

Bright ideas

Language

Vocabulary connected with problem solving, word building, guessing meaning from context

Level

Intermediate to upper intermediate (equivalent to CEF level B2/C1 and above)

Comment

This eLesson is about three simple but clever ideas for use in developing countries.

How to use the lesson

- 1 You could engage students with the topic by getting them to think of some of the best inventions of all times, eg the wheel, the computer. Then ask students to think of some of the problems people in developing countries face, eg lack of money, food. Pre-teach any vocabulary students need for the first gist task, eg *syringe*, *light bulb*. You could highlight the double meaning of *bright* in the title: clever / intelligent.
- 2 In exercise 1 students read quickly to decide which is the most important of the three ideas in terms of helping developing countries. Give a brief time limit, eg 1–2 minutes depending on students' level, to encourage fast reading. Students discuss their answers in pairs before feeding back to the whole class. Encourage students to give reasons for their answers, and allow for the possibility that they may consider all the ideas to be equally important. You could use this exercise to revise comparatives and superlatives.
- 3 Exercise 2 gives students practice in reading for specific information. If you feel your students might have problems with any of the words, refer them to the Glossary if appropriate. Students read the text and choose the correct idea. Students could compare their answers in pairs. Take class feedback.
- 4 Exercise 3 focuses on word building. Students could use dictionaries to find the correct missing forms or work in pairs or groups to pool their knowledge and complete the table. Take feedback. You could highlight the fact that words ending in *-ion* have the stress on the syllable before: *communication*, *dedication*, *identification*, *injection*, *inspiration*, *provision*, *realisation*. The following have stress on the second syllable: *constrain*, *constraint*, *inject*, *inspire*, *provide*, and these on the third from the end: *dedicate*, *identify*, *realise*. You could also highlight the change in the vowel sound from /aɪ/ to /ɪ/ in *identify* – *identification*, *inspire* – *inspiration*, *provide* – *provision*.
- 5 Exercise 4 focuses on the meanings of the verbs. Students can check in a dictionary if necessary. If appropriate students could pair check answers. Take feedback.
- 6 Exercise 5 provides practice of some of the nouns and verbs. Students could do this in pairs if appropriate. Take feedback. You could extend this by asking students to write example sentences for the nouns and verbs from exercise 3 not used in exercise 4.
- 7 Exercise 6 focuses on some expressions in the text and encourages students to guess the meaning from context. Students could underline the expressions in the text and then by looking at the context they guess the meanings. You could point out that *bounce back* and *work out* in this sense don't take an object (intransitive) and *take (something) into consideration* does (transitive).
- 8 Exercise 7 give students speaking practice. Students could decide in pairs which idea they want to present and prepare notes. You could provide any necessary language they need while they're preparing. Alternatively they could research other bright ideas to present their ideas in the following lesson in small groups or to the whole class.

Reading eLesson

Answer key

1 Students' own answers.

2

- 1 self-destructing syringe
- 2 bottle light
- 3 self-destructing syringe
- 4 wind-up radio
- 5 bottle light
- 6 wind-up radio
- 7 self-destructing syringe
- 8 bottle light
- 9 wind-up radio

3

verb	noun		verb	noun
constrain	constraint		identify	identification
communicate	inspiration		realise	realisation
inspire	communication		inject	injection
dedicate	dedication		provide	provision

4

- | | |
|------------|---------------|
| 1 provide | 5 communicate |
| 2 realise | 6 inject |
| 3 inspire | 7 dedicate |
| 4 identify | 8 constrain |

5

- 1 inspiration; identification
- 2 injections
- 3 provision
- 4 realised
- 5 dedicate; communicate
- 6 constrain

6

- 1 think outside the box
- 2 take into consideration
- 3 come up with
- 4 bounce back
- 5 work out

7 Students' own answers.

Related websites

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

<http://www.independent.co.uk/news/science/50-great-ideas-for-the-21st-century-410543.html>

<http://windupradio.com/trevor.htm>

<http://www.design-technology.info/inventors/page8.htm>

<http://www.21stcenturychallenges.org/focus/interview-with-trevor-baylis-obe/>

<http://www.guardian.co.uk/world/2011/oct/28/self-destructing-syringes-needles-tanzania?newsfeed=true>

<http://uk.reuters.com/video/2011/07/11/bringing-light-to-the-poor-one-liter-at?videoId=216968892> (video)