

OXFORD

CHRISTINA DE LA MARE



Blue Dot

6

Teacher's Guide

with Digital Pack



Blue Dot

Teacher's Guide 6

Scope and Sequence	2	Unit 7	115
Course Overview	6	Unit 8	126
Letter to Teachers	8	Unit 9	137
Welcome to <i>Blue Dot</i>	9	Module 3 <i>Take Action</i>	148
<i>Blue Dot</i> Methodology	12	Module 4: Existence	149
Assessment for Learning	16	Unit 10	150
Professional Development	18	Unit 11	161
Supplementary Resources	19	Unit 12	172
Tour of a Unit	20	Module 4 <i>Take Action</i>	184
Oxford Learner Profiles	34	Module 5: Conflict	185
Visible Thinking Routines	36	Unit 13	186
<i>Blue Dot</i> Teaching Tips	38	Unit 14	197
Module 1: Imitation	39	Unit 15	209
Unit 1	40	Module 5 <i>Take Action</i>	221
Unit 2	52	Module 6: Strength	222
Unit 3	64	Unit 16	223
Module 1 <i>Take Action</i>	75	Unit 17	235
Module 2: Balance	76	Unit 18	246
Unit 4	77	Module 6 <i>Take Action</i>	258
Unit 5	89	Connect Posters	259
Unit 6	101	<i>Take Action</i> Worksheets	277
Module 2 <i>Take Action</i>	113	Concept Portfolio	278
Module 3: Fun	114	Unit Generalizations	279

Scope and Sequence

UNIT	READING	VIDEO	LISTENING
MODULE 1 IMITATION			
1 Page 8 What can happen when we imitate?	Yusuf in the Kitchen Realistic Fiction Strategy Identifying Steps in a Process Vocabulary <i>disgusting, dough, fry, herbs, judge, mash, mixture, multicolored, properly, shame, stir, technique</i> WORD STUDY Adjectives with Suffix -y	Bringing Pictures to Life Vlog Strategy Identifying the Filmmaker's Purpose Vocabulary <i>animation, depth, evil, facial expression, illustration, influence, setting, villain</i>	Nisha Brings Back Nature Interview Strategy Listening for Details Vocabulary <i>campaign, chalk, council, eager, environmental, population</i>
2 Page 18 How can imitation help us?	Brilliant Biomimicry Website Article Strategy Analyzing Visuals Vocabulary <i>backward, barely, boom, come up with, curve, disturb, emerge, launch, medal, require, splash, spring</i> WORD STUDY Nouns with Suffix -ment	The Most Important Inventor in History? Story Strategy Watching Without Sound Vocabulary <i>cart, clay, coil, lead to, mold, pottery, sailor, steering wheel</i>	The Library of Stuff Report Strategy Identifying Reasons Vocabulary <i>establish, grow out of, harm, set, stuff, wetsuit</i>
3 Page 28 How can imitation be used to deceive?	Aimee's Journal Journal Entries Strategy Understanding Characters Vocabulary <i>bargain, counterfeit, damage, delete, genuine, malware, reputation, secure, shatter, suspect, trust, weird</i> WORD STUDY Collocation	Watch Out! Explainer Strategy Taking Well-organized Notes Vocabulary <i>approach, camouflage, creature, evolve, flesh, prey, sudden, watch out</i>	Who Can You Trust Online? Conversation Strategy Listening for Advice Vocabulary <i>cautious, filter, gullible, intention, private, settings</i>
MODULE 2 BALANCE			
4 Page 42 Why do living things need a good sense of balance?	Let's Hear It for Balance! Science Magazine Article Strategy Paraphrasing Vocabulary <i>base, blurry, detect, evidence, fall over, gravity, inner, joint, stable, tilt, tube, upright</i> WORD STUDY Nouns with Suffix -ness	Improving Performance Vlog Strategy Categorizing and Classifying Vocabulary <i>core, distance, endurance, get injured, mid-air, pace, rugby, tackle</i>	How Do They Do That? Radio Show Strategy Activating Prior Knowledge Vocabulary <i>beneath, look out for, otherwise, risky, twist, zoologist</i>
5 Page 52 What can happen when we have a better balance in our lives?	Behind the Scenes on Coconut Island Feature Article Strategy Making Inferences Vocabulary <i>awaken, bandage, clumsy, complicated, disapproving, glad, hut, interior, remind, tropical, varied, worn out</i> WORD STUDY Adjectives with Suffix -able	Meet the Band: Total Toast Vlog Strategy Filmmaker's Techniques (Changes in Time) Vocabulary <i>drum kit, gig, lead singer, set up, solo, talent, unappreciated, value</i>	Marcia the Friendship Coach Podcast Strategy Identifying the Main Idea Vocabulary <i>belonging, congratulate, contribute, equally, hang out, rely</i>
6 Page 62 How can we get a more balanced understanding of something?	Wolf Rescue Realistic Fiction Strategy Making Predictions Vocabulary <i>adopt, conservation, cruel, despite, encounter, hopefully, howl, loyal, playful, precious, supply, threaten</i> WORD STUDY Verbs with Prefixes mis- and re-	Burst Your Bubble! Explainer Strategy Combining Visual and Audio Information Vocabulary <i>beyond, break out of, burst, destructive, effort, inconvenient, previous, tend</i>	More Than One Side to a Story Conversation Strategy Inferring Relationships Vocabulary <i>biased, deal, persuade, regularly, spokesperson, theme park</i>
MODULE 3 FUN			
7 Page 76 What can provide opportunities to have fun?	Face to Face Informal Interview Strategy Making Connections Vocabulary <i>awesome, ceiling, convinced, flashlight, hooked, lack, mask, sand dune, scuba diving, shore, slope, tight</i> WORD STUDY Phrasal Verbs	A Walk in the Forest Story Strategy Identifying Sensory Details Vocabulary <i>breeze, impressive, knock over, ping, raindrop, refreshing, right away, shower</i>	Traffic Jam Fun Conversation Strategy Identifying Emotions Vocabulary <i>coin, exchange, fist, knot, rap, tie</i>
8 Page 86 What emotions can we experience when we have fun?	Perfect Day for Paper Boat Paddlers Local News Article Strategy Understanding References Vocabulary <i>annoyed, champion, cope, exhausted, failure, grateful, lap, leak, relieved, sink, suitable, waterproof</i> WORD STUDY More Phrasal Verbs	Scary Fun Explainer Strategy Rewatching for New Information Vocabulary <i>energized, exhilarated, frightened, hormone, on purpose, powerful, scream, tense</i>	The Highs and Lows of the Game Commentary Strategy Identifying the Main Events Vocabulary <i>ahead, opposing, referee, shot, stadium, tie</i>
9 Page 96 How is having fun good for us?	Binh's Year of Fun Realistic Fiction Strategy Evaluating a Story Vocabulary <i>coordination, crucial, doubt, experienced, fitness, increasingly, overhear, oversee, papier mâché, shoot, strip, tray</i> WORD STUDY Easily Confused Words	Laughter Workout News Report Strategy Identifying Facts and Opinions Vocabulary <i>anxiety, bond, breath, cheer up, concentrate, painkiller, supportive, workout</i>	Tomorrow's Test Conversation Strategy Identifying Problems and Solutions Vocabulary <i>deal with, distracted, make up, memorize, motivated, retrieve</i>

GRAMMAR		SPEAKING	WRITING	REVIEW
Take Action PP. 38–39				
FUTURE FORMS (REVIEW) Statements and questions <i>I'm going to enter a cooking contest at school next week. You'll be fine. You're making a dish that you've practiced several times.</i>	Talking About Ambitions <i>What do you want to be when you're older?</i> <i>I really want to be a ...</i> <i>Do you have any ambitions?</i> <i>My main goal is to ... My other ambition is to ...</i>	WRITING STUDY Connectors to Express a Contrast <i>I love ballet. However, it's a very difficult style of dance to learn.</i> <i>My dad often uses apples in his baking, whereas my grandpa uses mangos.</i> <i>Unlike Ramona, I don't have any brothers.</i> Practice using connectors to express a contrast. (Workbook page 9)	Connect Connect Poster 1 and page 17 Review Workbook page 10	
CONTINUOUS TENSES (REVIEW) Statements and questions <i>People in the building are feeling the benefits. An engineer was watching a kingfisher. Since then, local people have been getting more sleep.</i>	Offering Suggestions <i>Let's start a new club for our community! That's a good idea! Why don't we ... ?</i> <i>I'm not sure about that. I think most people would prefer to ...</i> <i>How about ... ?</i>	WRITING STUDY Paragraph Breaks Practice using paragraph breaks. (Workbook page 18)	Connect Connect Poster 2 and page 27 Review Workbook page 19	
FUTURE CONTINUOUS Statements and questions <i>This time tomorrow, I'm going to be celebrating my birthday! Mom will be doing some jobs in town tomorrow morning.</i>		WRITING Instructional Guide Plan and write an instructional guide. (Workbook pages 27–28)	Connect Connect Poster 3 and page 37 Review Workbook page 29	
Take Action PP. 72–73				
DEFINING RELATIVE CLAUSES FOR PEOPLE AND OBJECTS Statements and questions <i>A type of dizziness called "vertigo" may affect people who / that have these illnesses. Think of three fun challenges which / that you can do today!</i>	Being an Active Listener <i>I just heard that ...</i> <i>Oh dear! I'm sorry to hear that.</i>	WRITING STUDY Connectors to Make a Comparison <i>In archery, you need to stand like a statue so you don't wobble.</i> <i>Squirrels use their tails for balance, just as monkeys do.</i> <i>Good balance is important in gymnastics. Similarly, surfing requires good balance.</i> Practice using connectors to make a comparison. (Workbook page 37)	Connect Connect Poster 4 and page 51 Review Workbook page 38	
DEFINING RELATIVE CLAUSES FOR PLACES AND POSSESSION Statements and questions <i>A tree branch fell near the place where we were standing. There was a girl called Tiwa whose family worked all the time.</i>	Working in a Group <i>I think we should go to the beach.</i> <i>Does anyone else have any suggestions?</i> <i>Could I just say something here?</i> <i>I bet you have some good ideas.</i>	WRITING STUDY Reflexive Pronouns <i>We want to go on a class trip so we can enjoy ourselves.</i> Practice using reflexive pronouns. (Workbook page 46)	Connect Connect Poster 5 and page 61 Review Workbook page 47	
NONDEFINING RELATIVE CLAUSES Affirmative and negative statements <i>Dr. Rabbani, who was a zoologist, arrived at Adnan's home. They hunt large herbivores like deer and gazelles, which eat a lot of plants.</i>		WRITING Review Plan and write a review. (Workbook pages 55–56)	Connect Connect Poster 6 and page 71 Review Workbook page 57	
Take Action PP. 106–107				
MODALS OF ABILITY, PERMISSION, AND REQUEST Statements and questions <i>I was able to see even more underwater. May I ask you a basic question? Can you send me some pictures of inside the caves?</i>	Expressing Probability About the Future <i>How will you have fun in the future?</i> <i>I'll definitely ... I might ...</i> <i>Do you think you'll ... ?</i> <i>I doubt it. I'll probably ...</i>	WRITING STUDY Onomatopoeia <i>The stone disappeared into the water with a small splash.</i> Practice using onomatopoeia. (Workbook page 65)	Connect Connect Poster 7 and page 85 Review Workbook page 66	
MODALS OF OBLIGATION, POSSIBILITY, AND DEDUCTION Statements and questions <i>They had to plan more carefully. Sinking may be as much fun as winning! They must be tired now.</i>	Expressing Preferences <i>Would you prefer to ride bikes or go to the mall?</i> <i>I'd rather ...</i> <i>I'd really like to ...</i>	WRITING STUDY Alliteration <i>Perfect Day for Paper Boat Paddlers</i> Practice using alliteration. (Workbook page 74)	Connect Connect Poster 8 and page 95 Review Workbook page 75	
PAST PERFECT Simple past and past perfect statements, negative statements, questions <i>He slept better at night when he had done dance training that day. After they had walked home, Mom offered everyone some mooncakes.</i>		WRITING Poem Plan and write a poem. (Workbook pages 83–84)	Connect Connect Poster 9 and page 105 Review Workbook page 85	

UNIT	READING	VIDEO	LISTENING
MODULE 4 EXISTENCE			
10 Page 110 How can we assess if something really exists?	The Cottlingley Fairies History Magazine Article Strategy Understanding the Sequence of Events Vocabulary account, admit, claim, coincidence, controversy, fairy, get away with, hairstyle, pin, proof, stream, suspicious WORD STUDY Adjectives with Suffix <i>-ical</i>	Monster of the Deep Explainer Strategy Using a KWL Chart Vocabulary aggressive, crew, drag, eyewitness, legend, scar, squid, trustworthy	April Fool? Conversation Strategy Listening for Uncertainty Vocabulary hang on, headline, magnetic, scientific, slime, watermelon
11 Page 120 How can technology expand our knowledge of what exists?	The Wonders of the Universe Space Magazine Article Strategy Reading Intensively Vocabulary diameter, edge, faint, geyser, lump, nonstop, origin, spacecraft, spray, the naked eye, trillion, wonder WORD STUDY Prefixes <i>astro-</i> and <i>uni-</i>	What's Inside Our Bodies? Interview Strategy Pausing to Analyze Visual Details Vocabulary cap, organ, procedure, scanner, show up, signal, skull, X-ray	Hidden Worlds Talk by a Scientist Strategy Understanding Unknown Words Vocabulary building block, grain, laboratory, magnifying glass, microscope, width
12 Page 130 How can we find out about existence in the past?	The Green Sahara Encyclopedia Pages Strategy Comparing and Contrasting Vocabulary arid, come across, depict, deposit, fertile, fireplace, migrant, remains, sediment, settlement, vegetation, wilderness WORD STUDY Verbs with Prefixes <i>un-</i> and <i>dis-</i>	Under the Ash: Pompeii Documentary Strategy Recalling Information Vocabulary bathe, burnt, leisure, loaf, politician, rule, southern, stand	Truth in Myths? Podcast Strategy Using Visual Clues Vocabulary eventually, jealous, record, refuse, revenge, spirit
MODULE 5 CONFLICT			
13 Page 144 What can cause conflict?	That's So Unfair! Realistic Fiction Strategy Visualizing Vocabulary addition, bassinet, fault, glance, limit, occupied, privacy, ridiculous, sensible, sibling, sigh, tons (of) WORD STUDY Verbs + Prepositions	Empire: The British in India Q&A Video Strategy Asking Questions Vocabulary army, colony, cotton, desire, empire, famine, jewel, rebellion	When the Water Runs Out Classroom Discussion Strategy Identifying Key Words Vocabulary dry up, flow, irrigation, limited, resentful, reservoir
14 Page 154 What can happen as a result of conflict?	The Cliff of Cafano Folk Tale Strategy Personification Vocabulary concrete, defeat, flee, hardly ever, parallel, rewarding, roar, settle on, sweep away, swirl, villager, weaken WORD STUDY Synonyms	How World War I Shaped the World Documentary Strategy Retelling Vocabulary canned, disability, election, ever since, manufacturer, politics, transfusion, weapon	Is It Good to Disagree? Radio Show Strategy Listening for Examples Vocabulary belief, change (your) mind, counselor, differ, respectfully, turn into
15 Page 164 How can we improve situations where there is conflict?	The United Nations: Working for Peace Q&A Magazine Article Strategy Using Text Features Vocabulary according to, civilian, court, crisis, dispute, enable, long-term, prevent, representative, resolve, stick to, violence WORD STUDY Adjectives with Suffixes <i>-ful</i> and <i>-less</i>	Wildlife Without Borders Presentation Strategy Giving a Personal Response Vocabulary ambassador, arrest, border, illegal, park ranger, poacher, steal, warn	The Fixers: Friendship Problems Program Strategy Identifying Speakers Vocabulary bossy, calm down, criticize, dictate, stamp
MODULE 6 STRENGTH			
16 Page 178 How do we make things strong?	The Supersuit Fantasy Story Strategy Monitoring and Clarifying Understanding Vocabulary bang, bleed, cape, cushion, foam, gang, hood, outfit, pierce, specialty, steel, stiff WORD STUDY Heteronyms	Built for Strength Explainer Strategy Drawing Images Vocabulary foundations, in contact with, marsh, post, rubber, sight, still, wear away	Getting from Here to There Report Listening Identifying Numbers Vocabulary cable, continuous, fiber, loop, rope, wire
17 Page 188 How can we keep our bodies strong?	Eat Strong! Class Blog Post Strategy Skimming and Scanning Vocabulary be up to, cereal, constantly, dairy product, entire, essential, ground beef, lentils, nail, picky, salmon, tuna WORD STUDY Loan Words	Strength Training with Elena Listicle Strategy Using Subtitles to Learn New Words Vocabulary abdominal, aerobic exercise, blood vessel, lift weights, personal trainer, strengthen, stretch, thigh	Fighting Microscopic Enemies Presentation Strategy Listening for Signpost Language Vocabulary clarify, effectively, immune system, substance, sum up, vaccination
18 Page 198 What can our mental strength help us to do?	The Healing Garden Realistic Fiction Strategy Identifying Cause and Effect Vocabulary bazaar, depressing, determination, display, dull, go ahead, let down, recruit, run into, shift, steadily, welcoming WORD STUDY More Verbs + Prepositions	Fear Can't Stop Me! Kids' Show Strategy Analyzing Mood Vocabulary amazed, authentically, bravery, chest, episode, left out, remarkable, unpleasant	The Power of Positive Thinking Short Interviews Strategy Identifying Tenses Vocabulary at least, blame, forgive, from time to time, get in touch, mess up
Page 210 AZ Dictionary			

GRAMMAR	SPEAKING	WRITING	REVIEW
Take Action PP. 140–141			
PASSIVE STATEMENTS (PRESENT PERFECT) Active and passive statements, negative statements <i>The photos have been faked.</i>	Telling and Listening to Stories About the Past <i>Last summer, I was at my grandparents' house when we found a snake!</i> <i>Wow! What was ... ? Were you ... ?</i> <i>It made me ...</i>	WRITING STUDY Punctuation with Quotation Marks <i>"Let's take some pictures."</i> <i>Elsie said, "Let's take some pictures."</i> <i>"We were just having some fun," said Frances.</i> Practice using quotation marks and correct punctuation. (Workbook page 93)	Connect Connect Poster 10 and page 119 Review Workbook page 94
PASSIVE QUESTIONS (PRESENT PERFECT) Active and passive statements, negative statements, questions <i>Have Saturn's rings been explored by astronauts? No, they haven't.</i>	Clarifying What You've Said <i>Did you know ants weigh about the same as humans?</i> <i>What I mean is, ...</i> <i>In other words, ...</i>	WRITING STUDY Connectors to Show Result <i>Spacecraft were invented in the 20th century. As a result, we learned more about space.</i> <i>Bacteria are tiny, so we can only see them with a microscope.</i> Practice using connectors to show results. (Workbook page 102)	Connect Connect Poster 11 and page 129 Review Workbook page 103
PASSIVE (PAST PERFECT) Active and passive statements, negative statements, questions <i>In the 8,000 years before that, much less sediment had been deposited in the ocean.</i>		WRITING Myth Plan and write a myth. (Workbook pages 111–112)	Connect Connect Poster 12 and page 139 Review Workbook page 113
Take Action PP. 174–175			
PASSIVE (FUTURE) Active and passive statements, negative statements, questions <i>We'll be woken up by the baby.</i> <i>You won't be driven anywhere.</i> <i>Will you and I just be ignored?</i>	Giving and Asking for Opinions <i>I don't think that we're doing enough to save water. What do you think?</i> <i>I agree. In my opinion ...</i> <i>What are your views on ... ?</i>	WRITING STUDY Expressions to Describe Numbers of People <i>Everyone has disagreements with their friends and family.</i> Practice using expressions to describe numbers of people. (Workbook page 121)	Connect Connect Poster 13 and page 153 Review Workbook page 122
PASSIVE (REVIEW) Statements and questions <i>We have been defeated by a powerful force of nature. The cliff face had been covered in a layer of concrete. Our cliff will be protected from the ocean now!</i>	Disagreeing Politely <i>In my opinion, we shouldn't build homes next to the ocean.</i> <i>I'm afraid I disagree. I think ...</i> <i>My reason for saying that is ...</i> <i>I see what you mean, but in my view, ... That's because ...</i>	WRITING STUDY Connectors to Show Condition <i>We will be safe as long as we respect the ocean's power.</i> <i>Concrete can't protect the cliff, even if we replace what was swept away.</i> <i>Unless we do something, our homes will be swept away.</i> Practice using connectors to show condition. (Workbook page 130)	Connect Connect Poster 14 and page 163 Review Workbook page 131
ZERO, FIRST, AND SECOND CONDITIONALS (REVIEW) Statements and questions <i>If countries want to join the UN, they have to agree to these rules. If we all work together, we will achieve the Sustainable Development Goals sooner.</i> <i>If everyone had enough of the things that they need, people would fight less.</i>		WRITING Persuasive Letter Plan and write a persuasive letter. (Workbook pages 139–140)	Connect Connect Poster 15 and page 173 Review Workbook page 141
Take Action PP. 208–209			
THIRD CONDITIONAL Statements and questions <i>Professor Doom would have stolen all the contents of mine if Ace hadn't stopped him.</i>	Finding the Right Word <i>What do you call the thing that takes you up somewhere?</i> <i>It's a type of ... It's used to ...</i> <i>It looks like ...</i>	WRITING STUDY Prepositional Phrases of Place <i>They built the city of Venice on top of wooden posts.</i> Practice using prepositional phrases of place. (Workbook page 149)	Connect Connect Poster 16 and page 187 Review Workbook page 150
IF ONLY AND I WISH Affirmative and negative statements <i>I wish I didn't get so many cuts and scratches.</i> <i>If only I had known about lentils earlier!</i>	Correcting Someone <i>Spending time outside helps your body to produce calcium.</i> <i>Are you sure? Don't you mean ... ? I'm pretty sure ...</i>	WRITING STUDY Reporting Verbs with Direct Speech <i>"Our bodies are constantly rebuilding themselves," explained Miguel.</i> <i>"Our bodies are constantly rebuilding themselves," he explained.</i> Practice using reporting verbs with direct speech. (Workbook page 158)	Connect Connect Poster 17 and page 197 Review Workbook page 159
REVIEW OF PRESENT AND PAST TENSES Affirmative and negative statements simple present, present continuous, simple past, past continuous, present perfect, past perfect		WRITING Biography Plan and write a biography. (Workbook pages 167–168)	Connect Connect Poster 18 and page 207 Review 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

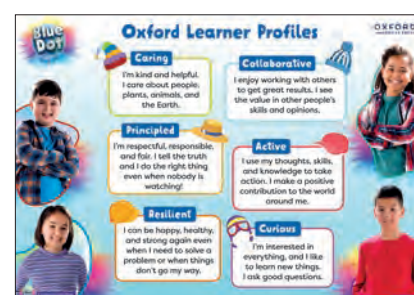


Teacher's Guide

- 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

Classroom Resources Pack

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



Digital Components

on Oxford English Hub

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

FOR STUDENTS

Student e-book

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

Workbook e-book

- A digital version of the Workbook with interactive activities

Student Online Practice

- Interactive grammar presentation and practice

Student Resources

- Course audio and video to view or download



FOR TEACHERS

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

Teacher's Guide

- Color PDF version

Teacher Resources

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

Classroom Presentation Tools

Student Book

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

Workbook

- Digital version of the Workbook

Course Assessment

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

Teacher Online Practice

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

Professional Development

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

Letter to Teachers

Dear Teachers,

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

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

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

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

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

Sincerely,

Charles Vilina and **Kathleen Kampa**

Authors

Blue Dot Student Books 3 and 4

Welcome to *Blue Dot*

Introduction

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

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

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

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

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

Blue Dot enables you to:

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

Teaching with *Blue Dot*

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

Classroom Presentation Tool

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

The CPT includes:

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

Student Book

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

Each module contains:

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

Each unit contains:

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

Workbook

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

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

Vocabulary

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

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

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

Grammar

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

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

Approach to Multimodal Literacy

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

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

Project Work

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

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

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

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

To support project work, Project Planning worksheets are available in the Teacher's Resource Center. These are templates for groups to use when planning various projects, either as part of the *Take Action* lesson or at other points during the year. For more information, see page 277.

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 259–276, which can be used as a guide.

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

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

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

Songs

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

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

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

Inclusive Practices

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

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

Parental Involvement

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

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

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

Blue Dot Methodology Introduction

Dear Teachers,

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

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

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

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

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

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

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

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

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

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

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

Warm regards,

Rachel French

Educational Consultant specializing in Concept-Based Inquiry

Director of Professional Learning International

Blue Dot Methodology Walkthrough

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

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

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

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

Stages of Inquiry

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

Module Opener

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

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

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



Concepts

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

Generalizations

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

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

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

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

Investigations 1, 2, and 3

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

Each unit contains three investigations:

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

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

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

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

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

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

Communication

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

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

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

Connect (Student Book and Poster)

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

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

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

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

A NOTE ON USING THE CONNECT POSTER

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

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

A NOTE ABOUT GENERALIZATIONS

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

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

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

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

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

How do I use the SOLO Taxonomy checkpoint?

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

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

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

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

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



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

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

Take Action

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

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

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

Assessment for Learning

What is assessment for learning?

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

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

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

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

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

Why is assessment for learning useful?

For Students

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

For Teachers

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

How can I implement assessment for learning in my teaching?

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



Diagnostics

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

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

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

Traffic Light Cards: Each student has a red, yellow, and green card. Red means they do not understand, yellow means it is not totally clear or they feel a 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

Professional Development

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

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

Methodology Support on Oxford English Hub

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

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

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



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

To access these resources, visit Oxford English Hub.



Explore Further

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

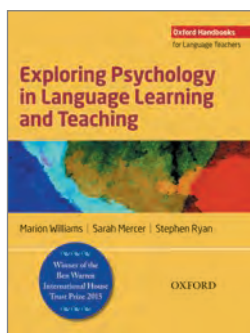
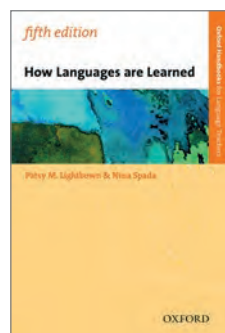
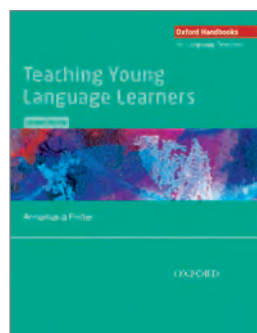
www.oup.com/elt/professionaldevelopmentonline

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

Professional Development Books

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

Find out more: www.oup.com/elt



Oxford Teachers' Academy

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

Supplementary Resources

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

Oxford Read and Imagine and Oxford Read and Discover

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

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

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

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



Oxford Reading Club

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

Students can:

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

Teachers can:

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

Find out more: www.oxfordreadingclub.com

Readers on Oxford Learner's Bookshelf

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

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

Oxford Readers Collections

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

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

Reading Diary

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

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

Dictionaries

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

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

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

Visit our FREE online dictionary with vocabulary learning support at:

oxfordlearnersdictionaries.com

Oxford Phonics World

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



For Students:

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

For Teachers:

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

Tour of a Unit

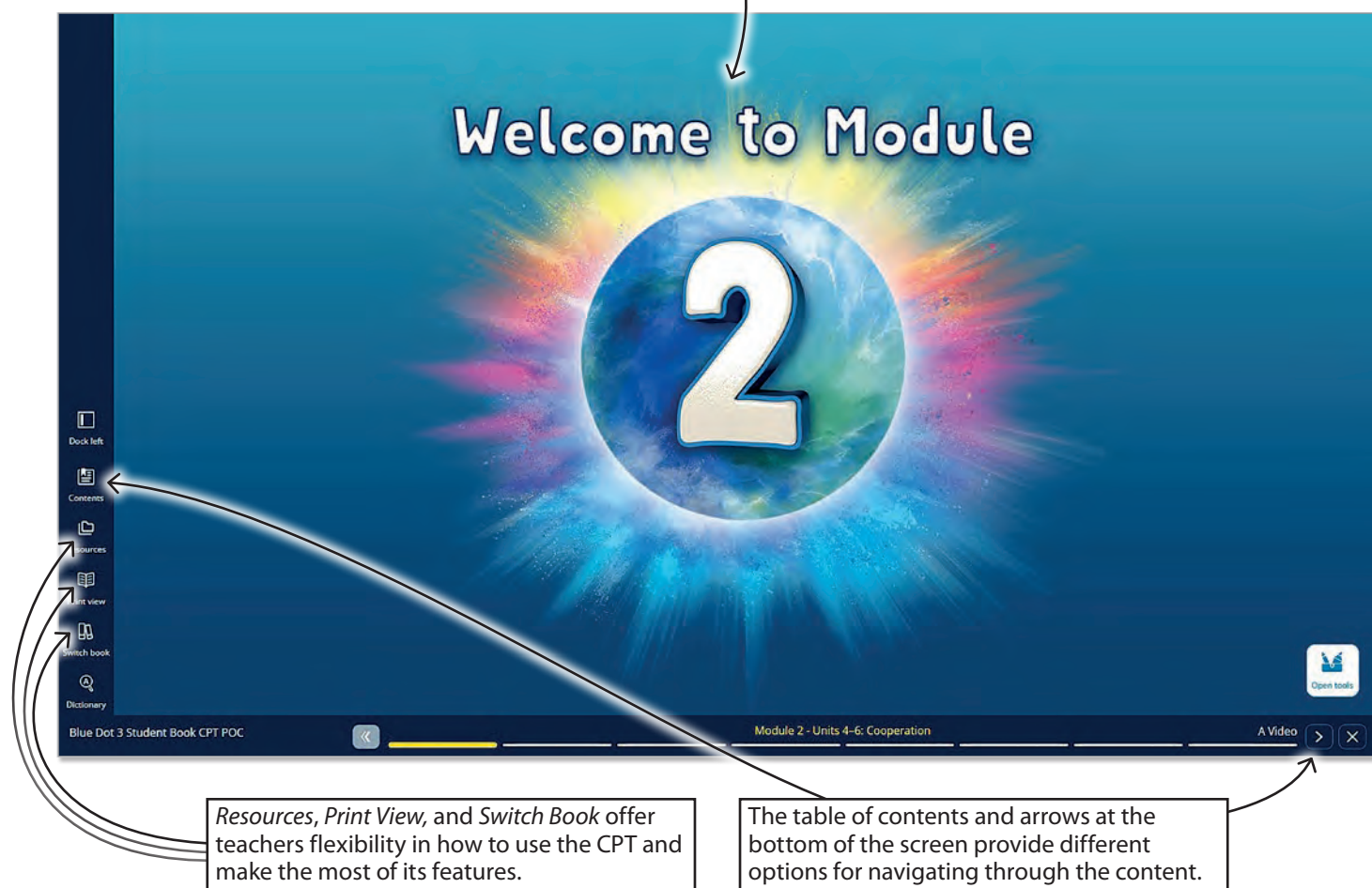
Classroom Presentation Tool

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

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

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

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



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

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

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



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

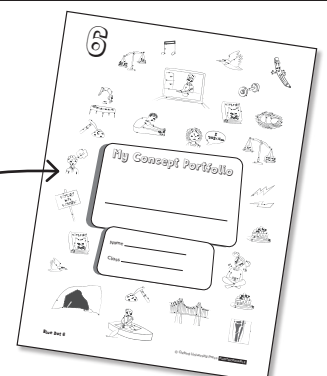
The module opener video engages students with the key concept.

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

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

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

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



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 Why do living things need a good sense of balance?

Investigation 1

A CPT Time Strategy: Paraphrasing + Vocabulary 1

B Think and discuss! When is it useful to have a good sense of balance?

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

D Read the science magazine article. What parts of your body help you to balance?

Let's Hear It for Balance!

Have you ever thought about how the human body stays upright? Walking, dancing, and reaching to pick something up seem easy things for humans to do, and compared to balancing on one leg, they are! But without a good sense of balance, they wouldn't be easy at all. In fact, people could fall over almost all of the time.

Every living thing needs a good sense of balance, but it's even more important for a creature with two legs, like a human. That's because it's difficult to keep something with a tall, thin shape upright. Try these two challenges to check how much you already understand about balance!

Challenge 1: Simple Balance

Which of these objects is the least likely to fall over?

Challenge 2: Human Balance

The human body can balance in lots of different ways, but only if its center of gravity stays directly above its base of support. Which of these people are well balanced?

How Humans Balance

To achieve the balance that humans need for standing up, and for more challenging activities such as doing handstands, many parts of the human body have to work together. Our eyes, brain, muscles, ears, and joints.

Did You Know?

The brain is the body's control center. It controls things that we're aware of, like arm and leg movements, but it also controls things that we aren't aware of, like the beating of our heart.

When Balance Goes Wrong

Some illnesses interfere with the body's sense of balance and stop it from working properly. A type of dizziness called "vertigo" may affect people that have these illnesses. Standing, walking, or picking things up can become scary, difficult, or even dangerous for these people, because there's a high risk of falling over and hurting themselves.

Improving Our Balance

What's great about our balance is that we can improve it! We can do that by giving our bodies balancing challenges. This is even more important for people who are aged 50 and older, because an adult's sense of balance slowly starts getting worse after this age. But whatever our age, there's evidence that building our balance can help us to avoid getting hurt—and the challenges we can do to achieve this can be a lot of fun, too!

Did You Know?

Without a good sense of balance, even reading would be difficult. Our eyes wouldn't be able to focus correctly, so the words would be blurry.

Challenge 3: Improving Your Balance

Think of three fun challenges that you can do today to improve your balance!

Vocabulary 1

base, heavy, direct, suddenly, follow, center, even, find, explain, sit, take, compare

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.

Images 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 wash my face.
3. I get dressed for school.
4. I eat breakfast with my family.
5. I brush my teeth.
6. 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

base, heavy, direct, suddenly, follow, center, even, find, explain, sit, take, compare

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.

4 Investigation 1

A Read the magazine article again. Paraphrase these two sections from the article. Then compare with a partner.

1 Introduction:

2 Final section (Improving Our Balance):

B Circle True or False.

1 The tall, thin shape of the human body means that it's easy for humans to stay upright. True False

2 To be well balanced, our center of gravity should be directly above our base of support. True False

3 Many parts of our bodies work together to give us good balance. True False

4 When our eyes can't see any changes, we know we're moving because the liquid in our inner ears moves. True False

5 People with vertigo never feel dizzy or worry about falling over. True False

6 An adult's sense of balance usually improves as they get older. True False

C Complete the chart. Use information from the magazine article.

With a good sense of balance, people can do these physical activities	Without a good sense of balance, people can have these problems
They can walk.	They might fall over.

Dictionary pages 210-216

base (n) blurry (adj) detect (v) evidence (n) fall over (phr. v) gravity (n)
inner (adj) joint (n) stable (adj) tilt (v) tube (n) upright (adv)

Word Study: Nouns with Suffix -ness

We can add the suffix **-ness** to some adjectives to make a noun.

In **dark** places, the inner ears tell us when we're moving around.

The inner ears tell us when we're moving around in **darkness**.

For nouns that end in **-y**, we remove the **-y** and replace it with **-i**: **dizzy** → **dizziness**

Grammar: Defining Relative Clauses for People and Objects

Use defining relative clauses to give important information about a noun in a sentence.

- For people, use the relative pronouns **who** or **that**.
A type of dizziness called "vertigo" may affect people **who / that** have these illnesses.
- For objects, use the relative pronouns **which** or **that**.
Think of three fun challenges **which / that** you can do today!

It isn't important which of the two possible relative pronouns you choose. Both are correct.

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.

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

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



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 twelve new vocabulary items in controlled and contextualized activities.

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

Why do living things need a good sense of balance?

Vocabulary 1

Complete the sentences.

gravity base upright tube blurry evidence





- The _____ of a tree trunk is always wider than it is at the top.
- When Tom isn't wearing his glasses, everything looks _____ to him.
- Apples fall to the ground because _____ pulls them toward the earth.





- The boat struggled to stay _____ because of the storm.
- The scientists quickly found _____ that dinosaurs had lived here.
- It isn't possible to get toothpaste back into its _____!

Match to make sentences.

1 Dogs are sometimes trained to detect ...	a ear.
2 That bottle won't fall over ...	b so that you can get into the back.
3 It's not possible to see your own inner ...	c in his fingers.
4 The front seats of this car tilt ...	d because it has a wide base.
5 The ladder isn't stable ...	e so you shouldn't climb it.
6 My dad has a problem with the joints ...	f diseases using their sense of smell.

Word Study and Grammar

Complete the sentences with the noun form of these adjectives. Use the suffix -ness.

happy kind weak dark ill aware lonely dizzy

- Happiness makes people laugh and smile.
- Jin couldn't grip the branch of the tree because of the _____ in her hand.
- Taking care of your friend when they don't feel well at school is an example of _____.
- It's good to spend time with friends and family to avoid a feeling of _____.
- There was a power outage and we couldn't see anything in the _____.
- The students worked hard to raise _____ of the trash problems on the beach.
- Sneezing and coughing are signs you have an _____.
- If you run around in circles for a long time, you'll experience _____.

Underline the defining relative clause in each sentence. Circle the noun that it describes.

- A carpenter is a person who makes things from wood.
- Poets are writers who create poems.
- Bananas are fruits that have yellow peel.
- Is that the boy who doesn't like chocolate?
- A zoo is a place which has animals in it.
- A theater is a building that actors work in.

Write sentences using who, that, or which.

My aunt is the person _____	who	was in that movie?
Which man is the builder _____		is incredibly tall.
What's the name of the actor _____	that	we need to call?
A skyscraper is a building _____		doesn't like dessert.
I don't know anybody _____	which	lost her purse.
What is the number _____		built those houses?

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____

Check (✓) the sentences that use defining relative pronouns correctly. Write the correct word for the sentences that don't.

- ☐ A parent is somebody that has a child. _____
- ☐ This smartphone is a device who is very useful. _____
- ☐ Miss Nareen is the teacher that taught me to read music. _____
- ☐ These are the friends which I want to invite to my party. _____
- ☐ There's the hospital which I was born in! _____

Unscramble the sentences.

- are / who / Soccer players and tennis players / people / play sports

- eats prey / is / an animal / A predator / that

- Listening to music / I / enjoy / that / is / an activity

- which / devices / Tablets and smartphones / are / useful / are

Complete the sentences with defining relative clauses and the words in parentheses.

- A vet is a person _____ (take care / animals)
- A digger is a machine _____ (dig / holes)
- A baseball player is an athlete _____ (use / a bat)
- A cold is an illness _____ (cause / coughs and sneezes)
- A train is a vehicle _____ (carry / people)
- A paramedic is a person _____ (drive / an ambulance)

What is a hobby that you enjoy?

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

Future Continuous

Use future continuous forms to talk about actions in progress at a future time.

will / won't + be + -ing form	am / is / are + going to + be + -ing form
+ We will be cooking when you arrive.	+ They are going to be flying to the U.S.A. at this time next week.
- She will not be celebrating her birthday tomorrow.	- He is not going to be reading a book.
? Will you be sleeping at 10:00 p.m.?	? Are you going to be watching a movie?
Yes, I will. / No, I won't.	Yes, I am. / No, I'm not.

Unit 4

Defining Relative Clauses for People and Objects

Relative clauses add extra information to a sentence. Defining relative clauses tell you important information about the noun.

They helped the girl who was carrying the box.

who was carrying the box is a defining relative clause. It tells you important information about the girl. Without it, you don't know which girl they helped.

We did an exercise which improves balance.

which improves balance is a defining relative clause. It tells you important information about the exercise. Without it, you don't know what kind of exercise we did.

Who, that, and which are relative pronouns.

To introduce a relative clause about people, you can use **who** or **that**.
Leo is the boy **who** / **that** can walk on his hands.

To introduce a relative clause about living things, use **that**.
Bonobos are monkeys **that** often walk on two legs.

To introduce a relative clause about objects, you can use **which** or **that**.
I don't want a lamp **which** / **that** falls over.

Remember!
Defining relative clauses are not separated by commas.

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 science magazine article. When do babies learn to walk?

Zebras or Babies Which Walk First?

This zebra is just a few hours old. Twenty minutes after it was born, it stood up. An hour or two later, it could walk and run!




Similarly, this lamb started walking about a day after it was born. Its legs are a little wobbly and it falls over a lot, but if it needs to it can walk and run.



Animals like horses, elephants, and sheep can stand, walk, and run soon after they're born because they have a high percentage of bone and muscle. This makes them strong. Their brains are fully developed, too, so they can start learning from the adult animals immediately. And four-legged animals are pretty stable when they walk because their four legs make a large base of support, and their center of gravity isn't very high. Running on four legs is efficient – animals can run long distances quickly. But why do they need to be able to walk and run so soon? It's to help them escape from predators! If they detect a predator nearby, they don't want to be its next meal, so they have to be able to run away – fast!

Have you ever wondered why human babies can't immediately stand upright and begin walking?

Human babies take between 9 and 15 months to walk. That's because we develop in a different way from mammals like elephants and sheep. When we're born, we have a lot of fat. Our bones are soft, and many of our joints are separated from each other. We also have large heads because we have big brains. The combination of these things makes it challenging for us to carry our own weight and maintain balance. There's another problem, too. Unlike many animals, we aren't born with fully developed brains. In fact, our brains aren't fully developed until we're about 25 years old, so we have to learn things as we grow. Before we can walk, we need to learn to control our legs, keep our balance, stand up, and move our weight from one leg to the other without falling over!




Reading: Science Magazine Article 33

Do you know why humans walk on two legs, not four?

Scientists have many theories about this, but the most popular theory is that walking on two legs requires less energy. Also, using two legs means that our arms and hands are free to carry things, so it makes us more efficient.

What do you think?



B Underline these words in the text.
stable joints falls over base upright detect gravity

C Circle the correct option.

- 1 A baby zebra can walk when it is a few months / hours old.
- 2 Lambs can walk and run about a day / year after they're born.
- 3 Many mammals have / don't have fully developed brains when they're born.
- 4 Some animals need to walk and run immediately because of their parents / predators.
- 5 Human babies take up to 15 months / weeks to walk.
- 6 Human brains take up to 25 years / months to fully develop.

D Read the article again. Paraphrase the paragraph about human babies.

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

Let's Hear It for Balance!

A Paraphrase this section of the article.

When Balance Goes Wrong
Some illnesses interfere with the body's sense of balance and stop it from working properly. A type of dizziness called "vertigo" may affect people that have these illnesses. Standing, walking, or picking things up can become scary, difficult, or even dangerous for these people, because there's a high risk of falling over and hurting themselves.

Did You Know?
Without a good sense of balance, even reading would be difficult. Our eyes wouldn't be able to focus correctly, so the words would be blurry.

B Answer the questions. Then write the author's main purpose(s).

Author's Purpose		
1 Inform Did you find out any new information from the article? If so, give examples.	2 Entertain Did you enjoy reading the article? Why? / Why not?	3 Persuade Did the article make you think differently about anything? If so, give details.

I think the author's main purpose was to _____ because _____.

Blue Dot 6 Unit 4 • Reading Comprehension

C Complete the sentences.

"Let's Hear It for Balance!" is a _____ article. It is about how our _____ balances and why a good _____ is important.

D Match to make sentences.

1 Our muscles ...	a send our brain messages about arm and leg position.
2 Our feet ...	b send our brain visual information.
3 Our joints ...	c have tubes of liquid that are important for balance.
4 Our brain ...	d move our arms and legs because of messages from our brain.
5 Our eyes ...	e are our base of support when we're standing upright.
6 Our inner ears ...	f controls the beating of our heart.

E Think about the meaning of the underlined words from the magazine article. Then use the words to complete the sentences.

The traffic jam is the least likely to fall over. It has a big base of support (look at the blue arrow). Its center of gravity is directly above its base of support. In contrast, the pencil is unstable because its base of support is very small. To achieve the balance that humans need for ... more challenging activities such as doing handstands, many parts of the human body have to work together. Some illnesses interfere with the body's sense of balance and stop it from working properly.

- 1 By the end of my hike, tiredness was starting to _____ with my ability to read the map properly. I was really happy when I saw a sign with an _____ to the village.
- 2 _____ in front of me, I saw a strange man wearing a _____ shaped hat.
- 3 My brother is a fantastic gymnast. _____ my sister can't even do basic _____.

Blue Dot 6 Unit 4 • 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

IMPROVING PERFORMANCE

A CPT Time Strategy: Categorizing and Classifying • Vocabulary 2

B Think and discuss! Which sports do you need good balance for?

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

D Watch the video. Which sports in the video have you tried or seen people play?

E Watch again. Cross out the mistake in each sentence. Write the correct word.

- George is a professional football player. *rugby*
- In rugby, you stand on one leg when you catch the ball.
- The outer ears can help people to figure out their position in the air.
- Acrobatic sports are difficult for people who don't have good balance because they often wobble on the board.
- In endurance sports, people's muscles have to work harder if they are well balanced.

F Complete the categories of sports. Then complete the chart in your notebook.

trampolining, paddleboarding, marathon running, surfing, long-distance cycling, freestyle BMX, gymnastics, freestyle skiing, open-water swimming, capoeira, canoeing, skateboarding, Chinese acrobatics, rowing, freerunning

Acrobatic sports		
trampolining	paddleboarding	marathon running

Dictionary pages 211-216

core (n) distance (n) endurance (n) get injured (v phr) mid-air (n) pace (n) rugby (n) tackle (v)

G Check (✓) the correct option.

	With good balance, people can ...	Without good balance, people might ...
1 figure out their position in mid-air.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2 kick a ball accurately.	<input type="checkbox"/>	<input type="checkbox"/>
3 land dangerously and get injured.	<input type="checkbox"/>	<input type="checkbox"/>
4 keep running for hours or even a whole day.	<input type="checkbox"/>	<input type="checkbox"/>
5 keep upright on a board.	<input type="checkbox"/>	<input type="checkbox"/>
6 feel tired after a short distance and experience pain.	<input type="checkbox"/>	<input type="checkbox"/>
7 fall over and get injured when they're tackled.	<input type="checkbox"/>	<input type="checkbox"/>
8 wobble and fall from a board.	<input type="checkbox"/>	<input type="checkbox"/>

H Complete the fact files. Write the numbers 1-8 from G.

TRAMPOLINING	RUGBY
Skills Trampolinists need to: <input type="text"/>	Skills Rugby players need to: <input type="text"/>
Risks They might: <input type="text"/>	Risks They might: <input type="text"/>

PADDLEBOARDING	MARATHON RUNNING
Skills Paddleboarders need to: <input type="text"/>	Skills Marathon runners need to: <input type="text"/>
Risks They might: <input type="text"/>	Risks They might: <input type="text"/>

I What are the advantages and disadvantages of playing sports? Same and Different?

J CPT Time Expand

K Listen. Discuss. Connect Poster

Why do people need a good sense of balance when they play sports?

Trampolinists need it to figure out their position in mid-air. Without it, they might land dangerously and get injured.

People who do archery need it to - Without it, they might

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.

Workbook pages provide additional practice activities related to the Student Book vocabulary presentation.

4

Vocabulary 2

A Circle the correct option.

- Marathon running is a sport that needs a lot of **core** / **endurance**.
- When you play sports, try not to **get injured** / **tackle**.
- The basketball player jumped into **mid-air** / **distance**.
- A hundred meters is a short **distance** / **pace** to run.
- When I hike, I like to walk at my own **core** / **pace**.
- I've never played **rugby** / **tackle**. Have you?
- Soccer players **tackle** / **pace** each other to get the ball.
- My brother is doing exercises to make his **mid-air** / **core** strong.



B Read and circle True or False.

- Ocean rowing is an endurance sport.
- If you get injured, it never hurts.
- Everyone learns new things at a different pace.
- Rugby is a type of music.
- A football player might tackle somebody during a game.
- A distance can be long or short.
- It's impossible to throw a ball into mid-air.
- The muscles around your lower back and stomach are your core.

True	False
True	False
True	False
True	False
True	False
True	False
True	False
True	False

C Read and complete the paragraph.

core rugby pace injured distance



I'm on my school's ¹ _____ team. It's my favorite sport. Before practice, we usually go for a run. I used to run only 200 meters before I got tired. I got upset that I wasn't very fast. However, my coach told me to not give up! She told me to run at my own ² _____. Now I can run for a much longer ³ _____ before I get tired. During practice, we do exercises that help keep our ⁴ _____ strong. We have our second match next weekend. I missed the first match because I was ⁵ _____. I'm so excited to finally be able to play in a match!

Vocabulary 2: Investigation 2 >> Student Book pages 46–47

35

The eight new vocabulary items are practiced in controlled and contextualized activities. These are accompanied by appealing images to support students' language development.

The Student Book page is clearly referenced to provide support while students complete practice activities.

TEACHER'S TIP Use the Workbook CPT to show students how to complete activities and to check answers.