

MY PROJECT:

We are designers for an advertising agency. We have to launch an advertising campaign targeting teenagers on the dangers of addiction. The best ads and commercials will be posted on the school blog.

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 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 and a commercial.

Writing:

- ↳ I will be able to create an ad highlighting the dangers of teenage addiction. *

I will need the following tools:→ thematic vocabulary:

- Ads / spoof ads and advertising campaigns
- Teenagers and TV, video games, drug and shopping 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

→ methodology:

- learning about prefixes and suffixes (pp116)

Marked & formative assessments:**Listening skill**

- I will be able to understand someone talking on a topic I know.

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 the main facts.

Speaking skill

- I will be able to create a radio commercial on a topical issue.

Writing skill

- I will be able to create an advert on a topical issue.

(B1 can-do descriptors)