BRIGHTER IDEAS

TEACHER'S GUIDE 1

OXFORD
UNIVERSITY PRESS

Syllabus

		Vocabulary	Grammar	Cross-curricular, culture and SEL	Skills	Pronunciation
S	**What's your name?** Page 48	**Core** Numbers 1–10 and age Colours Days of the week (poster) Weather (poster)	**Greetings and names** *What's your name?* *How are you?* *How old are you?*			
1	**What can we see at school?** Page 51	**Core** Classroom objects: *board, poster, window, door, cupboard, bin, desk, book, bag, chair* Stationery: *pencil case, rubber, ruler, pen, pencil sharpener, pencil* **Other** *happy, sad, angry, scared, tired*	***What's this?*** ***It's a …*** *What's this?* *It's a bag.* ***I've got … /*** ***I haven't got …*** *I've got a pen.* *I haven't got a ruler.*	**PSHE:** Feelings **Culture:** Schools around the world **Brighter learning:** Make a Thank you card for somebody at school	**Reading:** A magazine article **Listening:** Classroom objects **Speaking:** AB page 12 **Writing:** The mini book ⬇	The sound /r/: *red, ruby, rubber, ruler* (AB page 12)
2	**What's interesting about families?** Page 60	**Core** Family: *dad, mum, brother, grandma, auntie, uncle, grandpa, sister, twin, cousin* Adjectives: *tall, short, old, young, pretty, handsome* **Other** *ducks, lions, deer, family, baby*	***Who's this?*** ***This is my …*** *Who's this?* *This is my mum.* ***He's … / She's …*** *He's short.* *She's tall.*	**Science:** Animal families **Culture:** Families around the world **Brighter learning:** Draw a picture of the people you love	**Reading:** A blog **Listening:** Families **Speaking:** AB page 22 **Writing:** The mini book ⬇	The sound /ə/ *brother, sister, poster, teacher* (AB page 22)

	Vocabulary	Grammar	Cross-curricular, culture and SEL	Skills	Pronunciation
3 How do we have fun? Page 69	**Core** Toys: *kite, scooter, doll, teddy, robot, skateboard, yoyo, ball, skipping rope, boat* Activities: *play football, play tennis, ride a horse, run, ride a bike, rollerblade* **Other** *star jump, hop, arm circle, sit up, toe touch*	*Have you got a … ?* *Have you got a doll?* *Yes, I have. / No, I haven't.* *I can … / I can't … (ability)* *I can run.* *I can't rollerblade.*	**PE:** Exercises **Culture:** Toys around the world **Brighter learning:** Draw and write about your skills	**Reading:** A questionnaire **Listening:** Toys **Speaking:** AB page 32 **Writing:** The mini book ⬇	The sound /p/ **p**lay, **p**ark, **p**urple, **p**oppy (AB page 32)
The Big Project 1 Page 78	A board game. **English in use: Game phrases:** *My turn! / Miss a turn!* Numbers 11–20				
4 What do we like about animals? Page 79	**Core** Pets: *snake, spider, mouse, bird, fish, rabbit, hamster, cat, dog, tortoise* Farm animals: *cow, chicken, donkey, duck, goat, sheep* **Other** *circle, square, triangle, rectangle, oval*	*I like … / I don't like …* *I like cats.* *I don't like dogs.* *They're … and …* *They're green and brown.*	**Art:** How to draw using simple shapes **Culture:** Pets around the world **Brighter learning**: Choose an animal and draw the feelings	**Reading:** A website **Listening:** Pets **Speaking:** AB page 42 **Writing:** The mini book ⬇	The sound /s/ **s**nake, **s**pider, **s**kateboard, **s**cooter (AB page 42)

		Vocabulary	Grammar	Cross-curricular, culture and SEL	Skills	Pronunciation
⑤	**What do we eat?** Page 88	**Core** Food and drink: *meat, juice, eggs, milk, fish, pasta, rice, sandwiches, bread, cheese* Fruit and vegetables: *bananas, apples, strawberries, tomatoes, carrots, lettuce* **Other** *fruit, vegetables, protein, grains, dairy*	***What do you have for … ?*** *What do you have for lunch?* *I have pasta for lunch.* ***Do you like … ?*** *Do you like bananas?* *Yes, I do. / No, I don't.*	**Citizenship:** Nutrition for all **Culture:** School lunch around the world **Brighter learning:** Make a food diary for one week	**Reading:** A recipe **Listening:** Lunch **Speaking:** AB page 52 **Writing:** The mini book ⬇	The sound /tʃ/ *chicken, lunch, Charlie, cheese* (AB page 52)
⑥	**How are people and animals different?** Page 97	**Core** Body and face: *ears, eyes, head, beak, wings, tail, arms, nose, mouth, legs* Abilities: *fly, swim, climb, jump, talk, walk* **Other** *giraffe, human, squirrel, bat*	***We* / Plural nouns** *We've got eyes.* *Horses haven't got wings.* ***Can you / they … ?*** **(ability)** *Can you / they swim?* *Yes, I / they can.* *No, I / they can't.*	**Science:** Hours animals sleep **Culture:** Animals around the world **Brighter learning:** How are you and your friend different?	**Reading:** A story **Listening:** Animals **Speaking:** AB page 62 **Writing:** The mini book ⬇	The sound /g/ *leg, egg, dog* (AB page 62)
	The Big Project 2 Page 106	An animal game. **English in use:** *Is this / it … ?* *Is this a cat? Yes, it is. / No, it isn't.*				
⑦	**How are we different?** Page 107	**Core** Clothes: *hat, sweater, shorts, jacket, shirt, skirt, trousers, T-shirt, shoes, socks* Hair and face: *blond hair, dark hair, curly hair, straight hair, long hair, glasses* **Other** *baby, toddler, child, teenager, adult, elderly person*	**Present continuous** *What are you wearing?* *I'm wearing shorts.* ***Has he / she got … ?*** *Has she got curly hair?* *No, she hasn't. She's got straight hair.*	**Science:** The human life cycle **Culture:** Clothes around the world **Brighter learning:** What do you like about you?	**Reading:** An email **Listening:** Clothes **Speaking:** AB page 72 **Writing:** The mini book ⬇	The sound /ʃ/ *shoes, T-shirt, shorts, sheep* (AB page 72)

		Vocabulary	Grammar	Cross-curricular, culture and SEL	Skills	Pronunciation
8	**What are our homes like?** Page 116	**Core** At home: *bed, wardrobe, clock, sofa, cushion, bookcase, table, television, plant* Rooms: *kitchen, living room, dining room, bathroom, bedroom, garden* **Other** *building, stairs, courtyard, balcony*	**Prepositions of place** *Where's the book? It's in / on / under the bed.* **There's … / There are …** *There's a kitchen. There are two bathrooms.*	**History:** A Roman insula **Culture:** Homes around the world **Brighter learning:** What are you grateful for?	**Reading:** A poem **Listening:** Different homes **Speaking:** AB page 82 **Writing:** The mini book	The sound /ŋ/ *li**ng** room, din**ing** room, skipp**ing** rope, w**ing*** (AB page 82)

The Big Project 3 Page 125	A bedroom collage. **English in use: *So do I! / Me too!*** *I like your collage. So do I!*

|	
Exam Preparation Page 140	Cambridge English Qualifications Pre A1 Starters Listening Part 1: Pages 95, 110 Listening Part 3: Pages 31, 69, 111 Listening Part 4: Pages 19, 43, 57, 107 Speaking Part 1: Page 107 Speaking Part 2: Pages 19, 43, 57, 95, 110 Speaking Part 3: Page 81 Speaking Part 4: Pages 31, 69, 111 Reading and Writing Part 1: AB Pages 15, 25, 35, 55, 65 Reading and Writing Part 2: AB Pages 45, 75 Reading and Writing Part 3: AB Page 97 Reading and Writing Part 4: AB Pages 85, 98

Print Components

FOR STUDENTS

Class Book

- A clear syllabus showing the main language learned in each unit
- A Starter unit introducing the course characters and concept
- 8 units of 10 lessons each providing the core material
- 10 pages of optional Cambridge English Qualifications external exam material
- 3 Big Projects
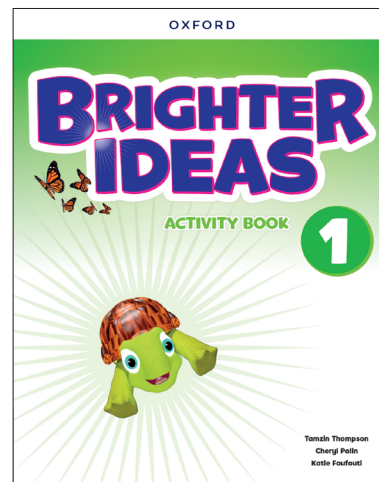
Activity Book

- 9 pages of activities per core unit
- 2-page mini book for each unit
- 10 pages of optional Cambridge English Qualifications external exam material
- Extra Grammar Practice for each unit
- 1 page for use with each Big Project
- Picture Dictionary
- Vocabulary stickers
- Vocabulary writing practice

FOR TEACHERS

Teacher's Guide

- An introductory section including descriptions of the methodology and concept behind the course
- A Tour of a unit presenting an overview of the function of each lesson, sequence of resources and standard teaching steps
- Full answer keys for Class Book and Activity Book activities, as well as explanatory teaching notes where appropriate
- Suggestions for optional warm-up activities
- Tips and notes for specific activities
- Audio and video transcripts
- An Ideas bank with games, activities and ideas for how to exploit the extra resources further (flashcards, songs, videos, etc.)
- A full syllabus overview
- Wordlist
- Assessment for Learning overview
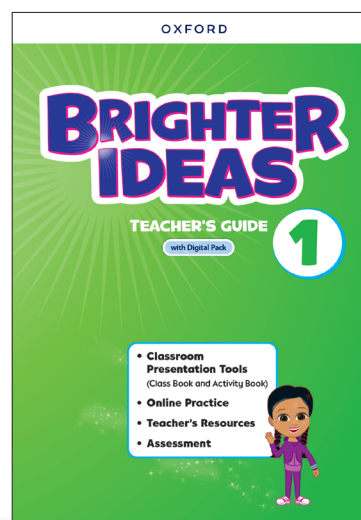
Classroom Resource Pack

- Two double-sided posters with additional classroom and wellbeing language
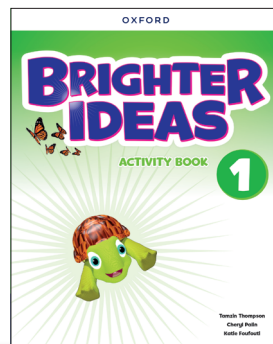- 128 flashcards for presenting the key unit vocabulary (sets 1 and 2)

Digital Components

FOR STUDENTS

Digital Class Book

- A digital version of the Class Book is available via Oxford Hub
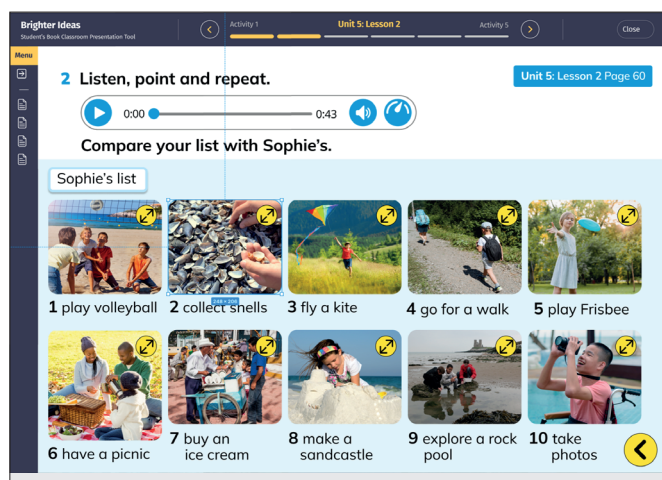
Digital Activity Book

- A digital version of the Activity Book is also available via Oxford Hub

Online Practice

- Interactive activities to further practise the language learned in each of the Class Book lessons

FOR TEACHERS

Classroom Presentation Tool

- Class Book and Activity Book activities on-screen, with the ability to play audio and video from the book page
- Interactive versions of Class Book and Activity Book activities with option to reveal answers
- Digital games
- Pronunciation practice

Teacher's Resource Centre on Oxford Hub

- Complete access to students' online practice
- Evaluation section with downloadable tests, printable and editable versions:
  - Unit tests at Standard and Challenge levels
  - End-of-term tests at Standard and Challenge levels
  - End-of-year tests
- Specific Competences tests
- Downloadable evaluation and portfolio materials
- Recordings of all the songs, chants, stories and listening activities
- Vocabulary and grammar worksheets at reinforcement and extension levels for unit language
- Communication skills worksheets providing additional speaking support
- Extra writing worksheets
- SEL and Brighter learning support worksheets
- UNSDG support worksheets
- Exam Power Pack providing further practice for Cambridge English Qualifications and Trinity GESE Exams

FOR PARENTS

Parent Pack

- An online resource for every level of *Brighter Ideas*. Parent Packs offer an optional, flexible bank of activities for parents that want to support their children's studies along with printable resources and supporting audio. Activities are fun and fit in with family life.

Using Graded Readers with *Brighter Ideas*

Using Graded Readers in the Primary classroom is an effective way to engage children of all abilities and learning needs. By motivating children to read for pleasure, you give them the opportunity to learn without the fear of failure.

Our Graded Readers are available at a number of different levels and across a broad range of topics, both fiction and non-fiction, so each child will be able to find a book suitable for them from our award-winning collections:

- Dolphin Readers
- Classic Tales
- Oxford Read and Discover
- Oxford Read and Imagine
- Dominoes
- Oxford Bookworms Library

Convenient bookmark shaped Reading Guides offer a simple way to **select titles that correspond to each unit of *Brighter Ideas*.**

Download the full set of Reading Guides from www.oup.com/elt/recommendedreaders

BRIGHTER IDEAS — Reading Guides 1

Reading Guides

Schools
Oxford Read and Discover
Level 1

Monkeys in the School
Oxford Read and Imagine
Level 1

SYLLABI & SAMPLES AVAILABLE AT
www.oup.com/elt

OXFORD UNIVERSITY PRESS

BRIGHTER IDEAS — Reading Guides 2

Reading Guides

Cities
Oxford Read and Discover
Level 2

The Town Mouse and the Country Mouse
Classic Tales
Level 2

SYLLABI & SAMPLES AVAILABLE AT
www.oup.com/elt

OXFORD UNIVERSITY PRESS

BRIGHTER IDEAS — Reading Guides 3

Reading Guides

Sound And Music
Oxford Read and Discover
Level 3

The New Sound
Oxford Read and Imagine
Level 3

SYLLABI & SAMPLES AVAILABLE AT
www.oup.com/elt

OXFORD UNIVERSITY PRESS

BRIGHTER IDEAS — Reading Guides 4

Reading Guides

Machines Then and Now
Oxford Read and Discover
Level 4

A Machine for the Future
Oxford Read and Imagine
Level 4

SYLLABI & SAMPLES AVAILABLE AT
www.oup.com/elt

OXFORD UNIVERSITY PRESS

BRIGHTER IDEAS — Reading Guides 5

Reading Guides

Exploring Our World
Oxford Read and Discover
Level 5

Day of the Dinosaurs
Oxford Read and Imagine
Level 5

SYLLABI & SAMPLES AVAILABLE AT
www.oup.com/elt

OXFORD UNIVERSITY PRESS

BRIGHTER IDEAS — Reading Guides 6

Reading Guides

Incredible Energy
Oxford Read and Discover
Level 6

New York Café
MICHAEL DEAN
Oxford Bookworms Library
Level Starter

SYLLABI & SAMPLES AVAILABLE AT
www.oup.com/elt

OXFORD UNIVERSITY PRESS
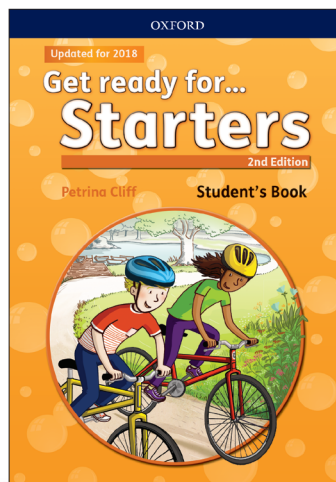
Supplementary Material
The most trusted materials for learners of English

Oxford Children's Picture Dictionary
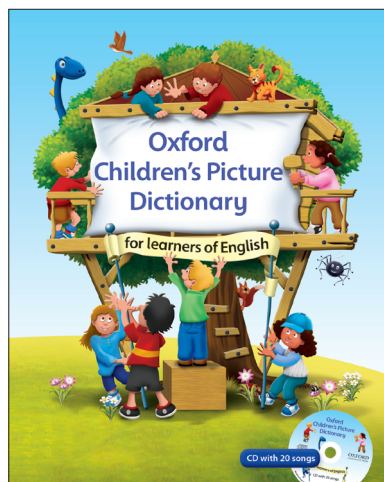
A first dictionary for young learners, this beautifully illustrated topic-based dictionary contains over 850 words and 40 topics. Available in print and interactive e-Book.

Get Ready for … 2nd edition

Motivating and comprehensive preparation for the Cambridge English Qualifications Young Learners exams.

This series supplements any coursebook and is ideal for use in class or self-study at home.

Starters, Movers, Flyers

Oxford Skills World

A six-level, paired skills series for lower primary and upper primary that focuses on developing students' receptive and productive skills.
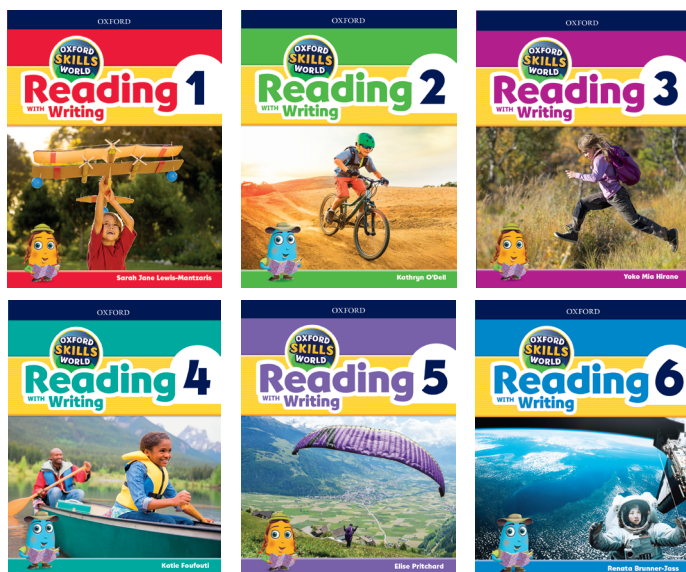

Oxford Grammar for Schools
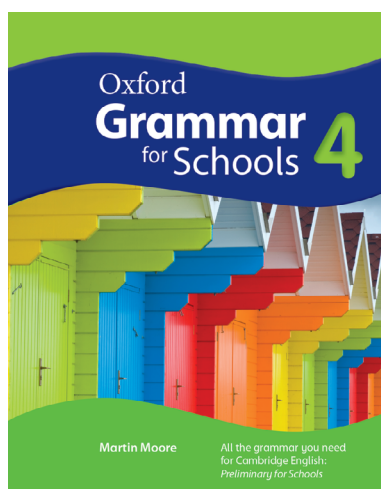
LEVELS 1–5 available

A five-level series with clear explanations and communicative activities that helps young learners and teenagers understand and practise grammar.

Each level in the series covers all the grammar students need to know for the Cambridge English Qualifications:

Level 1 – Pre A1 Starters
Level 2 – A1 Movers
Level 3 – A2 Flyers
Level 4 – B1 Preliminary for Schools
Level 5 – B1 Preliminary for Schools

PROFESSIONAL DEVELOPMENT

Oxford Teachers' Academy: Teaching English to Young Learners
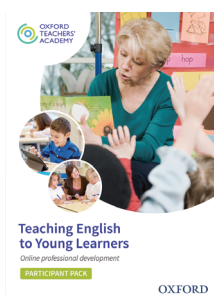
Teaching English to Young Learners is a course for all teachers of primary age students. It aims to provide teachers with the knowledge and skills needed to support young learners through the delivery of engaging and motivating lessons.

A range of professional development titles to support your teaching.
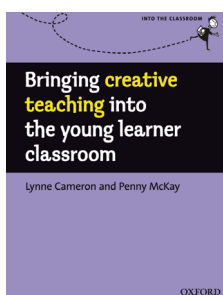
Into the Classroom is a series of short, practical guides focused on a methodology or technique with ideas to help you introduce it into your classes.

About *Brighter Ideas*

Brighter Ideas is a seven-level course for students learning English from Primary Grade 1 to Primary Grade 6, and also has a Starter level which aims to bridge the gap between pre-school and Primary Grade 1.

The course has a contemporary approach, enhanced by enquiry-based teaching methodology and combining a high-level grammar and vocabulary syllabus with *Brighter Skills*.

The context for *Brighter Ideas* is a fictional online space, *The Big Question* website, and its online community of child characters. Just as this group of characters are inspired to examine questions about the world around them, gather information and find answers, so too are students in the *Brighter Ideas* classroom. The course empowers students not only to acquire information, but to contribute to this information, sharing their own opinions and experience, and thinking beyond their normal perspectives.

The syllabus of *Brighter Ideas* has been specifically designed to encompass the language and skills requirements of the Cambridge English Qualifications Young Learners and Trinity GESE examinations, with in-built key milestones which mark the point at which students are considered prepared to enter these external exams.

While the syllabus is fast-paced and comprehensive, lessons are carefully staged, the approach to practice and recycling is thorough, and the methodology is clear and supportive for teachers and students alike. The course allows the students to achieve, and, at the same time, places importance on the fun and enjoyment of learning at primary school. *Brighter Ideas* has a fresh, modern look and feel, and takes into consideration the interests, pastimes and penchant for all things digital of children today.

Brighter Ideas also places a strong emphasis on literacy, with the inclusion of a wide variety of text types. In addition, importance is given to the development of the whole child, through the incorporation of rich cultural input, the highlighting of values, cross-curricular content, and opportunities for student-centred, project-based learning.

Brighter Ideas is full of big questions and ideas! The course's up-to-date suite of learning and teaching materials includes innovative, course-specific video material on the Classroom Presentation Tool, as well as a specialized discussion board in the Classroom Presentation Tool to bring to life the Big Question in every unit.

What is the Big Question?

Concept

At the beginning of every unit the Big Question is posted on the fictional *The Big Question* website, which is at the heart of the course. In *Brighter Ideas* 1 and 2, this is the Sunny Lane Primary School website. An online community of children then take it in turns to answer this question. This online community is made up of eight main course characters, who contribute regularly throughout Levels 1 and 2 of the course, as well as a range of one-off characters, including children from the wider international community. The child characters post their answers to the Big Question at set points throughout the unit and share something to support their answer.

The home page of *The Big Question* website greets the students in Lesson 1. Here the new Big Question for the unit is posed, and answer posts from the coming unit are previewed with images and captions. The largest image is the big picture which accompanies and illustrates the star post answer for the unit. The big picture is linked thematically to the short film which the star post child shares to support their answer to the Big Question. It aims to inspire the students and generate ideas before watching the video.

Lesson 1 also provides an opportunity for the students to start thinking about their own ideas for the Big Question. Their answers are recorded on the Big Question board and revisited at the end of the unit.

In Lesson 2, a main course character posts their answer to the Big Question and supports this answer with pictures (depicting the first vocabulary set of the unit) and a song (practising the vocabulary). In Lesson 3 the first grammar structure of the unit is introduced via a cartoon.

In Lesson 4, another main course character posts their answer to the Big Question, again supporting this answer with images (depicting the second vocabulary set of the unit). This child also invites another main course character to play the website online game *Find Norman*, in which all the continuity characters appear as game-playing avatars across the eight units.

Lesson 5 focuses on presentation and practice of the second grammar structure of the unit, and does not include an answer to the Big Question.

In Lesson 6, a different main course character posts their answer to the Big Question and supports this with a text containing rich and engaging content. This is the basis for the cross-curricular lesson in the unit.

In Lesson 7 a video shows a child, or children, from the wider international community sharing information about their culture that relates to the Big Question. Lesson 8 continues to explore themes related to the Big Question from an international perspective, enabling children to expand their own ideas about answers.

In Lessons 9 and 10, the students recap all five example answers to the Big Question provided by the unit, and compare these with their ideas for answers from Lesson 1 on the Big Question CPT discussion board. They have an opportunity to reflect on

the answers and choose the one they feel best answers the question for them. They can also now add to their list or expand upon their earlier answers, using the content and language they have learned.

The message is clear: there are many ways to answer a Big Question!

Characters

The main continuity course characters in *Brighter Ideas* Levels 1 and 2 are a group of eight 'real-world' children, who are friends at Sunny Lane Primary School. These are Rosie, Chen, Priti, Finn, Zara, Leo, Emily and Ted. Profile photos of these characters appear next to their answer to the Big Question whenever they post.

As well as posting answers to the Big Question, these characters also play an online game on the website called *Find Norman*. To play the game, they all have avatars. The game is the context for the unit stories.

The eight real-world characters and their corresponding avatars are introduced in the Starter Unit of *Brighter Ideas* Level 1.

Also part of the online community are the children awarded the star post on the website home page. We see each of these characters only once. They are the narrators of the star post videos in Lesson 1, which they sometimes also appear in, and are shown in a profile photo next to their star post answer.

In Lessons 7 and 8 students have a chance to hear perspectives from children around the world. In Lesson 7 a child or children in a different country present an aspect of their lives and culture via video clips and voiceover. This is followed by a listening activity featuring different children talking about the topic from multiple countries. These are linked to photos, bringing a strong visual dimension to the cultural exchange. Lesson 8 continues the theme with a range of different reading texts.

Joining *The Big Question* online community

The Big Question website in the *Brighter Ideas* course is a fictional website. However, today's modern educational technology means that students have plentiful opportunities to create and become active members of their own Big Question online community. The course encourages this, and fully supports digital collaborative learning. See the digital collaborative learning section of this introduction for further information.

Students can also share ideas safely via the Go Pangea platform with other *Brighter Ideas* users around the world. There are additional questions and topics that complement the *Brighter Ideas* syllabus. Students can contribute written answers and photographs to develop their written communication and digital literacy skills. Sharing ideas with students around the world in a safe environment is motivating and helps to widen their horizons.

Learning with Brighter Ideas

Brighter Skills

The children in our classrooms today need to develop the skills to help them to succeed in the thriving information age. *Brighter Ideas* brings these skills to the forefront, with special emphasis placed on critical thinking, communication, collaboration and creativity.

Critical Thinking

Today's children need to not only gain information, but to fully engage with it, process it and question it. Critical-thinking skills help children to do things such as determine facts, classify, order and prioritize information, make predictions and comparisons, reason logically and solve problems.

Brighter Ideas encourages students to think deeply and assess information comprehensively. Throughout every unit, questions labelled Think encourage students to apply their own experience and opinions. In addition, questions labelled Think, pair, share! allow students the opportunity to firstly reflect quietly and establish their own viewpoint and ideas, before they exchange these with other members of the group.

Communication

Language is, of course, all about communication. In order to communicate well, students need to be able to listen, speak, read and write effectively. *Brighter Ideas* offers students plentiful opportunities to develop these essential four skills. Oral practice of new language is paced carefully in controlled practice and freer practice stages, and throughout every unit, questions labelled Communicate give students a real purpose for sharing information and ideas. The Class Book Lesson 7 focuses on listening and the Activity Book lesson is a specifically designated speaking lesson with additional pronunciation practice on the CPT. Reading and writing skills are given emphasis in Lesson 8. Writing skills development builds slowly from word-based to sentence-based production and progresses in terms of challenge from term to term. As appropriate for this age group, the children's own writing is first modelled by a reading task and supported by clear examples.

The specialized communication skills which students need to develop in order to sit the Cambridge English Qualifications pre A1 Starters Speaking exam are fully demonstrated and practised in the last section of the course book. The exam practice section includes targeted tips, many of which train students to employ useful strategies for effective communication. Furthermore, the *Brighter Ideas* Classroom Presentation Tool also promotes computer literacy, preparing students for the demands of the information age.

Collaboration

Collaboration requires direct communication between students, which strengthens the personal skills of listening and speaking. Students who work together well not only achieve better results, but also gain a sense of team spirit and pride in the process. *Brighter Ideas* encourages collaboration in every lesson, with students working together in pairs, small groups or as an entire class.

In addition, the three student-centred projects and the Community Task at the end of Lesson 9 provide ideal scenarios for student collaboration. To participate in these activities, students need to learn to take turns, listen to others and acknowledge their contributions, and share credit for good ideas, etc. Key opportunities for developing skills of collaboration are highlighted with the **Collaborate** label.

Creativity

Creativity is extremely important in a child's education. It is widely accepted that creative activities develop attention skills and promote emotional development. Students who are able to exercise their creativity are also better at making changes and solving problems, as they have learned not only to come up with new ideas, but to evaluate them and make choices.

Brighter Ideas encourages creativity throughout each unit by allowing students the freedom to offer ideas and express themselves without judgement. The course also includes numerous targeted activities with the specific aim of inspiring the students creatively, particularly as part of the cross-curricular lessons, Lessons 9 and 10 mini book making, and termly projects.

Key opportunities for developing creativity are highlighted with the **Create** label.

Enquiry-based learning

True enquiry-based learning puts students right at the centre of their own education. The process begins with a real-world topic and the teacher acts as a facilitator, guiding the students to identify their own questions, and then seek information, working together to find solutions.

Brighter Ideas takes from this approach key elements most appropriate for the ability of students of this level. The course

balances the benefits of enquiry-based learning with the practical realities of EFL teaching and students' other very real needs, taking into consideration requirements such as a language syllabus matched to external examinations.

While students are given the freedom to bring to the instruction their own thoughts, opinions and ideas, and encouraged to build essential skills in communication and collaboration, a supportive structure for learning ensures they are linguistically equipped to fulfil tasks, and that their language goals are reached.

Brighter Ideas supports enquiry-based learning in that it maximizes student involvement, encourages collaboration and teamwork, and promotes creative thinking. Students employ the four skills of listening, speaking, reading and writing as they reflect on questions about the world around them, gather information and find answers.

The course teaches students to be inquiring and curious by example. Each unit revolves around a Big Question on a specific theme. The Big Question is broad, open-ended and thought-provoking, appealing to children's natural curiosity. Through the series of possible answers to the Big Question, which head up lessons at key points throughout each unit, students learn that one question can have many answers. In addition, they are invited to think about the way that they personally can best answer the question. Students' answers can be recorded on the Big Question board.

Project-based learning

Project-based learning is a style of enquiry-based learning. It is student-centred and hands-on. Students are not simply provided with knowledge or facts in a traditional way, but acquire a deeper knowledge through active exploration of a real-world challenge, working together for an extended period of time to investigate information and making their own choices in the ways they respond to it.

The benefits of project work in language learning are manifold. In particular, it involves the kinds of activities that children typically like doing, such as finding out about interesting topics, inventing and making things, talking about themselves and working together. This, of course, gives rise to heightened motivation in the classroom.

Project work is also suitable for different levels, allowing individual students to take on different roles with varying degrees of challenge. This is an ideal way to cater for mixed-ability classes, as well as different kinds of learning styles. Project work presents the ideal opportunity for the development of the *Brighter Skills* of critical thinking, communication, collaboration and creativity. Cross-curricular links, especially with science and art, also naturally occur, allowing students to connect new knowledge with prior knowledge and experience, and in this way facilitating deep learning.

Recognizing the importance of project-based learning and its close relationship to enquiry-based learning, *Brighter Ideas* includes three Big Projects – after units 3, 6 and 8 of the course. The projects are carefully staged to enable students to make the most of the opportunity to develop *Brighter Skills*, while at the same time benefiting fully in terms of English language practice.

The projects are supported by a blended presentation, with input from the Classroom Presentation Tool, clear project stages in the Class Book and support in the Activity Book. This provides a framework for students to work with their peers to stage and present their projects. An activity on the Classroom Presentation Tool reviews key language.

Differentiated teaching notes in the Teacher's Guide allow flexibility, depending on the needs of the specific group. The project stages are set out on the Classroom Presentation Tool, to help students understand and anticipate the elements of the project, reinforcing activated learning. Setting clear instructions, establishing learning goals, and ending with the My Progress activity are part of the Assessment for Learning methodology which underpins *Brighter Ideas*.

The students work through the project structure in the Class Book and Activity Book, which guides them in structuring and contributing their ideas, and in working collaboratively. The *Think about it* stage inspires the students to draw on their own experiences and opinions, awakening their interest and generating ideas for the coming project.

Brighter Ideas ensures the students have the language tools necessary to take part in the decision-making and discussion phases of the project. Their skills of creativity are developed in the *Make* stage, where they make a board game or bedroom collage. Students have the option to choose different roles within their groups. Students have the opportunity to use the the language needed to play the board games or share their opinions in the *Practise* stage. Each project is supported with an *English in Use* input, provided on the Classroom Presentation Tool, which lets students practise functional language relevant to the project work. This language gives meaningful interaction, promoting confidence and fluency. The projects as a whole provide valuable opportunities to develop key skills, such as communication and collaboration, giving the students a meaningful framework to discuss and share their ideas in English. In the final *Play* or *Talk* stage, the students play the board games or discuss the collages they have made, which helps develop their real-life communication skills.

The projects can be used flexibly, depending on the time available. Importantly, after each Big Project, students are encouraged to reflect on their work in a self-evaluation activity, developing their skills of learning to learn.

Literacy

In the information age, students have to be able to work effectively with information. Their need to comprehend and interpret written information, as well as communicate successfully in writing themselves, has never been quite so prevalent. The *Brighter Ideas* coverage of literacy development is, therefore, wide.

Lesson 8 of each core unit of *Brighter Ideas* has the specific aim of teaching literacy and reading skills. Reading texts presented by children from around the world, show many types of written communication, ranging from the informal, personal tone of emails to the more fact-based content of an information website, as well as articles, questionnaires, and more.

The information age has brought with it new ways to read and write, necessitating the need for 21st century technology literacy skills. *Brighter Ideas* Level 1 has provision for developing these skills. Digital texts such as websites and blog posts are included in the range of text types exemplified and analysed in the course. The cross-curricular lessons also help to develop this knowledge with a focus on, for example, internet safety. By learning to understand how to evaluate today's new information, as well as how to use specific tools to communicate safely and effectively, students can embrace new technology and be inspired to learn.

Students use pictures to engage with a text before reading, to aid understanding. A follow-up activity in the Activity Book then familiarizes the students further with this text type through a creative task which gives them enough support and guidance to allow them to produce their own personalized version of the text.

Brighter Ideas 1 also promotes a positive attitude to literacy through the mini books, which students make and complete at the end of each unit. Not only are students empowered to create their own little booklet, personalizing all the language they have learned, but they are also encouraged to share their work with others. Reading their mini books to parent or guardian forms a beneficial home-school link.

Digital collaborative learning

What is digital collaborative learning?

Digital collaborative learning involves students sharing their work online or working together on group online projects as a means to gain a genuine audience. This can be easily and practically achieved through the use of a class blog, which requires basic technology skills to create and manage, and very little time to maintain.

The scale of digital collaborative learning can vary greatly depending on the reach of the class blog. At the lesser end of the scale, teachers can set up a class blog to bring together individual students and their work within just one class. There is then scope for this class blog to be linked to another class blog within the same school. The reach can be further extended if the blog is linked to class blogs from other schools in the same country. It can of course become global if it is linked to other classes across the world.

Setting up a class, inter-class, school or inter-school blog can be simplicity itself, with ready-made templates available to use on the internet, and extensive online advice and support about setting up your blog, maintaining it and getting the most out of it. All this information is also available via online teacher training videos.

What are the benefits?

The educational benefits of digital collaborative learning are numerous.

The work that students share is varied. This can include many different types of writing, as well as other types of production such as artwork, project work and video. This has great value as it increases students' digital literacy and promotes students' competence in learning to learn, cultural awareness and expression, and most notably digital competence.

The stages that this style of learning encompass are also **important to developing *Brighter Skills***. Students need to use skills of critical thinking and creativity to produce the work they aim to share. Working together or contributing their thoughts and ideas to respond to the work of others develops skills of collaboration and, of course, the class blog provides the perfect platform for real communication.

The genuine audience at the heart of digital collaborative learning can **increase student engagement and motivation immeasurably**. Not only are students aware of this audience when producing their work, but the comment function common to blogs means that they are able to receive real feedback from their peers.

In addition, the class blog can be shared with parents and guardians to further increase students' motivation and to **strengthen the link between school learning and home**.

Opportunities in *Brighter Ideas* 1

As well as the benefits described above, digital collaborative learning is very relevant to the overall methodology and underlying concept of the *Brighter Ideas* course. Notably it provides a means for students to become members of their own *Brighter Ideas* online community.

Setting up a class blog means that students in Levels 1 and 2 can post their own answers to the Big Question, just like the course characters. The best opportunity for this is at the end of each unit, where students are asked which example answer post was their favourite and encouraged to answer the question for themselves. Teachers can assist the students to write their answer as a real post in English and upload it to a class, inter-class, school or inter-school blog, on which students have the ability to comment on each other's posts.

It is also possible to include other kinds of production on a class blog. Teachers can record students singing the unit songs or film the final productive stages of the Big Projects to share via the blog.

The internet is an exciting teaching resource, but it is also an unknown environment which requires judicious use. The following guidelines can help keep students safe online:

- Ensure your school has already communicated an e-safety policy with students and teachers.
- Use child-safe search engines and blogging websites recommended for schools and children, and check out their authenticity carefully.
- Make use of the moderation tools and privacy settings offered by websites.
- Talk to your students about e-safety and warn them against sharing personal details such as addresses and passwords. Establish a set of rules with the class before you begin.
- Keenly monitor students' activity on the computer during the lesson.

Vocabulary and grammar

Brighter Ideas is a high-level English course and therefore incorporates a greater amount of vocabulary and a wider range of grammatical structures than would be expected in a mainstream English language course. The language syllabus for *Brighter Ideas* Levels 1 and 2 has been specifically designed in line with the syllabus of the Cambridge English Qualifications Pre A1 Starters examination, so that students are considered prepared to sit the exam by the end of Primary 2.

In *Brighter Ideas* Level 1, ten new core items of vocabulary are presented in Lesson 2 of each unit, with a further six core words taught in Lesson 4. For each of these vocabulary sets, both a digital flashcard activity on the Classroom Presentation Tool and printed flashcards in the Classroom Resource Pack are available. These make possible the option to present vocabulary prior to the Class Book presentations, and also to review and practise vocabulary as required. The Classroom Resource Pack also contains wordcards for each printed flashcard so that both the words and the images can be used in conjunction to introduce or practise the written form of the core vocabulary when appropriate.

Additional writing practice of the first set of core vocabulary occurs in the special feature writing pages at the end of the Activity Book. Students are encouraged to refer to their Picture Dictionary also at the end of the Activity Book to facilitate them with this activity, promoting the development of learning to learn skills.

In addition to the new core vocabulary, new words are also presented in order to facilitate understanding and practise in the cross-curricular lesson of each unit.

Each unit of *Brighter Ideas* Level 1 also presents and practises two new core grammatical structures. The first of these core structures is presented through a character-based cartoon in Lesson 3. The second is presented in Blue Clue's chant in Lesson 5. These contexts and supporting images clearly demonstrate the meaning of the new language. The following listening activities practise aural recognition of the new language, as well as providing a clear model for the follow-up speaking activities. Each grammar lesson also includes additional practice for reinforcement and consolidation in the Extra Grammar Practice activities at the end of the Activity Book.