words the writer uses to start and end the letter.

Dear Alex,

I hope you're doing well. Can you believe I've been living in Miami for three months now?

Of course, life is very different here, but in some ways, it's the same. For example, I still love to swim, but now I have to go to the pool instead of the beach. I'm finding it hard to get used to the heat, but I'm loving the food.

I'm having fun, but I miss you and my other friends back in Ohio. I can't wait to see you back and tell you all about it. I'm going to have so many stories to tell you when you visit.

Love, Alex

Circle the correct answers.

- What does the writer use to start and end the letter?
 - a. I hope you're doing well. Can you believe I've been living in Miami for three months now?
 - b. Of course, life is very different here, but in some ways, it's the same. For example, I still love to swim, but now I have to go to the pool instead of the beach. I'm finding it hard to get used to the heat, but I'm loving the food.
 - c. I'm having fun, but I miss you and my other friends back in Ohio. I can't wait to see you back and tell you all about it. I'm going to have so many stories to tell you when you visit.
- What does the writer use to start and end the letter?
 - a. I hope you're doing well. Can you believe I've been living in Miami for three months now?
 - b. Of course, life is very different here, but in some ways, it's the same. For example, I still love to swim, but now I have to go to the pool instead of the beach. I'm finding it hard to get used to the heat, but I'm loving the food.
 - c. I'm having fun, but I miss you and my other friends back in Ohio. I can't wait to see you back and tell you all about it. I'm going to have so many stories to tell you when you visit.

What can we do to help the planet?

100 Planets Like Ours

Comprehension 2

Grammar 2

Listening 2

Writing

Comprehension

1. What is your favorite part of the science fiction story? Discuss in a small group.

2. Circle True or False.

- Martina's parents study Earth. True False
- Martina's parents study many things on Mars at first. True False
- Martina's parents study Earth. True False
- Martina's parents study many things on Mars at first. True False
- Martina's parents study Earth. True False
- Martina's parents study many things on Mars at first. True False

GRAMMAR Listen and read. Underline the sentences that describe the future. <1> 1.0

LISTENING STRATEGY Listen again. Write the sentences with *will* and *are going to* in the future form. <1> 1.0

READING STRATEGY Work with a partner. Choose a paragraph from the text. Respond to the paragraph on your own. Then compare and discuss.

Check (✓) the sentences that are true about science fiction stories.

- ☐ The setting is usually the future or a different world.
- ☐ The characters are usually extraterrestrial.
- ☐ The events are things that happen in every day.
- ☐ The stories often include futuristic technology.

GLOBAL LITERACY How do you think studying Goldilocks planets helps people to take care of Earth? Discuss with a partner.

What else do you want to know about Goldilocks planets? Make a list with a partner. Share with the class.

100 Living on Mars

Listening

1. Look at the photo. What is the person doing with the water? Make a list of other things you can do with water.

NEW VOCAB Listen and read. <1> 1.0

LISTENING STRATEGY Listen again. Write the speaker's intention (inform, persuade, or entertain) for each sentence. <1> 1.0

GLOBAL LITERACY Work with a partner. Paraphrase the different ways Dr. Tanaka says people can help take care of our Earth's water. <1> 1.0

Writing

MAKE INVITATIONS Listen. Complete the conversation. <1> 1.0

LISTENING STRATEGY Listen. Complete the conversation. <1> 1.0

READING STRATEGY Read the text. Circle the words the writer uses to start and end the letter.

Dear Alex,

I hope you're doing well. Can you believe I've been living in Miami for three months now?

Of course, life is very different here, but in some ways, it's the same. For example, I still love to swim, but now I have to go to the pool instead of the beach. I'm finding it hard to get used to the heat, but I'm loving the food.

I'm having fun, but I miss you and my other friends back in Ohio. I can't wait to see you back and tell you all about it. I'm going to have so many stories to tell you when you visit.

Love, Alex

Circle the correct answers.

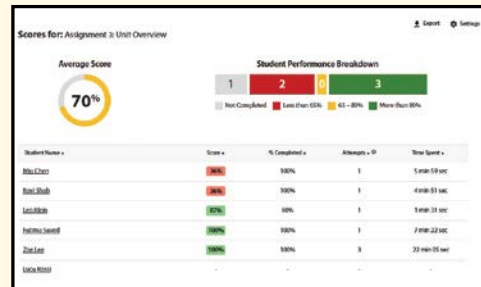
- What does the writer use to start and end the letter?
 - a. I hope you're doing well. Can you believe I've been living in Miami for three months now?
 - b. Of course, life is very different here, but in some ways, it's the same. For example, I still love to swim, but now I have to go to the pool instead of the beach. I'm finding it hard to get used to the heat, but I'm loving the food.
 - c. I'm having fun, but I miss you and my other friends back in Ohio. I can't wait to see you back and tell you all about it. I'm going to have so many stories to tell you when you visit.
- What does the writer use to start and end the letter?
 - a. I hope you're doing well. Can you believe I've been living in Miami for three months now?
 - b. Of course, life is very different here, but in some ways, it's the same. For example, I still love to swim, but now I have to go to the pool instead of the beach. I'm finding it hard to get used to the heat, but I'm loving the food.
 - c. I'm having fun, but I miss you and my other friends back in Ohio. I can't wait to see you back and tell you all about it. I'm going to have so many stories to tell you when you visit.

What can we do to help the planet?

100 Planets Like Ours

Unit Walkthrough pages and resources from Unit 5 of the Trailblazer 4 Student's Book

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



Unit Walkthrough

Unit Opener

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

NATIONAL GEOGRAPHIC LEARNING

5

What part will space play in our future?

LOOK

1. Describe the photo.
2. How do you think it feels to be in outer space?
3. **VISUAL LITERACY** How did the photographer make this photo? What feeling does this create?

LISTEN

1. What sounds do you think you might hear in this place? Describe the sounds.
2. Listen to the sounds. Are they the sounds you expected to hear? 5.1

WATCH

1. Watch the video. 5.1
2. Watch the video again. What looks exciting? What questions do you have? 5.1

Trails in This Unit

Planets Like Ours

- **READ** about the search for planets like Earth.
- **LISTEN** to why we need to save water.
- **TALK** to make invitations.

Living on Mars

- **READ** about a girl living on Mars.
- **LISTEN** to two friends talk about exploring space.
- **WRITE** a letter.

Space Tourism

- **STUDY** an ad for space travel.
- **WATCH** a video about space tourism.
- **CREATE** a poster for or against space tourism.

A view of Earth from the International Space Station

Unit 5 95

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

Planets Like Ours

Vocabulary

A NEW WORDS Listen and look. 5.2
Listen and say. 5.3

Earth telescope temperature tools planet solar system

B NEW WORDS Listen and read. 5.4 Listen and say. 5.5

Did You Know? Air has some interesting characteristics. One of them is that you can't see it with your eyes. But it is all around you! It is impossible to live without air. It comes into and goes out of our bodies every time we take a breath.

air characteristics impossible breath

C Match.

- tools
- telescope
- impossible
- breath
- planet

- a large, round object in space that goes around a star
- something no one can do
- something you use to see things very far away
- things you use to do something
- the air you take into and let out of your body

D Complete the sentences with words from A and B.

- You can fill a balloon with _____.
- Water boils when its _____ reaches 100 degrees.
- The planet we live on is _____.
- There are eight planets in our _____.
- One of the _____ of our planet is its blue color.

E With a partner, discuss what you know about space. Use at least three words from A and B.

96 Planets Like Ours

Word Work

F Listen and read. Circle the word with the prefix im- in the example sentence. 5.6

Prefix im-
The prefix im- often means "not" or "the opposite of." It changes the meaning of the word to its opposite.
impossible = not possible imperfect = not perfect
It is impossible for us to visit the sun.

G Complete the sentences with the words in the box and the prefix im-.

patient perfect polite possible

- I asked my brother to wait for me, but he was _____ and went home.
- It is _____ to interrupt someone while they are talking.
- It's _____ to count all of the stars in the sky.
- His painting is _____, but it is still beautiful.

Reading Strategy

Paraphrase
When we paraphrase, we read something and then say or write it in our own words. Paraphrasing helps us understand a text as we read it.

H Read. Check (✓) the best way to paraphrase the text.

It is impossible to imagine Earth with no sun. The sun warms our planet and gives it light, which helps plants grow and gives us energy. Without the sun, Earth would be a dark, frozen place with no life.

☐ Earth gets important things from the sun, like light and energy. Earth would not have life without the sun.

☐ People on Earth enjoy the sun because the light feels good. Because of the sun, Earth never gets cold or dark.

PREVIEW Look at the informational text on the next page. What planets do you see? What do you know about them? Tell a partner.

Unit 5 97

New vocabulary items are presented through images and 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

Living on Mars

Vocabulary

A NEW WORDS Listen and look. 5.13
Listen and say. 5.14

crater Mars spacesuit volcano spaceship rocket

B NEW WORDS Listen and read. 5.15 Listen and say. 5.16

Did You Know? There's a lot to discover about space and many interesting facts to learn! For example, some parts of space may look dusty. But did you know that those pieces of dust could be tiny pieces of stars or even planets? Some people complain that only astronauts get to go to space because space travel is so expensive and difficult. But in the future, we all may have the chance to explore space!

dusty complain astronaut explore

C Complete the chart with words from A and B.

What Humans Send to Space	What is in Space
astronaut	

D Complete the sentences with words from A and B.

- People who work at a space station might _____ about being away from friends and family.
- _____ clouds in space can make it hard to see some stars.
- We can use telescopes to _____ space without leaving Earth.

E Imagine you are an astronaut in space. Write two to four sentences about your day in space. Use at least three words from A and B.

104 Living on Mars

Word Work

F Listen and read. Circle the words with the suffix -y in the example sentence. 5.17

Suffix -y
The suffix -y makes a noun into an adjective.
For most nouns, add y to form the adjective.
dust—**dusty** dirt—**dirty** rain—**rainy**
If the noun ends in an e, remove the e before adding y.
spice—**spicy** wave—**wavy** cheese—**cheesy**

Mars is a very windy and dusty planet. The dust is red there! Jupiter is a very stormy planet, and the storms can last a long time.

G Complete the sentences. Write the adjective form of the nouns.

- Mars is a (dust) _____ planet.
- Large areas of Mars are very (sand) _____.
- Earth is a busy, (noise) _____ planet with a lot of activity.
- The South Pole is a cold, (ice) _____ place.

Reading Strategy

Character Analysis
When you read, look for adjectives that describe characters' characteristics. These characteristics include the character's thoughts, feelings, likes, and dislikes.

H Read the paragraph. Check (✓) the words that describe Nabil.

Nabil always dreamed of going to space. Then last month, he and his family won a contest. Now they were sitting in a spaceship, waiting to take off. Nabil was very excited, but his hands were a little shaky and sweaty. His mother asked, "Are you nervous, Nabil?" "A little," he said. Then Nabil saw his little sister's worried face. He wanted to make sure she was okay, so he smiled at her and held her hand. He closed his eyes, took a deep breath, and said to himself, "Here we go!"

☐ brave ☐ sleepy ☐ kind ☐ noisy ☐ honest ☐ shy

PREVIEW Look at the pictures in the science fiction story on the next page. Where do you think the story happens? Why do you think this? Tell a partner.

Unit 5 105

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.

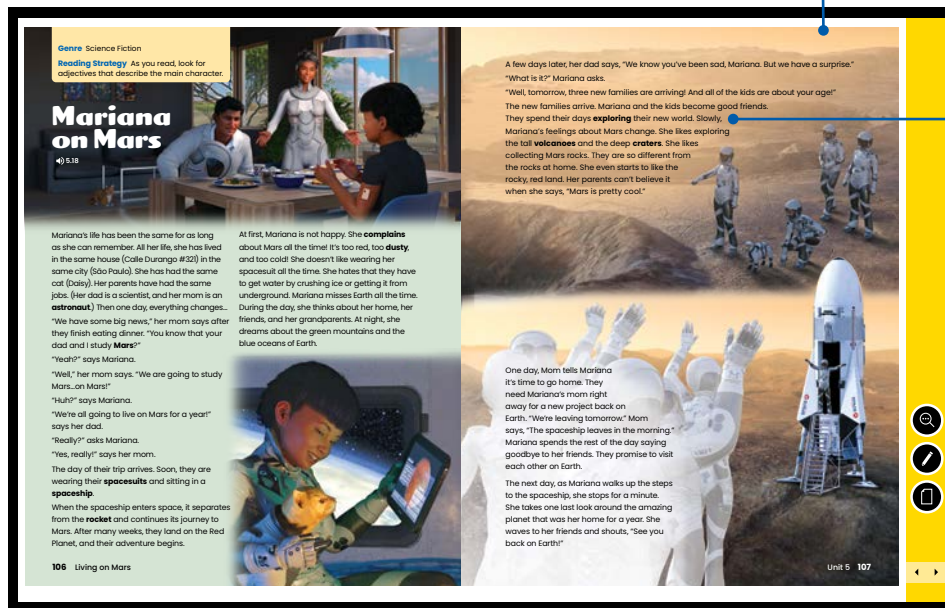
TRAIL 1



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



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.

Unit Walkthrough

Post-Reading Comprehension and Grammar

TRAIL 1

Comprehension

A What's the most surprising thing you learned from the informational text? Discuss in a group.

B Circle the correct answers.

1. What is the name of Earth's star?
a. the moon b. Kepler-452b c. the sun
2. What is one thing that makes life on Earth possible?
a. water to drink b. fire to cook c. food to eat
3. Why is it rare for a planet to be like Earth?
a. Most are not blue.
b. Most don't have the right temperature.
c. Most are too far away from the sun.
4. How is Kepler-452b like Earth?
a. It's in the same solar system.
b. It has life.
c. It is similar in size.



C TEXTUAL LITERACY Paraphrase Work with a partner. Choose a paragraph from the text. Paraphrase the paragraph on your own. Then compare and discuss.

D Check (✓) the sentences that are true about informational texts.

- ☐ It tells a story about characters.
- ☐ It gives facts and details about a topic.
- ☐ It can have pictures to help readers understand the text.
- ☐ Each section of the text can have its own sub-heading.
- ☐ It gives an opinion about a topic.

E GLOBAL LITERACY How do you think studying Goldilocks planets helps people to take care of Earth? Discuss with a partner.

F What else do you want to know about Goldilocks planets? Make a list with a partner. Share with the class.

100 Planets Like Ours

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

TRAIL 2

Comprehension

A What is your favorite part of the science fiction story? Discuss in a small group.

B Circle True or False.

1. Mariana's parents study Earth. True False
2. Mariana complains about many things on Mars at first. True False
3. Mars is yellow and hot. True False
4. It is easy for Mariana to get water on Mars. True False
5. Mariana and her new friends spend their days exploring Mars. True False

C TEXTUAL LITERACY Character Analysis What words would you use to describe Mariana? Discuss with a partner. Use sentences from the story to support your answer.

bored excited happy interested lonely sad

1. Which words describe Mariana when she first arrives on Mars?

2. Which words describe Mariana just before she has to leave Mars?

D Check (✓) the sentences that are true about science fiction stories.

- ☐ The setting is usually the future or a different world.
- ☐ The characters are usually animals.
- ☐ The events are things that happen to us every day.
- ☐ The stories often include futuristic technology.



E SOCIAL LITERACY Work in a group. Answer the questions.

1. Is Mariana curious about Mars when she first arrives? Is she curious later in the story?
2. Do you think being curious helped Mariana feel happier on Mars? Why?
3. How else do you think Mariana's character grows and changes during the story?

F Think of the first time you went to a new place. How did you feel about going there? Were your feelings about it different when you left? Why? Share with a partner.

108 Living on Mars

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

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

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

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



TRAIL 1

Grammar

- A** Listen and read. Underline the sentences with *will* and *be going to*. What is the form of the verb that follows *will* and *be going to*? 5.8

Powerful tools, such as the James Webb Space Telescope, have helped scientists learn a lot about space. In the future, they will know even more than they do today. Engineers are building amazing equipment, like the Habitable Worlds Observatory. Scientists are going to use it to look for life in 25 Earth-like worlds.



The James Webb Telescope

Will and Be Going to 5.2

Use *will* and *be going to* + verb to talk about the future. Use *will* to make a prediction (a guess about the future). Use *be going to* to talk about a plan. Most of the time, you can use either *will* or *be going to*.

- B** Underline the future forms in the sentences. Rewrite the sentences with the other future form.

- We will learn about the planets in school this year.
We are going to learn about the planets in school this year.
- In the future, more people are going to travel to space.
- She will give a presentation about the moon this week.
- Those scientists are going to go into space soon.

- C** Write three sentences to make predictions about the future. Discuss with your partner. Will each of your predictions happen?

My family and I are going to live on another planet in 50 years.

- D GRAMMAR IN USE** Underline the sentences with *will* and *be going to* in the informational text. Which ones can change to the other future form? Which ones cannot? Discuss with a partner.

Unit 5 101

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

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

TRAIL 2

Grammar

- A** Listen and read. Underline sentences that describe the future. 5.19

When I grow up, I am going to be an astronaut. I like to read about space and watch rocket launches. A rocket launches tomorrow at seven in the morning. I'm going to wake up early to watch it on TV. This summer, I'm going to Space Camp. Every summer, campers learn about space and train like astronauts there.



Future Forms 5.3

Use *be going to* to talk about plans for the future.
Use the present continuous to talk about plans that are more certain.
Use the simple present to talk about scheduled events that happen regularly in the future.

- B** Circle the correct future forms.

- I am visiting / visit a space museum next week.
- The tour of the spaceship happened / happens at 11:00 tomorrow.
- The astronaut is going to leave / leave for her first flight next month.
- Some scientists hope that we finding / are going to find life on another planet in the future.

- C** Play a game. Sit in a circle with three or four classmates. Imagine you are astronauts and your spaceship is leaving tonight. The first person decides what time the spaceship is leaving. Each person adds something else to bring or do but must say all of the sentences before adding their own.

Our spaceship is leaving at 3:00.

Our spaceship is leaving at 3:00. We're bringing ice cream and books.

Our spaceship is leaving at 3:00. We're bringing ice cream and books. We're bringing paper and markers to draw pictures of space.

- D GRAMMAR IN USE** Underline sentences that use future forms in the science fiction story. Then write a new sentence using a future form to state something about living on another planet in the future.

Unit 5 109

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

Teaching with spark

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

Unit Walkthrough

Listening, Speaking, and Writing

TRAIL 1

Listening

A Look at the photo. What is the person doing with the water? Make a list of other things you can do with water.

B NEW WORDS Listen and read. 4) 5.9
Listen and say. 4) 5.10

harmful waste



Not everyone in the world has clean or running water at home.

C Listen. Circle *True* or *False*. 4) 5.11

- | | | |
|--------------------------------------|------|-------|
| 1. We can make more water on Earth. | True | False |
| 2. Taking long showers wastes water. | True | False |
| 3. Only humans need water. | True | False |

D LISTEN FOR SPEAKER INTENTION Listen again. Write the speaker's intention (*inform, persuade, or entertain*) for each sentence. 4) 5.11

- But we only have a certain amount of water on Earth, and we can't make more of it. _____
- It's important to turn off the water while we brush our teeth. _____
- Dirty water can harm plants and animals that live in water. _____
- So, never throw trash into rivers or oceans. _____

Listening Strategy
A speaker's intention can be to inform, to entertain, or to persuade. They may have more than one intention.

E GLOBAL LITERACY Work with a partner. Paraphrase the different ways Dr. Tanaka says people can help take care of our Earth's water.

- _____
- _____
- _____
- _____

F With a partner, discuss what else you can do to take care of Earth's water. Make a list of your ideas.

102 Planets Like Ours

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

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

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

TRAIL 2

Listening

A Look at the photo. What do you think the people are talking about? Discuss with a partner.

B NEW WORDS Listen and read. 4) 5.20
Listen and say. 4) 5.21

adventure familiar



Campers looking at the starry night sky

C Listen. Circle the correct answers. 4) 5.22

- Wei / Ling thinks it would be cool to live on another planet.
- Ling thinks Earth is **scary** / **familiar**.
- Wei says that different isn't always **good** / **bad**.
- By the end of the conversation, Ling thinks going to a different planet could be **an adventure** / **a problem**.

D LISTEN FOR REACTIONS Listen again. Complete the conversation with the reactions you hear. 4) 5.22

Wei: Ling, have you ever wanted to live on another planet?
Ling: ¹ _____, Wei? No! Why would I want to do that?
Wei: I would.
Ling: ² _____!
Wei: I think it would be a cool experience. I'd like to explore new places and see new things.
Ling: ³ _____? I don't know.

Listening Strategy
When you listen for reactions, listen for words and phrases like *wow, really, and no way*. They show that the speaker is surprised about something.

E SOCIAL LITERACY Who do you think is more curious, Wei or Ling? How do you know? Explain to your partner.

F What are some ways you can be more curious and bring more adventure into your own life? Write two ideas. Share with your partner.

- _____
- _____

110 Living on Mars

TRAIL 1

Speaking

A MAKE INVITATIONS Listen. Complete the conversation. 4) 5.12

Hi, Luis! 1 _____ on Saturday?

Why, Paloma? What's happening?

My class is going to clean up the beach. 2 _____ to join us?

When are you going to meet?

We're going to meet at 2:00 at the beach.

What will you do there?

We'll pick up trash for an hour or two. Then we'll have pizza. 3 _____?

That sounds great!

4 _____ you can come!

Yes, I can! Thanks for inviting me!

B Think of an activity you could invite someone to join. Complete the chart with information about the activity.

Event	_____
Date and Time	_____
Place	_____
What will you do?	_____

C Work with a partner. Take turns making and accepting invitations using your information from **B**.

D Perform your conversation for the class. Take notes when you listen to other conversations. Give your classmates feedback on how well they make invitations.

Speaking Tip
When you make an invitation, it is polite to phrase the invitation as a question that uses *would you like or do you want*.

What part will space play in our future? Think about the characteristics of Earth and Earth-like planets. Write an answer to the question.

Unit 5 103

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

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

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

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

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

TRAIL 2

Writing

A Look at the picture. Where do you think the person is? What do you think the person is writing?

B USE SALUTATIONS Read the letter. Circle the words the writer uses to start and end the letter.

Dear Akira,

I hope you're doing well. Can you believe I've been living on Mars for three months now?

Of course, life is very different here, but in some ways, it's the same. For example, I still have chores, but now my chores are things like cleaning space suits and our spaceship!

In school, we do a lot of science experiments and exploring. Next week, we're hiking to a volcano and collecting some rocks to study. It's going to be a long hike, but I'm looking forward to it.

I'm having fun, but I miss you and my other friends back on Earth. I can't wait to come back and tell you all about it. I'm going to have so many stories to tell you! What's happening on Earth?

Love,
Himari

Genre Friendly Letter

A friendly letter is a letter you write to someone you know. In a friendly letter, you use a casual tone and usually talk about recent events.

Writing Strategy Start and end friendly letters with salutations. Start with words like *hi* or *dear*. End with phrases like *take care*, *your friend*, or *love*.

C Circle the correct answers.

1. Himari uses **contractions** / **capital letters and periods** to use a casual tone in her friendly letter to Akira.
2. The recent events Himari tells Akira about are cleaning the spaceship, going to school, and her plan to **tell stories** / **go hiking**.

D Write a friendly letter to a friend or family member. Use the writing model to help you plan, draft, review, and revise your work. Work with a partner to check your writing.

What part will space play in our future? Think about living on another planet and write a new answer to the question.

Unit 5 111

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

Unit Walkthrough

Critical Thinking

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

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

TRAIL
3

Space Tourism

Critical Thinking

A Work with a partner. Answer the questions.

1. What kinds of people travel to space?
2. Would you like to travel to space? Why?

B Look at the ad. What do you see? How can you tell this is an ad? Discuss with a partner.

C Look at the ad again. How does it make you feel about traveling to space? Use three adjectives to describe how you feel.

D **NEW WORDS**

Listen and read. 🔊 5.23
Listen and say. 🔊 5.24

cost obvious

E Watch the video. Circle *True* or *False*. ▶ 5.4

- | | | |
|--|------|-------|
| 1. Space tourism is available to everyone right now. | True | False |
| 2. It's very expensive to travel to space. | True | False |
| 3. You can see Earth if you are in space. | True | False |

F Watch the video again. How is space travel good and bad? Complete the sentences. ▶ 5.4

1. Space travel is good because _____
2. Space travel is bad because _____

G **MEDIA LITERACY** Look at the ad again. Think about what you learned from the video. What information about space tourism does the ad not include? Why do you think the maker of the ad left out this information? Discuss with a partner.

112 Space Tourism

Take a Vacation in Space



Imagine yourself going on spacewalks!
Exploring other planets!
Playing among the stars!
Get ready for your adventure in space!

Unit 5 113

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 Create a Poster for or against Space Tourism

Think about if you are for or against space tourism. Work in a small group with students who have the same opinion to create a poster. Then have a debate.

Step 1 Think about your poster. Research and collect information to support your view.

Step 2 Create your poster.



Write and decorate the title of your poster.



Summarize your group's arguments.



Include photos, art, and visuals, like charts.



Decorate your poster and present to the class.

Step 3 Have a debate. Have a debate with students who have the opposite opinion. Take turns presenting your arguments. Use your poster as support. After the debate, vote on which group presented the strongest argument.

Act What can you do to understand our planet better?

Use your notes and two of the actions from the list below. Write a sentence to say what you can do to learn more about our planet and space.

- ☐ ask _____
- ☐ think _____
- ☐ read _____
- ☐ discuss _____
- ☐ visit _____

114 Space Tourism

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.

Review

Levels 1–6


Trailblazer IN ACTION

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

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

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


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

 **Trailblazer** IN ACTION

MALAIKA VAZ **Storytelling for Change | Episode 1**

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

Nature Close to Home



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

B Watch the video. ▶ 2.5

C Circle True or False.

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

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

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

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

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

☐ Goa is a beautiful place.

☐ It's important to protect nature.

☐ The Western Ghats are in Goa.

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

coast mountains ocean outdoors rainforest

G **BE A TRAILBLAZER**

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

46 Trailblazer in Action



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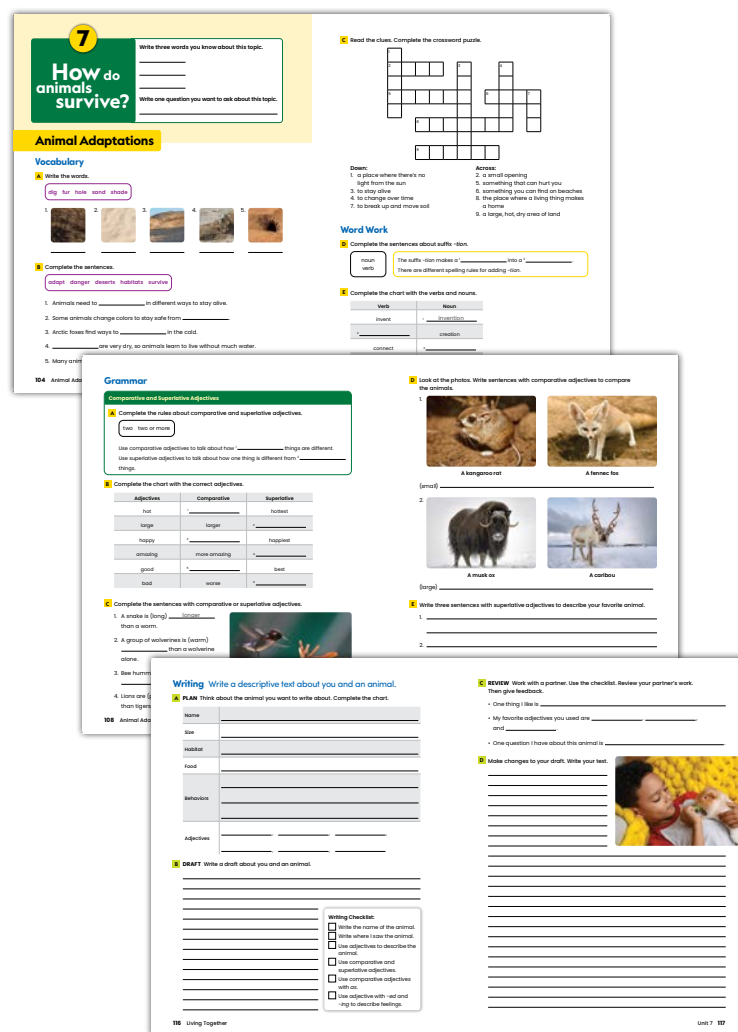
Trailblazer in Action pages and resources from Skills Review Units 1 and 2 of the Trailblazer 3 Student's Book

Workbook

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

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

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



Pages from Unit 7 of the *Trailblazer 3* Workbook

Literacy Anthology

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

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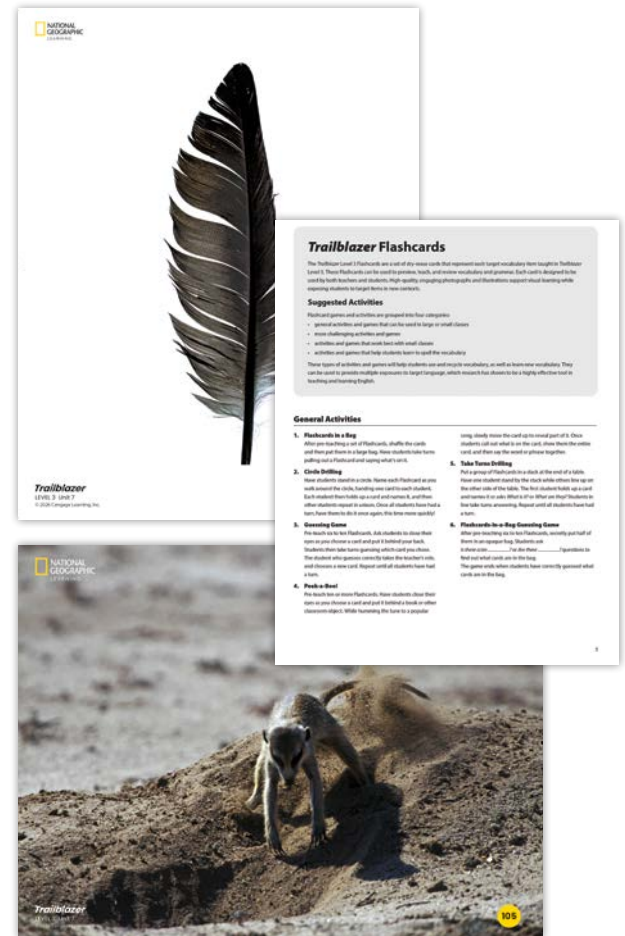
- offers a mix of level-appropriate unique and extended fiction and nonfiction texts across a rich variety of genres and subject matters, supported by appropriate pre-, while-, and post-reading activities
- recycles target vocabulary and grammar from the Student's Book and introduces new thematically-related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

Flashcards

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

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

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



Flashcards and posters from *Trailblazer* 3



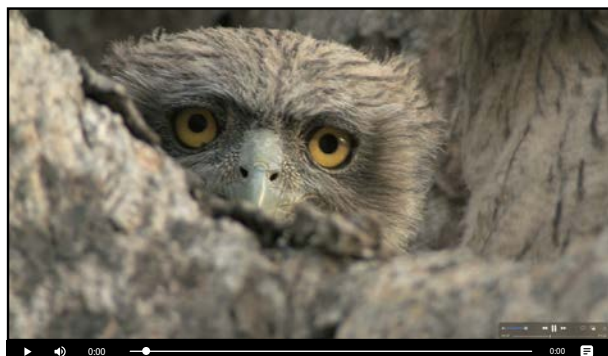
Posters

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

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

Student's Book Video

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



Unit Opener Video

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

Grammar Animation Video

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



Critical Thinking Video (Levels 1–6)

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

Speaking Video (Starter)

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



Professional Development

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

Multiple Literacies Support

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

Targeted Support with Short Videos

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

Quick-Reference Guides

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

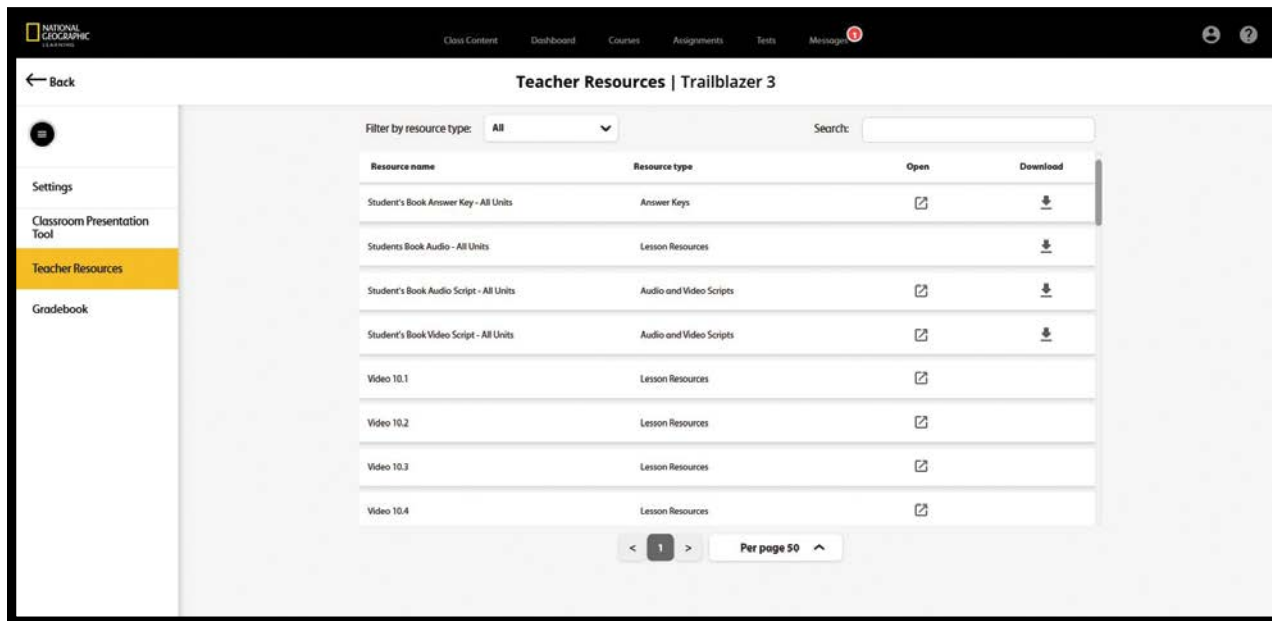
Mixed-Ability Support Strategies

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

Assessment Support Resources

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





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

Answer Keys

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

Assessment

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

Audio and Video Resources

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

Correlations

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

Communications/Letters

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

Lesson Resources

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

Pacing Guides

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

Professional Development Resources

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

Student Worksheets

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

Lesson Planner

- *Trailblazer* Lesson Planners

Word Lists

- Comprehensive word lists for key vocabulary

Teaching with *Trailblazer*

Philosophy

Autonomy, Agency, and Empowerment

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

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

Inquiry-Based Learning

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

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

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



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

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

Maximizing Student Engagement

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

Start with Active Warm-ups

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

Use Varied Media and Technology

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

Gamify Learning

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

Communicate Objectives Clearly

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

Build Relational and Emotional Engagement

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

Foster a Positive Learning Environment

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

Encourage Open Discussion

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

Make Learning Relevant

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



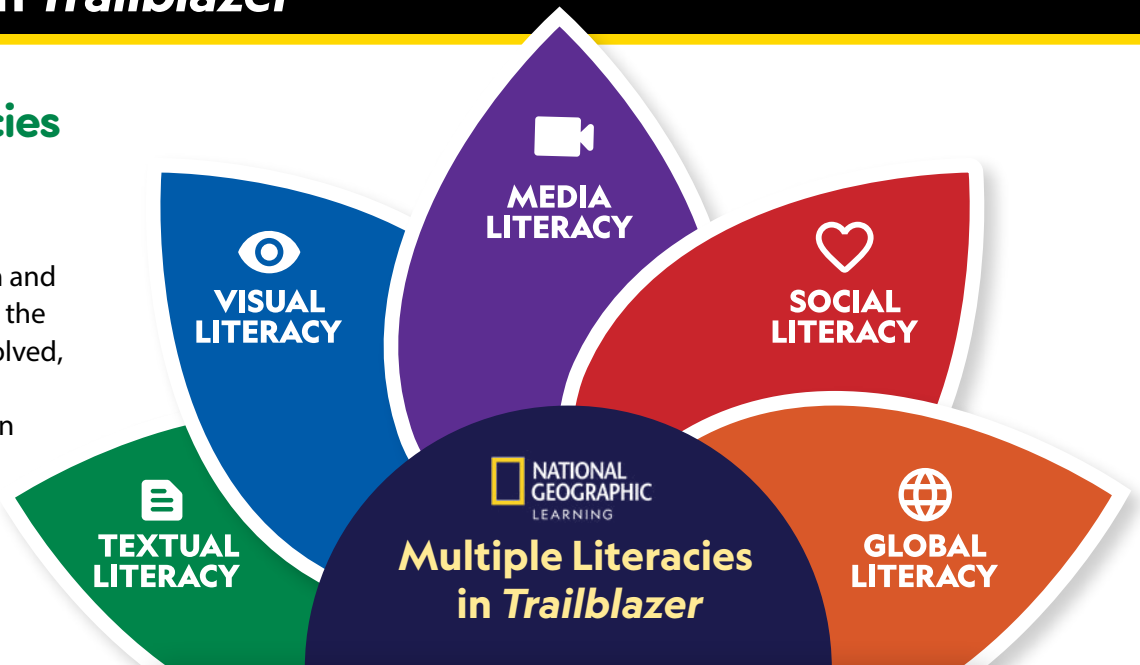
Teaching with *Trailblazer*

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.