

Lesson plan | Creativity is **GREAT**

Topic: Creativity and innovation

Learning outcomes:

- Explain what creativity means and how it impacts on people's lives
- Read a text about creative people and identify the meanings of words related to creativity and innovation
- Use the past simple and the present perfect tenses to describe personal experiences and achievements

Age and level: 13-17, Adults (B1)

Time: 70 minutes

Materials: Student worksheet or presentation

Procedure

Lead-in (15 mins)

- Refer students to the Lead-in activity in the student worksheet or show slide 2 of the presentation.
- Discuss questions 1 & 2 with the whole class, then ask students to discuss questions 3-6 in pairs or small groups.
- Invite some pairs / groups to share their thoughts and experiences from the discussions.

Note: The characters on the poster are Wallace (the man) and Gromit (the dog). The characters were created by Nick Park and Aardman Animations, and they feature in several animated films. They are famous for their unusual inventions, or 'cracking contraptions' such as the 'autochef' and the 'snoozatron'. If there is time, you could show some of the inventions: <https://www.wallaceandgromit.com/films/cracking-contraptions/>

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Task 1: Pre-reading vocabulary activity (10 mins)

- Refer students to Task 1 in the student worksheet or show slides 3 and 4 of the presentation. Individually or in pairs students match the words and definitions.
- Provide the answers or ask students to provide answers.

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

Note: You could print and cut the table into individual cards for students to physically match. Ask quick finishers to write synonyms /onyms for the words.

Task 2: Reading (15 mins)

- Tell students that they are going to read about three British inventions of the 20th century. Explain that they will have a time limit to read the texts. As they read, they should decide which invention they think is the most innovative.
- Refer students to Task 2 in the student worksheet or show slides 5-7 of the presentation. If students are reading the complete text in the worksheet, give them approximately 5-6 minutes to read. If you use the slides, give students a couple of minutes to read each text. Explain that this will help them develop the skill of reading to find the gist of a text.
- Ask some students to say which invention they think is the most innovative and to briefly say why.
- Put students into pairs or small groups. Tell them to discuss the questions below the reading text. Invite some pairs / groups to share their thoughts. The questions are available on slide 8 of the presentation. If you are using the presentation, you could write the questions on the board and show slides 5-7 again.

Suggested answers: 1. All the inventors developed products to solve problems; they all won awards; both Dyson and Bayliss experienced rejection and had to form their own companies. 2. Cat's eyes have helped to prevent accidents; the wind-up radio helps to educate people in remote parts of the world.

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Task 3: Grammar practice (10 mins)

- If necessary, review when we use the past simple tense and the present perfect tense. See the appendix at the end of this lesson plan for an explanation linked to the reading texts.
- Refer students to Task 3 in the student worksheet or show slide 9 of the presentation. Individually or in pairs, students complete sentences 1-7. They can refer to the texts to check their answers. Alternatively, ask students to give answers and to explain why the past simple / present perfect tense is used.

Answers: 1 designed, 2 launched, 3 set up, 4 has become, 5 watched, 6 has received, 7 received

Task 4: Writing activity (20 minutes)

- Refer students to Task 4 or show slide 10 of the presentation. Give students some time to write answers for questions 1-2 (e.g. five minutes). As they write, move around the room and help with vocabulary and the correct use of the past simple / present perfect tenses.
- When time is up, ask students to compare their sentences and to choose the most creative achievements of the group members (question 3). Invite some students to report their most creative achievements to the class. Correct any problems with using the past simple / present perfect tenses.
- If you are not using the presentation, write this question on the board: What do you think are the most creative things that have happened over the last three years?
- Students discuss the question as a whole class or in groups. If they discuss in groups, invite some to share their answers with the class. Correct any problems with using the past simple / present perfect tenses.

Follow-up activity / Homework

Ask students to write a short biography of a creative person. They should use the past simple and present perfect tenses to write about their achievements.

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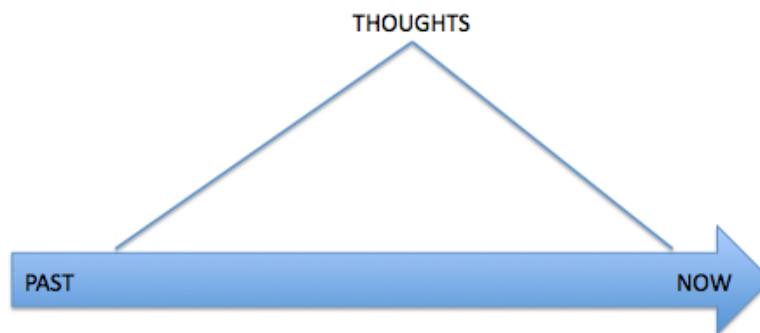
Appendix: The present perfect tense and the past simple tense

We use the present perfect tense to connect the past with the present. When we connect the present with a specific point of time in the past, we use the word *since*.

The form of the present perfect is:

Subject + *have/ has* + past participle

***Since** their invention in 1935 (past), Cat's Eyes **have helped** motorists to see where they are going (present) and **have** surely **prevented** (present) countless accidents like the one which Percy Shaw avoided.*



When we are not thinking about the past and present together, we don't use the present perfect. If we are only thinking about the past, we use the past simple tense.

*Shaw **won** an OBE in 1965 and **died** in September 1976.*

