

EUniWell Language Paths

English learning sequence



Language learning as a space for well-being, inclusion and cultural openness

Languages covered: English · French · German · Ukrainian · Hungarian

A EUniWell educational resource

Project context and educational rationale

The present English learning sequence was developed within the framework of the EUniWell Language Paths initiative (WP5).

The sequence was designed by teachers involved in the EUniWell framework and builds on the pedagogical principles explored during the **BIP “Bringing Innovation in Your Teaching Practice” (UNIFI – Florence, September 2025)**. In line with this training, it integrates key elements of the **Neurolinguistic Approach (ANL)**—primacy of oral interaction, modelling of complete sentences, systematic correction, authentic communication and progression from oral to reading and writing within a coherent literacy cycle.

Designed for A2-level learners, the pathway follows a structured communicative progression over the course of ten sessions, culminating in an oral interaction project. It develops lexical fields related to **food categories** and **eating habits**, revises **likes** and **dislikes** and **frequency adverbs** and consolidates the structure **there is/there are**. Cultural comparison between **American and British** school lunches provides a concrete intercultural anchor that stimulates prediction, discussion and justification.

Consistent with the ANL approach, each phase begins with contextualisation and modelling, followed by guided interaction, peer exchanges and transfer activities. Reading and writing tasks are introduced only after oral stabilisation of structures, ensuring coherence between implicit (internal) grammar development and explicit reinforcement. Mini-projects (i.e. designing a healthy cafeteria menu and creating a personalised lunchbox), structure the sequence within **a project-based pedagogy that supports motivation and meaningful reuse of language**.

The sequence is conceived not merely as a thematic unit on food, **but as a well-being-centred communicative framework** aligned with the EUniWell Language Paths roadmap. By combining **intercultural discovery**, structured interaction and project-based pedagogy, it contributes to strengthening multilingual competence, **pedagogical collaboration and innovative language teaching practices** across the Alliance.

School lunch in the USA

Lunchbox or cafeteria ?

The teacher explains the project: you eat lunch with a friend.
One has a lunchbox, the other eats the cafeteria meal.
Students will discuss and choose the best meal (A2 oral interaction)

By the end of the sequence, students will be able to:

- Understand the concept of the lunchbox in GB and the USA
- Food-related vocabulary
- Revision of likes and dislikes, often/sometimes/never, and the present simple
- Using there is / there are



Vocabulary bank provided by the teacher (for student discussions):

- **proteins:** meat, fish, eggs, chicken, cheese
- **vegetables:** peas, green beans, carrots, cauliflower, lettuce, potatoes, tomatoes, onions, leek, eggplant/aubergine, courgette/zucchini, radish, corn
- **cereals:** pasta, rice, semolina, bread
- **fruits:** apple, banana, lemon, orange, tangerine, cherries, pear, kiwi, apricot, peach, strawberry, raspberry
- **drinks:** water, soda, milk, coffee, tea, juice.
- **junk food:** hamburgers, pizza, chips/French fries, crisps, ice-cream, cake, cookies

Mini-project 1: Students suggest a healthy meal for the school cafeteria.

Mini-project 2: Students create their lunchbox and make others guess what's inside.

Section 1

At home, what do you like to eat for lunch?



GOAL OF THE SESSION

Vocabulary enrichment on food; speaking skills (monologue and interaction among students)

TEACHER DISPLAYS SLIDES TO TALK ABOUT LUNCH AT HOME AND MODELS A DIALOGUE

Blue bubbles represent what the teacher says aloud and purple bubbles represent what is displayed on the slides

You know, I love food ! I love to eat ! Do you like to eat?

TEACHER: ASKS 2-3 PUPILS QUESTIONS

Elicits initial reactions from students
"Yummy!", "It's delicious!", "I like/don't it!"

At home, I like to eat fish and rice for lunch. Hummm, yummy! I also like carrots, peas and leek.

What about you? What do you like to eat for lunch?

It's delicious! What about you? What do you like to eat for lunch?

TEACHER: ASKS 2-3 MORE PUPILS QUESTIONS

Continues to prompt responses and interaction

At home, I like to eat chicken and chips for lunch. Hummm, yummy! I also like cheese and eggs. It's good!
But I don't like eggplant. Yerk! It's disgusting !

Section 1

At home, what do you like to eat for lunch?

What do you like to eat for dessert?

For dessert, I like yogurt and strawberries. And I love cherries! It's so good!

MODELLING CONTINUES, TEACHER ASKS 2-3 PUPILS QUESTIONS

Encourages reactions

"Yummy!", "It's delicious!", "I like/don't it!", "It's disgusting."

STUDENT ACTIVITY

Two volunteer pairs present a model dialogue in front of the class.

TEACHER LEADS A SHORT INTERACTION INVOLVING SEVERAL STUDENTS

Prompt: *at home, what do you like to eat for lunch? What do you like to eat for dessert?*

GROUP WORK

Students interact in groups of 4 and have 6 minutes to discuss their eating habits and express their likes and dislikes

The teacher sums up the activity and engages with students :

So, in your group, what do you like to eat for lunch?

The whole class is expected to react:

"Yummy !", "Me too !", "It's delicious!", "I like/don't like it!"

GAP-FILLING ACTIVITY (IF TIME ALLOWS)

The teachers asks students: What are the ingredients of your favourite meal?

Section 2

Does the Class Like Healthy Food?

GOAL OF THE SESSION

Oral interaction: asking about and responding to food preferences

Material provided by the teacher: student worksheets, food flashcards, healthy/unhealthy flashcards



TEACHER PROMPTS STUDENTS: DO YOU REMEMBER WHAT I LIKE TO EAT?

Then proceeds to modelling a dialogue for the students to introduce different food categories

Blue bubbles represent what the teacher says aloud and purple bubbles represent what is displayed on the slides

At home, I like to eat fish and rice. Fish is **proteins** and rice is **cereals**.

Is it healthy?

Yes! Fish and rice is a healthy meal because it's proteins and cereals.

TEACHER: WRITES THE CATEGORY NAMES ON THE BOARD AND PLACES THE CORRESPONDING FLASHCARDS UNDER EACH CATEGORY

PROTEINS/CEREALS/FRUITS/VEGETABLES/DAIRY/DRINKS/JUNK FOOD

Do you remember something else ?

At home, I like to eat chicken and chips. Is it healthy?

Chicken is healthy because it's proteins. But chips are not: it's **junk food**!

Section 2

Does the Class Like Healthy Food?

TEACHER PROMPTS STUDENTS: DO YOU LIKE HEALTHY FOOD? WHAT IS CONSIDERED HEALTHY/UNHEALTHY?

Then proceeds to modelling a dialogue for the students (color coding stays the same)



I also like carrots, leek and peas. Is it healthy ?

Yes, it's healthy because carrots, leek and peas are vegetables.

For dessert, I like yogurt. Yogurt is **dairy**. Is it healthy?

Yogurt is healthy because it's **dairy**.

I like strawberries and I love cherries. Is it healthy?

Strawberries and cherries are **fruits**, so it's healthy.

STUDENT ACTIVITY

Find out if the class eats healthy food or not!*

GROUP DISCUSSION LED BY THE TEACHER

So, what do you know about your classmates and food?

Students then discuss in groups.

FOLLOWING THE DISCUSSION

Teacher asks students to report to the rest of the class

TEACHER CONTINUES TO PROMPT RESPONSES AND REACTIONS

"Yummy!", "It's delicious!", "I like or don't it!", "It's disgusting."

*The teacher divides the class into seven groups. Each group of students are to ask its members about their food preferences based on the assigned food group.

The teacher models the interaction with one student to demonstrate the task, then invites students to discuss in their groups independently.

Section 3

Tap game : do you know your vocabulary?

GOAL OF THE SESSION

Listening comprehension and vocabulary acquisition

Material provided by the teacher: worksheets with images illustrating food vocabulary



CLASS ACTIVITY

Teacher places worksheets in the centre of each group of students; pupils must point to the correct image as quickly as possible when they hear the word.

The teacher then gradually hands over speaking turns to the pupils.

TEACHER PROMPTS STUDENTS: WHAT DO YOU OFTEN EAT?

Interaction with students: asking about and responding to eating habits, starting off with a model dialogue (Blue bubbles represent what the teacher says aloud and purple bubbles represent the displayed model response)

Visual material: often/sometimes/never flashcards; healthy/unhealthy flashcards

Let's be honest, I love pizza!
But is it healthy?

No, pizza is not healthy
because it's junk food.

At home, I don't often eat
pizza. I sometimes eat
pizza.

I often eat fish, because it's
healthy and I like it. But, I never
eat eggplant because I don't
like it, it's disgusting.

Teacher prompts further reactions

"Yummy!", "It's delicious!",
"I like/don't it!", "It's
disgusting."

STUDENT ACTIVITY

Group discussion about what
they often eat (6 minutes)

FOLLOWING THE DISCUSSION TEACHER: ASKS SEVERAL QUESTIONS

*In your group, what do you
often eat at home?
Sometimes? Never?
Is it healthy? What about you?*

TEACHER

Repeats the model
with other foods that
pupils like.

Teacher. asks two pairs of pupils to come to the front of the class and asks What do you often eat at home ? Why ?

Section 4

School Lunches in the US and in GB



GOAL OF THE SESSION

Listening comprehension; vocabulary and grammar revision and enrichment

Video: American vs British School Lunch at the Cafeteria - <https://www.youtube.com/watch?v=LSZQ8P6sMQA>

TEACHER PROMPTS STUDENT BY STARING OFF WITH A MODEL DIALOGUE TO INTRODUCE VOCABULARY

Blue bubbles represent what the teacher says aloud and purple bubbles represent the displayed model questions

I sometimes eat lunch at the school cafeteria. Do you often eat lunch at school ?

What do you often eat at school?
Do you often eat **mashed potatoes**?
Sausages? Steak? Pasta? Yogurt? **Jello**?
Fruits? **Custard**? Does it **taste good**?

Teacher: vocabulary to introduce
taste, mashed potato, gravy, sausages, custard, jelly

Encourages reactions
"Yummy!", "Delicious!", "Disgusting!"

STUDENT ACTIVITY

Discuss what they often eat at school and if they like it?

3 minutes to discuss in groups of 4

So, what do you often eat at the school cafeteria ?

Listening prompts for students to elicit interaction: *What about you? Do you like...?*

STUDENTS - PAIR WORK

Teacher: gives pupils 2 minutes to imagine a school lunch: Great Britain (rows 1-3 in class), USA (rows 2-4) Then asks them to **compare their ideas** with the pupils sitting behind or in front of them.

FOLLOWING THE DISCUSSION

Teacher asks before playing the video: what do you think the Americans eat? What about the British?

Video viewing → the teacher checks pupils' hypotheses about the meals. Pause at the end of the American meal.

Students watch the video again to answer comprehension questions.

Teacher ask pupils: So what do the American pupils eat? Does it taste good? What do the British ones eat? Is it good? Which meal does the boy prefer? Why? And what about you—what do you prefer?

Section 5

Recap and Writing Phase

TEACHER PROMPTS STUDENT TO ACTIVELY RECALL CONTENT FROM THE PREVIOUS SESSION

What is the American school lunch? What is the British school lunch? Which one do you prefer? Why?

Teacher: *proposes a vocabulary challenge**

Students: *written production + vocabulary appropriation*

Materials provided: student worksheet + team worksheet

STUDENTS ARE ASKED ABOUT THEIR FOOD HABITS (ENTERING THE WRITING PHASE)

→ Preparation for written expression: students appropriate vocabulary and structures to express likes and dislikes.

TEACHER PROMPTS STUDENT AGAIN

Do you recall what a healthy meal is?

Goal: recall the five food groups: proteins, vegetables, cereals, fruits, drinks.

TEACHER LEADS THE STUDENT ACTIVITY

I'm going to write a text to describe **my** food habits. **You** (students) are going to help me.

Teacher: writes the text on the board as pupils dictate.

Teacher + students: read the text and focus on spelling points, with particular attention to plural forms.

Vocabulary challenge: several exercises are included on the worksheet; each exercise is worth a certain number of points. **Pupils work in teams. The designated secretary of each team writes the answers on their worksheet and completes the team answer sheet, which must be handed in at the end of the session.*

Section 6 and 7

Food Habits

GOAL OF THE SESSION (6)

Written production of students: appropriation of vocabulary and structures to express likes and dislikes

TEACHER: PROVIDES INSTRUCTIONS ABOUT TODAY'S SESSION

We wrote a text about **my** eating habits. Now you are going to write **yours**.

STUDENT ACTIVITY

Each student writes individually on a separate sheet of paper

Class: group reading or reading by selected "experts."

Teacher: collects the texts and reads excerpts aloud and asks:

Does XX eat healthy food? Why?

GOAL OF THE SESSION (7)

Oral expression: appropriation of vocabulary and structures to express likes and dislikes.

Instructions displayed via video projection

STUDENT ACTIVITY

In groups of four, students are asked to design a balanced school cafeteria menu. They will also practise presenting it to the class.

Students present the menus to the class.

After each presentation, **teacher** → **elicit reactions from other students:** *do you like it? Why?*

At the end of the session, the teacher conducts a vocabulary test

Section 8

What's In the Lunchbox ?

GOAL OF THE SESSION

Vocabulary revision; introduction and use of *there is/there are*

Materials provided: a lunchbox with laminated flashcards (numbers can be written on them to indicate quantities)

A model dialogue is presented to remind the use of *there is/there are*. Blue bubbles represent what the teacher says aloud and purple bubbles represent the displayed model questions.

What's in your lunchbox?

There is a sandwich. There are grapes. There is a cereal bar and there are fruits : one apple and one banana. There is milk.

TEACHER MODELLING

Shows their own lunchbox and ask: ***what's in my lunch box - can you imagine?***
They then describe it according to the previous model.

The teacher passes their lunchbox to a student

Another student asks questions using the model dialogue above

The same dialogue is conducted with two other pairs of students

STUDENTS - PAIR INTERACTION

Teacher: displays one lunchbox model on the board.

Pairs act out the dialogue.

The activity is then repeated with four different lunchboxes in total.

Teacher: asks one last open question to the class
(see bubble to the right)

Which lunchbox do you prefer? Why? *

***Teacher:** displays the visuals on the board. Elicits the use of *there is/there are* and has pupils stick the dialogue in their notebooks

Section 9

What's In Their Lunchbox ?

GOALS OF THE SESSION

Vocabulary revision and enrichment; listening comprehension

Video: What's in Our Lunchbox? (edited video or online version: <https://www.youtube.com/watch?v=BYc9OyaUf0U>)



TEACHER-LED ACTIVITY - WHAT'S IN THEIR LUNCHBOX?

The teacher sets the context by asking questions: *So, what is the situation - what's in their lunchboxes?*

Then asks pupils to write down their hypotheses.

Finally, proceeds to **checking the hypotheses of students by prompting them:** *Is there...? Are there...?*

STUDENT ACTIVITY

Students work on reading comprehension and written expression + appropriation of structures (vocabulary + there is/there are structure)

TEACHER

Projects the text and reads it aloud, then reads it with the students and asks
A reading of the text is carried out by students in groups

TEACHER REMINDS STUDENTS

To say "il y a" in English → there is or there are
e.g. There **is** cheese/There **are** cherries

Students then suggest other examples

What do the girls have in their lunchboxes ? Let's read the text about those girls!

Final task for the session: the teacher provides a practice exercise, followed by a class correction

Section 10

What's In Your Lunchbox ?

GOALS OF THE SESSION

Written production and appropriation of structures by students
Materials provided by the teacher: student worksheet



THE TEACHER PROMPTS STUDENTS BY ASKING QUESTIONS RELATED TO PREVIOUS SESSIONS

You remember my lunchbox? And the girls?
Today, I'm going to write a text entitled my great lunchbox ! You are going to help me!

The teachers writes the text on the board as pupils dictate, then reads the text with the class and highlight language points and/or spelling. **Then, moves on to introducing mini-project 2.**

Now, it's your turn; mini-project 2: you are going to create your lunchbox! What is there going to be inside your lunchbox?

STUDENT ACTIVITY

On their worksheet, students have a drawing of a lunchbox. They fill it in and describe it using their favourite foods.

Mini-project 2: guessing game among students, in groups, based on the lunchboxes created

Section 11

Get Ready For Your Project

GOALS OF THE SESSION

Assess students' oral interaction skills

Materials provided: flashcards with school cafeteria menus and lunchboxes
+ teacher's assessment sheet



STUDENT ACTIVITY

Students work in pairs.

Each pair draws two menus or lunchboxes at random and practises the dialogue
(instructions projected on the board by the teacher).

This activity is assessed as an oral interaction task.

Homework

- Session 1: Practise the dialogue (audio recording on Pronote) and begin learning the vocabulary on Quizlet (link available on Pronote: https://quizlet.com/_5wqmkcn?x=1jqti&i=1r7i8y).
- Session 2: Try to memorise 2–4 pieces of information about the class (record a spoken task to upload on Pronote) and continue learning the vocabulary on Quizlet (link on Pronote: https://quizlet.com/_5wqmkcn?x=1jqti&i=1r7i8y).
- Session 3: Practise Dialogue 7.2, focusing on appropriating the structures (audio available on Pronote).
- Session 4: Optional: upload the video link on e-lyco so pupils can watch it in full; upload the edited video on e-lyco.
- Session 5: Correct the challenge and complete the vocabulary test.
- Session 6: Complete the brainstorming worksheet for Mini-project 1.
- Session 7: Complete the objectives worksheet for the final project (Session 11).
- Session 8: Practise saying the dialogue (audio recording on Pronote) and watch the video again (available online) to list the items in the sisters' lunchbox.
- Session 9: Practise reading the text aloud (audio recording on Pronote).
- Session 10: Revise for the oral assessment (Project 2).