

<p>LESSON PLAN: <i>Inventing is easy</i></p> <p>Pimp my product curriculum: week 2-Lesson 4</p> <p>Names & student numbers:</p> <ul style="list-style-type: none"> • Jolly Ferwerda - 1608458 • Réka Brendel-Kovács - 1611031 • Jolanda Lannagan - 1614357 • Bao-Nhi Vu - 1503814 		<p>Subject information:</p> <p>Subject: English</p> <p>Subject area: reading, speaking, writing</p> <p>Kerdoel(en):</p> <ul style="list-style-type: none"> • Kerdoel 12: Woordenschat verwerven <i>De leerling leert strategieën te gebruiken voor het uitbreiden van zijn Engelse woordenschat.</i> • Kerdoel 13: Lezen en luisteren <i>De leerling leert strategieën te gebruiken bij het verwerven van informatie uit gesproken en geschreven Engelstalige teksten.</i> • Kerdoel 14: Omgaan met informatiebronnen <i>De leerling leert in Engelstalige schriftelijke en digitale bronnen informatie te zoeken, te ordenen en te beoordelen op waarde voor hemzelf en anderen.</i>
<p>General information:</p> <p>Type of education: VMBO</p> <p>Class: 3GL</p> <p>Duration of lesson: 50 minutes</p>		<p>Materials:</p> <ul style="list-style-type: none"> ➤ Smartboard ➤ Handout ➤ Paper ➤ Laptops ➤ Optional: dictionaries
<p>Learning objectives: Can-do statements</p> <p>The students can...</p> <ul style="list-style-type: none"> • Apply reading strategies to expand their vocabulary • Read a short simple text and find specific information • Expand their own vocabulary individually, choosing what they believe to be important. 		<p>Starting situation:</p> <p>The students are already in groups. In the previous lesson they learned how to create their Facebook page and upload a product. They are in the process of pimping their own products and want to learn the words to talk about and discuss their product.</p>
Time	Teacher activity	Student activity
Beginning (warming up)		
5 minutes	Teacher asks the students to recap last week's activities and checks whether there were any difficulties setting up the Facebook page and uploading the homework assignment.	The students tell the teacher whether they encountered any difficulties with last week's tasks.
10 min	The teacher asks the students how they are going to go about actually creating their product, whether they have already thought about the process of inventing. Teacher gives the students the handouts (texts are also	Students look at teacher with blank faces. Students read the text (individually), underlining the

	<p>available online for those who prefer working on laptops) and asks the students to read the first text <u>How to invent a product.</u></p> <p>Teacher asks students about their own thinking process and a representative of each group is to tell which steps are relevant for their pimping process.</p>	<p>difficult words.</p> <p>Students listen to each other and a representative from each group tells the rest of the class which steps are important for their pimping attempt.</p>
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Middle

<p>10 minutes</p>	<p>After the first, warming up text, the teacher asks the students to read the second text, <u>How to create ideas for inventions.</u> Students are to underline the words they think might be useful to them when they have to discuss their own inventions. In their own groups, students start creating their own vocabulary list with the useful words and their descriptions / equivalents / synonyms.</p> <p>Teacher refers students to translate.google.com, thesaurus.com and www.google.com.</p> <p>Teacher asks each group to share their own most important new word and the description accompanying it.</p>	<p>Students read the second text and underline difficult words. Students start making their own vocabulary list, writing down the useful English words and the English descriptions. They are also allowed to make use of the Dutch translations.</p> <p>Students share their newest most important word and its description.</p>
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<p>15 minutes</p>	<p>The teacher asks the students to read the last text, <u>Inventing is Easy.</u> Some words are underlined and bold, these are very important words for the students to understand.</p> <p>Teacher asks students to try and guess the meaning of the underlined words. Are all the words equally important to understand in order to understand the text?</p> <p>Finally, the teacher asks the students to start making their own vocabulary list. The students are allowed to use words from these texts, but depending on their products the words they need might be completely different.</p>	<p>Students read the last text individually, they can make notes or underline things in the text.</p> <p>Students try to guess and agree on the meaning of the underlined words.</p> <p>Students start making their own vocabulary list.</p>
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End (evaluation, summary, planning for next lesson)

<p>5 minutes</p>	<p>Teacher asks students to formulate and tell the class their next step in the process of pimping their product, based on one of today's texts (checking reading comprehension).</p>	<p>A student from each group tells the rest of the class what his or her group is going to do next. The rest of the class is listening and getting inspired.</p>
<p>5 minutes</p>	<p>Teacher tells the class that the next lesson will be on creative design.</p> <p>Teacher refers the students to the webpage for their homework assignment. Homework: students are to finish a 25 word vocabulary list with English synonyms /</p>	<p>Homework will be a 25 word vocabulary list compiled individually, which is then combined into a 35 word group vocabulary list with synonyms/ descriptions of the words. This vocabulary list has to be posted on the group's Facebook page.</p>

	descriptions individually and then combine their individual lists into a group list consisting of 35 words. This list is to be posted to the group's Facebook page.	
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Reading texts

How to Invent a Product

To invent, you need a good imagination and a pile of junk. ~ Thomas Edison

Here's a step-by-step guide for transforming your idea into a real invention, which you can make, sell or patent.

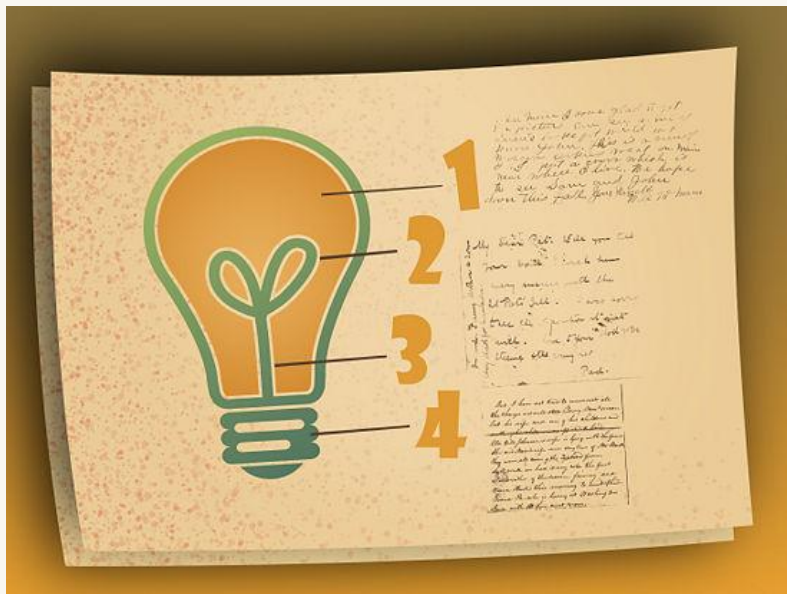
1. Start by keeping a journal. Whenever you have an idea, jot it down and do a sketch (if applicable). Make observations about your environment and try to think of product that you could invent to make life easier. The more detail, the better. Always sign and date entries.



2. Make notes of any ideas, and note them in your journal, regardless of how simple, how complex, how expensive or how difficult they may seem.



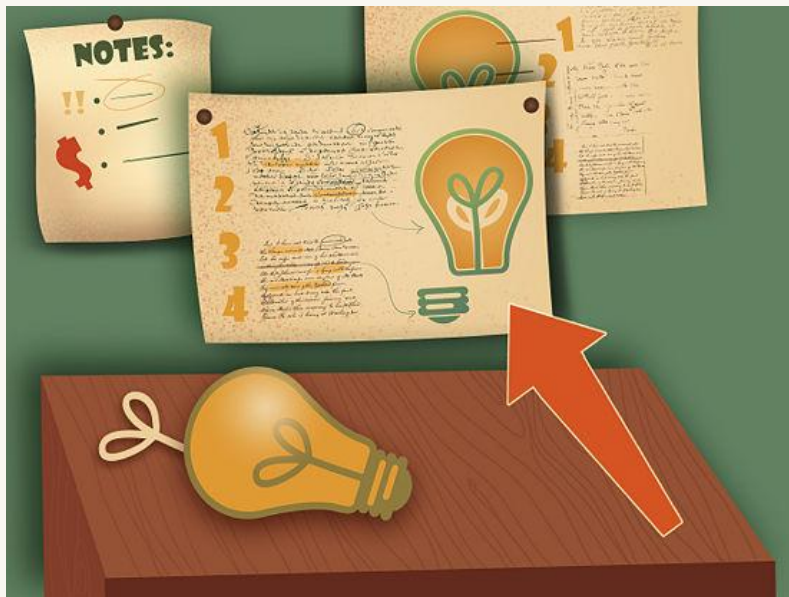
3. Describe every component of that idea with as much detail possible. Include a sketch, clip pictures or summarize articles that closely describe each component.



4. Elaborate on the functions, characteristics and other requirements of each component in greater detail. Here, your critical thinking skills begin improving as you analyze and compare features, prices or availability of each part.



5. Use your notes to develop a prototype. A prototype is a working example of your invention. Its main purpose is to show how your invention works.



6. Present your invention. There is no success in inventing something that never leaves your workshop. Get in contact with media and possible investors and show them your product and

its benefits in the most impressive and expressive way.



Adapted from: <http://www.wikihow.com/Invent-a-Product>

[How to Create Ideas for Inventions](#)

Ever wanted to create a future gadget, but just can't think of one? Here's your article! Get thinking.



- **Grab some supplies.** You'll need a comfy thinking spot, paper, and a pencil. It's hard to be able to think of a fantastic idea without them!

- **Take a deep breath.** It's better to be relaxed and calm than to get nervous and freak out. Plus, relaxing helps you think.

- **Think of your biggest pet peeve.** Something you hate. Something that makes you cringe. Inventions are always about helping you solve your pet peeves. If you can't think of any, ask around.

- **Seek problems.** Look around where you are. Is there something that looks bad or isn't okay? If so, think of an idea to fix it.

- **Look back.** In the past, has something bad happened? It may just be a broken vase, or a serious injury.

- **Jot it down!** Make sure to write down everything you think of. If you don't, you may forget one of your best ideas!

Tips:

- If you can't think of anything at all... even after reading this, try getting someone to work with you. Flying solo may work in most situations, but a second brain always helps.
- Be somewhere quiet. Loud places cause distractions and you won't be able to focus.
- Stay full and hydrated. You won't be able to think on an empty stomach, and you might get a headache if you don't drink something! Try eating something healthy and good for your brain. Drink water, too; water is best!

Things You'll Need:

- Pad of paper
- Pencil
- Comfy place to sit/lay (It may take a while to think of something, so you'll want to be somewhere nice)

Adapted from: <http://www.wikihow.com/Create-Ideas-for-Inventions>

Inventing is easy!

Have you ever seen some new product in the shops and thought, "I could have made one of those"? The best **inventions** are often the simplest, and every day new products are **launched** which are simple and **obvious**, yet **make fortunes** for their **inventors**. The truth is; inventors are not Einstein-like characters, with double-decker brains and surrounded by expensively exotic **equipment**. They're **ordinary** people. People like you.

Actually, you're probably inventing things already.

- Have you ever **modified** something to make it work just a bit better? That's **inventing**.
- Have you ever thought of a use for some piece of junk which meant it became **useful** again? That's inventing too.
- Have you ever **noticed** a problem, and thought of a way of **solving** it? That's also inventing.
- Have you ever **create**d a game to keep the children quiet for a while? That's definitely inventing!

But the difference between this and what professional inventors do, is that professionals know how **to turn their ideas into cash**.

- A professional would refine his **modification** to perfection, and then sell it back to the **original manufacturer**.
- A professional would buy up all the junk at **knock-down prices**, repackage it, and sell it at a huge mark-up.
- A professional would develop his solution into a real product, then get it manufactured and sold.
- A professional would write down the rules of his game, **design** a box, and sell the whole idea, under licence, through a world-class manufacturer.

But the biggest difference between ordinary people and professional inventors is that professionals don't just have one idea, they have hundreds. They develop only the best into really good designs, which they sell over and over again.

How do they do it? They use special **tricks** and techniques to turn the germ of an invention into dozens and then hundreds of really good ideas. These techniques are not instinctive; the professionals have all learned how to do them. You can learn them too.

Trade secrets

Being able to come up with the best ideas is just one of the secrets of the invention **business**. The fact is, there are a whole series of tricks and techniques which successful inventors use.

They're secret, not because of any conspiracy to keep you in the dark, but because the only people who know them - the only people who need to know them - are the people who are already in the trade. That makes it very hard for people outside the business to get in - or even to get started at all.

Most inventors, who don't know these secrets, never make any money. Many of them turn good ideas into **lousy** products. Many are fleeced by unscrupulous companies who **claim** to offer support services to inventors. Those who show their invention to serious buyers often unwittingly give away all their hard-won ideas. But caution does no better - some people are too afraid to show their ideas to anybody, so fail to sell anything. Most tragic of all, many inventors just waste their good ideas because they simply don't know what to do about them!

Title of task: Inventing is easy (week 2 - lesson 4)				
CEF level: A2	Product: Vocabulary list	Time 1 hour	Eng	Individual and group assignment
Product:				
<ul style="list-style-type: none"> A Facebook page 				
Situation/setting		Tip		
<p>You've created a facebook page for your product.</p> <p>In order to continue working towards your presentation and pimping your product, you need a new set of vocabulary.</p>		<p>Try to find texts on the internet about new products and funny inventions. You can google these terms. You can get loads of great ideas (and learn new words) from reading these texts.</p>		
Task				
Create a vocabulary list that you can use while completing these lesson series.				
Task info				
<ol style="list-style-type: none"> 1. Read How to invent a product and decide which steps of the process of inventing are relevant for your product. Share the steps that are important for your group with the rest of the class 2. Read How to create ideas for inventions and underline the words that are important to you (for understanding the text or for your own product). Start making your own vocabulary list by translating or finding synonyms for the words you underlined while reading the text 3. Read Inventing is Easy on your own and try to guess the meaning of the underlined words. In your group, discuss the words you do not know and try to find out together what those words mean. You can add these words to your vocabulary list 4. One group member tells the rest of the class the group's next step in the pimping process. 				
General requirements				
<ul style="list-style-type: none"> You have read all 3 texts in class You have started the vocabulary list which will be finished as homework assignment Upload the complete vocabulary list on the facebook page 				