BRIGHTER IDEAS

TEACHER'S GUIDE 6

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Syllabus

	Vocabulary	Grammar	Cross-curricular, culture and SEL	Skills	Pronunciation
S How do we remember our holidays? Page 49	**Core** Game verbs: *complete, give up, cheat, choose, lose, win*	**Comparative and superlative adverbs** *I surfed better than last year.*			
1 How do we learn things? Page 53	**Core** Education: *certificate, test, essay, timetable, dictionary, textbook, course project, experiment, head teacher, exam* Online activities: *go online, visit a website, download a document, click on an icon, search the internet, type in a password* **Other** *First, Then, Next, After that, Finally*	**Present continuous for future plans** *I'm (not) studying for my exam on Friday. Are they doing anything at five o'clock?* **Indefinite pronouns** *There's somebody in the room. Is there anywhere to hide?*	**PE:** Learning the rules of a game **Culture:** A new skill, a new me! **Brighter learning:** Why is taking sketch notes useful?	**Reading:** A blog post **Listening:** Sketch notes **Speaking (AB Page 13):** A record sheet **Writing (AB Pages 14–15):** The Big Write: A blog post	/k/ and /s/ sound /k/ *coat* /s/ *city* (AB page 6)
2 What do we find entertaining? Page 65	**Core** Fun places to go: *skating rink, basketball courts, snack bar, photo booth, riding school, BMX track, bowling alley, adventure park, planetarium, indoor skydiving centre* TV shows: *nature documentary, chat show, quiz show, talent show, reality TV show, drama series* **Other** *frames, continuous, illusion, animation, storyboard, sequence*	**Present perfect with *for* and *since*** *I've been at school for three hours. He's been at home since four o'clock.* **Present perfect with *just*** *We've just watched a quiz show on TV. He's just seen my favourite actor!*	**Art:** Learning about stop-motion animation **Culture:** Ice cold fun! **Brighter learning:** Tell a friend if it is always good to be competitive.	**Reading:** A review **Listening:** Ice hockey **Speaking (AB Page 25):** A mind map **Writing (AB Pages 26-27):** The Big Write: A review	Linked words (AB page 18)

		Vocabulary	Grammar	Cross-curricular, culture and SEL	Skills	Pronunciation
3	**Why do we have hobbies?** Page 76	**Core** Free-time activities: *make collages, do street dancing, do aquarobics, go go-karting, grow bonsai trees, decorate cakes, make jewellery, study astronomy, go caving, do parkour* Things to collect: *key rings, fossils, football cards, fridge magnets, autographs, comics* **Other** *astronomy, telescope, night sky, moonlight, constellations, planets, compass*	**Present perfect and past simple** *I've been a member for nine months.* *She went caving last year.* **Present perfect with *yet* and *already*** *We've already found the comic.* *Have they caught the thief yet?*	**Science:** Learning how to observe the night sky **Culture:** Sharing passions! **Brighter learning:** Recommend three new hobbies.	**Reading:** A notice **Listening:** Hobbies **Speaking (AB Page 39):** A double bubble map **Writing (AB Pages 40-41):** The Big Write: A notice	Rising and falling intonation (AB page 32)
	The Big Project 1 Page 88	Design a visitor website **Making conclusions** *In that case, I think we should … So we should definitely …*				
4	**How does nature affect us?** Page 90	**Core** Natural disasters: *tsunami, heatwave, volcanic eruption, snowfall, earthquake, flood, lightning, hurricane, avalanche, thunderstorm* Environments: *rainforest, coast, woodland, the Arctic, desert, river bank* **Other** *climate change, fossil fuels, coal, gas, oil, petrol, greenhouse effect, forest fires, droughts, melting ice caps, extreme weather*	**Past continuous and past simple** *I was sitting on the bus when it happened.* *What was he doing when it happened?* **Linking words** *I missed the bus, so I was late for school.* *You must do your homework after class finishes.*	**Science:** Learning how climate change affects the planet **Culture:** Our amazing world **Brighter learning:** Why is it important to protect the habitats of animals?	**Reading:** An informational text **Listening:** Monarch butterflies **Speaking (AB Page 53):** A fact file **Writing (AB Pages 54-55):** The Big Write: An informational text	Falling intonation when giving short answers (AB page 46)

		Vocabulary	Grammar	Cross-curricular, culture and SEL	Skills	Pronunciation
5	**How are things made?** Page 102	**Core** Materials: *china, metal, cardboard, plastic, silk, leather, glass, cotton, concrete, rubber* Recycled objects: *water bottles, kitchen rolls, egg cartons, bottle tops, jam jars, yoghurt tubs* **Other** *dimensions, create, scan, design, layer*	*made of* *What is this cup made of?* *It's made of china.* *Magazines are made of paper.* **The present passive** *The child is saved by Bella.* *The things are collected by Oli.*	**Science:** Learning about 3-D printers. **Culture:** Have fun and upcycle! **Brighter learning:** Write three advantages of upcycling old things.	**Reading:** A report **Listening:** An upcycling project **Speaking (AB Page 67):** A flow chart **Writing (AB Pages 68-69):** The Big Write: A report	Homophones (AB page 60)
6	**What can we predict about the future?** Page 114	**Core** Technology: *3D printer, batteries, drone, microchip, robot, smartwatch, smartphone, virtual reality headset, tablet, wearable technology* Phrasal verbs: *come across, find out, watch out, look for, look up, turn up* **Other** *brain training, pattern*	*will / won't* *We'll wear mobile phones like gloves.* *We won't have microchips in our clothes.* *Will mobile phones be smaller?* **must, might, may and can't for speculation** *She might become famous.* *We could see more animals.*	**Maths:** Learning how to keep your brain healthy **Culture:** Your amazing future **Brighter learning:** Why is it important to find new ways to produce food in the future?	**Reading:** A collaborative writing board **Listening:** Future predictions **Speaking (AB Page 79):** A pictogram **Writing (AB Pages 80-81):** The Big Write: A collaborative writing board	How to say different years (AB page 72)
	The Big Project 2 Page 125					

Upcycling: A 'How to' presentation

Describing objects
It looks small.   *This one has some stripes on it.*

Expressions for helping each other
Maybe you could repeat that part.

		Vocabulary	Grammar	Cross-curricular, culture and SEL	Skills	Pronunciation
7	**What do you want to do when you grow up?** Page 127	**Core** Jobs: *businesswoman, coastguard, detective, engineer, factory worker, journalist, mechanic, pilot, scientist, surgeon* Space: *space, solar system, astronaut, spacesuit, rocket, planet* **Other** *experiment, conclusion, hypothesis, problem or question*	**Subordinate clauses with *think / hope / know*** *I know I'm going to be an astronaut.* *I hope that I won't fail my exams.* *How do you know that you want to be a pilot?* **First conditional** *If you pass all your exams, you'll be a pilot.* *If she takes an umbrella, she won't get wet.*	**Science:** Learning about the scientific method **Culture:** Who do you admire? **Brighter learning:** Why is it important to do a job you enjoy?	**Reading:** An article **Listening:** A games tester **Speaking (AB Page 95):** A main ideas web **Writing (AB Pages 96-97):** The Big Write: An article	Stress in three syllable words (AB page 88)

	Vocabulary	Grammar	Cross-curricular, culture and SEL	Skills	Pronunciation
8 **What makes us succeed?** Page 139	**Core** Challenges: *audition for a part, learn to scuba-dive, sing a solo, perform on stage, speak a foreign language, join a club, do a presentation, take an exam, enter a competition, try a new activity* Adjectives: *dangerous, safe, crowded, deep, loud, quiet* **Other** *Stone Age, underground, furniture, tools, bones, ancestors, artefacts*	**Verb patterns: -*ing* / infinitive** *I've decided to help you.* *She suggested walking home.* ***too* and *enough* with adjectives** *This raft is too small.* *This raft isn't big enough.*	**Citizenship:** Learning about archaeology **Culture:** Yes, you can! **Brighter learning:** Write two ways you could help your community by doing a sponsored walk.	**Reading:** An interview **Listening:** A sponsored walk **Speaking (AB Page 107):** A T-chart **Writing (AB Pages 108-109):** The Big Write: An interview	Stress patterns in compound words (AB page 100)

The Big Project 3
Page 151

A podcast advert
Agreeing and disagreeing
Good idea …   I'm not so sure. Perhaps we …

Exam Preparation
Page 153

Cambridge English Qualifications A2 Flyers
Speaking Part 1: pages 43, 69, 95, 110
Speaking Part 2: page 19, AB pages 30, 84
Speaking Part 3: pages 57, 111
Speaking Part 4: pages 31, 81, 107
Listening Part 1: AB page 58
Listening Part 2: AB page 59
Listening Part 4: AB page 113
Listening Part 5: AB pages 30, 84
Reading and Writing Part 1: AB page 31
Reading and Writing Part 4: AB page 116
Reading and Writing Part 5: AB page 85
Reading and Writing Part 6: AB page 112
Reading and Writing Part 7: AB page 117

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
- 11 pages of activities per core unit
- 10 pages of optional Cambridge English Qualifications external exam material
- Extra Grammar Practice for each unit
- 2 pages for use with each Big Project
- 8 Grammar Reference pages

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
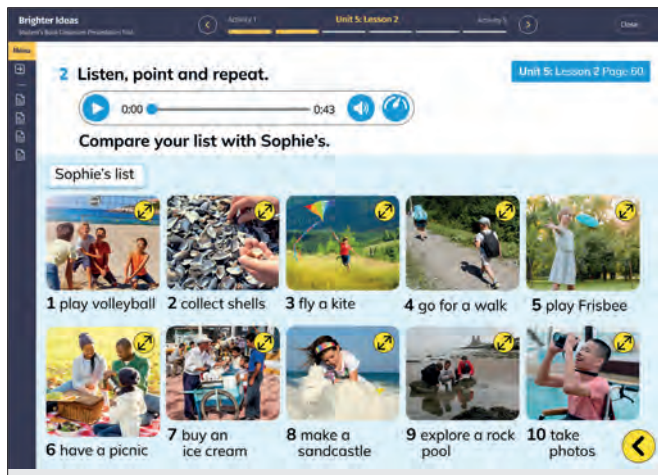
Digital Activity Book

- 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

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 Competence 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 at reinforcement and extension level
- UNSDG support worksheets
- Class Book bonus game support
- 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
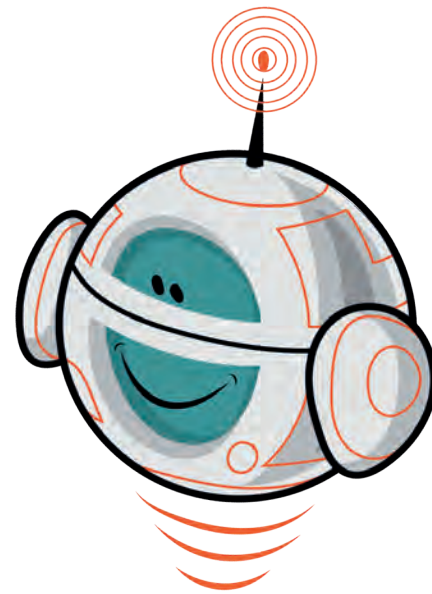
Convenient bookmark shaped Reading Guides offer a simple way to **select titles that correspond to each unit of** *Brighter Ideas*.
**Download the full set of Reading Guides from www.oup.com/elt/recommendedreaders**

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BRIGHTER IDEAS Reading Guides 1	**BRIGHTER IDEAS** Reading Guides 2	**BRIGHTER IDEAS** Reading Guides 3	**BRIGHTER IDEAS** Reading Guides 4	**BRIGHTER IDEAS** Reading Guides 5	**BRIGHTER IDEAS** Reading Guides 6
Reading Guides	Reading Guides	Reading Guides	Reading Guides	Reading Guides	Reading Guides
Schools	Cities	Sound And Music	Machines Then and Now	Exploring Our World	Incredible Energy
Oxford Read and Discover Level 1	Oxford Read and Discover Level 2	Oxford Read and Discover Level 3	Oxford Read and Discover Level 4	Oxford Read and Discover Level 5	Oxford Read and Discover Level 6
Monkeys in the School	The Town Mouse and the Country Mouse	The New Sound	A Machine for the Future	Day of the Dinosaurs	New York Café
Oxford Read and Imagine Level 1	Classic Tales Level 2	Oxford Read and Imagine Level 3	Oxford Read and Imagine Level 4	Oxford Read and Imagine Level 5	Oxford Bookworms Library Level Starter
SYLLABI & SAMPLES AVAILABLE AT **www.oup.com/elt**	SYLLABI & SAMPLES AVAILABLE AT **www.oup.com/elt**	SYLLABI & SAMPLES AVAILABLE AT **www.oup.com/elt**	SYLLABI & SAMPLES AVAILABLE AT **www.oup.com/elt**	SYLLABI & SAMPLES AVAILABLE AT **www.oup.com/elt**	SYLLABI & SAMPLES AVAILABLE AT **www.oup.com/elt**
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Supplementary Material
The most trusted materials for learners of English

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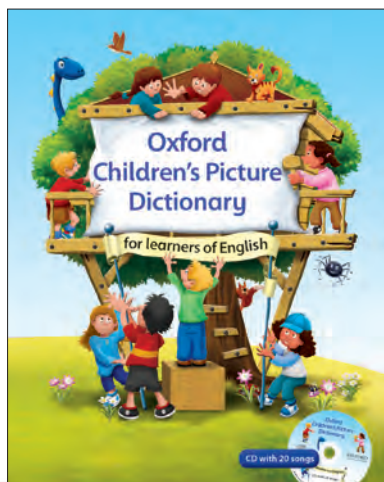
A first dictionary for young learners, this beautifully illustrated topic-based dictionary contains over 850 words and 40 topics. Available in print and interactive e-Book.

Get Ready for ... 2nd edition
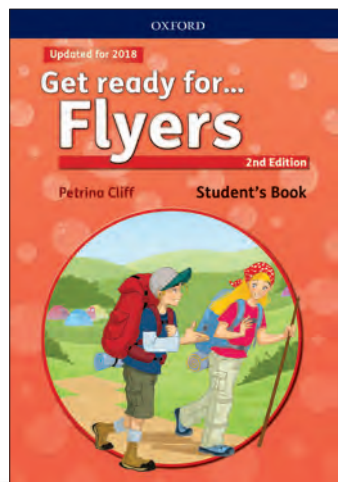
Motivating and comprehensive preparation for the Cambridge English Qualifications Young Learners exams.

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
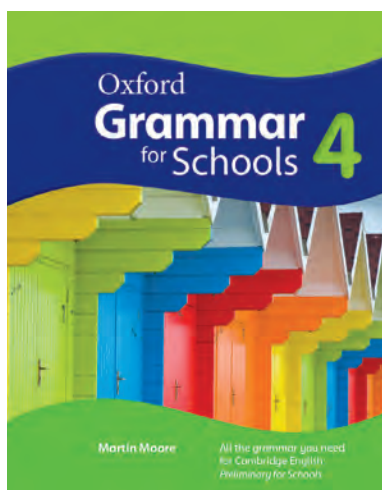
LEVELS 1–5 available

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.
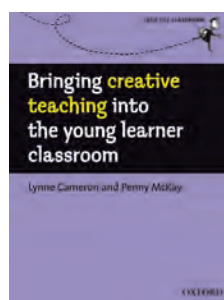
Into the Classroom is a series of short, practical guides focused on a methodology or technique with ideas to help you introduce it into your classes.

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. 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 5 and 6 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). This same child also engages in an online chat related to their post (with another member of the community) in Lesson 3. The chat box dialogue forms the presentation of the first grammar structure of the unit.

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 *The Big Quest*, 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 child from the wider international community shares a text from their culture or context that relates to the Big Question. Lesson 8 continues to explore the theme with a video presentation followed by audio input from children around the world. These lessons explore themes related to the Big Question from an international perspective, enabling children to expand their own ideas about answers.

The final answer to the Big Question appears in Lesson 9, where a main course character also posts a short text explaining their answer. This text provides a model for the students' own writing in the lesson.

In Lesson 10, the students recap all six 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 5 and 6 are a group of eight 'real-world' children, who are friends through *The Big Question* website. These are Bella, Jack, Celia, Oli, Nancy, Rami, Fatima and Tomas. 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 *The Big Quest*. 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 6.

Also part of the online community are the children awarded the star post on the website home page. We see each of these characters in Lessons 1 and 3. 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 Lesson 3, they are shown in a text message discussion with a course character, showcasing the grammar for that lesson.

In Lessons 7 and 8 students have a chance to hear perspectives from children around the world. Lesson 7 focuses on one child, who shares an aspect of their culture via a text, for example, a website. In Lesson 8 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.

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. Extensive and intensive reading and listening skills are given emphasis in Lessons 7 and 8. And Lesson 9 is a specifically designated writing development lesson with a special focus on key features of specific text types.

The specialized communication skills which students need to develop in order to sit the Cambridge English Qualifications A2 Flyers 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. Throughout the course, the last exercise in Lesson 5 provides supportive collaboration practice.

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 and writing lessons, 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.
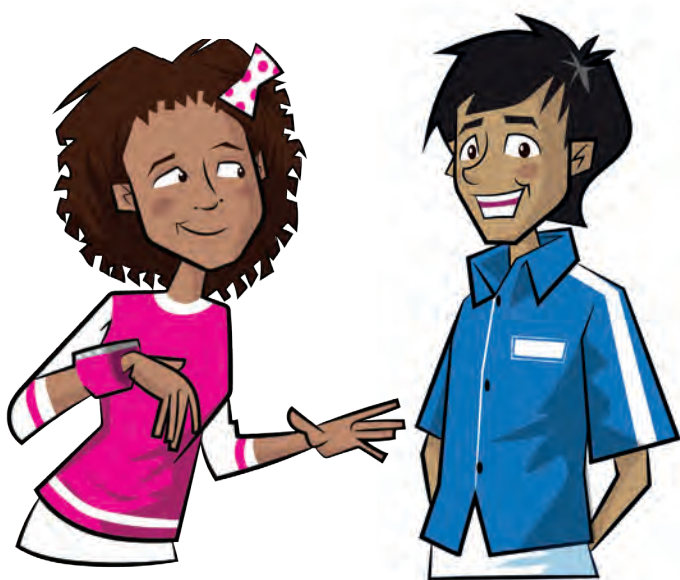
Differentiated teaching notes in the Teacher's Guide allow flexibility, depending on the needs of the specific group. The project stages are set out on the Classroom Presentation Tool, to help students understand and anticipate the elements of the project, reinforcing activated learning. Setting clear 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 organizing 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. The *Find out* stage places the students in the role of researcher, asking them to acquire knowledge for their project by conducting a survey within their project group. The *Choose* stage uses their skills of collaboration as well as critical-thinking skills to summarize, compare and evaluate the information they have gathered, and make their own choices for the information they will use in their project work. 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.

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 *Create* activity, where the productive stages are broken down into achievable tasks. Students have the option to choose different roles within their groups. 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 *Present and share* stage, the students develop presentation skills, which are of particular value in developing real-life communication skills.

The projects can be used flexibly, depending on the time available. The Community Tasks that end each Lesson 9 in the Activity Book provide an opportunity for a shorter collaborative task using the students' own writing work as a starting point. These tasks, scaffolded on the page and supported in the Teacher's Guide, include information-gathering outside the classroom to practise research and thinking strategies, and emphasize presentation and communication skills.

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 7 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 text messages to the more fact-based content of an information website, as well as articles, guidebooks, 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 6 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.

The follow up activities help them to read the text more closely and engage fully with the content.

Lesson 9 is devoted to developing the students' own writing skills and includes a short reading text providing a model, a focus on a different specific writing sub-skill in each unit, and guided steps to help students plan and prepare for writing a personalized text related to the unit theme.

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* 6

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 5 and 6 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. In addition, there is the potential to digitally create and post the Community Task projects in Lesson 9 of the Activity Book.

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 5 and 6 has been specifically designed in line with the syllabus of the Cambridge English Qualifications A2 Flyers examination, so that students are considered prepared to sit the exam by the end of Primary 6.

In *Brighter Ideas* Level 6, ten new core items of vocabulary are presented in Lesson 2 of each unit, with a further six core words taught in Lesson 4. Before new vocabulary is presented, the students are encouraged to brainstorm words related to the theme that they already know, in order to activate and share their background knowledge. Once the core vocabulary has been presented, they then have the opportunity to compare their own words with the ones provided. This approach to presenting vocabulary promotes the development of critical-thinking skills.

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

Each unit of *Brighter Ideas* Level 6 also presents and practises two new core grammatical structures. The first of these core structures is presented through a chat room dialogue in Lesson 3. The second is presented in the context of the story through example sentences in Lesson 5. In both lessons, attention is paid to meaning and usage of the new language. Clear grammar tables also provide a focus on form, and the language within the tables is activated in the first controlled oral practice activity. This then builds to a further speaking activity, which develops communicative skills.

Lessons 3 and 5 include grammar animations, intended to provide further support for students on their learning journey. The animations follow four robots, Rusty, Clunky, Blinky and Dinky, who explore the world and things around them at the same time as the students. The robots have very different personalities, and it is their differences that make them good friends. They start every animation having made an item in their factory, which leads them on fun learning journeys that will both entertain and educate the students watching.

Students are invited to personalize the grammar they have learned in the Extra Grammar Practice activities provided on pages 110–117 of the Activity Book. Grammar Reference pages, complete with targeted practice, are also provided at the end of the Activity Book. All the grammar from the unit is thoroughly reviewed at the end of each unit via the interactive Review video.

Additional practice is also provided with Consolidation and Extension Grammar and Vocabulary worksheets for each unit via the Teacher's Resource Centre on Oxford Hub.

Skills

As a global course for English in the 21st century, *Brighter Ideas* offers students plentiful opportunities to become effective listeners, speakers, readers and writers with the aim of developing strong communication skills. The Class Book, Classroom Presentation Tool and Activity Book work closely together to develop the four skills.

Listening

All new language is presented for aural recognition with clear models on the Classroom Presentation Tool Class Book and Activity Books on-screen. Listening to songs, stories, and culture texts also helps the students internalize the language and exposes them to native speaker pronunciation. In addition, frequent opportunities for 'real' listening are provided to consolidate new grammar in the Activity Book, and in the extensive and intensive listening practice in the Lesson 8 culture lesson.

Lesson 8 provides Listening practice supported by engaging visuals from different countries and contexts. The targeted listening skills work in lesson 8 always includes some work on listening for gist, or general idea plus a sub-skills focus, prompting students to listen for descriptions, or key words, for example, to tie in with the visual cues on the Class Book page.

Speaking

Throughout the course, attention is paid to the development of both accuracy and fluency. Spoken accuracy is developed through controlled oral activities which involve essential repetition of new language, but also have meaning and purpose, and encourage personalization. In each Lesson 10, the interactive Review video also provides thorough aural and oral practice of the grammar from each unit in a unique and engaging way.

Brighter Ideas also allows the students frequent opportunities to draw on the whole of their productive repertoire. Fluency and confidence in speaking are promoted by the possibilities for teacher-led discussions. These can be done via *Think* tasks, the regular *Think*, *pair*, *share!* questions, and the collaborative Big Projects. In addition, there are numerous contexts which children can easily relate to and suggestions for teacher-led discussions provided in the teaching notes.

Lesson 8 in the Activity Book provides students with a range of tools and strategies for organizing their ideas to prepare for a spoken presentation. Each lesson features a different style of graphic organizer: a mind map, a tree diagram, etc. to allow students to try out different ways of structuring their thoughts. Individual learners can adapt the strategies to suit their learning style and start to assemble a personal tool kit that they can build on in further studies.

Reading and Writing

Students learning English at a higher level need to be able to make good progress quickly with regard to reading and writing. *Brighter Ideas* takes a systematic approach to these skills to allow this to happen. A model of the written form of new language is always presented for the students to read before they write it themselves. The Classroom Presentation Tool vocabulary and grammar games provide a helpful bridge between the Class Book and the Activity Book in this respect, as the students practise new language in conjunction with the written word as a whole class and with the support of the teacher, before they progress to the more independent reading and then writing activities in the Activity Book.

Brighter Ideas also prepares students to develop techniques to help them become better readers through the pre-reading tasks in the cross-curricular and literacy lessons (Lessons 6 and 7 of each unit). These help them activate their own background knowledge, make predictions, and build expectations for what they are about to read. Students also practise reading a wide variety of different text types, both in the designated literacy lessons, but also in the cross-curricular lessons, with reading texts such as a leaflet, a set of instructions and an email.

Lesson 7 in the Activity Book provides a targeted opportunity to practise and develop reading skills and strategies, building up a suite of skills and subskills, and supporting students' autonomous learning inside and outside the classroom.

Students have the chance to 'unlock' four bonus stories across the level via the Classroom Presentation Tool. These fall at the end of unit reviews, and along with bonus songs and games, act as a reward for their efforts across the units. These are fun and engaging, stimulating students' critical thinking and problem-solving skills. They aim to appeal to students who may not usually be drawn to reading for pleasure. These stories contain brain teasers and riddles to work out as the story progresses. Students can interact with the stories, and work with their peers to solve the puzzles and clues as they go.

In the specialized Writing lesson (Lesson 9 of each unit, in the Activity Book) students are supported to produce a piece of independent writing. The lesson provides a clear model with comprehension check, and then foregrounds a writing tip, which students can apply to improve their writing style or accuracy. They are supported in planning and checking their writing, providing a foundation of good writing habits for their future learning. Additional practice is also provided with a writing worksheet for each unit in the Teacher's Resource Centre on Oxford Hub.

In addition to the skills coverage described above, care has been taken to ensure that students preparing for the Cambridge English Qualifications examinations develop the required level of skills competency, as well as familiarity with examination task types. The specific exam preparation and practice lessons at the end of the Class Book and Activity Book for the Cambridge English Qualifications examinations, as well as the external exam materials provided in the Exam Power Pack are provided for this purpose.

Pronunciation

All new language presented in *Brighter Ideas* is provided via the Classroom Presentation Tool so that students have a good model of native speaker pronunciation to follow. In addition, in each Lesson 1 of the Activity Book, *Brighter Ideas* Level 6 trains learners in various important aspects of English pronunciation. The students listen to a pronunciation rule, and then have opportunity to identify the pronunciation aspects in focus, distinguish between them and categorize them, before practising them for themselves.

Stories

The unit stories in *Brighter Ideas* add to the rich context of the course and are designed to appeal to today's children with their love of technology and digital games. Each story is set in a different world of an online game called *Power Up!*.

In each story, two of the main course characters from the online community appear as the main story characters in the guise of avatars. Upon arriving in the new world, these characters are set a challenge which they have to win in order to unlock a new world and progress in the game. Their attempts to succeed

are invariably hampered by Dr Zeevil, master of tricks and evil technology, and his crew of crooked Z-bots. The avatars must, therefore, choose from a range of power ups at the start of the story to help them to outwit these villains. The power ups are Special skills familiar to online gaming, for example, Super stretch, Night vision, Anti-gravity, and Shrink and grow. It is up to the avatars to decide when to employ the power ups, and also whether or not to use the mysterious secret power up, in their quest to complete their mission.

The unit stories play an important role with regard to language development, as they practise the second vocabulary set from the unit, as well as presenting the second grammar structure in context.

The student's first experience of the story is via the Class Book. Before they listen and read, they are asked a pre-reading question so that they can bring their own ideas and expectations to the story, a key step in developing literacy skills. Checking their ideas to the pre-reading question gives them a real reason to listen and read the story the first time.

Afterwards, the students enjoy a full animation of the story on the Classroom Presentation Tool, allowing them to immerse themselves in the English world of *Power Up!*. This time, they are required to listen for specific information in order to complete the follow-up activities in the Activity Book, which check and consolidate their understanding of the story.

A home-school activity in the story lessons encourages students to share the Class Book stories with their families at home. They can be used in different ways according to students' needs and aptitude. This activity may encourage students to read the story to someone at home, providing extra reading practice, or to ask about an aspect of the story, and get a response from a family member. Students can explain the stories in their own language, engaging parents and family members in their learning, and practising the skills of interpretation and mediation, as they transmit ideas from one language to another.

Cross-curricular learning

Brighter Ideas embraces the opportunity to transfer useful, practical English language to a range of different areas of the curriculum, including science and social science, art, IT, music and maths. The areas chosen reflect and build on the kind of subject matter that the students are working with in other classes. True to the kind of information which children share or find online, the cross-curricular texts in *Brighter Ideas* often have an element of fun and a curiosity factor, as well as educational content.

The cross-curricular content of every Lesson 6 in *Brighter Ideas* is delivered through a text shared by the posting child. As well as developing reading skills, students are given the opportunity to reflect and think deeply about the content, bringing their own opinions and ideas to the lesson in the *Think*, *pair*, *share!* stage. The follow-up activities then give scope for consolidating and extending what they have learned, for incorporating creative skills, as well as for developing real-life cross-curricular skills, such as learning how to understand the information shown in a bar chart.