

OXFORD

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# Blue Dot

# 5

**Teacher's Guide**

with Digital Pack



# Blue Dot

## Teacher's Guide 5

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# Scope and Sequence

UNIT	READING	VIDEO	LISTENING
<b>MODULE 1 INTELLIGENCE</b>			
<b>1</b> Page 8 <b>How do people demonstrate intelligence?</b>	<b>What Exactly Is Intelligence?</b> Magazine Article <b>Strategy</b> Re-reading <b>Vocabulary</b> ability, advantage, capable, contribution, develop, emotional, engage with, linguistic, logic, multiple, naturalistic, social skill <b>WORD STUDY</b> Synonyms	<b>My Dream Job</b> Explainer <b>Strategy</b> Giving a Personal Response <b>Vocabulary</b> athletic, calculation, dance routine, from scratch, handle, shape, workshop, visualize	<b>Be a Smart Friend</b> Podcast <b>Strategy</b> Listening for Gist <b>Vocabulary</b> be aware of, behavior, body language, clue, empathy, upset
<b>2</b> Page 18 <b>When do animals use intelligence?</b>	<b>Wilson, Trouble, and the Berries</b> Wildlife Story <b>Strategy</b> Visualizing <b>Vocabulary</b> balance, bury, figure out, hang, mischievous, pile, pole, ripe, sweep, trouble, warmth, yell <b>WORD STUDY</b> Suffix -ous	<b>Brainy Octopuses!</b> Documentary <b>Strategy</b> Using a KWL Chart <b>Vocabulary</b> build a den, escape, gap, independently, located, resourceful, texture, tank	<b>Brilliant Birds!</b> News Report <b>Strategy</b> Making Predictions <b>Vocabulary</b> break open, entrance, fake, fluffy, pedestrian, report
<b>3</b> Page 28 <b>What impact can artificial intelligence have on our lives?</b>	<b>AI: Your Awesomely Intelligent Guide to Artificial Intelligence</b> Website Article <b>Strategy</b> The Five Ws and How <b>Vocabulary</b> artificial, calculate, code, data, device, drone, instantly, interact, navigate, recognize, stream, time-consuming <b>WORD STUDY</b> Suffix -ion	<b>Look! No Driver!</b> Documentary <b>Strategy</b> Watching with Subtitles <b>Vocabulary</b> accident, decision, fascinating, obstacle, program, responsible, sensor, traffic congestion	<b>Robots to the Rescue!</b> Discussion <b>Strategy</b> Listening for Details <b>Vocabulary</b> accurate, disaster, get lost, heal, pain, surgeon
<b>MODULE 2 PERSPECTIVE</b>			
<b>4</b> Page 42 <b>What happens when we change our perspective?</b>	<b>Where in the World Am I?</b> Magazine Article <b>Strategy</b> Using Visuals <b>Vocabulary</b> accomplish, abandoned, apparently, attach, enemy, fresh, location, point of view, protection, snorkel, statue, up close <b>WORD STUDY</b> Extreme Adjectives	<b>Meet the Artist!</b> Documentary <b>Strategy</b> Rewatching for New Information <b>Vocabulary</b> angle, canvas, outline, scale, shade, three-dimensional, transform, trick	<b>The Blue Dot</b> Interview <b>Strategy</b> Main Idea and Details <b>Vocabulary</b> bright, bumpy, covered, crater, mission, surround
<b>5</b> Page 52 <b>Why do we think differently about the same situation?</b>	<b>School-to-School Chat</b> Online Chat <b>Strategy</b> Compare and Contrast <b>Vocabulary</b> common, entertain, flood, forever, formation, go trampolining, look forward to, low, relaxing, scare, stuck, terrifying <b>WORD STUDY</b> Compound Nouns	<b>Stranded!</b> Animation <b>Strategy</b> Making a Character Map <b>Vocabulary</b> oar, overboard, rescue, run out of, seasick, solid, stranded, yacht	<b>Who's Next?</b> Conversation <b>Strategy</b> Listening for Inference <b>Vocabulary</b> annual, cavity, checkup, chip, filling, waiting room
<b>6</b> Page 62 <b>Why is it important to consider other people's perspectives?</b>	<b>The Tower of Pietranova</b> Historical Fiction <b>Strategy</b> Analyzing Setting <b>Vocabulary</b> appointment, chime, complain, concerned, consider, crowd, fancy, gather, nod, resident, thought, vote <b>WORD STUDY</b> Suffix -less	<b>Goldilocks on Trial!</b> Animation <b>Strategy</b> Activating Prior Knowledge <b>Vocabulary</b> accuse, apologize, crime, fine, guilty, jail, permission, punishment	<b>A Fundraiser for Nature!</b> Discussion <b>Strategy</b> Listening for Reactions <b>Vocabulary</b> allergy, involve, nature reserve, participate, raise funds, sponsor
<b>MODULE 3 BEAUTY</b>			
<b>7</b> Page 76 <b>Where do we find beauty?</b>	<b>Astonishing Art</b> Art Webpage <b>Strategy</b> Monitor and Clarify <b>Vocabulary</b> appreciate, astonishing, capture, delicate, inspiration, lens, masterpiece, reflection, sophisticated, stunning, symmetry, wash away <b>WORD STUDY</b> Adding -ed and -ing to Verbs	<b>National Parks of the World</b> Explainer <b>Strategy</b> Identifying Descriptive Words <b>Vocabulary</b> amount, cute, graceful, landscape, legally, rare, scenery, spectacular	<b>A Window on the World</b> Vox Pops <b>Strategy</b> Note-taking <b>Vocabulary</b> dramatic, frozen, lightning, massive, pale, thunder
<b>8</b> Page 86 <b>In what forms can we experience beauty?</b>	<b>Francisco's Food Blog</b> Travel Blog <b>Strategy</b> Describing Sensory Details <b>Vocabulary</b> earn, evaporate, fountain, gaze, generous, gorgeous, juicy, magnificent, mouth-watering, pleasure, repair, tasty <b>WORD STUDY</b> Prefix re-	<b>Let Me Make Your Ears Smile!</b> Explainer <b>Strategy</b> Categorizing and Classifying <b>Vocabulary</b> expressive, familiar, heartbeat, last, repetitive, rhythmic, steady, tune	<b>A Reason to Smile</b> Interview <b>Strategy</b> Listening for Specific Information <b>Vocabulary</b> attached, attractive, elegant, kindness, lamppost, laughter
<b>9</b> Page 96 <b>Why does beauty matter?</b>	<b>Silence in the City</b> Fantasy Story <b>Strategy</b> Analyzing Characters' Feelings <b>Vocabulary</b> confused, cheerful, crate, dirt, due, dusty, nightmare, plain, ruined, silence, stare, weed <b>WORD STUDY</b> Prefixes im-, in-, and un-	<b>Past to Present: Inspiring People</b> Explainer <b>Strategy</b> Identifying Cause and Effect <b>Vocabulary</b> analyze, crowded, illness, infection, medication, recover, statistic, ward	<b>Changing Rooms</b> Presentation <b>Strategy</b> Visualizing <b>Vocabulary</b> collaborate, comfortable, energetic, focused, select, zone

GRAMMAR		SPEAKING	WRITING	REVIEW
				Take Action pp. 38–39
<b>PRESENT PERFECT AND PRESENT PERFECT CONTINUOUS</b> <b>Affirmative and negative statements</b> <i>In the last 250 years, there <b>have been</b> many theories about what intelligence is.</i> <i>He's <b>been worrying</b> about the grade on his science test all weekend.</i>	<b>Showing Concern</b> <i>Hey, Marisol. <b>You look</b> ... Are you OK?</i> <i>Not really. <b>I'm worried about</b> ...</i> <i>I'm sorry you feel that way. Do you want to talk?</i>	<b>WRITING STUDY Commas and Semicolons</b> <i>I demonstrate my linguistic intelligence when I read, <b>but</b> I'm also good at math puzzles.</i> <i>Santiago was upset in class yesterday; he's OK this morning.</i> Practice using commas and semicolons. (Workbook page 9)	<b>Connect</b> Connect Poster 1 and page 17 <b>Review</b> Workbook page 10	
<b>REVIEW OF TENSES</b> <b>Has and have statements, negative statements</b> <i>Every year, Wilson's Warbler <b>flies</b> back to Belize.</i> <i>Look! A squirrel <b>is burying</b> nuts in the yard.</i> <i>Trouble <b>leaped</b> on to the clothes line.</i> <i>Luis <b>was waiting</b> patiently.</i> <i>The birds <b>have flown</b> from Belize to Alaska.</i> <i>Luis <b>has been watching</b> the bird and the squirrel for hours.</i>	<b>Giving Opinions</b> <i>If you ask me, elephants are the most intelligent animals because ... <b>What do you think?</b></i> <i>Well, <b>in my opinion</b>, ...</i>	<b>WRITING STUDY Irregular Past Verbs</b> <i>The crows <b>had</b> nuts in their beaks.</i> <i>I <b>thought</b> birds weren't very smart.</i> <i>We <b>did</b> a really interesting project about intelligent birds.</i> Practice using irregular past verbs. (Workbook page 18)	<b>Connect</b> Connect Poster 2 and page 27 <b>Review</b> Workbook page 19	
<b>MODALS OF ABILITY</b> <b>Past, present, and future statements, negative statements</b> <i>Virtual assistants <b>can</b> answer questions. AI-powered devices <b>can't</b> have empathy. I <b>could</b> write code when I was eight. We <b>couldn't</b> be sure who was ringing the bell. We <b>will be able to</b> deliver packages quickly. Robots <b>won't be able to</b> show empathy.</i>		<b>WRITING Magazine Article</b> Plan and write a magazine article. (Workbook pages 27–28)	<b>Connect</b> Connect Poster 3 and page 37 <b>Review</b> Workbook page 28	
Take Action pp. 72–73				
<b>MODALS OF CERTAINTY AND POSSIBILITY</b> <b>Affirmative and negative statements</b> <i>This one <b>must be</b> a spider.</i> <i>It <b>has to be</b> the most unusual place I've visited.</i> <i>The rock <b>can't</b> be hard.</i> <i>It <b>might</b> be a hole in the ground that an animal made.</i>	<b>Comparing Places and Objects</b> <i>Which country would you like to visit?</i> <i>I'd like to visit ... <b>It's (smaller) than</b> ...</i> <i>How about you?</i> <i>I'd like to go to ... <b>I think it's (more interesting) than</b> ...</i>	<b>WRITING STUDY Order of Adjectives</b> <i><b>opinion</b> → <b>size</b> → <b>age</b> → <b>shape</b> → <b>color</b></i> <i><b>origin</b> → <b>material</b> → <b>purpose</b> → <b>noun</b></i> Practice using adjectives in the correct order. (Workbook page 36)	<b>Connect</b> Connect Poster 4 and page 51 <b>Review</b> Workbook page 38	
<b>WILL AND GOING TO</b> <b>Affirmative and negative statements</b> <i>Shuruq <b>will be</b> twelve next June.</i> <i>I <b>won't be</b> able to go trampolining.</i> <i>We're <b>going to</b> try to save rainwater in containers.</i> <i>There are big, black clouds. It's <b>going to</b> rain.</i>	<b>Asking for Clarification</b> <i>Sorry, <b>what do you mean?</b> I'm not sure I understand.</i> <i>I mean we ...</i> <i>So, <b>are you saying that</b> ... ?</i>	<b>WRITING STUDY Similes</b> <i>My hands feel <b>as cold as</b> ice!</i> <i>I looked <b>as silly as</b> a squirrel.</i> <i>The drill sounds <b>like</b> an angry bee.</i> <i>Your sister is <b>like</b> a cheetah. She runs so fast!</i> Practice using similes. (Workbook page 46)	<b>Connect</b> Connect Poster 5 and page 61 <b>Review</b> Workbook page 47	
<b>FUTURE WITH PRESENT CONTINUOUS</b> <b>Affirmative and negative statements</b> <i>We're <b>meeting</b> at eleven o'clock in the piazza.</i> <i>The sun <b>will</b> set at 7:29 p.m. tonight.</i> <i>The mayor <b>is going to</b> make his decision.</i> <i>Look at the sun. It's <b>going to</b> be hot today.</i>		<b>WRITING Opinion Essay</b> Plan and write an opinion essay. (Workbook pages 55–56)	<b>Connect</b> Connect Poster 6 and page 71 <b>Review</b> Workbook page 57	
Take Action pp. 106–107				
<b>REPORTED SPEECH WITH SAID THAT</b> <b>Affirmative and negative statements</b> <i>Monet <b>said that</b> his finest masterpiece <b>was</b> his garden.</i> <i>The artists <b>said that</b> they <b>could</b> photograph tiny spider webs.</i>	<b>Asking for and Giving Reasons</b> <i>If you ask me, spider webs are really beautiful.</i> <i><b>Why do you say that?</b></i> <i>Well, <b>in my experience</b>, they're very delicate.</i>	<b>WRITING STUDY Quantifiers</b> <i>I live in an apartment in the city and <b>most</b> days I see blue sky and clouds.</i> <i><b>Many</b> of our teachers make our lessons really fun.</i> <i>Last Friday was a very warm evening and I saw <b>several</b> fireflies.</i> Practice using quantifiers. (Workbook page 65)	<b>Connect</b> Connect Poster 7 and page 85 <b>Review</b> Workbook page 66	
<b>REPORTED SPEECH WITH TOLD AND ASKED</b> <b>Affirmative statements</b> <i>Mrs. Öztürk <b>told me</b> that the roses reopened their petals as soon as it was light.</i> <i>I <b>asked the Öztürks</b> what they could tell me about the roses.</i>	<b>Taking Turns</b> <i>I think ... <b>What do you think</b>, Clara?</i> <i>I agree. For me, ... <b>Do you want to say something</b>, Jamie?</i> <i>Yes, I feel ... <b>How about you?</b></i>	<b>WRITING STUDY Parallel Structures with -ing</b> <i>My friends enjoy <b>dancing, singing, and acting</b>.</i> <i>I like <b>polar bears, dolphins, and seals</b>.</i> Practice using parallel structures. (Workbook page 74)	<b>Connect</b> Connect Poster 8 and page 95 <b>Review</b> Workbook page 75	
<b>ASKING QUESTIONS</b> <b>Questions</b> <i><b>Who</b> saw Emilia? Señora Luz saw Emilia.</i> <i><b>Who</b> did Emilia see? Emilia saw Señora Luz.</i>		<b>WRITING Travel Guide</b> Plan and write a travel guide. (Workbook pages 83–84)	<b>Connect</b> Connect Poster 9 and page 105 <b>Review</b> Workbook page 85	

UNIT	READING	VIDEO	LISTENING
<b>MODULE 4 KNOWLEDGE</b>			
<b>10</b> Page 110 <b>What can we do to acquire knowledge?</b>	<b>Zara Martin – Skateboard Champion</b> Magazine Interview <b>Strategy</b> Sequencing Events <b>Vocabulary</b> <i>basic, bend, copy, feedback, give up, join in, move, review, safety, trick, tip, well known</i> <b>WORD STUDY</b> Phrasal Verbs	<b>The World's Stinkiest Fruit!</b> Documentary <b>Strategy</b> Identifying Sensory Details <b>Vocabulary</b> <i>announce, ban, dare, edible, mix, savory, spike, stink</i>	<b>The Coldest Place on Earth</b> Fiction Extract <b>Strategy</b> Listening for Numbers <b>Vocabulary</b> <i>dried, figure, greenhouse, in charge of, reliable, up-to-date</i>
<b>11</b> Page 120 <b>How can our prior knowledge help us?</b>	<b>The Hoard of Nimes</b> Adventure Story <b>Strategy</b> Asking Questions <b>Vocabulary</b> <i>cabinet, curator, disbelief, dozen, emperor, exhibition, hoard, priceless, reward, scrape, squeeze, stumble</i> <b>WORD STUDY</b> Look + Adjective and Look + Like	<b>Where's Zacky?</b> Explainer <b>Strategy</b> Pausing to Analyze Visual Details <b>Vocabulary</b> <i>cloth, cricket, definitely, gigantic, purse, recall, skyscraper, wax</i>	<b>Someone to Talk to</b> Conversation <b>Strategy</b> Making Connections <b>Vocabulary</b> <i>anxious, homesick, miss (someone), sleepover, understandable, ziplining</i>
<b>12</b> Page 130 <b>What can sharing knowledge allow us to do?</b>	<b>Message from Tersus</b> Science-Fiction Story <b>Strategy</b> Identifying Author's Purpose <b>Vocabulary</b> <i>compost, deliver, fragment, frustration, guidance, junk, project, spherical, toxic, type, urgently, whisper</i> <b>WORD STUDY</b> Compound Adjectives Starting with Numbers	<b>The Hopeful Scientist</b> Documentary <b>Strategy</b> Recalling Information <b>Vocabulary</b> <i>botany, found, footprint, run (a business), specialize, sustainably, wetlands, voyage</i>	<b>How Can We Help?</b> Radio Show <b>Strategy</b> Listening for Facts and Opinions <b>Vocabulary</b> <i>appliance, available, avoid, biodegradable, labor, under-nourished</i>
<b>MODULE 5 ADAPTATION</b>			
<b>13</b> Page 144 <b>Why do living things adapt?</b>	<b>From "Teddy Bears" to "Stinkers" – The Surprising Life of Plants!</b> Science Text <b>Strategy</b> Analyzing Text Structure <b>Vocabulary</b> <i>absorb, access, characteristic, dehydration, extract, germinate, horizontal, host, overcome, quantity, slippery, sunburn</i> <b>WORD STUDY</b> Easily Confused Words	<b>Extraordinary Animals</b> Explainer <b>Strategy</b> Understanding Setting <b>Vocabulary</b> <i>condition, extraordinary, grip, heat-resistant, huddle, hump, paw, pitch, webbed</i>	<b>Extreme Environment!</b> Talk <b>Strategy</b> Listening for Speaker's Purpose <b>Vocabulary</b> <i>altitude, average, efficiently, maintain, raise, shiver</i>
<b>14</b> Page 154 <b>Why do people adapt to the things around them?</b>	<b>A Short History of Food</b> Feature Article <b>Strategy</b> Summarizing <b>Vocabulary</b> <i>agriculture, ancestor, breed, contaminated, convenience, digest, edible, manufacture, preserve, remain, spices, variety</i> <b>WORD STUDY</b> Verb + Preposition	<b>An Island Through Time</b> Explainer <b>Strategy</b> Predicting <b>Vocabulary</b> <i>colonize, entertainment, flatten, harbor, increase, settler, trade, wander</i>	<b>Tomorrow's World</b> Radio Call-in Show <b>Strategy</b> Listening for Speakers <b>Vocabulary</b> <i>convenient, demand, fashionable, monitor, ray, tracker</i>
<b>15</b> Page 164 <b>How does being adaptable in our thinking help us?</b>	<b>Dear Diary ...</b> Diary <b>Strategy</b> Understanding Character <b>Vocabulary</b> <i>appear, attitude, burn, caravan, challenge, dawn, expect, fear, measurement, quit, squash, trapeze</i> <b>WORD STUDY</b> Greek and Latin Roots	<b>Let's Rewind!</b> Animation <b>Strategy</b> Identifying Feelings <b>Vocabulary</b> <i>disappointed, frustrated, in the back, on time, reaction, rearrange, roadblock, uncomfortable</i>	<b>Bugs and Germs</b> Podcast <b>Strategy</b> Identifying Reasons <b>Vocabulary</b> <i>government, innovative, keep in touch, pandemic, realize, strange</i>
<b>MODULE 6 IMAGINATION</b>			
<b>16</b> Page 178 <b>What can imagination inspire us to do?</b>	<b>Aleja's Poetry Pages</b> Poetry Blog <b>Strategy</b> Making Connections <b>Vocabulary</b> <i>anger, antonym, daydream, gulp, joke, pride, relaxed, rhyme, simmer, thrive, trigger, tumble</i> <b>WORD STUDY</b> Homophones	<b>The Explorers</b> Animation <b>Strategy</b> Watching Without Sound <b>Vocabulary</b> <i>chest, compose, fortress, janitor, keyboard, plot, prop, script</i>	<b>Let's Celebrate!</b> Conversation <b>Listening</b> Listening for Key Words <b>Vocabulary</b> <i>exit, imaginative, impressed, donation, secret, scene</i>
<b>17</b> Page 188 <b>How does exercising our imagination help us?</b>	<b>Join the Club!</b> Reviews <b>Strategy</b> Skimming and Scanning <b>Vocabulary</b> <i>ambition, artistic, cabin, embarrassed, engineering, experiment, explanation, fit, inventive, pose, shy, session</i> <b>WORD STUDY</b> Suffix -ive	<b>Train Your Brain!</b> Explainer <b>Strategy</b> Stopping and Clarifying <b>Vocabulary</b> <i>aid, chunk, memorable, occasionally, place, separate, tricky, unable</i>	<b>Going for Gold</b> Story <b>Strategy</b> Retelling <b>Vocabulary</b> <i>competitive, immediately, motivation, pressure, set a goal, weakness</i>
<b>18</b> Page 198 <b>How can we solve problems using our imagination?</b>	<b>Impact Minus One Second!</b> Heroic Fiction <b>Strategy</b> Drawing Conclusions <b>Vocabulary</b> <i>asteroid, confirm, explode, fed up, grin, junior, ordinary, principle, punch, reality, senior, successful</i> <b>WORD STUDY</b> Noun and Verb Words	<b>British Bear Station</b> Documentary <b>Strategy</b> Identifying Adjectives <b>Vocabulary</b> <i>accessible, achievement, harvest, kill, pleasant, steep, transparent, update</i>	<b>What If ... ?</b> Radio Show <b>Strategy</b> Listening for Advice <b>Vocabulary</b> <i>confuse, echolocation, glow, issue, law, suffer</i>
Page 210  <b>Dictionary</b>			

GRAMMAR	SPEAKING	WRITING	REVIEW
Take Action pp. 140–141			
<b>SHORT ANSWERS</b> <b>Affirmative and negative answers</b> Did that method work for you? <i>Yes, it did. / No, it didn't.</i> You can do all sorts of tricks now, can't you? <i>Yes, I can. / No, I can't.</i> Do you think you'll ever quite skateboarding? <i>Yes, I will. / No, I won't.</i>	<b>Asking for Help</b> <i>I could use some help with my project.</i> <b>Would you be able to help me out?</b> Yes, of course. What do you need? I'm not sure where to find information about climate. <b>Could you show me?</b>	<b>WRITING STUDY Giving Examples</b> You can get information from many places, <b>for example</b> , books and websites. I found out some interesting things, <b>for instance</b> , the size and location of Antarctica. We learned new things today, <b>such as</b> how many species of penguin there are. Practice using giving examples. (Workbook page 93)	<b>Connect</b> Connect Poster 10 and page 119 <b>Review</b> Workbook page 94
<b>PASSIVE</b> <b>Affirmative statements and questions</b> Roman treasure <b>is exhibited</b> in this museum. Our names <b>are displayed</b> beside the coins.	<b>Offering and Responding to Reassurance</b> I'm a little anxious about playing in the concert. <b>Try not to worry. You'll be fine.</b> Thanks. <b>I appreciate your support.</b> But ... <b>You can do it. ... It'll be OK.</b>	<b>WRITING STUDY Colons</b> <i>I took a lot of equipment to camp: a tent, a flashlight, my blood sugar meter, a water bottle, and a compass.</i> Practice using colons. (Workbook page 102)	<b>Connect</b> Connect Poster 11 and page 129 <b>Review</b> Workbook page 103
<b>PAST PASSIVE</b> <b>Present and past tense statements</b> The spherical object <b>was kicked</b> between the two posts. The junk <b>was left</b> in space <b>by</b> humans.		<b>WRITING A Persuasive Email</b> Plan and write a persuasive email. (Workbook pages 111–112)	<b>Connect</b> Connect Poster 12 and page 139 <b>Review</b> Workbook page 113
Take Action pp. 174–175			
<b>ADVERBS</b> <b>Affirmative statements</b> The cactus's roots capture water more <b>easily</b> . The sun in the desert is <b>incredibly</b> hot, but the Arctic is <b>extremely</b> cold. In these deserts, it doesn't rain <b>often</b> .	<b>Asking Questions to Keep a Conversation Going</b> How was your weekend? It was fine. <b>What did you do?</b> I ... Awesome! <b>Who did you go with?</b>	<b>WRITING STUDY Adverbs of Degree</b> Some humans can survive <b>very efficiently</b> at high altitude. It is <b>unbelievably</b> hot right now. Practice using adverbs of degree. (Workbook page 121)	<b>Connect</b> Connect Poster 13 and page 153 <b>Review</b> Workbook page 122
<b>SECOND CONDITIONAL</b> <b>Affirmative statements</b> If our ancestors <b>saw</b> what we eat, they <b>would be</b> very surprised. If I <b>weren't</b> so busy tomorrow, I <b>would bake</b> a cake for you.	<b>Agreeing and Disagreeing</b> I think soccer is the greatest sport in the world! <b>I'm afraid I don't agree.</b> Soccer is fun, but ... <b>I see what you mean</b> , but ... <b>I totally agree with you</b> on that. However, ...	<b>WRITING STUDY Verb + Infinitive</b> We <b>agreed to meet</b> at the park next Saturday. I really <b>hope to drive</b> an electric car one day. Have you <b>decided to go</b> to Zoe's party? Practice using verbs + infinitives. (Workbook page 130)	<b>Connect</b> Connect Poster 14 and page 163 <b>Review</b> Workbook page 131
<b>SENSE VERB + ADJECTIVE</b> <b>Affirmative statements</b> The audience <b>look</b> happy. The clapping <b>sounded</b> loud.		<b>WRITING A Memory</b> Plan and write a memory. (Workbook pages 139–140)	<b>Connect</b> Connect Poster 15 and page 173 <b>Review</b> Workbook page 141
Take Action pp. 208–209			
<b>INFINITIVES AND GERUNDS WITH ADJECTIVES</b> <b>Present and past tense statements, negative statements</b> It's <b>easy to daydream</b> . It isn't <b>difficult to get ideas</b> . Daydreaming is <b>easy</b> . Getting ideas isn't <b>difficult</b> .	<b>Telling a Story</b> <b>Many years ago</b> , an enormous ship was sailing across the Pacific Ocean. <b>Suddenly</b> , ... What happened next? Well, <b>next</b> , ...	<b>WRITING STUDY Pronoun Agreement</b> <b>She enjoys it</b> . <b>They are</b> having fun. <b>Everybody is</b> imaginative. Practice using pronoun agreements. (Workbook page 149)	<b>Connect</b> Connect Poster 16 and page 187 <b>Review</b> Workbook page 150
<b>A, AN, THE, AND NO ARTICLE</b> <b>Affirmative statements</b> We did <b>a</b> drama activity. <b>The</b> activity went like this. I designed <b>a</b> model of <b>a</b> pyramid. I cut out <b>an</b> origami paper pattern. At <b>the</b> club last month, we made <b>a</b> model. I visited <b>South Africa</b> last year.	<b>Encouraging and Praising Someone</b> What do you think of my model? I'm not sure it's right yet. <b>You're doing really well.</b> What do you think ... ? <b>I think that looks really good.</b> Do you think ... ? <b>You've got this.</b> Just add ...	<b>WRITING STUDY Sentence Fragments</b> No cars in the parking lot. <b>There were</b> no cars in the parking lot. Opened her laptop. <b>My cousin Alice</b> opened her laptop. Practice using sentence fragments. (Workbook page 158)	<b>Connect</b> Connect Poster 17 and page 197 <b>Review</b> Workbook page 159
<b>REVIEW OF TENSES AND FUTURE FORMS</b> <b>Affirmative statements and questions</b> Chaiya <b>switched</b> on the TV. His favorite team <b>was playing</b> . Asteroids <b>travel</b> at high speed. We <b>aren't being</b> imaginative enough. No plants <b>will</b> grow. Is their plan <b>going to</b> work?		<b>WRITING Story</b> Plan and write a science-fiction story. (Workbook pages 167–168)	<b>Connect</b> Connect Poster 18 and page 207 <b>Review</b> Workbook page 169

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

## FOR TEACHERS

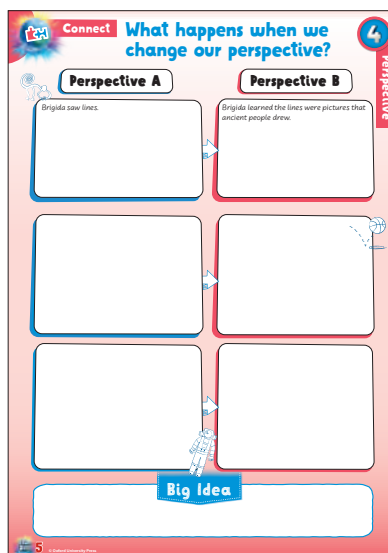


### Classroom Resources Pack

- 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](http://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](http://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

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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*

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## 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 269.

## 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 251-268, 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

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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 bit 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 bit 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](http://www.oup.com/elt/expert)

# Professional Development

The digital materials and resources for this course can all be found at [oxfordenglishhub.com](http://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:

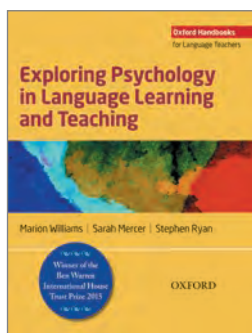
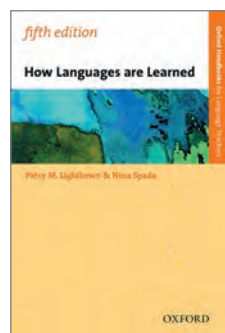
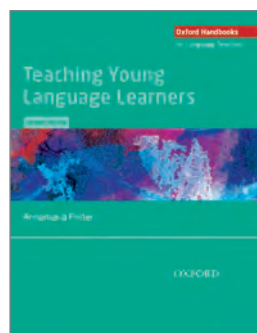
[www.oup.com/elt/professionaldevelopmentonline](http://www.oup.com/elt/professionaldevelopmentonline)

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](http://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](http://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](http://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](http://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](http://elt.oup.com/cat/subjects/dictionaries)

Visit our FREE online dictionary with vocabulary learning support at:

[oxfordlearnersdictionaries.com](http://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

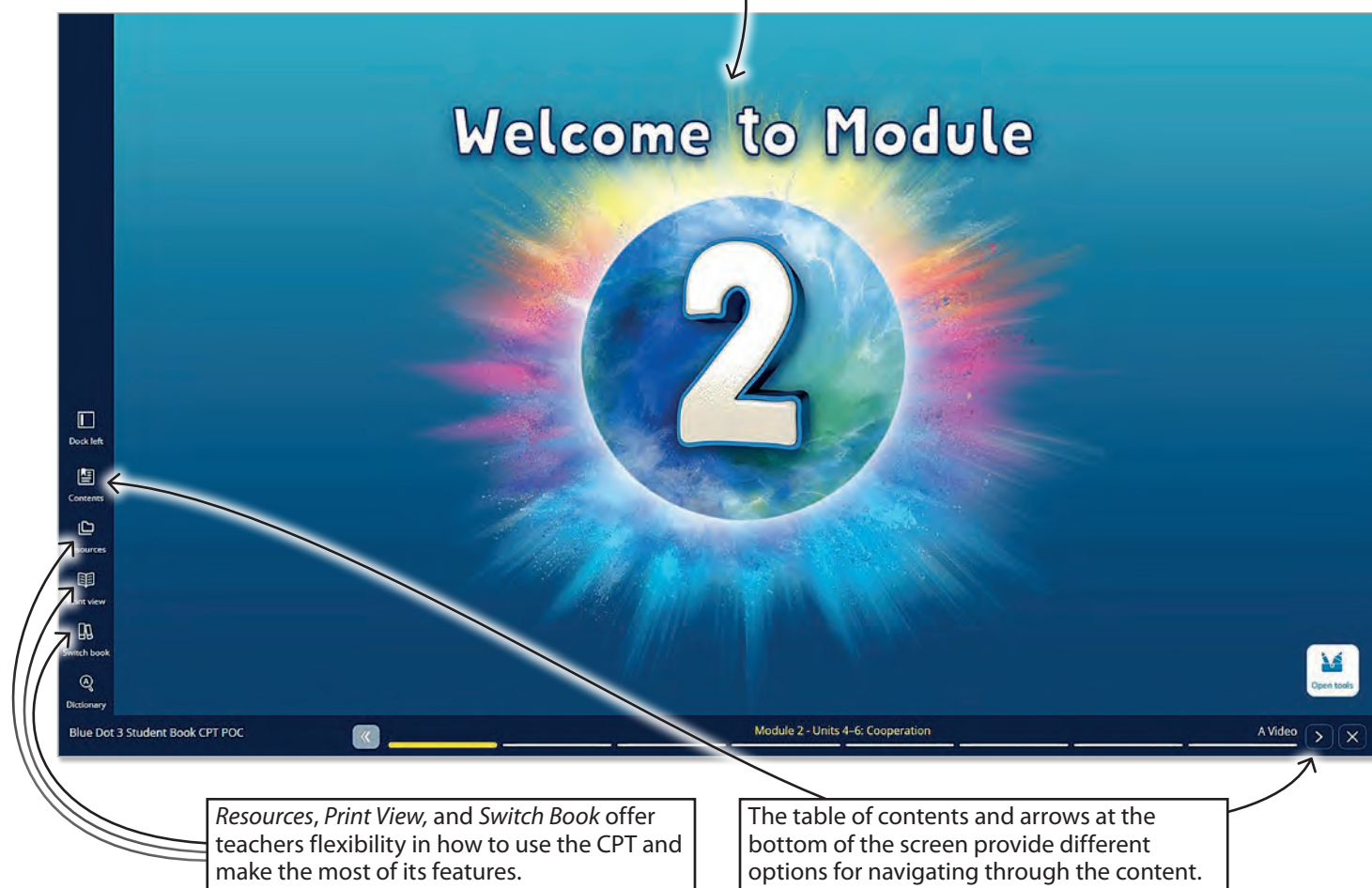
## Classroom Presentation Tool

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.



The three investigations in each unit provide different case studies for students to explore, which are varied and include both factual and fictional contexts. Each investigation gently guides students toward the unit's Big Idea, and is designed to help students make connections, generalize, and broaden their knowledge base.

The first investigation is presented through a variety of different reading genres such as reports, fictional stories, and magazine articles.

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

A reading strategy and twelve new vocabulary items are presented and practiced on the CPT.

Students discuss the reading text title and images using the See-Think-Wonder routine.

**4 What happens when we change our perspective?**

**Investigation 1**

**A** CPT Time Strategy: Using Visual Clues • Vocabulary 1

**B** Think and discuss! Have you ever visited a new city or country? How did you see it: on foot, from a bus, or some other way?

**C** Look at the pictures and title below. See-Think-Wonder

**D** Read the magazine article. Which countries are mentioned?

**Where in the World Am I?**

Each week, we ask you to tell us about a special place you know. Today, Brigida, Bimo, and Dimitris share their locations with us. Keep reading to find out what they discovered!

**Brigida**

It hardly ever rains and there's almost no wind here. Nothing grows, and there are no animals, birds, or even insects. It's incredibly quiet. There's something mysterious I want to show you. From up close on the ground, there are hundreds of long lines drawn in the red rock and sand. Why might these lines be here?

Those pictures are called geoglyphs. This one must be a spider.

Do you know where I am? I'm in the desert in Peru. I'm at the Nazca Lines! My dad's a pilot and he took me up in the sky to see the lines from a different point of view. From up in the air, they aren't just lines. They're pictures! You need to be high up to see them clearly. There are animals, birds, plants, and geometric shapes like triangles and circles.

I thought no one ever lived here. Now I think this desert was extremely important to the ancient people who lived here because they spent time drawing hundreds of these huge pictures. Can you imagine how time consuming that was? For example, this monkey is about 100 meters long! I wonder how many people worked together to accomplish this.

Scientists think that the Paracas and Nazca people drew these between one and two thousand years ago.

**Look at the pictures and read the captions. How do they help you understand the Nazca Lines?**

geoglyph = a large design or drawing created on the surface of the Earth out of rocks or stone

**Banu**

Hi, I'm Banu and I'm from an area in the center of Turkey named Cappadocia. I took this picture close to my neighborhood. It might be a hole in the ground that an animal made. Or maybe someone dug a hole and hid something in it. What do you think? I went underground to find out more about that hole.

You won't believe this, but right here under my feet, there's an abandoned city called Derinkuyu! Usually, people build from the ground up. Here, the people built from the ground down. Now that I've gone underground, I've learned that this was a huge and complicated working city. There were places to live. You can still see living rooms and kitchens. There were also schools, and areas to store food, to work, and to keep animals. Apparently, 20,000 people could live here! Being underground gave the people protection from their enemies.

There are 16 levels. Special tunnels brought in fresh air.

Fresh water came from an underground river.

**Look at the diagram and read the captions. How do they help you understand the underground city?**

**Dimitris**

Here's a picture I took when I went out on my dad's fishing boat. What can you see? OK, I know what you're thinking. "Why is he asking us that? It's just water." Wait and see... This has to be the most unusual place I've visited!

Hey, everyone! Look! I changed my perspective. I've been snorkeling around an underwater forest here in Ayia Napa, in Cyprus. Can you believe there's a sculpture park underwater?

I discovered something awesome down here. Human art can help the oceans! How? Look closely! The texture of the statues encourages coral to attach to them. The statues become an artificial coral reef and provide a habitat and protection for crabs and fish.

Jason deCaires Taylor made the 95 works of art from ocean-friendly cement.

Students discuss a guided question that connects with the module concept and unit question. This guides students in forming and expanding their understanding of the key concept of the module.

Audio recordings accompany each reading text to support students of all abilities and needs.

Reading texts are carefully developed to support strategy, grammar, and vocabulary learning, as well as to provide topic information to support development of the conceptual ideas.

Reading strategies are practiced to consolidate learning.

Descriptions and audio on the CPT support each new item of vocabulary.

An introduction to the reading strategy and a practice activity in the CPT prepare students for reading the text.

**Identifying Steps in a Process**

Most activities happen in steps. Each step is one part of a process. The process is all of the steps together.

For example, you get ready for school every morning in these steps:

1. I wake up at 6:30 a.m.
2. I get dressed for school.
3. I eat breakfast with my family.
4. I brush my teeth.
5. I get on the bus and go to school at 8:00 a.m.

Sequence words like first, then, next, after that, and finally can help you remember the order of the steps.

**Vocabulary 1**

below	library	debated	confession
believed	gently	naval	poet
cello	oil	holder	upright

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.

Students practice the reading strategy in a contextualized way.

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.

**Investigation 1**

**A** What additional information did you get using the visuals and captions? Write three sentences.

- Geoglyphs:
- Underground city:
- Underwater sculpture park:

**B** Answer the questions in your notebook.

- What lives in the desert that Brigida visited?
- Why can't you see the pictures from the ground?
- How many people lived in the underground city?
- Why did people build the underground city?
- What does Dimitris see under the ocean?
- How did he see under the ocean?

**C** Read and complete the table.

First perspective:	from up close on the ground		
What did they see?			
Second perspective:			
What did they see?			

**D** Answer the questions.

- What did Brigida learn about ancient people and the desert in Peru?
- What did Banu learn about how people lived in the underground city?
- What did Dimitris learn about the statues?

**Dictionary** pages 210–216

abandoned (adj.) accomplish (v) apparently (adv.) attach (v) enemy (n) fresh (adj.) location (n) point of view (n) protection (n) snorkel (v) statue (n) up close (adj.)

**E** What other things look different when you move and look at them from another perspective? **Think-Pair-Share**

**F** CPT Time Expand

**G** Listen. Discuss. **Connect Poster**

What happened when the children changed their perspective?

Brigida learned that the lines on the ground were huge pictures that ancient people drew in the desert.

What happened when you changed your perspective of Palmanova?

When we looked from the ground, we saw. From the air, we learned.

**Word Study: Extreme Adjectives**

We can make an adjective stronger by adding an adverb, for example: very, extremely, or incredibly. This desert was **extremely important** to the ancient people who lived here.

We can also use an extreme adjective. Look at the difference: They spent time drawing hundreds of these **huge** pictures. (*huge* = very big)

Regular	Extreme	Regular	Extreme
hot	boiling	small	tiny
cold	freezing	big	huge
old	ancient	funny	hilarious
interesting	fascinating	angry	furious

**H** Listen to the sentences. Write an extreme adjective for each sentence. Then write a new sentence for each extreme adjective with a partner. **Dictionary** pages 210–216

**I** CPT Time Grammar

**Grammar: Modals of Certainty and Possibility**

Use **must**, **has to**, or **can't** to say you're sure that something is true. This one **must** be a spider. It **has to** be the most unusual place I've visited. The rock **can't** be hard.

Use **might** if you're not sure that something is true. It **might** be a hole in the ground that an animal made.

**Work book** pages 30–35 • **Workbook Grammar Reference** page 177

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

Twelve 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.

The Word Study develops students' knowledge of word formation and use, leading to improved writing accuracy and fluency.

**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.

Word Study practice activities support the Student Book presentation and consolidate students' understanding.

### What happens when we change our perspective?

#### Vocabulary 1

**Look and write the letter.**

- Snorkeling is a lot of fun. \_\_\_\_\_
- Look at it up close! \_\_\_\_\_
- I love this when it's fresh. \_\_\_\_\_
- It's important to have enough protection. \_\_\_\_\_
- That's an interesting statue. \_\_\_\_\_
- Look at this abandoned place. \_\_\_\_\_

**Circle the correct option.**

- How do I **attach** / **accomplish** the snorkeling equipment to my head?
- I always thought he was Brazilian, but **point of view** / **apparently** he's Mexican.
- They built this strong wall for protection against their **locations** / **enemies**.
- She's young, but she's already **apparently** / **accomplished** a lot of things in her life.
- From this **point of view** / **attach** up on a hill, the town looks tiny.
- This is a fantastic **location** / **enemy** for a vacation.

### Word Study and Grammar

**Match with the words that mean the same as the underlined phrases.**

- The building was **incredibly old**. • a hilarious
- I saw a **very small** spider. • b tiny
- It was **extremely cold** outside! • c ancient
- His jokes were **very funny**. • d boiling
- She was **extremely angry** that I borrowed her bike without asking her. • e furious
- It's **incredibly hot** out in the sun today! • f huge
- Russia is an **extremely big** country. • g fascinating
- That's a **very interesting** idea. • h freezing

**Read and write a, b, or c for the underlined sentences.**

- a sure that something is true
- a sure that something isn't true
- not sure if something is true or not true

- The statue looks modern. It **can't** be hundreds of years old. \_\_\_\_\_
- That bird's too small to be an eagle. It **might** be a hawk. \_\_\_\_\_
- Look at these symbols. They **must** be writing! \_\_\_\_\_
- You have a big purple bruise on your leg. That **has to** hurt! \_\_\_\_\_
- She knows a lot about planes. She **might** be a pilot. \_\_\_\_\_
- He doesn't speak a word of Spanish. He **can't** live in Spain. \_\_\_\_\_

**Read and circle the correct option.**

The tree in that photo has a huge trunk. It **must** / **can't** be more than a meter wide!  
The tree **has to** / **might** be in a forest, or it **might** / **must** be just one tree on its own.

Oh! It can fit in someone's hands so it **must** / **can't** be a normal-sized tree. It **has to** / **can't** be tiny.  
It **has to** / **can't** be a banana tree. We learned about them in school! They're little trees that grow in a pot inside your home.

Would you prefer a pet that's huge or tiny? Why?

**Where am I? Complete the sentences.**

have to   has to   might   can't   must

- The weather's very hot today. You \_\_\_\_\_ be in Antarctica.
- People here speak English. You \_\_\_\_\_ be in Australia.
- I can hear waves. There \_\_\_\_\_ be water near you.
- I'm on the Atlantic coast. It \_\_\_\_\_ be in the Americas, Europe, or Africa.
- I'm near New York City. You \_\_\_\_\_ be in the U.S.A.!

**Read, think, and answer. Use the words in parentheses.**

- Laila: There are a lot of beds where I work. (might)  
Where does Laila work? She **might** work in a hospital.
- Jorge: From here, houses and cars look tiny. (might)  
Where is Jorge? \_\_\_\_\_
- Mathilde: Everyone in my family speaks French. (must)  
What language does Mathilde speak with her family? \_\_\_\_\_
- Benito and Carlos: We've eaten two kilos of tomatoes today. (have / has to)  
Do Benito and Carlos like tomatoes? \_\_\_\_\_
- Karim: It's snowing in my town! (can't)  
Where does Karim live? \_\_\_\_\_
- Aiko: If I look up, I can see a lot of trees. (have / has to)  
Where is Aiko? \_\_\_\_\_

**Write sentences about one thing that can't be true, one thing that must be true, and one thing that might be true.**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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

#### Models of Ability

Use <b>can</b> and <b>can't</b> / <b>cannot</b> to talk about the ability to do something in the present.	<b>can</b> / <b>can't</b> / <b>cannot</b> + base form + The computer <b>can</b> speak to you. - Robots <b>can't</b> feel emotions.
Use <b>could</b> and <b>couldn't</b> / <b>could not</b> to talk about the ability to do something in the past.	<b>can</b> / <b>can't</b> / <b>cannot</b> + base form + The computer <b>can</b> speak to you. - Robots <b>can't</b> feel emotions.
Use <b>will be able to</b> and <b>won't be able to</b> / <b>will not be able to</b> to talk about the ability to do something in the future.	<b>will</b> / <b>won't</b> / <b>will not</b> + <b>be able to</b> + base form + Cars <b>will be able to</b> drive without drivers. - A robot <b>won't be able to</b> think like a human.

### Unit 4

#### Models of Certainty and Possibility

Use **might** when you are not sure if something is true.

Use **must** and **have to** / **has to** when you are sure that something is true.

They **have to** be the coolest statues I've ever seen. The artist **must** be very talented.

The lines in the rock **might** show a lion, or they **might** show a dog. I'm not sure.

Use **can't** when you are sure that something is NOT true.

That building **can't** be very old. It wasn't there two years ago.

### Unit 5

#### will and going to

Use <b>will</b> and <b>won't</b> / <b>will not</b> to talk about facts in the future.	<b>will</b> / <b>won't</b> + base form + In 2050, we <b>will</b> be old. - I <b>won't</b> win. Other people are better.
Use <b>going to</b> to talk about future plans.	<b>am</b> / <b>is</b> / <b>are</b> + <b>going to</b> + base form + I'm <b>going to</b> meet my friends at the park. - It <b>isn't</b> <b>going to</b> rain. It's not cloudy.
to make predictions about things that you see.	? <b>Are</b> we <b>going to</b> visit them this summer?

Grammar Reference Units 3, 4, and 5 177

An additional reading text related to the unit provides extra skills practice.

Activities related to the additional reading text support the vocabulary of the unit.

### 4 Reading

**A** Read the magazine article. Which animal's perspective did each child use?


#### Photo Corner

**Change Your View!**  
Did you know, you can have a bird's eye view of something? Or a worm's eye view? The same thing must look very different to a bird flying in the sky and a worm crawling on the ground!

In this week's Photo Corner, we're celebrating fresh perspectives. Like a worm or a bird, the children who took these photos have looked at the world from a point of view that we don't usually see. And their results are fantastic!

"I love lying on my back in a forest and photographing the trees above me. It's a worm's eye view! I can't be the only person who likes looking at trees from this position. It's fascinating how different tree species make different patterns against the sky, and how the colors and patterns change with the seasons."


**Maxim**



Forest trees in the fall

"I enjoy taking underwater photographs when I'm snorkeling, but I get my favorite photos when the camera is only half underwater. It really shows the difference between what you can see above and below the ocean's surface. I think of it as a dolphin's eye view! I took this photo when I was at a location that's famous for the interesting shapes of its rocks. No one ever seems to notice the shapes of seaweed, but they're really interesting too. Dolphins must see some incredible things!"


**Diya**



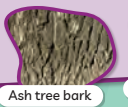
Rock arch and pyramid in the ocean, with seaweed below

"I stood right next to tree trunks and took photos of their bark up close – a squirrel's eye view! I love the diversity of tree bark. I found bark that looks like cracked, dry mud, and bark that looks as if caterpillars are crawling on it. But my favorite bark has layers of different colors and looks like camouflage fabric!"

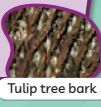
**Chen**



Sycamore tree bark



Ash tree bark



Tulip tree bark

Reading: Magazine Article 33

**B** Underline these words in the text.

snorkeling fresh location point of view statue up close

**C** Complete the sentences.

- The photos are in the article because they all look at the world from \_\_\_\_\_.
- Maxim thinks it's fascinating how \_\_\_\_\_ make different patterns.
- Diya likes to take photos that show the difference between what's above and below \_\_\_\_\_.
- Chen likes \_\_\_\_\_ because of its diversity.
- Charlotte's photo shows a \_\_\_\_\_ that people on the ground don't notice.

**D** Look at the pictures and captions. Answer the questions.

- Where and when did Maxim take his photo?
- What's below the ocean in Diya's photo?
- Which species of tree has bark that looks like dry mud?
- Which species of tree has bark that seems to have caterpillars crawling on it?
- What can you see from the top of a famous landmark in Paris?

What would you like to photograph for Photo Corner? Why?

**34 Reading Comprehension** Student Book pages 42–45

Comprehension questions reinforce understanding and recycle the language of the unit.

Additional reading strategy practice consolidates learning.

Worksheets give students extra practice with reading strategies and general comprehension.

### 4 Reading Comprehension




Name: \_\_\_\_\_

**Where in the World Am I?**

**A** Use the visuals in the article to help you answer these questions.

- What two animals do you think are in the pictures that Brigida sees?
- How old are the pictures that Brigida sees?
- Is there electricity in any of the underground rooms at Derinkuyu now?
- How did the people of Derinkuyu get fresh water?
- What shape are the underwater sculptures in Ajia Napa?
- Who created the underwater statues?

**B** Give a personal response to the article. Answer the questions.

- What do you think about the information presented? Was it new to you? Did you find it interesting?
- Have you ever changed your perspective about a place like the children in the article? What was the result?



Blue Dot 5 Unit 1 • Reading Comprehension

**C** Complete.

"Where in the World Am I?" is a magazine. \_\_\_\_\_ Three children tell us about special \_\_\_\_\_. They show that places look very \_\_\_\_\_ when you change your \_\_\_\_\_.

**D** Who might say this? Match the sentences with the pictures.

- "My father helped me to change my perspective."
- "I've been thinking about how long it took to create this."
- "The art here has become a home for wildlife."
- "People used to live here before but they don't now."
- "This place has many different levels."

**E** Think about the meaning of the underlined words from the article. Use them to complete the sentences.

There are animals, birds, plants, and \_\_\_\_\_ shapes like triangles and circles. I've learned that this was a huge and \_\_\_\_\_ working city. I discovered something \_\_\_\_\_ down here. Human art can help the ocean! The statues provide a \_\_\_\_\_ and protection for crabs and fish. Jason deCaires Taylor made the 93 \_\_\_\_\_ from ocean-friendly \_\_\_\_\_.

- I have some \_\_\_\_\_ news! My best friend is moving to my street!
- Some patterns use natural shapes, and others use \_\_\_\_\_ shapes such as squares.
- Her paintings and sculptures are \_\_\_\_\_ for wildlife.
- Forests are an important \_\_\_\_\_ for wildlife.
- You can use \_\_\_\_\_ to fix the bricks together and build a wall.
- I can't explain how computers work. It's too \_\_\_\_\_.

Blue Dot 5 Unit 1 • Reading Comprehension

The second investigation is presented through a video. These videos expose students to a range of genres such as documentaries, webinars, conversations, and animations.

Comprehension and concept-building activities based on the video enable students to consolidate their understanding. Expand activities on the CPT, speaking activities, and further exploration on the Connect page extend students' thinking.

Each video develops a strategy and eight new vocabulary items are presented and practiced in a contextualized way.

Students discuss a guided question that connects with the module concept and Big Idea for the unit.

Students discuss the video title and images using the See-Think-Wonder routine.

Students check their understanding of the video through comprehension questions and develop their understanding of the unit's Big Idea.

**4 Investigation 2**

**MEET THE ARTIST!**

**A CPT Time** Strategy: Rewatching for New Information + Vocabulary 2

**B Think and discuss!** Have you seen art in the street? What type of art was it? Where did you see it? Did you like it? Why? / Why not?

**C Look at the picture and title above.** See-Think-Wonder

**D Watch the video.** Where does the artist work?

**E Watch again.** Complete the fact file about the artist. Circle the correct option.

**1 Real name:** Norman Nathan Nick

**2 Street artist name:** BigKid CoolKid SmallKid

**3 Lives in:** Australia the U.S. the U.K.

**4 Types of art:** portraits murals photographs drawings collages sculptures

**5 Materials he uses:** brushes paints chalks spray cans crayons ink pens

**F Watch again carefully.** Find new information and answer the questions in your notebook.

- What objects does the artist paint on?
- What models does he show us?
- What type of pictures does he like drawing?
- Why did he choose the letter N?
- What art supplies do you need to draw these pictures?
- Do the stairs go up or down?

**Dictionary pages 210-216** 49 35

angle (n) canvas (n) outline (n) scale (n) shade (v)  
three-dimensional (adj) transform (v) trick (n)

**Video + Vocabulary 2**

**C Read and circle Yes or No.**

- Street art makes art visible to everyone.
- The artist only creates small pieces of art.
- To make the letter N three-dimensional, the artist adds a shadow.
- The artist drew a soccer ball bouncing in the air.
- The black and white circles looked like a deep valley.
- The artist tricked the viewer.

Yes No  
Yes No  
Yes No  
Yes No  
Yes No  
Yes No

**H Think about what you saw from two different perspectives. Complete.**

	Perspective 1	Perspective 2
1	We saw the letter N floating in the air.	It wasn't floating in the air. It was a _____.
2	We saw a soccer ball bouncing in the air.	It wasn't a soccer ball bouncing in the air. It was a _____.
3	We saw a black and white circle.	It wasn't a black and white circle. It was a _____.
4	We saw a deep valley.	They weren't a deep valley. It was a _____.

**I Artists create different perspectives. They can make you see things that aren't really there. What else can you see or learn when you look at a piece of art? Think-Pair-Share**

**J CPT Time Expand**

**K 49 36 Listen. Discuss.** Connect & Create

What happened when you changed your perspective?

We saw that the letter N wasn't floating. The artist tricked us.

At first, I saw... When I looked harder, I saw...

Engaging videos on the CPT help students make connections and broaden their knowledge base.

Eight new vocabulary items are presented.

Comprehension questions check students' understanding of the video and recycle the new language.

Connect Poster activities follow each investigation.

Concept-building activities on the CPT guide students to explore and deepen their understanding of the key concept.



**TEACHER'S TIP** Demonstrate the speaking task with a confident student, or pair of confident students, before students discuss their unit question ideas in pairs.