ENGLISH ACTIVITY

Teacher's name: Mª Begoña Martínez

Course: 3rd year ESO

Title of the activity: INVENTIONS

1. **Learning standards**

   - To give suggestions and agree about an issue.
   - To point out the main characteristics and uses of an object.
   - To create a PowerPoint presentation and upload it.
   - To use Paint to draw a picture of their invention and to transfer it to the presentation.
   - To participate in a forum giving their opinion supported by reasons.
   - To work in groups in a collaborative way.

2. **Content**

   - Revision of tenses.
   - Use of simple passive structures.
   - Description of objects and their uses.
   - Giving suggestions, opinions and reasons.

3. **Wording of the activity**

   Create an invention and describe it in groups, preparing a PowerPoint presentation about it. Then, participate in a Forum giving opinion about the inventions of the other groups.

4. **Description and procedure**

   Students will work together:
   - The members of the group make a list of their favourite inventions and the inventors. They do a Google Scholar search if they do not know.
   - Then, they choose one and explain the importance of it.
   - They talk about the invention they are going to create in order to make life easier, safer or more fun and they make a drawing of it using Paint.
   - They create a PowerPoint presentation including all the information and the drawing in order to upload it to the Inventions Forum.
   - They participate in the Forum, looking at the presentations of the other groups and voting for the invention they think is best, giving reasons for it.

5.   Timing

Third term. Three sessions of 55 minutes and some time at home

6.   Grouping

There are three members in each group.

7.   Descriptors used

- Utilizar diferentes herramientas de colaboración para realizar trabajos cooperativos.
- Identificar la información necesaria para la tarea propuesta.
- Seleccionar modos de modificar, ajustar, mejorar e integrar contenido para crear uno nuevo.
- Crear dibujos y diseños en distintas dimensiones.
- Evaluar el trabajo propio y ajeno y justificar su contenido en función de la audiencia.
- Reaccionar positivamente a los comentarios de retroalimentación (feedback).

8.   Rubric

CATEGORY	4	3	2	1
Originality	Presentation shows originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness. Limited amount of slides.	Presentation shows very little attempt at original thought.
Sequencing of Information	Information is organized in a clear, logical way.	Most information is organized in a clear, logical way. One slide seems to be out of place.	Some information is logically sequenced, but some slides are out of logical order.	There is no clear plan for the organization of information.

Impact on society	Students clearly presented how their invention could impact society.	Students vaguely presented how their invention could impact society.	Students supplied inaccurate information regarding the impact on society.	Students did not present how their invention could impact society.
English language	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors.	A few grammatical, spelling or punctuation errors.	Many grammatical, spelling or punctuation errors.
Attitude	Students do not criticize the work of others. They always have a positive attitude about the task and contributions others make on the forum.	Students do not criticize the work of others. They display a positive attitude for the topic and contributions made by peers.	Students occasionally criticize the project or the work of other members of the groups. They usually have a positive attitude about the task.	Students criticize the work of class members. They often have a negative attitude about the task.
Time on Task	Time was well used to complete the project; students stayed on task and focused on the work.	Students used the majority of the assigned time to complete the project; students' behaviour was not disruptive.	Some of the assigned time was used to complete the project, but students needed reminders to stay on task, and/or their behaviour was occasionally disruptive.	Students did not use assigned time effectively, and were frequently off task and/or disruptive