

Lesson plan | Innovation is GREAT**Topic:** Innovation**Level:** Intermediate +**Time:** 90 minutes+**Objectives**

- To identify and discuss what innovation is, what it means to be innovative, and the impact that innovation has on individuals and society as a whole.
- To identify the meaning of and use vocabulary in the context of innovation.
- To identify some famous examples of innovation and discover more about transport innovation in the UK, while practising reading skills.
- To identify the form of the past simple passive and use it to talk about important inventions/ discoveries

Introduction

This lesson is about innovation and its place in society. It develops reading and speaking skills and the use of context-specific vocabulary. The students' own experiences and opinions form the basis of all discussion and extension work.

Procedure**Task 1****Warmer (15 mins)****1.**

- Hand out the top half of the worksheet and ask students to make sentences using the words/ phrases they know from the word cloud, before asking them to make a note of words/ phrases they don't know
- Ask students to write their suggestions on the board
- Address any errors in the sentences as a class and identify the meaning of unknown vocabulary
- Try to elicit the topic of the lesson

2.

- Tell the students they are going to construct some facts based on the words/ phrases in the word cloud (some of these may relate to their sentences from the previous activity)
- Hand out part 2 of the worksheet, and ask the students to match the 'beginnings' and 'endings' to make complete sentences (see 'Notes' for further guidance/ suggestions)
- Ask individual students to read out the complete sentences to the class

Task 2**Discussion (10 mins)**

- Hand out the worksheet for Task 2, showing students the poster for 'Innovation is Great'
- Ask students to work in pairs to write a definition for the word 'innovation' and discuss questions 2 and 3, encouraging them to use vocabulary from the previous activities
- Monitor, making a note of common errors
- Ask for suggestions for definitions and write the best ones on the board

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- Discuss questions 2 and 3 as a class, while giving feedback on any common errors

Task 3**Vocabulary (10 mins)**

- Hand out the worksheet for Task 3
- Ask students to match the words to their definitions
- Monitor, making a note of common errors
- Feedback correct answers, drilling for accurate pronunciation

Task 4**Video (10 mins)**

- Hand out the worksheet for Task 4 – one per student
- Explain that they are going to watch a video about British innovation
- Explain that some of the examples of innovation in the table are included in the video, and some aren't, and that they must only cross out the ones that they see. More able students might be able to include the dates.
- Play the video (twice if necessary):
<https://www.youtube.com/watch?v=PXsZ6IV0dLM>
- Ask students which inventions were not mentioned and discuss these briefly, giving students the opportunity to share their existing knowledge and talk about inventions from countries other than Britain

Task 5**Reading (10 mins)**

- Hand out the worksheet for Task 4, and ask the students to read the text to identify more examples of British innovation in the context transport
- Monitor
- Identify the seven examples of innovation in the text
- Ask students which innovations they consider to be most impressive/ have the biggest impact

Task 6**Grammar focus (10 mins)**

- Elicit prior knowledge of the passive voice (form, use, etc)
- Explain that you are going to focus on one use of the passive: to talk about inventions/ discoveries
- Hand out the worksheet for Task 6, giving further explanation and dealing with any questions as they arise
- Ask students to complete the 'Practice' sentences (Question 1), using the text. More able students can be given Question 2 of the Practice section.
- Monitor, making a note of common errors
- Feed back, addressing any common errors

Task 7**Speaking and listening (10 mins)**

- Give instructions for students to complete this information gap activity

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- Allocate pairs, giving one student in each pair the table for Student A and one the table for Student B
- Monitor
- Get students to check their own answers

Task 8**Cooler (15 mins)**

- Allocate small groups and clarify instructions
- Hand out a copy of Task 8 to each group, along with a pair of scissors for them to cut up the cards
- Call out an example of innovation from the lesson which corresponds to one of the dates on the cards
Give a point to the first team to bring you the correct date, and offer an extra point if they can provide a grammatically accurate passive sentence about the date
- Repeat the previous two steps until all the dates have been used – the winning team will have the most points!

SUGGESTED ANSWERS**Task 1****Warmer (Part 2)**

1. b
2. d
3. c
4. e
5. a

Task 3**Vocabulary**

1. m
2. f
3. g
4. b
5. l
6. c
7. i
8. d
9. e
10. h
11. j
12. k
13. a

Task 4**Video****Inventions mentioned:**

Inventions not mentioned: the camera, the car, nuclear power, the computer

Lesson plan | Innovation is **GREAT****Task 5**
Video

The seven examples of innovation in the text: the steam engine, the jet engine, the Penny Farthing, the pneumatic tyre, the hydrogen fuel cell motorbike, the subway train, space travel

Task 6
Practice

1.
 - a. *The steam engine was developed in 1765.* _____
 - b. *The jet engine was invented by Frank Whittle.* _____
 - c. *The Penny Farthing bicycle was invented in 1871 by James Starley.* _____
 - d. *The pneumatic tyre was invented in 1885.* _____
 - e. *The Hydrogen fuel cell Motorbike was designed in 2005.* _____
 - f. *The subway train was invented in 1865.* _____
 - g. *The idea of space travel was invented in 2009.* _____

2.

- a. Active: Tim Berners-Lee invented the World Wide Web in 1991.
Passive: *The World Wide Web was invented by Tim Berners-Lee in 1991.*
- b. Active: Hugh Locke-King designed the motor racing circuit in 1907.
Passive: *The motor racing circuit was designed in 1907 by Hugh Locke-King*
- c. Active: Alexander Fleming discovered Penicillin in 1928.
Passive: _____

Task 8
Cooler

- 1765 The steam engine – James Watt
- 1798 The first vaccine for smallpox
- 1826 The suspension bridge
- 1865 The subway train
- 1871 The Penny Farthing – James Starley
- 1876 The telephone
- 1878 The electric light
- 1885 The pneumatic tyre

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1907	The motor racing circuit
1919	The first scheduled international flight service
1925	The television set
1928	The jet engine – Frank Whittle/ penicillin
1950	Formula one
1953	The structure of DNA/ The first automatic landing with passengers
1976	The supersonic passenger plane
1991	The World Wide Web
2000	iPod design
2001	Hawk Eye
2005	The hydrogen fuel cell motorbike
2009	Space tourism
2010	The artificial artery
2012	The most sustainable stadium in Olympic history

Notes**Task 1****Warmer****1.**

- The aim of this activity is to set the context and raise schemata, however it will also provide a springboard for discussion of unfamiliar names/ terms and also the opportunity to outline key vocabulary.
- You may want to direct your students to the following online learner's dictionary:
<http://dictionary.cambridge.org/>

2.

- This could be set up as a mingling activity whereby each student is given part of a sentence and they have to find another student to complete their sentence, which can then be read to the rest of the class
- Another suggestion would be to base a running dictation activity on the sentences, whereby students work in pairs to make complete sentences. The 'writer' could be given the beginnings, while the 'runner' could provide the endings by reading them from cards stuck around the classroom. For more information about running dictations, follow this link: <http://www.teachingenglish.org.uk/activities/running-dictation>

Task 2**Discussion**

For more information about the company responsible for the bionic arm on the poster, see <http://www.touchbionics.com/>

Task 3**Vocabulary**

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- To give the activity a kinaesthetic feel, the table could be enlarged, photocopied and cut into individual cards for the students to match up in pairs
- Quick finishers could be asked to write synonyms/ antonyms for the words or encouraged to use the National Corpus (link: <http://www.natcorp.ox.ac.uk/>) to find common collocations of the given vocabulary.

Caroline Wilkinson