

# BRIGHTER IDEAS

## TEACHER'S GUIDE



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# Syllabus

	Vocabulary	Grammar	Cross-curricular, culture and SEL	Skills	Pronunciation
<b>S</b> Who's here? Page 45	<b>Core</b> Numbers 1–10 Feelings: <i>happy, sad, hot, cold, hungry, thirsty</i>	<b>Introductions</b> <i>What's your name? I'm Ava. I'm ... I'm happy.</i>			
<b>1</b> What colours can you see? Page 50	<b>Core</b> Colours: <i>red, blue, yellow, pink, green, orange, purple, grey</i> School things: <i>pencil, pen, rubber, ruler, crayon, pencil case</i> <b>Other</b> Cross-curricular: <i>clouds, indigo, rain, rainbow, sun, violet</i> Activity Book extension: <i>circle, triangle, line, big, small</i>	<b>It's ...</b> <i>What's your favourite colour? It's (blue).</i> <b>This is my / your ...</b> <i>This is my (pencil). This is your (pen).</i> <b>Other</b> Activity Book extension: <b>number + adjective + noun</b> <i>three green rubbers</i>	<b>Culture:</b> At school <b>Science:</b> Colours in the rainbow <b>Brighter learning:</b> What colours are in your classroom? Complete a checklist.	<b>Listening:</b> identifying colours and school things <b>Speaking:</b> talking about favourite colours and making statements about possession of school things	Consonant sounds: /p/ <b>pen, pencil, pencil case, pink, purple</b>
<b>2</b> What's your favourite toy? Page 61	<b>Core</b> Toys: <i>plane, robot, rollerblades, doll, scooter, football, teddy, puppet</i> Parts of the body: <i>head, legs, body, ears, eyes, tail</i> <b>Other</b> Cross-curricular: <i>diamond, oval, rectangle, square</i> Activity Book extension: <i>bike, car, trampoline, boat</i>	<b>have got ...</b> <i>I've got a football. I've got rollerblades.</i> <b>has got / hasn't got ...</b> <i>It's got legs. It hasn't got a tail.</i> <b>Other</b> Activity Book extension: <b>They're ...</b> <i>It's got two legs. They're red.</i>	<b>Culture:</b> In the park <b>Maths:</b> Shapes <b>Brighter learning:</b> Make an invitation to ask a friend to play.	<b>Listening:</b> identifying toys and body parts <b>Speaking:</b> talking about toy possessions; describing toys in relation to their body parts	Consonant sounds: /t/ <b>red, robot, rollerblades, rubber, ruler</b>

Vocabulary	Grammar	Cross-curricular, culture and SEL	Skills	Pronunciation
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### The Big Project 1

Page 72

A sock puppet

**Vocabulary:** *whiskers, nose, mouth, tongue*

**Structures:** *What's your name? How are you today?*

3

What's your favourite animal?

Page 74

#### Core

Animals: *bee, butterfly, bird, fish, mouse, rabbit, cat, frog*

Outdoor things: *tree, flower, fence, grass, pond, rock*

#### Other

Cross-curricular: *eggs, tadpole, froglet*

Activity Book extension: *leaves, a plant, seeds, apples, flowers*

#### What's this ... ?

*What's this?*

*It's a butterfly.*

#### Prepositions of place

*in / on / under*

*The cat is under the tree.*

*The bird is on the fence.*

*The fish is in the pond.*

#### Other

Activity Book extension:

#### They've got ...

*They've got tails.*

*They haven't got tongues.*

**Culture:** Nature

**Science:** Life cycle of a frog

#### Brighter learning:

Complete a checklist.

#### Listening:

identifying animals and outdoor things

#### Speaking:

asking questions about animals and saying where things are

Consonant

sounds: /b/

**bee, bird, boat, body, butterfly**

4

What can you do?

Page 85

#### Core

Activities: *cook, swim, climb, speak Chinese, paint, do gymnastics, make cakes, run*

Food: *pizza, eggs, spaghetti, soup, vegetables, bananas*

#### Other

Cross-curricular: *ears, eyes, face, mouth, nose*

Activity Book extension: *mango, yoghurt, honey, ice, blender*

#### I can / can't ...

*I can climb.*

*I can't do gymnastics.*

#### I like / don't like ...

*I don't like soup.*

*I like spaghetti.*

#### Other

Activity Book extension:

#### It can / can't ...

*It can swim. It can't fly.*

**Culture:** Indian food

**Art:** Egg faces

#### Brighter learning:

Make a shopping list with food and drink for your family.

#### Listening:

identifying activities and food

#### Speaking:

talking about activities and favourite food

Consonant

sounds: /s/

**sad, six, soup, spaghetti, speak Chinese, swim**

Vocabulary	Grammar	Cross-curricular, culture and SEL	Skills	Pronunciation
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## The Big Project 2

Page 96

A play

**Vocabulary:** animal review

**Structures:** *The rabbit is in / on / under (the fence).*

5

## Who's in your family?

Page 98

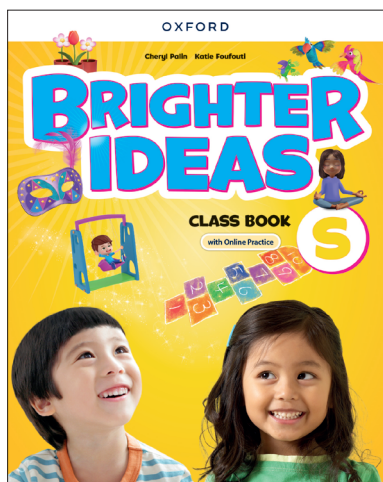
<p><b>Core</b></p> <p>Family members: <i>mummy, daddy, brother, sister, grandma, grandpa, auntie, uncle</i></p> <p>Abilities: <i>skateboard, hop, dance, sing, speak English, do maths</i></p> <p><b>Other</b></p> <p>Cross-curricular: <i>cow, mountain, yoga, pose</i></p> <p>Activity Book extension: <i>play football, play volleyball, dive, skip</i></p>	<p><b>He's / She's ...</b></p> <p><i>He's my uncle.</i></p> <p><i>She's my auntie.</i></p> <p><b>He / She can / can't ...</b></p> <p><i>He can sing.</i></p> <p><i>She can't sing.</i></p> <p><b>Other</b></p> <p>Activity Book extension:</p> <p><b>Here's ...</b></p> <p><i>Here's mummy.</i></p>	<p><b>Culture:</b> The beach</p> <p><b>PE:</b> Yoga</p> <p><b>Brighter learning:</b></p> <p>Make a postcard for a friend</p>	<p><b>Listening:</b></p> <p>identifying family members and abilities</p> <p><b>Speaking:</b></p> <p>talking about family members and their abilities</p>	<p>Consonant sounds: /d/</p> <p><b>daddy, dance, dive, doll, do maths</b></p>
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	Vocabulary	Grammar	Cross-curricular, culture and SEL	Skills	Pronunciation
<b>6</b> What do you look like? Page 109	<b>Core</b> Appearance: <i>blond hair, dark hair, glasses, long hair, short hair, curly hair, straight hair, brown eyes</i> Clothes: <i>T-shirt, trousers, dress, trainers, hat, gloves</i> <b>Other</b> Cross-curricular: <i>sunglasses, sandals, coat, boots</i> Activity Book extension: <i>feathers, glitter, a stick, a mask</i>	<b>Have you got ... ?</b> <i>Have you got curly hair?</i> <i>Yes, I have. / No, I haven't.</i> <b>Present continuous</b> <b>I'm wearing ...</b> <i>I'm wearing a hat.</i> <b>Other</b> Activity Book extension: <b>has got / hasn't got ...</b> <i>He's got a balloon.</i> <i>He hasn't got a balloon.</i>	<b>Culture:</b> Carnivals <b>Science:</b> Climate and clothes <b>Brighter learning:</b> Make a poster for an Odd Socks Day celebration	<b>Reading:</b> A story <b>Listening:</b> Animals <b>Speaking:</b> AB page 62 <b>Writing:</b> The mini book 📖	Consonant sounds: /g/ <b>glasses, gloves, grandma, grandpa</b> <b>grey</b>
<b>The Big Project 3</b> Page 120	A group book <b>Vocabulary:</b> family review <b>Structures:</b> <i>He's my dad. He's got short hair. He's got glasses.</i>				

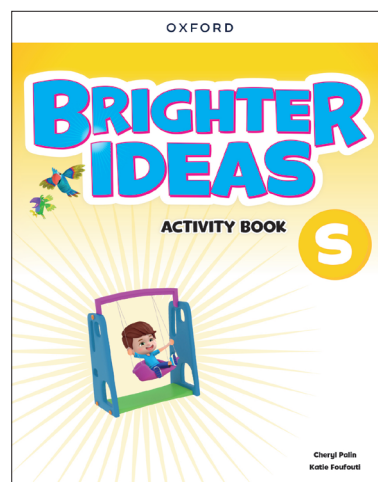
# Print Components

## FOR STUDENTS



### Class Book

- A clear syllabus showing the main language learned in each unit
- A Starter unit introducing the course characters and concept
- 6 units of 10 lessons each providing the core material
- End-of-year Review
- 3 Big Projects
- Vocabulary stickers



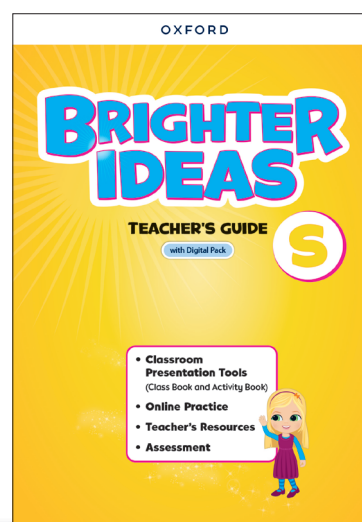
### Activity Book

- A starter unit providing further practice of the Class Book content
- 6 units of 5 additional lessons each providing reinforcement and extension of the core material, to be used after completion of each Class Book unit
- Review spreads after units 2, 4 and 6
- 6 cut-outs for use as communication games

## 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 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

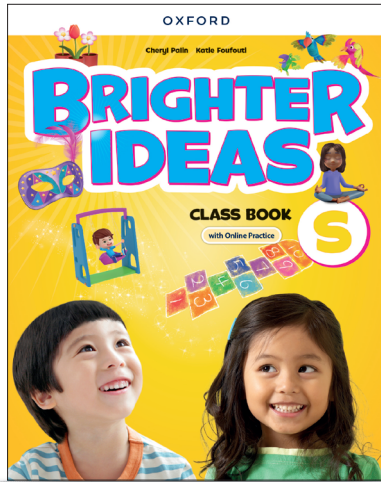


### Classroom Resource Pack

- *Brighter Ideas* weather, birthdays and numbers, and feelings posters
- 100 flashcards for presenting the key unit vocabulary (sets 1 and 2)
- 56 story cards of the seven Class Book stories and 16 story cards of the two Activity Book stories

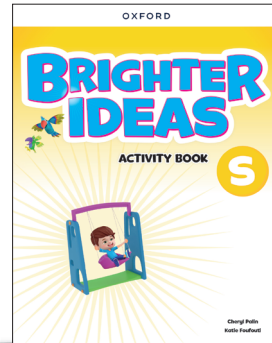
# Digital Components

## FOR STUDENTS



### Digital Class Book

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



### Digital Activity Book

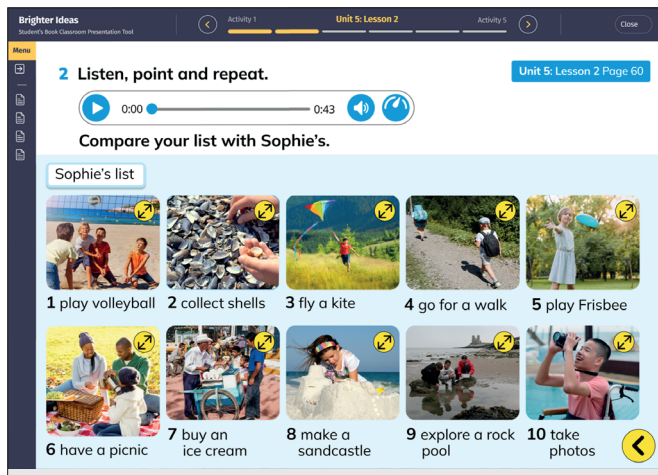
- A digital version of the Activity Book is also available via Oxford Hub

### 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
  - Review tests (after units 2, 4 and 6)
  - 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 for unit language
- Cross-curricular worksheets with extra practice of the Class Book contents
- Festival worksheets

## 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](http://www.oup.com/elt/recommendedreaders)

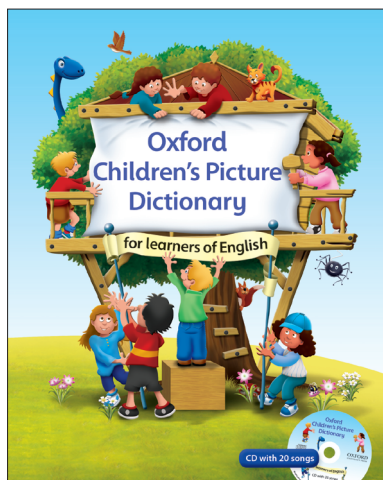
<b>BRIGHTER IDEAS</b> Reading Guides <b>1</b>	<b>BRIGHTER IDEAS</b> Reading Guides <b>2</b>	<b>BRIGHTER IDEAS</b> Reading Guides <b>3</b>	<b>BRIGHTER IDEAS</b> Reading Guides <b>4</b>	<b>BRIGHTER IDEAS</b> Reading Guides <b>5</b>	<b>BRIGHTER IDEAS</b> Reading Guides <b>6</b>
<b>Schools</b> Oxford Read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

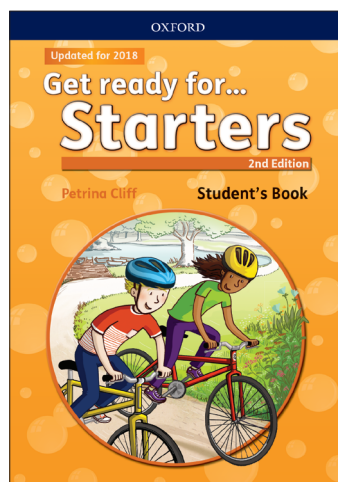
## The most trusted materials for learners of English

### 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



Starters, Movers, Flyers

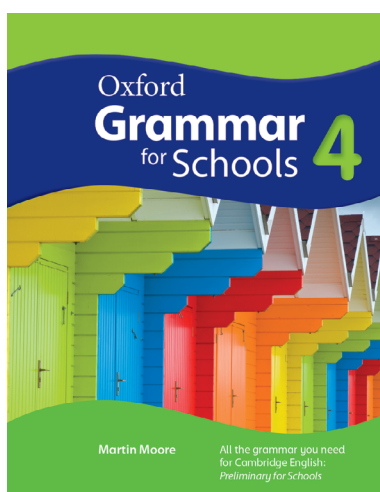
Motivating and comprehensive preparation for the Cambridge English Qualifications Young Learners exams. This series supplements any coursebook and is ideal for use in class or self-study at home.

### 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

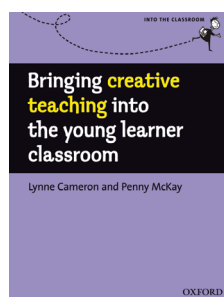
## PROFESSIONAL DEVELOPMENT

### 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 Starter*

This is the Starter Level of a seven-level course for students starting to learn English at the age of six. It can be used with students who are total beginners or who have already had some pre-school English tuition. This 'wordless' Starter Level aims to bridge the gap between pre-school and Primary Grade 1.

*Brighter Ideas Starter* provides an accessible introduction to the *Brighter Ideas* series, which 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* Levels 1 to 6 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 Starter* Level 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. In this preliminary level, students become accustomed to the concept of Big Questions, with everyday themes that they can easily relate to and a classroom setting that feels like their own. While learning with the Starter Level is supported with carefully staged lessons and a clear methodology, the material is designed to awaken the students' curiosity and to motivate them to begin to think for themselves, make their own choices and activate their imagination.

The course's up-to-date suite of learning and teaching materials place strong emphasis on 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. The Starter Level Class Book and Activity Book work together in an innovative way, with the Activity Book providing thorough review and consolidation of the Class Book language, as well as transferring this to brand-new contexts. In this way, students benefit from a wealth of opportunities for personalization and student-centred project-based learning, as well as rich cultural and cross-curricular input. Students complete the Class Book unit first (supplemented by worksheets, flashcards, story cards and a poster), and then follow it up with the completion of the corresponding Activity Book unit. As its name suggests, *Brighter Ideas* is a course both full of bright ideas, and also capable of inspiring bright ideas from each and every one of the students in your class.

## What is the Big Question?

### Characters and concept

The main continuity course characters in the *Brighter Ideas Starter* Level are a group of six classmates, Ava, Jamil, Poppy, William, Scarlett and Henry, their teacher, Miss Jones, and the class puppet, Sock. These characters are introduced in the Class Book Starter Unit.

At the beginning of every core Class Book unit Miss Jones poses a Big Question, which the six school children, Sock, and the teacher herself answer. Their answers form the basis of the presentation and practice of the first vocabulary set of the unit. The group of six children then subsequently accompany your students through the unit, heading up select lessons with their profile picture. The content of these lessons relates to their answer to the Big Question in Lesson 1, or expands upon this answer.

In Lesson 3 of each unit, a child course character presents the first new grammar structure, accompanied by Sock, in a fun cartoon. The same child course character (and their answer to the Big Question in Lesson 1) is then central to the theme of the song in this lesson.

Lesson 4, as well as Lesson 7, provides grammar practice, headed up by a different child course character.

In Lesson 5 of each unit, a different child course character takes a turn to share a story from their own life. Again, the themes and content of the stories are linked to the specific character's answer to the Big Question in Lesson 1.

In Lesson 7, a child from the wider international community shares information from their culture or a context that relates to the Big Question.

Lesson 9 is led by a different child course character, whose answer to the Big Question is expanded upon through engaging cross-curricular content.

In addition, in Lesson 1 of the six Activity Book units, each of the children characters takes a turn to share a song, a story or a poem they like. These listening texts feature new characters and settings to provide variety and fresh, new contexts in which to review and recycle core language from the Class Book.



# Learning with Brighter Ideas

## Brighter Skills

The students in our classrooms today need to develop the skills to help them to succeed in the thriving information age. *Brighter Ideas* brings these learning 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.

## 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 4 focuses on the pronunciation of a different sound. In addition, cut-out activities with the express purpose of developing communicative skills are provided in the Communication games section of the Activity Book.

Opportunities for purposeful listening are also provided by both the Class Book and the Activity Book, through a range of listening text types, including cartoon dialogues, songs, stories and information texts.

## 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, ideal scenarios for student collaboration are provided by the acting out stages of the story lessons and the three student-centred projects at the end of every two core units in the Class Book, as well as the personalized, creative group work activities, presentations and Community Tasks in the Activity Book. 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. 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 and Lessons 4 and 7 personalized grammar practice activities, as well as the generative tasks in Lessons 2 and 3 of the Activity Book.

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, not least an appropriately gauged language syllabus.

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.

In Levels 1–6 of the course, 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. These levels teach students to be inquiring and curious by example. Each unit revolves around a Big Question on a specific theme and the Big Question is broad, open-ended and thought-provoking, appealing to students' natural curiosity. The Starter Level prepares the students for this approach to learning. Each unit begins with an approachable Big Question, with a theme that provides the perfect context for the high frequency vocabulary and grammar the students need to cover at this preliminary stage. The Big Questions are questions that students of this age can easily relate to. They are grounded in everyday life and, very importantly, they are also questions which students of this level have the linguistic ability to answer for themselves. At the same time, the Big Questions call for reflection, consideration, choice and decision-making. Through the course characters' variety of model answers in each Lesson 1, our students learn that one question can have many answers.

## 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 Big Projects begin with a *Think about it* stage, in which the students learn a small amount of new language, or think about language they know, to prepare them for their project work. This preparatory stage requires the students to draw on and practise their knowledge, as well as their experience and opinions, awakening their interest and generating ideas for the coming project.

