

OXFORD

FREIA LAYFIELD



Blue Dot

4

Teacher's Guide

with Digital Pack



Blue Dot

Teacher's Guide 4

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Scope and Sequence

UNIT	READING	VIDEO	LISTENING
MODULE 1 DIVERSITY			
1 Page 8 What can diversity do for a community?	The City of Bean Poem Strategy Drawing Conclusions Vocabulary spot, separate, shocked, flip-flops, ancient, treasure, lock, reveal, secretly, wise	Many Skills Make a Community Conversation Strategy Activating Prior Knowledge Vocabulary architect, plumber, electrician, receptionist, interpreter, garbage collector, chef, joy	Bridges Across Generations Conversations Strategy Listening for Details Vocabulary childhood, fan, modern, audience, generations, digital
2 Page 18 Why is diversity in nature important?	The Life of a Pond Nature Magazine Article Strategy Identifying the Author's Purpose Vocabulary countryside, surface, bottom, clear, hidden, mosquito, litter, chemical, crop, wildlife	The Wolves of Yellowstone Nature Documentary Strategy Identifying Cause and Effect Vocabulary ecosystem, elk, coyote, riverbank, weak, antelope, eagle, official	The Heirloom Gardens Conversation Strategy Making Inferences Vocabulary heirloom, valuable, squash, survive, moist, nutrient
3 Page 28 Why is diversity of thinking in groups important?	Thinking About Everyone! Interview Strategy Paraphrasing Vocabulary benefit, category, stereotype, unfair, media, brand, open-minded, unique, confident, solution	Many Brains on the Job Animated Explainer Strategy Giving a Personal Response Vocabulary senses, rotate, imagination, skip, middle, strength, flexibility, backward	The Best Plan of Action Classroom Discussion Strategy Identifying Facts and Opinions Vocabulary gift, range, pollinator garden, labyrinth, bench, exercise
MODULE 2 RESILIENCE			
4 Page 42 How does resilience help nature?	Survivors in Nature Fact Files Strategy Identifying Problems and Solutions Vocabulary extreme, threat, wildfire, huddle, predator, drought, cocoon, curl, detach, raft	Rainforests of the Ocean Nature Documentary Strategy Summarizing Vocabulary coral, skeleton, seaweed, fertilizer, parrotfish, bleached, delay, damage	Amazing Animals Informal Presentations Strategy Comparing and Contrasting Vocabulary reptile, amphibian, wiggle, identical, original, stork
5 Page 52 How can resilience help people?	Try, Try Again! Mini-biographies Strategy Identifying the Main Idea and Details Vocabulary telescope, astronomy, comet, professional, expedition, cliff, poisonous, war, biology, prison	Artists Who Didn't Give Up Webinar Strategy Asking Questions Vocabulary persevere, percussion, vibration, record, album, mental, art gallery, scholarship	Teamwork Saves a Community Podcast Strategy Identifying Reasons Vocabulary monsoon, rise, recede, rush, soaked, property
6 Page 62 How can people build their resilience?	The Resilience Expedition Choose-your-own Adventure Strategy Visualizing the Setting Vocabulary silver, artifact, valley, inflatable, kayak, current, zigzag, canyon, enthusiastic, discouraged	Doing Your Best, Step by Step Profile Videos Strategy Identifying Feelings Vocabulary disappointed, satisfied, embarrassed, match, miss, gymnast, ankle, cast	Outside Your Comfort Zone Conversations Strategy Listening for Likes and Dislikes Vocabulary tough, silly, frustrating, hobby, rescue animal, badminton
MODULE 3 CREATIVITY			
7 Page 76 How can people express their creativity?	The World of Storytelling Report with Timeline Strategy Categorizing and Classifying Vocabulary poetry, hieroglyph, papyrus, carve, camel, recite, leather, sway, expression, kora	Creativity in Daily Life Explainer Strategy Rewatching for New Information Vocabulary spark, staircase, check out, escalator, keyboard, roller coaster, performance, hemisphere	Creative Hobbies Classroom Conversations Strategy Identifying Facts and Opinions Vocabulary collage, knit, scarf, doodle, coding, brick
8 Page 86 How can we create something new?	Cooking Something New Panel Story Strategy Understanding Characters Vocabulary chop, mix, ingredient, lettuce, lime, avocado, combine, recipe, flavor, spicy	This Plus That Makes a Dance Video Call Strategy Identifying Sensory Clues Vocabulary choreographer, inspire, movement, leap, diamond, stage, capoeira, martial art	Musical Journeys Conversation Strategy Identifying Descriptive Words Vocabulary rhythm, collection, electronic, traditional, composer, merge
9 Page 96 What can creativity help people do?	Ata's Jog Blog Blog Strategy Comparing and Contrasting Vocabulary sustainable, impact, mushroom, durable, resist, decompose, resources, sweat, landfill, pouch	The Recycled Orchestra of Cateura Report Strategy Stopping and Clarifying Vocabulary talented, fork, cello, saxophone, conduct, orchestra, go viral, perform	Bright Sparks Informal Presentations Strategy Identifying Biographical Information Vocabulary provide, invention, improvement, cane, vibrate, destination

GRAMMAR	SPEAKING	WRITING	REVIEW
Take Action pp. 38–39			
PREDICTIONS WITH WILL Future statements and questions <i>Share what you have, and life will be better.</i> <i>We will all live together as they do someday.</i> <i>Will they be as wise as their children?</i> <i>I think they ’ll use the keys to reveal the treasure.</i>	Listening Respectfully and Offering Suggestions <i>It’s raining outside. Let’s watch a movie!</i> <i>That’s a good suggestion, but why don’t we play a board game instead?</i>	WRITING STUDY Coordinating Conjunctions <i>I like action movies, but my brother likes comedies.</i> <i>We can eat curry, or we can eat tacos.</i> Practice using coordinating conjunctions. (Workbook page 9)	Connect Connect Poster 1 and page 17 Review Workbook page 10
FIRST CONDITIONAL Future statements and questions <i>If you watch these plants and animals, you will see how they need each other.</i> <i>There will be no food for frogs if you take away the insects.</i>	Asking About Quantity <i>How many games did you find in the closet?</i> <i>Twenty! How much time do you have?</i> <i>I have a lot of time this weekend ... let’s play them all!</i>	WORD STUDY The Suffixes -ant and -ent, -ance and -ence <i>It’s important to plant many kinds of seeds.</i> <i>The gardener talked about the importance of diversity.</i> Practice using suffixes to turn adjectives into nouns. (Workbook page 18)	Connect Connect Poster 2 and page 27 Review Workbook page 19
VERBS FOLLOWED BY INFINITIVES Simple present and future statements and questions <i>How can we learn to recognize stereotypes?</i> <i>We will begin to see how every other person is special.</i>	Active Listening to Reach Agreements <i>A fitness course would be good at school.</i> <i>It sounds like exercise is important to you.</i> <i>Could we ... ?</i> <i>That’s interesting. Tell me more!</i>	WRITING Persuasive Essay Write a persuasive essay about doing exercise outdoors. (Workbook page 27)	Connect Connect Poster 3 and page 37 Review Workbook page 28
Take Action pp. 72–73			
VERBS FOLLOWED BY GERUNDS Simple present and future statements <i>The catfish will keep walking up to one kilometer.</i> <i>The plant avoids drying out by curling up into a brown ball.</i>	Adding More Information with That or Which <i>Geckos are reptiles that can regrow their tails.</i> <i>It’s an amazing plant which can survive without water for years.</i>	WRITING STUDY Complex Sentences with Because, Since, As <i>Since the ocean water is too warm, the coral turns white.</i> Practice writing complex sentences with <i>because</i> , <i>since</i> , and <i>as</i> . (Workbook page 36)	Connect Connect Poster 4 and page 51 Review Workbook page 37
INDEFINITE PRONOUNS Simple present and simple past statements <i>She could do anything she wanted.</i> <i>Everyone wanted to see the forests replanted.</i> <i>Each time, she found something to study.</i>	Expressing Wishes and Hopes <i>I wish I could play percussion like Evelyn Glennie.</i> <i>I hope to become an architect like Zaha Hadid.</i>	WORD STUDY Synonyms <i>Resilient people don’t give up when they meet obstacles in their path. These problems just make them stronger.</i> Practice using synonyms. (Workbook page 45)	Connect Connect Poster 5 and page 61 Review Workbook page 46
PRESENT CONTINUOUS FOR FUTURE PLANS Present continuous statements and questions <i>At 12:00 p.m., I’m heading up the mountain.</i> <i>In three days, I’m crossing the second bridge.</i>	Giving Reasons <i>I like walking in the forest. I can see so many plants and animals there.</i> <i>I like walking too, but I prefer playing in the park because all my friends are there.</i>	WRITING News Story Write a news story about an animal rescue. (Workbook page 54)	Connect Connect Poster 6 and page 71 Review Workbook page 55
Take Action pp. 106–107			
COMPARATIVE AND SUPERLATIVE ADVERBS Simple present statements and questions <i>Many people think hieroglyphs show emotions better than written words.</i> <i>Which poet tells stories the best?</i>	Asking and Answering Questions About Hobbies <i>I enjoy making models at home.</i> <i>What kind of models do you make?</i> <i>I make model airplanes.</i>	WRITING STUDY Prepositional Phrases of Location <i>She wrote her beautiful poems on clay tablets.</i> <i>Light shines on the puppets behind a screen.</i> Practice using prepositional phrases of location. (Workbook page 63)	Connect Connect Poster 7 and page 85 Review Workbook page 64
OFFERS WITH SHALL AND WILL Future statements and questions <i>Shall I show you around?</i> <i>I’ll cook the meat with cinnamon.</i>	Describing with the Senses <i>What does the clarinet sound like in “The Carnival of the Animals”?</i> <i>It sounds like a rooster!</i>	WRITING STUDY Antonyms <i>The electronic music is modern, but the folk song from Senegal is traditional.</i> Practice using antonyms. (Workbook page 72)	Connect Connect Poster 8 and page 95 Review Workbook page 73
NEGATIVE INDEFINITE PRONOUNS Simple present statements <i>Nobody likes to wear smelly running clothes.</i> <i>Great! There’s nothing to put in landfills when the materials decompose!</i>	Talking About Needs (Questions and Answers) <i>What do people need to take part in a charity run?</i> <i>They need light clothes and good running shoes. They also need water and snacks.</i>	WRITING Compare and Contrast Report Write a compare and contrast report about improving your school. (Workbook page 81)	Connect Connect Poster 9 and page 105 Review Workbook page 82

UNIT	READING	VIDEO	LISTENING
MODULE 4 COMPETITION			
10 Page 110 What can friendly competition do?	Keeping up with Rawinia Realistic Fiction Strategy Identifying Conflict and Resolution Vocabulary <i>rose, backyard, bulb, chuckle, respect, knowledge, experience, hesitate, native, buzz</i>	Beyond the Finish Line Conversation Strategy Drawing Conclusions Vocabulary <i>compete, athletics, represent, encourage, support, training, friendship, fair</i>	The Egg Drop Challenge Radio Report Strategy Visualizing Vocabulary <i>structure, raw, pyramid, tape, parachute, height</i>
11 Page 120 When can competition happen among living things?	Journal of a Wildlife Expert Journal Strategy Reading for Detail Vocabulary <i>species, chick, battle, bother, flip, force, territory, defend, hummingbird, claws</i>	A Quiet Competition Explainer Strategy Using a KWL Chart Vocabulary <i>fool, incredible, bumblebee, moth, beetle, block, perfume, smell</i>	Bili and Zahra Fable Strategy Identifying the Plot Vocabulary <i>plenty, head, skip, wobble, oasis, spring</i>
12 Page 130 What effects can competition have?	Determined Dandara Realistic Fiction Strategy Making Predictions Vocabulary <i>determined, reach, goal, jump rope, indoor, electric guitar, headphones, impatient, assignment, applaud</i>	Being a Good Sport Kids' Show Strategy Identifying Mood and Feelings Vocabulary <i>react, beat, brag, rewind, good sport, opponent, congratulations, opportunity</i>	Decisions, Decisions Discussion Strategy Activating Prior Knowledge Vocabulary <i>basket, package, symbol, deforestation, organic, quality</i>
MODULE 5 DISCOVERY			
13 Page 144 What can discovery help us understand?	Another Ice Age Discovery Newspaper Article Strategy Skimming Vocabulary <i>preserved, frost, region, climate, giant, examine, sharp, human, rapidly, adapt</i>	Uncovering Ancient Civilizations Documentary Strategy Note-taking Vocabulary <i>archeologist, civilization, tomb, first aid, surgery, advanced, complex, decade</i>	Drilling into the Past Online Call Strategy Identifying Steps in a Process Vocabulary <i>drill, layer, cylinder, temperature, dust, bubble</i>
14 Page 154 What can motivate people to make discoveries?	The Healing Power of Nature Play Strategy Making Inferences Vocabulary <i>sore, throat, snail, tutor, treat, nerves, unusual, gel, rub, medicine</i>	Feeding the Planet Kids' Show Strategy Summarizing Vocabulary <i>face, alternative, source, affordable, nutritious, peel, bug, roast</i>	Self-Discoveries Podcast Strategy Identifying Problems and Solutions Vocabulary <i>response, headache, focus, suggest, struggle, lively</i>
15 Page 164 What can happen when we make discoveries?	Eyes on Our Universe Infographics Strategy Reading Infographics Vocabulary <i>eclipse, universe, magnify, allow, black hole, light pollution, billion, light year, center, exoplanet</i>	Discoveries Under the Ocean Explainer Strategy Identifying Names and Dates Vocabulary <i>century, mystery, geologist, extend, prove, theory, earthquake, submarine</i>	The Wonder of Rainforests Guided Tour Strategy Categorizing and Classifying Vocabulary <i>observation, furry, identify, croak, huge, rotten</i>
MODULE 6 SUSTAINABILITY			
16 Page 178 Why is sustainability important?	The Goose that Laid the Golden Eggs Fable Strategy Understanding Metaphor Vocabulary <i>professor, ecology, knock, speech, fable, wisdom, demand, greedy, pure, mistreat</i>	Farming for the Future Explainer Strategy Asking Questions Vocabulary <i>method, exotic, local, pesticide, get rid of, harvest, drip, vertical</i>	Slow Fashion Guided Tour Strategy Identifying Key Words Vocabulary <i>label, fabric, dye, process, weave, cheap</i>
17 Page 188 How can we sustain the things we value?	Our Commitment to Education Pledge Strategy Scanning Vocabulary <i>commitment, pledge, administrator, staff, treat, fellow, viewpoint, inclusive, honestly, challenge</i>	Celebrating Our World's Cultures Documentary Strategy Making Personal Connections Vocabulary <i>folk, costume, spread, gentle, niece, nephew, calligraphy, character</i>	Peace on the Savannah Story Strategy Identifying Characters Vocabulary <i>savannah, discussion, concern, voice, shallow, equity</i>
18 Page 198 How can people help the sustainability of the planet?	The Reuse-It Team Realistic Fiction Strategy Sequencing Events Vocabulary <i>tear, mend, patch, thread, upcycle, repurpose, reusable, button, wobbly, secondhand</i>	A Picture Paints 1,000 Words Explainer Strategy Recalling Emotions and Thoughts Vocabulary <i>breathhtaking, loss, documentary, photographer, biologist, NGO, endangered, responsibility</i>	Save Our Planet! Report Strategy The five Ws and How Vocabulary <i>rally, activist, indigenous, achieve, single-use, amateur</i>
Page 210  Dictionary			

GRAMMAR	SPEAKING	WRITING	REVIEW
Take Action pp. 140–141			
ORDER OF ADJECTIVES Simple present and simple past statements <i>Rawinia pointed to two large crescent-shaped white snowdrop gardens, and a cute tiny heart-shaped red tulip garden in the center.</i>	Giving Advice with Commands <i>I need extra energy for today's soccer game. Eat an apple or a banana. They're very healthy snacks. That's a good idea. Thanks!</i>	WRITING STUDY Compound Predicates <i>Rawinia dug holes around her backyard and planted spring bulbs.</i> Practice joining compound predicates with <i>and</i> , <i>or</i> , and <i>but</i> . (Workbook page 90)	Connect Connect Poster 10 and page 119 Review Workbook page 91
TAG QUESTIONS Simple present and simple past questions <i>Birds and squirrels don't fight, do they?</i> <i>Yes, they do!</i> <i>There wasn't enough food, was there? No, there wasn't.</i>	Describing an Event <i>Last Saturday afternoon, we were playing soccer in the park. Suddenly, big, dark clouds filled the sky ...</i> <i>Oh no! Was there a storm?</i>	WORD STUDY The Prefix un- <i>It's much faster to unzip a jacket than to unbutton it.</i> <i>It was unkind of me to laugh. I'm sorry!</i> Practice using the prefix <i>un-</i> . (Workbook page 99)	Connect Connect Poster 11 and page 129 Review Workbook page 100
USED TO Simple past statements and questions <i>I used to play in a band. I stopped when I was 19. Didn't you use to play with your friends more? You didn't use to fall asleep in class.</i>	Polite Requests Using Could <i>Excuse me. Could you tell me how to get to the lunchroom? I'm new here. It's close by. I'll take you there.</i>	WRITING Fictional Story Write a fictional story. (Workbook page 108)	Connect Connect Poster 12 and page 139 Review Workbook page 109
Take Action pp. 174–175			
PRESENT PERFECT Present perfect statements: regular and irregular verbs <i>A miner has discovered a well-preserved baby mammoth.</i> <i>The people of Tr'ondëk Hwëch'in have named the baby mammoth "Nun cho ga."</i>	Sharing Interesting Facts <i>Did you know that 170 pharaohs ruled ancient Egypt?</i> <i>I didn't know that!</i> <i>I also heard that many of their tombs contain valuable artifacts.</i>	WRITING STUDY Modal Verbs of Possibility <i>Astronomers may discover new planets in our galaxy.</i> <i>Biologists might find new plants in our Earth's rainforests.</i> Practice using modals of possibility <i>may</i> , <i>might</i> , and <i>could</i> . (Workbook page 117)	Connect Connect Poster 13 and page 153 Review Workbook page 118
MUST, MUST NOT, HAVE TO, DON'T HAVE TO Simple present and simple past statements and questions <i>I must tell everyone about this!</i> <i>I don't have to eat a bird's egg, do I?</i>	Showing Concern for Another Person <i>You look worried. What's the matter?</i> <i>I left my notebook at home.</i> <i>Don't worry. I have an extra one that you can use.</i>	WORD STUDY Phrasal Verbs with Take <i>On January 1st we took down last year's calendar and put up this year's.</i> Practice using phrasal verbs with <i>take</i> . (Workbook page 126)	Connect Connect Poster 14 and page 163 Review Workbook page 127
PRESENT PERFECT WITH EVER AND NEVER Present perfect questions and answers <i>Have you ever looked at the sky and wondered, "What's out there?"</i> <i>Astronomers have never stopped wondering about the universe.</i>	Asking Questions About Past Events <i>I went to a very interesting museum last week.</i> <i>Really? Where did you go?</i> <i>To the Natural History Museum.</i> <i>Cool. Who did you go with?</i>	WRITING Research Report Write a research report. (Workbook page 135)	Connect Connect Poster 15 and page 173 Review Workbook page 136
Take Action pp. 208–209			
PRESENT PERFECT WITH ALREADY, JUST, AND YET Present perfect statements and questions <i>I've just finished my work.</i> <i>I've already written two speeches.</i> <i>I haven't told you my secret yet.</i>	Asking and Answering Questions with Have to <i>What do we have to do to protect our planet for future generations?</i> <i>We have to stop using plastics that pollute our oceans.</i>	WRITING STUDY Regular and Irregular Verbs in the Present Perfect <i>I've just finished my homework.</i> <i>Rhea has already written two speeches.</i> Practice using regular and irregular verbs in the present perfect. (Workbook page 144)	Connect Connect Poster 16 and page 187 Review Workbook page 145
PRESENT PERFECT WITH FOR AND SINCE Present perfect statements and questions <i>The school has been committed to sustainability for a long time.</i> <i>The students have worked on their pledge since September.</i>	Making Pledges <i>We students pledge to follow classroom rules.</i> <i>Yes! And we promise to keep our desks organized.</i>	WORD STUDY Words with the Prefix dis- <i>Max dislikes eating spinach, but he knows it's good for him.</i> Practice using the prefix <i>dis-</i> . (Workbook page 153)	Connect Connect Poster 17 and page 197 Review Workbook page 154
PRESENT PERFECT AND SIMPLE PAST Present perfect and simple past statements and questions <i>The Reuse-It Team repaired a lot this month. They've changed the way people think about their old things.</i>	Talking About Similarities and Differences <i>We're both wearing sneakers to school. That's true. But my sneakers are purple, and yours are orange.</i>	WRITING How-to Speech Write a How-to speech. (Workbook page 162)	Connect Connect Poster 18 and page 207 Review Workbook page 163

Print Components

FOR STUDENTS



Student Book

- Six modules of three units
- Six module opener lessons
- 18 units focusing on concept and language development
- Six *Take Action* project lessons



Workbook

- Nine pages of activities for each unit
- Six writing lessons covering a range of genres
- 18 end-of-unit review pages
- Grammar section for reference and extra practice

FOR TEACHERS

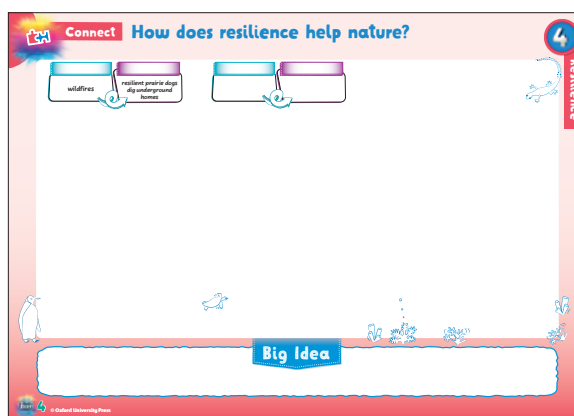


Classroom Resources Pack

- 18 Connect Posters (one per unit)
- One Oxford Learner Profiles Poster

Teacher's Guide

- An overview of the course and its methodology
- A tour of a unit outlining the function of each lesson, resources available, and teaching steps
- Detailed lesson plans with notes, answer keys, and audio and video scripts
- Access code for Oxford English Hub



Digital Components

on Oxford English Hub

The digital materials and resources for this course can all be found at oxfordenglishhub.com

FOR STUDENTS

Student e-book

- A digital version of the Student Book, with audio, video, and interactive activities

Workbook e-book

- A digital version of the Workbook with interactive activities

Student Online Practice

- Interactive grammar presentation and practice

Student Resources

- Course audio and video to view or download



FOR TEACHERS

Teachers can access additional digital resources by logging in to www.oxfordenglishhub.com, where they can switch between Teacher and Student view.

Teacher's Guide

- Color PDF version

Teacher Resources

- Course audio and video
- Worksheets: grammar and vocabulary practice, Expand, Spelling Bee, wordlists, writing extra, reading comprehension, graphic organizer templates, Concept Portfolio cover, Oxford Learner Profiles, *Take Action* Project Planning
- Phonics (Levels 1, 2, and 3) worksheets

Classroom Presentation Tools

Student Book

- Interactive presentation materials including audio and video content
- Vocabulary, grammar, and strategy presentations

Workbook

- Digital version of the Workbook

Course Assessment

- Downloadable tests: entry test, unit tests, review tests, final test, and skills tests
- Downloadable assessment for learning worksheets

Teacher Online Practice

- Extra homework practice to assign to your students, enabling them to carry on learning outside the classroom

Professional Development

- Methodology support, bite-sized training, and more to maximize your teaching

Letter to Teachers

Dear Teachers,

As fellow educators, we are grateful for this opportunity to welcome you to an exciting new approach to English-language education. We have created **Blue Dot** to be exceptional, to push the boundaries of what your students are capable of learning, of understanding and becoming.

Blue Dot is based on the firm belief that children have the ability to understand challenging ideas. They can think logically and critically, ask meaningful questions and seek answers, make connections, and arrive at greater understandings about our world. Each module in **Blue Dot** explores the deeper meaning of concepts such as well-being, choice, order, and function. Students explore each concept through a series of investigations designed to provide interesting case studies and key takeaways. Students make connections among these investigations to arrive at conceptual understandings that can inform them now and in the future.

As students explore each concept, they develop essential English-language skills. Each reading, video, and listening presentation introduces new vocabulary that is learned through the context of the investigation. **Blue Dot** follows a progressive grammar syllabus that infuses new grammar into every unit. As students read, view, and listen, effective strategies are introduced to help them acquire and retain information efficiently. Students learn to read between the lines, to infer, and to come to their own conclusions as they build conceptual understanding. Many activities involve students sharing their ideas with each other, building upon their listening and speaking skills. Students also develop strong writing skills as they produce a variety of text types throughout the course.

Blue Dot motivates students to be changemakers, to use their conceptual understandings to make the world a better place. Each module concludes with a call to action, presenting ways in which students can make a difference. Students are asked to bring their creativity, values, and strengths to the table. They are motivated to collaborate with each other to find solutions to global problems.

As teachers, you play an essential role in your students' development. Your influence extends well beyond their hours in the classroom. We believe that **Blue Dot**, with your guidance and support, will inspire your students to become the leaders, problem-solvers, and changemakers of tomorrow. Thank you for joining us on this exciting journey!

Sincerely,

Charles Vilina and Kathleen Kampa

Authors

Blue Dot Student Books 3 and 4

Welcome to *Blue Dot*

Introduction

Blue Dot is an innovative six-level course, designed to challenge your students and inspire them to become active and empowered global citizens.

Blue Dot employs an inductive approach to language learning, which enables students to learn high-level vocabulary and grammar within relevant contexts. This provides a solid linguistic foundation and robust language exposure for students to not only learn English but remain engaged throughout the process.

Through its concept-based inquiry (CBI) approach, *Blue Dot* inspires students to make connections between different content, arriving at transferable generalizations and deeper meanings. Through the development of these generalizations, students will be better able to navigate the complex world they live in, equipped with the knowledge they need to become successful students and engaged citizens, and be inspired to make the world a better place to live.

The CBI approach has the added advantage of placing students at the center of their education, shifting the ownership of learning from teachers to students. The emphasis is on students becoming empowered inquirers. This is achieved through a process of asking questions, giving opinions, taking risks, adapting, and persevering. Placing the focus on students in this way helps them to realize how valuable they are within society and why it is important for them to be heard. Within every lesson in *Blue Dot*, students are given choices, enabling them to make meaningful decisions and see the results.

The CBI approach shows students that they can make a difference through their individual actions, as well as by working together. Collaborative work and discussions are an essential part of *Blue Dot*, establishing a culture of open-mindedness, diversity, and respect for multiple perspectives.

Blue Dot enables you to:

- make learning meaningful by inspiring your students to learn about the world through stories, videos, and listening texts
- develop your students' thinking skills to enable them to make connections between ideas inside and outside the classroom and become global citizens
- empower your students to understand the impact they can have on the world around them through *Take Action* projects
- help your students to achieve their goals by applying assessment for learning principles
- build a solid foundation in English to prepare your students for test success, with a carefully staged grammar and vocabulary syllabus
- find support through comprehensive teaching notes and suggestions that help you make the most of the materials
- feel confident that materials developed by Oxford University Press are underpinned by research and best practice

Teaching with *Blue Dot*

In *Blue Dot*, the core lesson content is delivered via a unique combination of digital and print materials. Lessons are easy to follow, integrating these core components: Classroom Presentation Tool (CPT), Student Book, Workbook, and Teacher's Guide. By following the content as presented in each of these components, students are systematically taken through presentation, practice, and consolidation stages for new language and conceptual ideas.

Classroom Presentation Tool

The CPT is fully integrated with the Student Book, offering video, audio, images, and interactive activities. It presents and practices vocabulary, grammar, and learning strategies, and provides engaging concept development activities. The CPT delivers content that develops students' concept-based thinking skills and provides essential English-language support to empower students to express their ideas with confidence.

The CPT includes:

- a range of activities to excite and engage learners at the start of each module
- reading, video, and listening strategy presentations
- vocabulary presentations and practice
- grammar presentations, practice, and animations
- an engaging video for Investigation 2 of each unit
- a thought-provoking listening track for Investigation 3 of each unit
- Expand activities for each investigation, which challenge students to experience and expand their understanding of the concepts
- all of the course audio
- module song audio and videos

Student Book

The Student Book guides the class through the CBI stages, posing challenging questions and generating engaging discussion.

Each module contains:

- **a module opener:** a high-impact, double-page spread that introduces the module concept
- **three units:** each unit aims to expand students' understanding of the module concept
- **a *Take Action* project:** an opportunity for students to transfer their understanding to a real-world initiative in response to their Big Idea

Each unit contains:

- **three investigations** containing multimodal input types: reading, video, and listening
- **a Communication page** for developing productive speaking and writing skills
- **a Connect page** where students capture their ideas before articulating their own Big Idea

Workbook

The full-color Workbook provides solid foundations for reinforcing and strengthening students' English-language skills, while also offering opportunities for review and self-assessment. Each unit contains:

- vocabulary practice
- grammar practice and review
- reading practice: an additional reading text with strategy and comprehension activities
- writing practice: further activities to practice the writing skill presented in the Student Book

Vocabulary

Students learn new vocabulary through a CPT presentation and practice activity at the beginning of each investigation lesson. They encounter these new words again through the context of a reading, video, or listening input.

Every investigation page includes a glossary with images for reference and a dictionary with definitions at the back of the Student Book. For classes that require extra challenge, teachers may choose to expose students to the vocabulary through the input before using the glossary to teach the new vocabulary. For classes that require extra support, teachers may choose to focus on the vocabulary ahead of the input, using the CPT, glossary, and flashcards.

The Workbook and worksheets found in the Teacher's Resource Center provide additional practice for all new vocabulary.

Grammar

Students encounter new grammatical structures naturally through the context of the reading text in Investigation 1. At the end of the investigation, examples are given on the Student Book page and grammar presentation and practice is available on the CPT.

The Workbook and worksheets found in the Teacher's Resource Center provide additional practice for all new grammar, along with optional grammar animations. For extra grammar support, students can use Online Practice at home, which includes fun presentation videos and interactive practice activities.

Approach to Multimodal Literacy

Since contemporary communication is much more than writing and speech, the *Blue Dot* investigation lessons provide a wealth of material in different media types and genres, all of which will be familiar and relevant to students within their daily lives. These inputs aim to promote multimodal literacy skills through rich and engaging content and prepare students to become effective communicators.

The strategy presentation and practice on the CPT and in the Student Book provide students with the tools they need to access the information from the investigations.

Project Work

The *Take Action* pages in the Student Book encourage students to think creatively about how they might use what they have learned to make a positive difference to the people around them and to the planet.

Project work gives students the opportunity to personalize the language they have learned and apply it to a real-life task. It is motivating, as it offers students the chance to find out about interesting topics, to be creative, and to talk about themselves.

The benefits of project work go beyond language learning. By working together, students learn to communicate and collaborate with others, to share responsibility, and to work as a team. Project work gives students a sense of purpose and achievement and provides a bridge to independent learning as students investigate information, make their own choices, and present information in their own way.

In a mixed-ability classroom, project work has the additional advantage of being flexible for different levels, abilities, and learning styles, as the output can be adapted to suit different learners, and individual students can take on different roles with varying degrees of challenge.

To support project work, Project Planning worksheets are available in the Teacher's Resource Center. These are templates for groups to use when planning various projects, either as part of the *Take Action* lesson or at other points during the year. For more information, see page 253.

Assessment

Assessment for learning (AfL) is a way of teaching and learning that enables students to become motivated and independent learners. (See pages 16–17 for more detailed information about the principles of AfL.)

Blue Dot supports AfL by giving students the opportunity to evaluate their own learning in the reflect and review stages. The self-evaluation section at the end of each Unit Review page in the Workbook encourages students to look back through the unit and decide how well they think they met each lesson objective. The Portfolio assessments include a summary of *can do* statements for students to assess their language and skills development, while the SOLO taxonomy rubrics are focused on students' understanding of the concept.

When teachers are able to assess their students' progress and understanding of what they have learned, they can provide reinforcement and any necessary additional support to help students attain their learning goals.

Blue Dot offers a comprehensive range of course assessment, including:

- suggestions for ongoing classroom assessment
- suggestions for encouraging students to self-assess
- suggestions for using the Concept Portfolio as a means to capture students' developing ideas
- entry test, unit tests, review tests, final test, and skills tests

Posters

In *Blue Dot*, there is an accompanying Connect Poster for every unit. These posters should be displayed in the class throughout a module, so that students can add to them and refer to them where needed. The purpose of each Connect Poster is for the class to record their thoughts following an investigation, which will then help when agreeing on a generalization (Big Idea) at the end of each unit. The posters are wipeable, and offer flexibility in how they can be used. There are no right or wrong answers; however, we have provided example filled-in posters on pages 235–252, which can be used as a guide.

Alongside the Connect Posters, there is a Learning Profiles Poster, which can be displayed in your classroom or school. You can use the poster to explore the different ways of thinking, being, and acting in order to solve everyday problems or situations. Ask students to identify which of the profiles best reflects them, and which other profiles they would like to incorporate more into their learning. For more information about the Oxford Learner Profiles, please see pages 34–35.

The completed posters usually include all of the main ideas related to the investigation input (reading text, video and listening) and some ideas from the Expand activity, however you may opt to include fewer examples to best ensure legibility for your classroom and students. Likewise, we may not have included all possible answers due to space, so your class may suggest additional answers to those we have provided.

We have used blue font to indicate answers relating to the input, and red font to indicate answers relating to the Expand. Often, there are fewer Expand answers than input answers to maintain legibility, but you may choose to shift proportions as you see fit. Where possible, we have included answers for personalized activities for guidance. These may of course differ from your students' answers. However, in cases where an Expand activity deepens and reinforces the answers from the input (rather than contributes new ideas), there are often no example Expand answers given.

Songs

For Levels 1–3, there are a variety of songs on the CPT for classes to enjoy.

Module songs are provided at the end of every module as a celebratory moment to be shared together. All the songs and accompanying videos are inspired by modern music that should be enjoyable for students and teachers alike.

For Levels 1 and 2 only, Routine songs provided in the Teacher's Resource Center can be used for classroom management and brain breaks at any point when the class needs a change of pace. The accompanying videos are a combination of mixed-media and a live-action performer, whose moves can be copied by the students.

Inclusive Practices

Inclusive practices allow all learners – including learners with special educational needs – to participate fully and achieve success. Inclusive practices can be implemented at a general level, providing an accessible learning environment, and at an individual level, recognizing and embracing the individual differences that occur in any group. *Blue Dot* encourages students to accept and understand differences through the presentation of real-world texts and through the Think and Discuss activities. The course also aims to include all learners by:

- providing a range of interactive and participatory activities and projects
- including activities and projects that allow students to demonstrate their learning in different formats
- offering a variety of multisensory activities, enabling students to learn through seeing, hearing, doing, and touching
- providing clear and explicit instructions for all activities

Parental Involvement

Being able to share their learning with family members is highly motivating to young learners, and support from parents is vital to students' progress.

You can encourage students to sing the module songs and read the stories to their families at home. Also share the idea of the Concept Portfolio with parents and encourage them to support their children in collecting ideas from their home lives to put in it. These can be physical items, drawings, or cuttings from magazines.

School blogs can be an effective way to keep parents up to date. If your school does not have a blog or website, you can send a regular newsletter home, detailing what the class has learned and what they are learning about now. This will give students a sense of achievement and show parents how far they have progressed in their English learning.

Blue Dot Methodology Introduction

Dear Teachers,

In our dynamic and intricately interconnected world, the need to equip students with the ability to transfer and apply their learning to diverse and ever-evolving situations has never been more important. The pace of change and the complexity of challenges demand that our educational focus extend beyond learning facts to fostering students' thinking skills. **Blue Dot** does just that by using rich factual examples from around the world to illustrate concepts and intentionally help your students build an understanding of bigger conceptual ideas.

While supporting language acquisition, concept-based inquiry (CBI) also has a transformative impact on making learning relevant and transferable. It encourages your students to question, analyze, and synthesize information, fostering a classroom culture that promotes exchanging ideas and unpacking diverse perspectives on different issues.

As you dive into the **Blue Dot** materials, you will notice a shift in the way your students approach learning, as the questions invite them to become more independent, critical thinkers who can see the relevance of their learning and make connections to the world around them. Your goal is to foster an environment that encourages exploration, pattern recognition, and creative problem-solving.

Fluency in a language is developed through immersive experiences with rich texts, stories, and videos. The CBI approach leverages meaningful case studies, encouraging learners to identify patterns and construct understanding. **Blue Dot** uses carefully curated examples that enable your students to link their developing language proficiency to practical situations, providing exposure to authentic and meaningful language use.

Moreover, respectfully acknowledging cultural similarities and differences is vital. Students benefit greatly when concepts and ideas are connected to their cultural experiences and expanding worldviews. This cultural integration ensures learning is relevant and helps students relate conceptual ideas to their own and other contexts.

As you delve into this Teacher's Guide and accompanying student resources, you may recognize certain learning engagements that feel familiar to you and your students. However, the expectation to think beyond the information in the text to observe patterns and establish connections to broader concepts is a significant shift.

If students are focused on right or wrong answers, they may initially find it challenging to embrace conceptual learning, where different big ideas are possible and diverse thinking is celebrated. It may take some time for your students to build confidence, but persevere. The objective is to shift from a mindset focused on seeking validation through teachers' grades towards fostering the confidence to express ideas and justify thinking, and the results are worth it. The most exciting part is the joy we witness from those "Aha!" moments, when it all comes together for each student, and they own that learning. The joy and empowerment that come from thinking for themselves is one of the greatest gifts a teacher can give a child.

Give your students the time and space to build confidence in their ideas. They will grasp the subject matter and develop a deep, transferable understanding that extends beyond the case studies we share in this series. Allow your classroom to become a collaborative learning hub where students inquire, explore, and construct meaning together, setting the stage for a lifelong love of learning.

The impact of CBI is far-reaching, cultivating a growth mindset among both educators and students. As you embrace the principles of CBI, you will find yourself adapting and evolving your teaching strategies, continually seeking opportunities for improvement. This growth mindset becomes contagious in the classroom, inspiring students to approach challenges with resilience and believe in their ability to learn and overcome obstacles.

As you explore this Teacher's Guide and the resources in this series, remember that you are not alone in this journey. Educators worldwide are unlocking the power of CBI in their classrooms, embarking on this exciting learning journey, facing many of the same challenges, and celebrating learning. I encourage you to reach out and connect with this global community, exchange ideas, and collectively contribute to the advancement of education on a worldwide scale.

Whether you are a seasoned CBI enthusiast or just starting out, reach out to your fellow educators, engage in collaborative discussions, and celebrate the collective wisdom of a community committed to transformative teaching practices.

Warm regards,

Rachel French

Educational Consultant specializing in Concept-Based Inquiry

Director of Professional Learning International

Blue Dot Methodology Walkthrough

Blue Dot combines tested ELT methodology with concept-based inquiry (CBI) in a ground-breaking approach to learning English. It encourages questioning, critical thinking, problem-solving, reflection, and action.

CBI methodology brings together two distinct pedagogical practices: inquiry-based learning and concept-based learning. Inquiry-based learning focuses on students taking an active role in asking and answering important questions. Concept-based learning focuses on students making sense of information, and organizing and categorizing it. When these practices are combined, students can transfer their understanding to new situations or contexts, seeing patterns for themselves, making connections, and ultimately making sense of the world in which they live.

Forming generalizations and articulating them is the most critical stage of the CBI process. It builds agency by providing students with the tools they need to make an impact in the world around them.

At the end of each module in *Blue Dot*, students put their generalizations into practice by taking action in a real-world initiative. Providing a space for students to explore the module concepts and the relationships between them nurtures students' innate curiosity about the world, and provides an opportunity for sharing ideas and perspectives, creating a classroom environment where discussions are rich and understanding deepens over time.

Stages of Inquiry

There are seven key stages of teaching and learning that reflect how students' conceptual understanding forms through concept-based learning. A brief description is provided below of how each of these stages is incorporated in *Blue Dot*. (See also the full Tour of a Unit on pages 20–33.) Although the stages are presented as a sequential list, it is important to note that they need not be completed in a linear way; the stages may be returned to multiple times to support student understanding.

Module Opener

Engage: In *Blue Dot*, the module opener is the starting point to engage students emotionally and intellectually with the key concept of a module. The video and provocation activities on the CPT and the photos on the Student Book pages provide stimulating contexts for students to see, think, wonder, and share their ideas and any initial questions they might have about the key concept. The module opener also provides an opportunity for students to activate their prior knowledge around a concept, while providing the teacher with a valuable opportunity to observe and assess students' understanding: Do students have a shared understanding of the concept? Are there any misconceptions? What knowledge do students already have? What would they like to find out more about?

Students should be encouraged to express themselves in L1 (i.e., their first language) if they have more ideas about the concept than they can express in English. The priority of this stage is to have an engaging discussion and to establish a shared understanding of the concept. Teachers and students should feel comfortable with using more than one language during this stage according to the needs of the classroom.

Encourage students to record all their ideas and questions in their Concept Portfolio. A cover sheet for the Concept Portfolio is provided in the Teachers Resource Center that can be found on Oxford English Hub. Students can use their Concept Portfolio to write down ideas or questions, to draw pictures of the ideas about the concept, or to collect other examples that they find inside or outside of school that help to develop their conceptual understandings. Each student's Concept Portfolio will be unique. Encourage them to take pride in this piece of work and ask parents to provide support with collecting ideas for it. Students can add to their Concept Portfolio at any point during the module.



Concepts

At the heart of CBI is a focus on universal concepts: ideas that are not constrained by particular subject areas, cultures, or periods in time, but which can be transferred to new situations and contexts. In *Blue Dot*, each module explores a different concept, and each of the three units within a module investigates the concept from a different angle. The concepts have been carefully chosen to align appropriately with students' interests and cognitive ability levels and to provide a range of engaging contexts in which students can explore new ideas and practice English language skills.

Generalizations

Generalizations are transferable statements that describe the relationship between concepts. In each unit of *Blue Dot*, students are gently guided towards a generalization about the module concept. For students, we call these generalizations the "Big Idea." Each unit of *Blue Dot* presents three different investigations designed to help students make connections, generalize, and broaden their knowledge base.

A See–Think–Wonder routine gives students space to observe and think more deeply about the connections between the things they see. (See Visible Thinking Routines, pages 36–37.)

A Reflect activity provides an opportunity for students to think about their understanding of the concept at this early point in the module.

Focus: The module opener also starts to focus students on developing a shared understanding of the key concept of the module, preparing them for the thinking to come.

Investigations 1, 2, and 3

Investigate: During the investigate stage, students explore factual examples or case studies that connect with the module concept and Big Idea for that unit.

Each unit contains three investigations:

- Investigation 1: a reading text (fiction or non-fiction), ten new vocabulary items, grammar presentation
- Investigation 2: a video (live-action, animation, explainer), eight new vocabulary items
- Investigation 3: a listening (dialogue, podcast episode, interview, news report, story, presentation), six new vocabulary items

Each unit is framed by an inquiry question that students will aim to answer with the Big Idea at the end.

Through each investigation, students acquire factual knowledge about the topic. In addition, concept-building activities in the Student Book motivate students to think beyond the factual to a conceptual level.

CPT Time Expand activities on the CPT allow students to apply their understanding to a new or personalized context. These activities provide further examples that can be drawn out at the end of the investigation and on the Connect page.

Organize: A variety of graphic organizers help students to start to structure their thinking and organize the information gathered from each case study.

Students are encouraged to articulate their new ideas by thinking and speaking about the unit question, simultaneously demonstrating their newly acquired language and their understanding of the module concept. They further explore their understanding on the Connect page and on the Connect Poster where students write down the key ideas to support the development of the Big Idea during the next stage.

Communication

The Communication pages in *Blue Dot* offer students the opportunity to focus on their speaking and writing skills in the context of the unit theme in preparation for the final stage of developing the generalization.

Dialogues model good communication skills and enable students to communicate effectively in real-world settings, giving them a motivating context for their language learning. Being able to apply what they have learned to a real-world situation gives students a sense of achievement and shows them how their learning can be used in their own lives.

Writing skills are developed in each unit through a focus on a specific useful writing point or a writing model text. The writing activities in the Workbook provide further practice for students to develop their writing skills.

Connect (Student Book and Poster)

During the Connect lesson, take time to review all the information students have recorded for each investigation on both the Connect page and the Connect Poster. Using the poster is a key part of the *Blue Dot* methodology. At the end of each investigation, it is important to capture students' ideas so that a knowledge bank is built up over the course of the unit. Ask students if there is anything else they would like to add.

Generalize: The generalize stage is key to ensuring that students have fully developed their conceptual understanding. Use the guiding questions in the Teacher's Guide to help students see patterns in the information on the poster and make connections between the ideas. Take this opportunity to check in with students about their level of understanding and ask them to demonstrate it through their own Big Idea.

Together, formulate the Big Idea in English and try to express it in one sentence. It might take more than one attempt for everyone to agree on a single sentence, and this discussion about how to structure the Big Idea is an important part of the process. Once everyone is happy, write the Big Idea on the Connect Poster and have students record it in the Big Idea box on the Connect page of their Student Books.

At the end of this stage, encourage students to continue to add ideas to their Concept Portfolio as further evidence to support their Big Idea.

A NOTE ON USING THE CONNECT POSTER

Throughout the unit, encourage students to add other ideas to the poster. This may be in the form of drawings, doodles, pictures they stick on, or ideas written on sticky notes.

Keep all the unit posters on display through the course of the module so everyone can see the wonderful discoveries and meaningful understandings that have developed as a result of the investigations.

A NOTE ABOUT GENERALIZATIONS

The Big Idea should not be shared with students at the start of the module or unit.

Students should articulate the Big Idea in their own words. The aim is not to reproduce exactly what is given in the Teacher's Guide, but students should approximate the same level of understanding.

Celebrate students' ideas. Students may need to express their ideas about the Big Idea in L1. Help recast the sentence in English for them to record. The Big Ideas can be recorded, revisited, updated, and improved upon.

Reflect: Embedded throughout each module and unit in *Blue Dot* are opportunities for students to reflect on what they have learned and how their mindset or perspective has changed, thereby investing students in their own learning. The SOLO (structure of observed learning outcomes) taxonomy checkpoints built into the lesson notes serve as an opportunity for students to monitor and plan their learning progress.

The reflect stage is really important for students to assimilate their new learning and for teachers to assess the level of conceptual understanding that each student has reached.

How do I use the SOLO Taxonomy checkpoint?

SOLO taxonomy is a strategy to help students reflect on their learning journey and see where they are on the path to understanding and to watch it grow.

Using the CPT, show the SOLO taxonomy pictures. Read the captions below each picture as you demonstrate the gesture.

Check that students understand the meaning associated with each picture, and practice the gestures as a whole class.

Next, show the symbol that reflects your understanding of the concept.

Ask students to think about their own understanding of the concept or the topic in focus. Ask them to choose one picture that best represents their current understanding and to make the associated gesture. Make a note of the responses so that you can compare them to how the students respond to the same task at the end of the unit.



- 1 I can't say anything about the concept.
- 2 I can say one thing about the concept.
- 3 I can say more than one thing about the concept.
- 4 I can connect what I know about the concept.
- 5 I can connect, create, and take action with what I know about the concept.

For more information on SOLO taxonomy, see the information in the assessment for learning materials on Oxford English Hub.

Take Action

Transfer: The culmination of each module is the *Take Action* project. This provides a practical opportunity for students to apply, test out, and transfer their knowledge, skills, and conceptual understanding. The *Take Action* pages also allow teachers to assess students' understanding of the concepts in a holistic manner.

Students engage with issues in their world today and strive to be changemakers and leaders by applying their conceptual understanding and language skills to create new ideas, products, and projects that will have a meaningful impact on their community.

The *Take Action* pages in the Student Book show example projects to inspire students to think creatively about how they might take action. They are encouraged to come up with their own ideas, thereby fostering learner autonomy.

Assessment for Learning

What is assessment for learning?

Assessment for learning (AfL) is an approach that builds formal and informal assessment practices into everyday classroom activities to directly encourage learning. It is recognized by educators around the world as a way of improving students' performance and motivation and promoting high-quality teaching.

Assessment for learning relies on a constant flow of information between you and your students. Students demonstrate their knowledge, understanding, and skills as they learn. Meanwhile, they receive specific and constructive feedback on their performance and progress, which helps them to move forward in their learning. This creates an ongoing cycle of gathering information, identifying next steps, and supporting learners in achieving the set objectives.

In an assessment for learning approach, it is not only the teacher who gathers and interprets evidence about what students know and can do. Students are also encouraged to do this for themselves and for each other through self-assessment and peer assessment. This helps deepen their understanding of what they are learning, why they are learning it, and what successful performance looks like.

While grades and scores inform assessment for learning, you are encouraged to collect evidence from other less formal activities. Often, you will collect quick insights from a warm-up activity that will inform the rest of your lesson; or you will offer a brief comment about a student's performance on a particular task. Assessment for learning should not focus only on aspects that students need to improve. It is just as important to highlight what students have achieved and are already doing well. One way of doing this is to focus feedback on "stars" and "wishes" – what students have done successfully and how they can move their learning forward.

Once students have received feedback, they need time and opportunities to act on it. It is by putting feedback into action that students can close the gap between their current performance and their desired performance.

Why is assessment for learning useful?

For Students

- It improves performance. Receiving effective feedback has a positive impact on students' achievement.
- It deepens learning. Students understand not only what they are learning, but also why they are learning it and what success looks like.
- It is motivating. Assessment for learning emphasizes progress rather than failure, encouraging students to set goals, recognize their achievements, and develop positive attitudes to learning.
- It prepares students for lifelong learning. By making students more responsible and self-aware, assessment for learning equips them to learn independently and proactively in the future.

For Teachers

- It informs teaching decisions. Assessment for learning provides valuable information about students' needs, allowing you to decide what to prioritize in your teaching.
- It develops skills and confidence. Assessment for learning can give you a clear sense that you are helping your students succeed.
- It allows you to teach more inclusively. By providing more tailored support to individual students, you can feel more confident that no one is being left behind.

How can I implement assessment for learning in my teaching?

Assessment for learning is based around three key classroom practices: diagnostics (where the learner is), learning objectives (what the learner needs to learn next), and success criteria (what success looks like).



Diagnostics

To be able to provide effective feedback, you need to find out what students already know. Gathering insight during the lesson allows you to see what students have learned and where they are struggling. This allows you to provide extra support, as necessary, to enable students to succeed.

You can gather this evidence in a variety of ways – not just through the formal tests that come with this course, but also through classwork and homework activities, including those that incorporate peer assessment and self-assessment. After teaching a new piece of language, check students' understanding. For example, say *Time for feedback! How do you feel about (the new words we have learned)?*

Below are a couple of suggestions for diagnostic tools you could try.

Traffic Light Cards: Each student has a red, yellow, and green card. Red means they do not understand, yellow means it is not totally clear or they feel a little unsure about it, green means they fully understand. Ask students to hold up the card which best shows how they feel about their learning.

Thumbs Up: Students can use their thumbs to show their level of understanding.  means that students have a good understanding.  means that students are not confident. Holding their hand flat, facing down, and wagging it from side to side means they feel a little insecure about it.

It is important to emphasize that students are not doing anything wrong if they do not understand something. In some instances, students might feel embarrassed to say they do not know something. Creating a culture in the classroom where students feel comfortable saying that they do not understand is critical for the success of assessment for learning.

Thinking Time: It is important to build thinking time into standard classroom practice. Always give students time to think of their answers before you continue, or before providing the correct answer yourself. You could use a timer to ensure that you give enough time for students to think.

During thinking time, encourage all students to consider their answer. You could allow them to work in pairs, or you could ask them to write their answer down. If your students have mini-whiteboards, they can write their answer on their whiteboard and then hold it up. This is a good way to establish how many students have not understood. If necessary, you can then supply extra practice or work through the teaching point again.

No Hands Up: To ensure that all students use their thinking time constructively, it is useful to employ a “no hands up” approach in the classroom. By nominating a student at random to answer the question, the teacher can ensure that all students are encouraged to share their ideas. There are various methods you could try to make this fun. For example, at the start of the year, students could make a name card or decorate a lollipop stick with their name on it. Choose a student to answer at random by pulling out a name card or lollipop stick.

Alongside this, there needs to be a culture of tolerance for incorrect answers. Use incorrect answers as informal feedback and try to understand what might have caused the mistake. If someone gives an incorrect answer, ask other students for an answer, then check the answer with the rest of the class.

Students should be encouraged to talk to their partners as a way of self-assessing. They can work with a partner to discuss what they have learned and whether they have any areas they do not feel confident about. They could refer to their partners in thinking time, discussing what they think the answer is. Working together could help students to come up with more answers. Pairwork can also be used to check instructions. They could discuss the instructions with their partner, and then come back to the teacher with any queries.

Learning Objectives

Students learn better if they have a clear idea of what the end goal is. Establish a classroom routine, where the learning objective is introduced at the beginning of the lesson in simple, easy-to-understand language. Write the objective on the board, for example, *Today, we are learning about food*. Encourage students to engage with the objective so that they are aware of what they are learning and why. How you do this will depend on the age of the students. For higher levels, you could ask students to write down the objective in their notebooks. For lower levels, you could ask students to read it out, or talk to their partner about it. With very young learners, you may choose to discuss the objective in L1.

At the end of the lesson, remind students of the learning objective. Ask them to self-assess their progress with reference to the learning objective. You could ask them to decide with their partner if they have achieved the objective. Use the record sheet for each unit so that students can quickly and easily self-assess their work. You might like to provide a folder for each student to keep their record sheets in, as well as any extra worksheets or handouts. Over the course of the year, these folders will be valuable evidence of the students’ progress.

Success Criteria

In order for students to make sense of learning objectives, these need to be linked to clear success criteria. If students understand and recognize what successful performance looks like, they will be better able to set clear goals, make use of feedback, and measure their own progress. This Teacher’s Guide contains many useful tips for how to focus on success criteria.

One useful approach is to discuss and agree on success criteria with your students. For instance, if they are learning to write an email, you could elicit the key features of a successful email. You can then add in any key ideas students have missed. Similarly, if they are giving a verbal presentation of a project, you could elicit the elements they should include, and also elicit suggestions for best practice in delivery, for example, making eye contact with their audience, speaking slowly and clearly, using varied intonation. Create a checklist and ask students to assess whether they have successfully achieved all the points listed and to note where they could improve. This assessment is best achieved using peer assessment as well as self-assessment so that students can check their own impression of their performance against their classmates’ opinions.

Giving Feedback

Feedback from teachers to learners can have a significant impact on teaching and learning. Providing high-quality, focused feedback and allowing learners the time and opportunity to act upon it are essential. Effective feedback needs to be specific and clear. It should provide strategies, rather than just supplying the correct answers. Focus on one change that will improve your students’ performance and relate this to the success criteria.

Encourage your students to reflect on and evaluate their own performance. Students are more likely to learn if they are encouraged to correct their own mistakes. It is therefore a good idea to underline mistakes when marking work, but not supply the correct answers. In order to get real value from homework and other written activities, allow time for students to go back and correct their mistakes. At higher levels and in longer pieces of work, give suggestions for how to improve and allow time for students to implement these changes. Students should be encouraged to use a special color pen for corrections so they can see where they have responded to feedback.

Is assessment for learning a new approach?

In many ways, assessment for learning reflects what most teachers have always done in the classroom. However, in an assessment for learning approach, the teacher consistently ensures a cycle of goal setting, reviewing success criteria, gathering information, and providing constructive, supportive feedback with time for reflection.

In what contexts can I use assessment for learning?

Assessment for learning can be used with students of all ages, and it is compatible with different approaches to language teaching, from grammar-based to more communicative methodologies. Research indicates that assessment for learning can also be beneficial in exam-oriented contexts. Students are likely to perform better in exam tasks if they understand which skills each task is assessing, why those skills are being assessed, and what a successful task response looks like.

More Information

Download our position paper *Effective Feedback: the Key to Successful Assessment for Learning* from www.oup.com/elt/expert

Professional Development

The digital materials and resources for this course can all be found at oxfordenglishhub.com

See the Digital Components overview (page 7) for a full list of resources and materials available on Oxford English Hub.

Methodology Support on Oxford English Hub

Blue Dot is informed by research and best practices from leading experts and practitioners in English language teaching and learning at Oxford University Press. To help deepen your understanding of the core methodology of the course, the *Blue Dot* team has selected a range of professional development topics:

- self-regulated learning
- concept-based inquiry
- visible thinking

Built on research and classroom practice, our position papers offer practical guidance on the major issues shaping language education today. Our shorter focus papers offer insights and tips on specific topics for the classroom.



The professional development modules consist of short introductions to topics relevant to *Blue Dot*, as well as practical ideas on how to implement these topics in your daily practice. Each module is no more than 30 minutes long.

To access these resources, visit Oxford English Hub.



Explore Further

If you would like to develop your skills and knowledge beyond the content offered with this course, you can find a range of options available at:

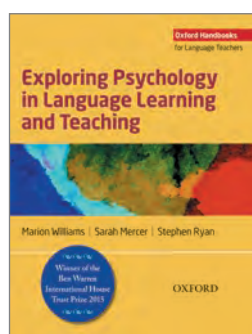
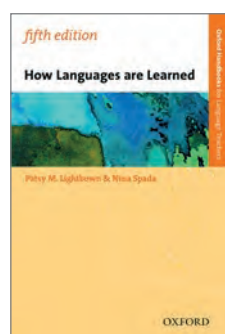
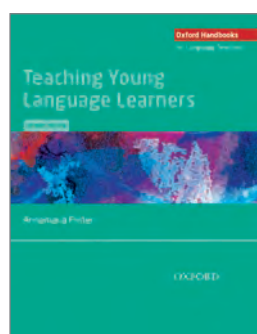
www.oup.com/elt/professionaldevelopmentonline

This includes a range of materials from further reading to live professional development events.

Professional Development Books

Keep up with the latest insights into English language teaching through our professional development books.

Find out more: www.oup.com/elt



Oxford Teachers' Academy

Advance your teaching with online professional development courses certified by Oxford University Department for Continuing Education.

Supplementary Resources

We suggest the following graded readers to best complement the reading instruction in *Blue Dot*.

Oxford Read and Imagine and Oxford Read and Discover

Oxford Read and Imagine invites young readers into an exciting world of great stories. Follow Rosie, Ben, Grandpa, and his robot Clunk on their adventures in Grandpa's fantastic van. This series provides a motivating way to increase contact time with English, both in and out of class.

Oxford Read and Discover is perfect for CLIL (content and language integrated learning). Cross-curricular topics and color photos bring excitement to learning English through other subject areas.

- Stories connect to non-fiction readers
- Picture dictionaries and glossaries help build vocabulary
- Projects develop critical thinking skills
- Activities support Cambridge English Qualifications
- Audio provides examples of American and British English

Find out more: www.oup.com/elt/gradedreading



Oxford Reading Club

Oxford Reading Club is a digital library from Oxford University Press that offers a smart way to read digital graded readers.

Students can:

- choose from hundreds of titles covering all levels
- use an interactive five-step reading process that helps improve all areas of language learning including listening, speaking, reading, and writing
- use a variety of interactive features and activities including word cards, audio with adjustable speed, and voice recording
- look up definitions for vocabulary development
- track their progress in a monthly report and earn study badges the more they read.

Teachers can:

- create classes for learners depending on their level of English and schedule reading assignments for them using the Learning Management System
- track individual student activity and progress with: the five-step reading process; number of books read; total words read; time spent reading
- download reports summarizing learners' reading activities.

Find out more: www.oxfordreadingclub.com

Readers on Oxford Learner's Bookshelf

Over 400 e-books to choose from. Students can:

- slow down audio for easier listening
- record their voice to practice pronunciation
- make notes and highlight on screen
- synchronize across devices.

Oxford Readers Collections

Collections of 25 graded readers available on the Oxford Learner's Bookshelf.

- Choose from four Levels from A1–B2
- Track reading progress in the reading diary

Reading Diary

Measure reading progress and award certificates to students. Track the number of books read, words read, and time spent reading.

Find out more: www.oup.com/elt/gradedreading

Dictionaries

Oxford's dictionaries are world-famous. Oxford Learner's Dictionaries are written specifically for learners of English and provide complete vocabulary support, whatever your level.

- Updated with the latest vocabulary
- New Oxford 3000™ and Oxford 5000™ wordlists show you the most important words to learn
- Skills support helps learners improve their writing and speaking and prepare for tests

Find out more: elt.oup.com/cat/subjects/dictionaries

Visit our FREE online dictionary with vocabulary learning support at:

oxfordlearnersdictionaries.com

Oxford Phonics World

Oxford Phonics World is a five-level supplementary course that guides students through all 44 sounds using a variety of songs, games, presentations, and practice.



For Students:

- Student Book
- Workbook
- Phonics readers
- e-books

For Teachers:

- Teacher's Guide
- Classroom Presentation Tool
- Phonics cards

Tour of a Unit

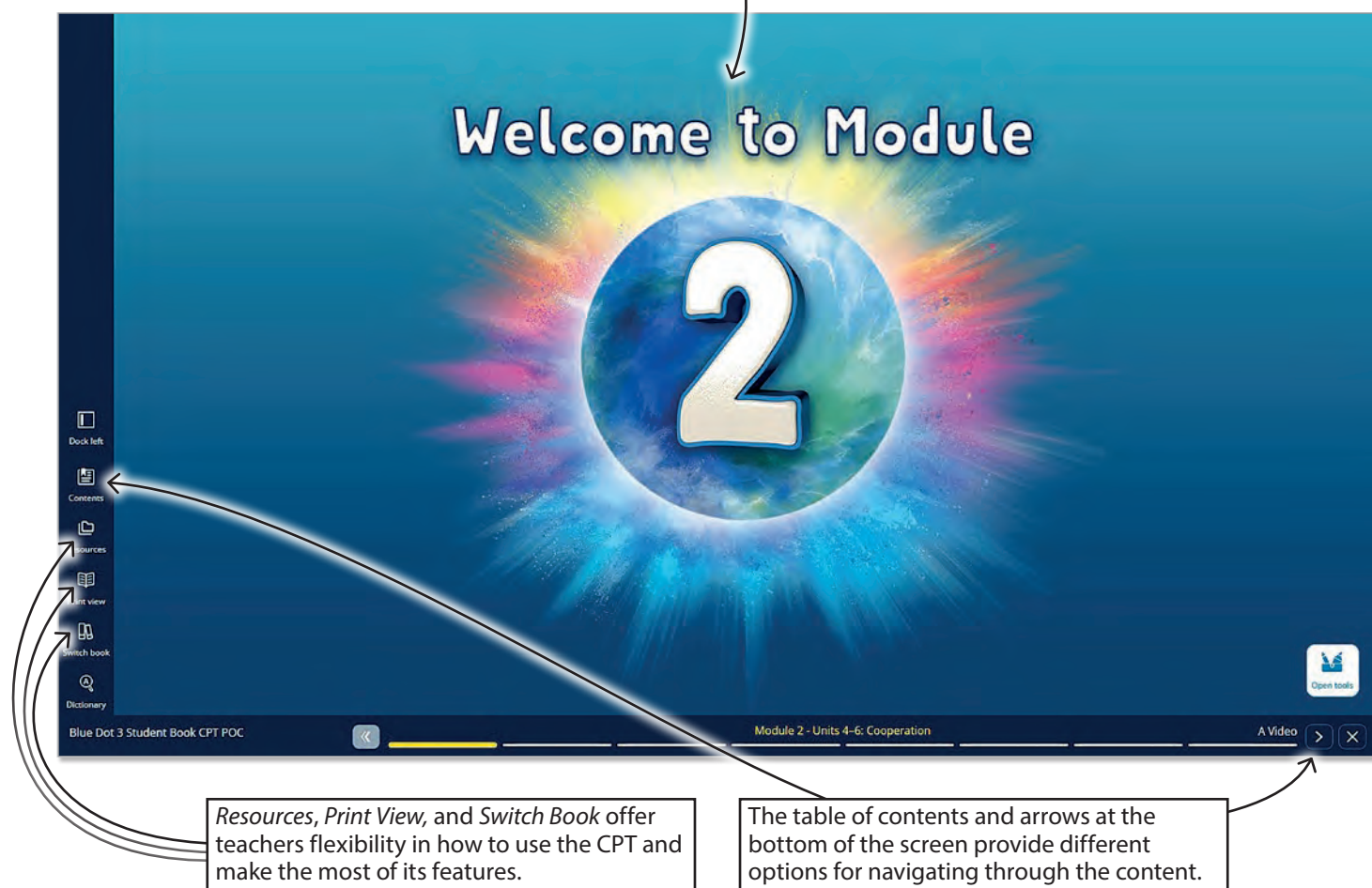
Classroom Presentation Tool

Oxford's new Classroom Presentation Tool (CPT) sits at the center of learning for *Blue Dot*. All of the presentation material, Student Book content, and Workbook content are available as interactive activities to display at the front of the classroom. The CPT guides you through each step of the lesson, making it easier to follow all of the stages in the *Blue Dot* methodology.

CPT Time is marked on the Student Book page where there is additional material on the CPT which is not also in the Student Book or other print components.

The Tour of a Unit shows the route through the content with the key features of the CPT, Student Book, and Workbook.

Every Module has its own title screen, which signifies the start of a new concept.



The module opener is the starting point to engage students emotionally and intellectually with the key concept for the three units that follow.

It starts to focus students on developing a shared understanding of the key concept of the module, preparing them for the thinking to come via a carefully scaffolded question.

Embedded within each module are opportunities for students to reflect on their mindset and how it changes.



The See-Think-Wonder thinking routine gives students space to observe and think about the things they see. It also motivates students by encouraging them to start asking thoughtful and engaging questions.

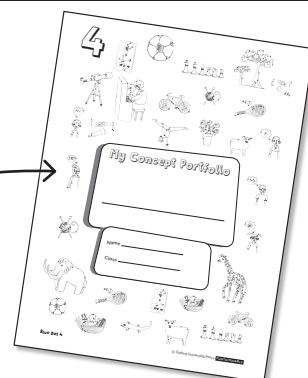
The module opener video engages students with the key concept.

CPT Time *Explore* activities enable students to focus on the module's key concept in an interactive and collaborative way. The provocation-style activities challenge students' ideas.

At this stage, the teacher has an opportunity to observe and assess students' understanding of the module's concept: Do students have a shared understanding of the concept? Are there any misconceptions?

TEACHER'S TIP Some students may engage with the concept more confidently if they can discuss their ideas in L1 first.

Using the Concept Portfolio enables students to personalize the key concept for each module and supports reflection on it once students have completed the three units.



Comprehension and concept-building activities based on the reading text enable students to consolidate their understanding. Expand activities on the CPT, speaking activities, and further exploration via the Connect Poster extend students' thinking. Grammar is presented and practiced.

Concept-building activities on the CPT guide students to explore and deepen their understanding of the key concept. Students may personalize the concept to their lives or apply it to new situations.

Following each investigation, students work as a class to complete the Connect Poster with the ideas from the investigation, and make notes on the Connect page in their Student Book.

4 Investigation 1

A Match.

- Water freezes very quickly in this. •
- Too much rain can cause this. •
- This can destroy a forest quickly. •
- Too little rain can cause this. •

• a floods
• b wildfire
• c extreme cold
• d drought

B Write. You can use some words twice.

walking catfish drought lungfish fire ants underground emperor penguins

It's interesting to see that some animals behave in a similar way when times are difficult. For example, prairie dogs go ¹ _____ during a fire, and lungfish go ² _____ during a drought. If their pond is drying up, ³ _____ hibernate in the mud for up to four years!

⁴ _____ stay close together during a flood, and ⁵ _____ stay close together during extreme cold. ⁶ _____ walk a long way to find new water, and ⁷ _____ walk a long way to find food.

Even plants can behave like this! During a ⁸ _____, resurrection plants curl up into a brown ball until they receive water again.

Glossary 40 30

extreme

threat

wildfire

huddle

predator

drought

cocoon

curl

detach

raft

44 Reading • Grammar: Verbs Followed by Gerunds

C Write the letters.

Problem

- Walking catfish are in a pond that is drying up during a drought. b
- The fire ants' habitat is flooded. _____
- Emperor penguins live in extreme cold. _____
- Prairie dogs are in a wildfire. _____
- Emperor penguins need food for their children. _____

Solution

- They walk long distances and don't give up.
- They "walk" on their fins to a larger body of water.
- They huddle together to stay warm.
- They live on a raft they build together, floating on the water.
- They find shelter in underground homes, or they run away quickly.

D Why do animals have to be resilient in nature? > Think-Pair-Share <

E >> CPT Time Expand

F 40 31 Listen. Discuss. > Connect Poster <

How does resilience help plants and animals?

It helps prairie dogs escape wildfires by finding shelter in underground homes.

Resilience helps ...

G >> CPT Time Grammar

Grammar: Verbs Followed by Gerunds

Some verbs are often followed by gerunds – verbs that end in **-ing**. For example, **enjoy keep practice miss suggest** + gerund.

The catfish will **keep walking** up to one kilometer.
The plant **avoids drying out** by curling up into a brown ball.
They **take turns moving** from the outside to the inside.

Workbook pages 29–33 • Workbook Grammar Review page 165

45

Students check their understanding of the reading text through comprehension activities.

Ten new vocabulary items are presented with accompanying audio. A glossary is also available on the CPT and a dictionary at the back of the Student Book.

Audio and text model the language and related pronunciation, enabling students to discuss the module concept through personalized speaking activities.

Grammar is presented in each Investigation 1 through the context of the reading text.

TEACHER'S TIP Introduce students to the dictionary before or after they complete the reading text for additional support or consolidation.

The CPT provides interactive grammar presentation and practice activities in a contextualized way. Grammar animations are available as a useful revision aid.



Workbook pages linked to the related Student Book vocabulary and grammar presentation provide further opportunities for students to practice and recycle the language of the unit in a meaningful way.

Students practice the ten new vocabulary items in controlled and contextualized activities.

4 How does resilience help nature?

Vocabulary 1

1 Unscramble the words in parentheses to complete the sentences.

- Some animals h (a d h l d e) together to stay safe.
- Some animals u (r c l u) up to sleep or to stay warm.
- Some animals create a (o c n s c o) around themselves.
- p (r p e a d o s d) hunt other animals for food.
- When there is a w (e l l w f i r d), animals must get away to escape the danger.
- When we go out on the lake on a r (a r t f), we see some amazing fish.

2 Complete the paragraph.

detach extreme drought curl threat

Trees are very resilient, but ¹ _____ weather is a big challenge to their survival. When there is a ² _____, trees don't get enough water. This is a big ³ _____ as they need water to live. First, trees try to save their water. Their leaves may turn brown and ⁴ _____ up. Finally they can ⁵ _____ from their branches and fall from the trees. If there is still no rain and the tree has used all the water, the tree can die. How can we help to save trees?

Have you ever helped to plant a tree?

Vocabulary 1: Investigation 1 Student Book pages 42-43 29

4 Grammar

1 Check (✓) the correct option.

- My aunt enjoys ... in the mountains near her house.
☐ hikes ☐ hiking ☐ to hike
- When I visit her, we go out early. We usually start ... at 6:00 a.m.
☐ to walking ☐ walk ☐ walking
- We take turns ... the backpack.
☐ carrying ☐ carries ☐ to carrying
- When we finish our hike, we love ... in the lake.
☐ swim ☐ swimming ☐ to swimming
- My aunt suggested ... on a winter hike, but that's a little extreme for me!
☐ to swim ☐ swimming ☐ swims

2 Complete the paragraph with the gerund of the best verb.

skate make remove spend be play

In Canada, winters can be extreme, but they're fun, too, because we can play in the snow and on the ice! I really enjoy ¹ _____ time out on the ice. In my local park, they usually start ² _____ on ice rink for skating when the temperature goes below freezing. If it's snowing, we have to keep ³ _____ the snow with a big shovel - it's hard work! But it's worth it. After the snow is cleared, it's time to skate. If we're playing hockey, we take turns ⁴ _____ the goalkeeper. My big brother prefers ⁵ _____ hockey, but I just love ⁶ _____ around and around in circles!

Grammar: Verbs Followed by Gerunds 30

3 Complete the dialogue. Use the verbs in parentheses and a gerund.

Sergio: When do the leaves ¹ _____ (start, change) color in Canada?

Logan: In September. Then they ² _____ (keep, change) until they fall off.

Sergio: Do you ³ _____ (enjoy, watch) the leaves change color?

Logan: Yes! And I ⁴ _____ (love, play) in the piles of leaves.

Sergio: Do people usually clean up the piles of leaves?

Logan: Sometimes. Last year, our teacher ⁵ _____ (suggest, leave) them there for animals. Some animals sleep all winter in holes or underground, but many ⁶ _____ (prefer, sleep) in the leaf piles.

2 Complete the sentences with your own ideas. Use gerunds.

- On warm, sunny days, I enjoy _____.
- If it's very cold, I prefer _____.
- In extreme hot weather, I avoid _____.
- When I spend time outdoors, I love _____.

What kind of weather do you like the most? Why?

Student Book pages 42-43 31

Controlled and freer grammar practice activities accompanied by appealing images contextualize language and support students' learning.

Freer speaking practice of the unit grammar enables students to personalize the language.

The Workbook Grammar Reference page provides a detailed description of each grammar aspect to ensure that meaning, form, and use are clear and accessible.

Unit 3

Verb + Infinitive

Some verbs are often followed by an infinitive (to + verb). Common verbs followed by infinitives are: learn, try, want, agree, begin, decide, forget, hope, choose, tend.

I want to watch that movie.

They learned to speak English.

She doesn't tend to arrive late.

Did you forget to bring your book?

Choose the correct verb to complete the sentences.

- I'm trying ... more in my English classes.
a speak b to speak c speaking
- My friends didn't want ... tomorrow as they had to study.
a to meet b meeting c meet
- They ... to prepare their project last week.
a to begin b begin c began

Unit 4

Verb + Gerund

Some verbs are often followed by a gerund (-ing). Common verbs followed by gerunds are: like, enjoy, love, practice, start, finish, miss, keep, suggest, avoid.

I enjoy singing the lyrics of my favorite songs.

We practiced dancing before we performed.

The baby didn't start talking until he was two years old.

Do you avoid going outside when it rains?

Some verbs can be followed by a gerund OR by an infinitive: like, love, prefer.

I like running. I like to run.

Circle the errors. Write the correct words.

- I keep listen to that song. It's so good. _____
- I practiced to sing the song in the shower! _____
- My friends and I enjoy watch music videos. _____

Grammar Reference: Units 3-4 165