

# Whose idea is it anyway

## Language

Word-building; conditional *if + were to*; vocabulary related to Intellectual Property

## Level

Intermediate to upper intermediate (equivalent to CEF level B2–C1)

## Comment

This eLesson is about Intellectual Property (including patents, trademarks and copyrights) which is being celebrated internationally on April 26th.

## How to use the lesson

- 1 Write on the board some examples of Intellectual Property that your students will recognise, eg inventors (eg Edison), slogans (eg *Connecting People*: Nokia), logos (eg for Nike), brand names (eg Facebook). Ask students to discuss what all these things have in common. In feedback, tell them they are all examples of Intellectual Property. Ask them if they know any other examples of Intellectual Property (eg songs and films), and why it's important to protect Intellectual Property.
- 2 Give out the worksheet. Students read the text to complete exercise 1. Encourage them to read quickly to improve their skimming skills. In feedback, consider asking students to summarise the main points of each paragraph.
- 3 Exercise 2 gives detailed reading practice. Encourage students to underline in the text where they found the answer, so that in feedback, they can explain their answers.
- 4 Exercise 3 focuses on a selection of academic vocabulary which exists in different forms. Do the first two together with the class; this will show that sometimes words can be used in different word classes without any change, eg *access* –verb and noun, but often words need to be changed, eg *create* / *creation* or *creativity*. Ask students to circle the missing words in the text and copy them into the table. In feedback, ask them to underline the stressed syllables – these have been highlighted in the answer table for exercise 3 below. Ask them to practise pronouncing the different forms, paying attention to stress (*differentiate* / *accessibility* / *creativity*) and the /eɪ/ vowel in *patent* and *create*.
- 5 Exercise 4 gives the students further practice with the vocabulary from exercise 3. Do the first two together. First ask them what kind of word is missing, then which word it is. Remind them that they need to find two things: the right word and the right form. You may want to explain that in 5, *stand out* means 'to look or sound very different' and in 6, *target market* means 'the people you are trying to sell your products to'.
- 6 Exercise 5 highlights another variation of the second conditional, similar to the use of *should*, which featured in eLesson 63 (Lake Legend). Do an example with the students, eg say *If you were to make copies of a computer program and sell them, you would be guilty of what?* and see if they can complete the sentence with *piracy*. You may want to allow them to use dictionaries to complete the exercise in pairs or groups in class, or set the exercise as homework. When students have written their sentences, they could read them out in groups, or to the whole class and see if other students can complete their sentence with the correct crime.
- 7 Exercise 6 gives students further communicative practice on the topic. Ask them to discuss the questions in small groups. In feedback, you could extend the students' ideas on the topic. For instance, universities can counter plagiarism through detection and penalties, but also through educating students on how to use sources appropriately.

- 8 For homework, students could research an example of a legal case involving Intellectual Property and report back on what kind of Intellectual Property it was, why the owner had to go to court and whether or not they were successful. Or they could look at the European Inventors website (see below) and write (or tell the class in the next lesson) which invention they think is best – and why.

**Answer key**

1

- 1 para 2      2 para 5      3 para 3      4 para 1      5 para 4

2

- 1 T  
 2 F (it includes conferences and many other events)  
 3 F (the goods are not necessarily stolen – they are illegally copied, and may be sold in the same markets)  
 4 T  
 5 F (there are also regional patents for Europe and Africa)  
 6 T  
 7 F (copyright means the owner has control over its use. This doesn't necessarily involve payment – *Global* elessons are copyright, but can be used free under the stated conditions)  
 8 F (seventy years after the creator's death – not after the text was written )

3

verb	nouns	adjective
<u>a</u> ccess	<u>a</u> ccess / <u>a</u> ccessibility	<u>a</u> ccessible
<u>c</u> reate	<u>c</u> reation / <u>c</u> reativity	<u>c</u> reative
<u>a</u> cknowledge	<u>a</u> cknowledgement	<u>a</u> cknowledged
<u>p</u> ermit	<u>p</u> ermission	<u>p</u> ermissible
<u>p</u> atent	<u>p</u> atent	<u>p</u> atented
<u>d</u> ifferentiate	<u>d</u> ifference	<u>d</u> ifferent
<u>d</u> istinguish	<u>d</u> istinction	<u>d</u> istinctive
<u>e</u> xtend	<u>e</u> xtension	<u>e</u> xtensive

4

- |                               |               |
|-------------------------------|---------------|
| 1 differentiate / distinguish | 5 distinctive |
| 2 acknowledge                 | 6 extensive   |
| 3 creative                    | 7 permit      |
| 4 accessible                  | 8 patents     |

**Related websites**

The following websites might be useful, for either yourself or your students.

<http://www.wipo.int> World Intellectual Property Organisation

<http://www.facebook.com/worldipday> World Intellectual Property Day Facebook Page

<http://www.epo.org/news-issues/european-inventor/finalists.html> European Inventor Award