

## INVENTIONS: MODULE OUTLINE

**Field:** The Built World    **Band:** Lower Secondary



### **Purpose**

Students listen to and read texts about major inventions that led to modern communications systems. They become aware of the nature of the inventive process and design and present a futuristic invention.

### **Core learning outcomes**

This module is designed for students in three stages of LOTE learning. It is assumed that most students will be in the lower intermediate stage. Outcomes for students at the lower intermediate stage would be:

Comprehending [5.1](#), [5.2](#), [5.3](#), [6.1](#), [6.2](#), [6.3](#)

Composing [5.4](#), [5.5](#), [5.6](#), [6.4](#), [6.5](#), [6.6](#)

Some students could be in either the beginner or elementary stages of LOTE learning.

Outcomes for students at the beginner stage would be:

Comprehending [1.1](#), [1.2](#), [1.3](#), [2.1](#), [2.2](#), [2.3](#)

Composing [1.4](#), [1.5](#), [1.6](#), [2.4](#), [2.5](#), [2.6](#)

Outcomes for students at the elementary stage would be:

Comprehending [3.1](#), [3.2](#), [3.3](#), [4.1](#), [4.2](#), [4.3](#)

Composing [3.4](#), [3.5](#), [3.6](#), [4.4](#), [4.5](#), [4.6](#)

To see the detailed descriptions, click on the relevant level.

### **Content**

The content for this module is delineated in the field and tasks and under the headings of 'sociocultural understanding' and 'functions and language elements'. The teacher will need to select a range of appropriate [process skills and strategies](#) that will meet the current needs of the students.

### **Sociocultural understanding**

Through their reading about and listening to the course of inventions and discoveries in communication, students understand that people of many nationalities have contributed to the creation of rapid global communication.

## Functions and language elements

- **identifying and asking when:** before, after, years, centuries
- **comparing:** good, bad, advantages, disadvantages, better, less
- **describing people and things:** this one, that one, electrical appliances, inventors
- **asking for clarification:** Which one, what else, why, do you mean?
- **giving reasons**
- **describing and asking about procedures:** It works like this ..., this replaces that ..., explaining workings of an invention
- **expressing agreement and disagreement**
- **expressing understanding and lack of understanding:**
- **expressing opinions:** I think, why do you think?
- **offering and responding to suggestions:** Let's ..., what about ...?
- **expressing possibility and impossibility:** is possible, is not possible, can, cannot, may, may not
- **expressing probability and improbability**
- **expressing and asking about needs:** Which needs are met? reasons for inventions
- **expressing and asking about wants, wishes, hopes and intentions:** I want, I would like to

- **describing situations and events:** printing processes, history of inventions
- **identifying and asking about situations and events:** needed, discovered, invented, innovated, moments of invention
- **identifying and asking about people and things:** inventors, inventions, discoveries, needs

## Assessment strategy

In [Task 2](#), [Task 3](#) and [Task 4](#) the teacher can assess students' comprehension abilities. At what **level** can students comprehend written or spoken language providing information about inventions?

In [Task 5](#), [Task 6](#) and [Task 7](#) the teacher can collect and analyse samples of written work or record performance notes on students' speaking. At what **level** can students use language to identify and describe inventions?



## Teaching considerations

### Sample units

One work unit is provided for this module:



### [Unit 1: What's new?](#)

## WHAT'S NEW?: UNIT OVERVIEW



### Orientating task

- 1 Look at inventions related to communication and identify the different stages of the inventive process.



### Enhancing tasks

- 2 Listen to or read a text about printing and identify different aspects of its history.
- 3 Listen to or read a dialogue about electricity and clarify the difference between 'discovery' and 'invention'.
- 4 Listen to or read the story about early computers that illustrates the use of symbolic replacement, and investigate other communication systems such as Braille.
- 5 Investigate some other inventions and illustrate the information for the benefit of the class.
- 6 Draw up a timeline of important inventions in the different fields of human endeavour.

Students' needs and teaching programs will determine the specific content of [form-focused instruction](#).



### Synthesising task

- 7 Present the design and plan for a futuristic invention and explain its different aspects.