

MY PROJECT:

Some of our school friends are becoming addicted to video games and the Internet. We are getting worried for them. We want to help them quit the screen. So we have decided to launch an advertising campaign to make them aware of its dangers.

Listening

- ↳ I will be able to understand commercials.
- ↳ I will be able to understand people with different accents giving their opinions on TV or video games. **

Reading:

- ↳ I will be able to understand an article on a contemporary issue* and spot the author's viewpoint from the arguments he gives.
- ↳ I will be able to decode ads and advertising strategies.

Speaking TO the group:

- ↳ I will be able to create a radio commercial. *

Speaking WITH the group:

- ↳ I will be able to interpret, compare, and give my opinion on advertising campaigns.
- ↳ I will be able to share my views with the group in order to create an advert.

Writing:

- ↳ I will be able to analyse an ad in order to write a short essay giving my personal opinion. **
- ↳ I will be able to create a spoof ad highlighting the dangers of video games addiction.

I will need the following tools:

→ thematic vocabulary:

- Ads / spoof ads and advertising campaigns
- Teenagers and TV, video games and drug addiction
- verbs to express emotions / feelings / opinion

→ grammar

- infinitive and causative structures
- passive form
- modals
- logical and chronological linkwords

→ phonology:

- getting acquainted with different accents
- sentence stress (pp50-51)
- intonation

Marked & formative assessments:

Listening skill

- I will be able to understand someone talking on a topic I know. (A2/B1 can do descriptors)

Reading skill

- I will be given an unknown document on the topic studied in class and I will have to answer questions to evaluate my capacity to understand facts and viewpoints.

Speaking skill

- I will be able to create a radio commercial.

Writing skill

- I will be able to write a short essay to interpret ads and give my opinion on the issue they are raising.

(B2 can-do descriptors)