

Create Your Own Invention

Group Members: _____

Assignment: In your group, design a new invention and complete the following worksheet. The worksheet will be due at the beginning of class next week. Please prepare one worksheet per group with every member's name on it.

Creativity is a must! Do not create an invention that already exists.

A. Brainstorming

One of the best ways to collect ideas for developing an innovation or invention is to take a survey and do some research. Use the questions below to generate some ideas for a new invention in your group.



1. Think of simple products, machines, or devices in your life. Make a list of everyday inventions that make life more convenient or better than it was in the past.

(Example: screw-top bottles, remote controls, portable battery for cell phone, etc.)

- _____
- _____
- _____
- _____
- _____
- _____

2. Think about your life at home, work, school, etc. What are some problems you would like to solve?

- At home: _____
- At work: _____
- At school: _____
- At (): _____

3. Now, brainstorm a list of possible new inventions with your group. List all ideas and make notes about what they do.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Group Members:

B. Developing your Invention

As a group, choose one of the inventions from your list of ideas. Draw a picture of your invention!



1. What did you decide to invent? What is the name of your invention? (Our invention is a....We call it a....)
2. What does your invention do? How does it work?
3. How does your invention make life better or more convenient? What is the problem that your invention solves?
4. Who would use this product? Where can you buy it? How much does it cost?
5. What descriptive words would you use to describe this product? (Ex: exciting, new, wonderful, cutting-edge, etc.)
What are the extra benefits of your invention?

Make an Invention Commercial

Group Members:

Assignment: Make a one-minute commercial (CM) for your invention and present it to the class. The commercial must be a video commercial. Using your computer or smart-phone, please make a video and play it for the class.

Sample TOEIC Part 4 radio commercial:

Hey guys. Are you having trouble sleeping at night? I was too, until I discovered Snoozers. I'd tried everything -- pills, tea, counting sheep -- but nothing was working for me. Then a friend introduced me to Snoozers, an amazing, fast-acting medication that worked the first time I tried it, and has kept on working to give me the rest I deserve. Snoozers is an all-natural, herbal remedy that interacts naturally with your body, leaving you relaxed and ready to lay down and sleep. Just one teaspoonful, mixed with warm water, is all you need to ensure a good night's rest. Just \$9.99 a bottle or you can try it today for free! For a limited time, you can get a free sample by calling 1-888-666-5454. That's 1-888-666-5454. Take it from me, Pat O'Donnell, Snoozers works for everyone! Don't spend another night thrashing and turning. Call 1-888-666-5454 for your free Snoozers sample now!

Planning the Commercial

Step 1: Decide how you will make your video. Will actors speak live on the video or will you use a voiceover? You may plan your video using a storyboard. Every member must speak in the commercial. Not every member has to be seen.

Note: Please make sure that your video formatting will work before class starts. Problems with technology are no excuse for not completing the assignment in class.



Step 2: Write a script for your commercial using advertising language.

1. What is it?
2. What can it do?
3. How does it make life easier and more convenient?
4. Where can you buy it? Who should buy it?
5. How much does it cost?
6. Use words that make people want to buy it:
 - 1 compound adjective - top-quality, economy-size, chocolate-flavored, feather-light, longer-lasting....
 - 1 superlative - It's the best, the fastest, the cheapest....
 - 1 adjective - new, modern, clean....

Script:

Step 3: Submit your script next week so that the teacher can check it.

VIDEO Presentation Day:

Step 1: 20 minutes prepare your video. All video files must be given to the teacher at the beginning of class.

Step 2: Introduce your members and your new invention. Then, play your commercial.

Step 3: After your commercial, each member should be able to answer the following questions to the class.

1. What did you invent? What does it do?	
2. Who is your target audience? Old, young, teenagers...? Why should they buy it?	
3. What kind of language do you use in the commercial to make people want to buy it? (adjectives, compound-adjectives, superlatives)	
4. How did you make your commercial? What difficulties did you encounter?	
5. What skills do you think you have learned from this activity? Did you work well with a team?	

Step 4: Submit a final written copy of your script. Put all the names of the group members on the sheet.

Presentation Grading Criteria

- Each member speaks /5
- The presentation is of an original invention/creative /5
- Group is clearly prepared for the presentation /5
- The commercial is 1 minute in length /5
- The commercial uses advertising language (at least 1 adjective, compound adjective, and superlative) /5
- Questions after performing the commercial /5
- Does the CM make the teacher want to buy your product? /5
- English fluency /5

Total: /40

TV Commercial Story Boarding

Use this worksheet to plan your video commercial. What will happen in each scene? You may also write your script under each picture.

Group members:

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_____	_____	_____
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_____	_____	_____
_____	_____	_____

Group Members:

Commercial Grading Criteria

• Each member speaks	1	2	3	4	5
• The presentation is of an original invention/creative	1	2	3	4	5
• Group is clearly prepared for the presentation	1	2	3	4	5
• The commercial is 1 minute in length	1	2	3	4	5
• The commercial uses advertising language (at least 1 adjective, compound noun, and superlative)	1	2	3	4	5
• Questions after performing the commercial	1	2	3	4	5
• Does the CM make the teacher want to buy (Overall Effect)	1	2	3	4	5
• English (clarity, fluency, grammar, pronunciation,etc.)	1	2	3	4	5

Total: /40

Comments:

Group Members:

Commercial Grading Criteria

• Each member speaks	1	2	3	4	5
• The presentation is of an original invention/creative	1	2	3	4	5
• Group is clearly prepared for the presentation	1	2	3	4	5
• The commercial is 1 minute in length	1	2	3	4	5
• The commercial uses advertising language (at least 1 adjective, compound noun, and superlative)	1	2	3	4	5
• Questions after performing the commercial	1	2	3	4	5
• Does the CM make the teacher want to buy (Overall Effect)	1	2	3	4	5
• English (clarity, fluency, grammar, pronunciation,etc.)	1	2	3	4	5

Total: /40

Comments: