

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)**, priority is given to oral modelling, repeated full-sentence interaction, systematic correction and a literacy cycle in which reading and writing activities follow oral stabilisation of structures. **The progression moves from contextualised oral exchanges to guided reading, structured writing and project-based performance.**

Designed for **A1+/A2 learners**, this multi-session pathway develops lexical fields related to the teenage bedroom and clothing, while reinforcing key grammatical structures: prepositions of place, subject pronouns, the present tense of BE, WHERE-questions and the structure BE + -ing for describing outfits. Cultural input centres on British school uniforms, encouraging comparison and opinion-building regarding dress codes and identity.

The sequence follows a **coherent communicative trajectory**: locating objects in a bedroom, describing personal spaces, designing a teenage bedroom (Mini-Project 1), exploring British uniforms through video input, creating and presenting a school uniform (Mini-Project 2), and culminating in a role-play in which learners prepare to attend a British school. This final interaction mobilises **spatial language, clothing vocabulary and spontaneous negotiation in context.**

The sequence is conceived **not merely as a thematic unit on bedrooms and uniforms**, but as an **interculturally grounded communicative framework** aligned with the EUniWell Language Paths roadmap. By combining structured interaction, cultural comparison and project-based pedagogy, it supports **innovative, well-being-centred language education and strengthens collaborative teaching practices** across the Alliance.

Are you in favour of the school uniform ?

The teacher explains the project: get ready for a day at a British school!

Students will interact around this theme (A1+ oral interaction)

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

Cultural and lexical objectives:

- Use vocabulary related to clothing and school uniforms.
- Name and describe items commonly found in a teenager's bedroom.

Grammatical objectives:

- Use prepositions of place accurately
- Use the present simple (verb to be).
- Use subject pronouns correctly.
- Ask and answer questions using Where...?



Mini-project 1:

Homebase is throwing a contest for their next publicity campaign; students design the coolest teenage bedroom!

Mini-project 2:

Week at Cadou: students create a school uniform and present it.



Are you in favour of the school uniform ?

Detailed lesson plan

Describing Bedrooms, Clothes and School Uniforms (A1-A2)

Phase	Language Model	Material/Resources
Speaking	1/ What do you have in your bedroom? I have ... → window, poster, door, chair, desk, bed → jeans, hat, racket, ball, trainers, bag, bike, pens, books 2/ Where is the ball? The ball is on / in / under / next to ... the box. Where is / are ... ? The bed is ... The chair is ... 3/ Reinforcement: Battleship in the bedroom. Place a few objects, then ask your partner about the position of their objects, following the rules of the game Battleship.	• Slideshow: "What do you have in your bedroom?" • Dialogue 9.1
		• Ball and box • Memory game
		• Teenage bedroom
		• Battleship – pupil worksheet and items to place (a ball, a cap, jeans, books)
Reading	1/ Reading comprehension: description of a teenager's bedroom → new vocabulary: shelves, wardrobe, dresser, carpet, pillow → tidy / messy Pupils draw the bedroom. 2/ Language focus: pronouns: it / they (revision of he / she) and where questions (construction with to be) 3/ Reinforcement: "question omelette" – answer using the text	• Text 9.1: Do you tidy your room?
Writing	1/ Teacher's model text: my bedroom → reuse pronouns; write at least two questions → focus on prepositions of place, verb conjugation (to be) and subject pronouns 2/ Pupils write their own texts	• Teacher's model text

Are you in favour of the school uniform ?

Detailed lesson plan

Phase	Language Model	Material/Resources
Speaking feedback	Draw your classmate's bedroom! Do you like it? Why?	Mini whiteboards; pupils' written texts
Reinforcement and revision before Mini-Project 1	Locate the Simpsons and the Incredibles in the bedroom! Oral interaction: asking and answering questions about the position of the different characters in a bedroom.	Mini-Project 1: Homebase is organising a competition for its next advertising campaign: design the coolest teenage bedroom! → In pairs, pupils create a teenage bedroom and place specific objects in it. → Presentation of the designs to the class: the class asks the designers questions about the location of the different items. As they answer, the designers place the objects on a frame representing an empty bedroom. → The class votes for the project that wins the competition.
Speaking	Reactivation and enrichment of clothing vocabulary: <i>Who is wearing ...?</i> <i>Is anyone in the class wearing ... too?</i> <i>Do you like it?</i> <i>Do you sometimes / often / seldom / never wear ...?</i> <i>When it's sunny, I wear ...</i> <i>What do you wear when it's sunny?</i> <i>When it's cold? When it's hot?</i> Reinforcement: <i>Guess Who?</i> using pupils' clothes	- Photos of teenagers with different styles - Frequency flashcards (add seldom to the previously used set) - Weather illustrations and flashcards - Handout for the teacher - Quizlet: Clothes and accessories

Are you in favour of the school uniform ?

Detailed lesson plan

Phase	Language Model	Material/Resources
Reading	Contextualisation: What are you wearing today? Anticipation using a photo of British secondary school pupils in uniform: What are they wearing? Do you like it? Do all British pupils wear the same uniform? Let's check with a video! Video viewing with comprehension questions: → What are they wearing at school? → Do you like their uniform? (Small-group discussion to practise expressing opinions; enrichment with structures such as I sometimes wear ... too.) Language focus: → be + wearing → trousers (always plural) → word order (adjectives before nouns) Phonology: pronunciation of -ing Reinforcement: Design clothes! Pair work: propose a school uniform. One pupil is the secretary, the other the designer; roles are then swapped.	• Photos of school uniforms • Video 2C1 Rise and Shine • Pupil worksheet: silhouettes to dress (one boy, one girl) + projected instructions

Are you in favour of the school uniform ?

Detailed lesson plan

Phase	Language Model	Material/Resources
Writing	Teacher's model text: I'm so stylish! Possible example of a production: I love going shopping and I'm a big fan of fashion! Today, I'm wearing ... I often wear ... When it's hot, I wear ... When it's cold, I wear ... I don't like the uniform because I like choosing my clothes. <i>Pupils write their own texts.</i> Feedback on pupils' texts: Guess Who? One pupil reads a text aloud and asks one or two comprehension questions about it. Written assessment: You are a journalist for a fashion magazine! Describe what the models are wearing (A1+/A2).	Differentiated assessment worksheet
Mini-Project 2	Fashion Week at Cadou! Create a school uniform and present it! - Design preparation – writing the presentation for the catwalk - Rehearsal - Fashion show!	N/A
Final Project	Reinforcement/revision: Get ready to go to school. → Role play: one pupil is a teenager, the other is their parent. The teenager asks the parent where their belongings are because they cannot find them to get ready for school. Final project preparation: Pair work: you are at your English pen friend's house (one pupil plays the pen friend) and you have to get ready to go to their school... but you cannot find your things! → Act out the dialogue.	- Pupil worksheets - Lesson preparation sheet - Assessment sheet and peer assessment

Section 1

Where is the pen?

SPEAKING CHALLENGE (5') – RULES EXPLAINED BY THE TEACHER

Teacher:

- Divides the class into six teams: Eton, Cambridge, Oxford, Hogwarts, Canterbury, Queen's College, Westminster.

Explains the scoring system:

- For each relevant oral contribution (even with minor mistakes), the team earns 1 point.
- Points may be deducted if pupils do not speak English during the challenges.

Encourages participation and teamwork.



Where is the pen?

The pen is...

WARM-UP

Goal: oral interaction

Lexical enrichment: prepositions of place + practice of "where" questions

Material provided: pen, pencil case, model dialogue "Where is the pen?"

1/ MODELLING BY THE TEACHER

Places the pen in different positions in relation to the pencil case and models the dialogue (to the left) → **this introduces and practises the prepositions: on, in, under, next to, between, behind, in front of** (5')

2/ PAIR PRACTICE

Students: ask and answer questions in pairs using the model structure (3')

3/ DEMONSTRATION

Students: two pairs act out the dialogue as an example for the class (2')

STUDENTS – SPEAKING CHALLENGE

Students (in pairs): speak only English.

Ask and answer questions about the position of your pen in relation to your pencil case (3')

Teacher: hands out the illustrated dialogue.

Students: stick the dialogue into their exercise books (2')

FOCUS ON READING AND WRITING COMPREHENSION AND PRODUCTION

→ Consolidation of prepositions of place

→ **Material provided:** individual worksheet: "Practice the Prepositions"

1/ Individual Work – Students: complete the exercises independently (10')

2/ Team Discussion – Students: compare answers and discuss corrections in teams (5')

3/ Correction – Teacher: projects the correction on the screen and answers any remaining questions (5')

Section 2

What Do You Have in Your Bedroom?

*Routine and register by the teacher with the slideshow "Where is the cat?" (10')
Hands out the lesson roadmap (5')*

GOAL – STUDENTS BEING ABLE TO DESCRIBE WHAT THEY HAVE IN THEIR BEDROOM

Oral interaction; introduction of bedroom-related vocabulary

Material provided: vocabulary slideshow "What do you have in your bedroom?"

Teacher: displays the slideshow and introduces key vocabulary aloud.

window – poster – jeans – door –
hat – racket – books – trainers –
bag – chair – desk – ball – bike –
bed – pens – box

1/ VOCABULARY SLIDESHOW – ORAL INTERACTION

Teacher: shows the slideshow and asks – "Do you have ... in your bedroom?"

Students then ask and answer the same question in pairs (10')

2/ SLIDE WITH ALL ILLUSTRATED ITEMS – ORAL INTERACTION

Teacher: displays a slide with all the illustrated items and asks questions.

Students practise the interaction in pairs.

So, what do you have
in your bedroom?

3/ REPETITION OF VOCABULARY

Choral repetition (teacher+students) followed by individual repetition of the vocabulary (5')

SPEAKING CHALLENGE – TEAM INTERACTION (15')

Students (in teams): discuss their bedrooms. They have 3 minutes. English only! 
After the discussion, one pupil from each group reports the information back to the class (1' per group).

FOLLOW-UP

Teacher asks: "Who has a lot of things in their bedroom?"

Students: respond and briefly explain.

Teacher concludes: "So lucky!"

Section 3

Where is/are...?

Routine and register with the teacher-led dialogue
"What do you have in your bedroom?" (10')

GOAL OF THE SESSION: CONSOLIDATE WHERE IS / ARE ... ?

Oral interaction; practice of the question form and prepositions of place

Material provided: image of a teenage bedroom

Where is/are...?

It is/They are...

1/ SPEAKING CHALLENGE

Teacher and students: correct the homework exercise in the form of a dialogue (10')

2/ SPEAKING CHALLENGE

Students (in teams): practise for 3 minutes, trying to memorise where the different objects are located. **Then, each group asks one question to another group** (10')

GOAL OF THE "BATTLESHIP IN THE BEDROOM" ACTIVITY

Oral interaction; consolidation of vocabulary and grammatical structures

Material provided: pupil worksheet; instructions projected

Teacher: explains the rules and projects the instructions.

Students (in pairs) choose where to place the following items in the bedroom:

- jeans, a ball, books, a bag

When ready, students start asking their partner questions to find the objects.

SPEAKING CHALLENGE (15')

Section 4

Do You Tidy Your Room?

GOAL OF THE SESSION

Listening comprehension assessment

Material provided: pupil worksheet, New Live CD track 39

At the end of the session:

Assessment by the teacher 10'

Correction by the teacher (if time allows): 5'



*Routine and register with the teacher with following prompt: "In your bedroom, do you have ...? Where is it?" (10')
HW correction (5')*

READING TASK - DO YOU TIDY YOUR ROOM?

Goal: reading comprehension; vocabulary enrichment

→ Text 9.1 "Do you tidy your room?"

→ Slideshow displayed by the teacher "Do you tidy your room?"

1/ CONTEXTUALISATION

Teacher: projects a photo of a very tidy teenage bedroom).

Asks questions (the ones stated on the right). Then, projects a photo of a messy teenage bedroom) and asks similar questions.

2/ PREDICTIONS

Teacher: introduces the text: "Today, we are going to read a text entitled Do you tidy your room? It is about Sean." **Then projects a photo of Sean.**

Students make predictions about:

- Sean's bedroom
- Whether it is tidy or messy

3/ READING THE TEXT PROJECTED ON THE BOARD

Teacher: projects the text on the board and reads it twice then, removes the text and checks students' predictions (5')

TEXT DISTRIBUTION AND READING

Teacher: hands out the text for the session.

Students: some pupils read the text aloud, following the model.

THEN: DRAWING TASK

Students: draw Sean's bedroom based on the text (10')

Is it a cool bedroom? Do you like it? Why? Do you have shelves in your room? Do you have...?

Follow-up - Vocabulary Work (10')

Teacher: introduces and elicits new vocabulary.

Students are split into two groups of three to reuse the words: *shelves, wardrobe, dresser, carpet, pillow, bedside table, above, tidy, messy*

The teacher then asks

Do you think his room is tidy or messy? Does he have a lot of things in his bedroom?

Section 5

Who is it? Where is it?

GOALS OF THE SESSION: FOCUS ON PRONOUNS + CONJUGATION OF THE VERB TO BE

Guided language practice; prosody training



Routine and register

1/ REVISION USING SEAN'S PHOTO

Teacher: projects a photo of a very tidy teenage bedroom. Leads a **short revision discussion** based on the image with the following prompt. Then projects a photo of a messy teenage bedroom and proceeds in the same way.

What do you remember about Sean? Does he tidy his room?

2/ STUDENTS – SOME PUPILS READ THE TEXT ALOUD INDIVIDUALLY

Where is...?

It's/They are...

The verb to be in English is **BE**. It is **conjugated differently depending on the subject**.
I am a boy. You are a girl. He is a boy. They are girls.

3/ SPEAKING CHALLENGE

Teacher and students: correct the drawing task based on the text, in the form of a dialogue (8')

4/ LANGUAGE FOCUS

Teacher: highlights one occurrence of "it" in the text and asks students to find the other occurrences. **Asks:** "What does it replace?"

Repeats the process with "they," then identifies the verb forms used (5')

5/ CONSTRUCTION OF THE RULE

Teacher and students: Formulate the grammar rule together* and take notes (summary) (10')



***Teacher: further emphasises the use of subject pronouns**

He → a boy, a man, a male pet

She → a girl, a woman, a female pet

It → an animal, an object, a concept

They → boys, girls, animals, objects

REINFORCEMENT ACTIVITY – DRAW A PICTURE

Focus on reading comprehension and oral production +consolidation of structures

Teacher: distributes one text per team and A3 sheets for drawing.

Students: draw the picture according to the given text (inter-group competition) (10')

Each group presents its drawing to the class for checking.

FINAL SPEAKING CHALLENGE (10')

Section 6

My Bedroom, from Modelling to Writing

Routine and register
HW Correction

GOAL OF THE SESSION: BEING ABLE TO DESCRIBE ONE'S BEDROOM

Oral production; consolidation of vocabulary and grammatical structures



1/ WRITING THE TEACHER'S MODEL

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

Students: dictate the text and reuse appropriate pronouns. they also formulate at least two questions related to the text.

STUDENTS - SPEAKING CHALLENGE (10')

2/ REREADING OF THE MODEL TEXT



Teacher + students the text together, focusing on:

- Prepositions of place
- Conjugation of the verb to be
- Pronouns (5')

3/ PUPILS WRITE THEIR OWN TEXTS

STUDENTS:

- Write their own descriptive text individually.
- Then discuss in teams to correct and improve their text.

TEACHER:

- Collects the pupils' texts.

Teacher: corrects and gives feedback on pupils' written work

Section 7

From Text to Picture: Describing and Locating

Routine and register, HW Correction
+ teacher leads with the following prompt:

In your bedroom, do you
have...? Where is it? (10')

GOAL OF THE SESSION: DRAWING A CLASSMATE'S BEDROOM

Focus on oral expression and listening comprehension;
feedback on students' written texts

Material provided: mini whiteboards



STUDENTS – SPEAKING CHALLENGE

- One pupil per team reads their text aloud.
- The other pupils listen and draw what they understand on their mini whiteboards.
- After the reading, the other members of the team ask two comprehension questions about the text (20')

LOCATE THE FAMILIES — SPEAKING CHALLENGE

GOALS

Oral interaction; consolidation of structures
Pair work among students with the Simpsons and Incredibles families

STUDENTS

Ask and answer questions to locate the different members of each family (10')

Section 8

Mini-project 1:

Design the Coolest Bedroom

Routine and register with the teacher leading with the following prompt:

In your bedroom, do you have...? Where is it? (10')

GOAL OF THE SESSION: PREPARE MINI-PROJECT 1

Written and oral production

Material provided: pupil worksheet; group-work badges



TEACHER – INSTRUCTIONS FOR MINI-PROJECT 1

Homebase is organising a competition for its next advertising campaign. Students are asked to design the “coolest” teenage bedroom.

STUDENTS → In their design, they must include and correctly place at least the following items:

- a bed
- a bedside table
- a carpet
- a dresser or a wardrobe
- a desk
- a chair
- one decorative item



Students get ready to answer their classmates' questions about where the objects are located. The teacher asks them to practise beforehand.

Section 9

Mini-project 1:

Design the Coolest Bedroom – Assessment

Routine and register

GOAL OF MINI-PROJECT 1

Oral interaction assessment

Material provided: oral assessment worksheet



STUDENTS – PROJECT PRESENTATIONS

Each team presents their project to the class and answers questions about the different items to be placed in the bedroom.

As they respond, they place the selected images onto the blank bedroom layout. (35')

Note: if a team of students has added extra items, they must explain where these items are located in the bedroom (using appropriate prepositions).

CLASS ACTIVITY

After the seven presentations, the class votes for the best design. The winning team earns a bonus of 3 extra points in the challenge.

FOLLOW-UP – VOCABULARY REINFORCEMENT

Gap-filling Activity if time allows:

Pictionary on bedroom vocabulary → students draw, classmates guess the word).

Section 10

Describing Clothes and Weather

GOAL OF THE SESSION

Oral interaction; revision and enrichment of clothing and accessory vocabulary + frequency adverbs (sometimes/often/seldom/never)

Material provided: slideshow "What do you wear when...?"; frequency adverb flashcards; clothing flashcards

Routine and register

1/ REACTIVATION AND VOCABULARY ENRICHMENT

The teacher shows clothing photos and asks: Who is wearing...today? Do you often wear this?

Encourages students to answer in full sentences and reuse vocabulary.

Gradually, **students** take full responsibility for **asking and answering the questions themselves** (15')

Illustrated vocabulary is displayed on slides by the teacher

skirt, sweatshirt, jeans, trainers, trousers, shorts, T-shirt, coat, scarf, boots, hat, cap, jumper, gloves, dress, shirt, flip-flops

What do you wear when...?

When it's sunny, I wear a skirt or shorts, a T-shirt and a cap. But when it's hot, I don't wear shoes, I wear flip-flops!

When it's raining, I wear boots and a coat, and when it's cold, I wear a jumper, gloves and a scarf.

2/ MODELLING

Teacher: models dialogue 9.2 (to the left), using one slide per type of weather (10')

3/ STUDENTS - GUIDED PRACTICE

Two pairs of students act out the dialogue as a model for the class. Each pair performs with a different type of weather.

4/ STUDENTS - DISCUSS IN TEAMS

Each team discusses one type of weather for 2 minutes. After 2 minutes, they move on to the next type of weather.

Teacher: launches a speaking challenge where students reuse vocabulary and structures from the lesson.

Teacher: holds a "Guess Who?" game using the clothes pupils are wearing today.

Students: describe a classmate's outfit without saying their name. **The class listens and guesses who it is.**

Section 11

British School Uniforms

Routine and register with by the teacher with the following prompt "What do you wear when...?" + homework correction

GOAL OF THE SESSION

Listening comprehension; vocabulary enrichment; introduction and practice of be + wearing

Material provided: photos of school uniforms; video 2C1 Rise and Shine; flashcards (blazer, tie, skirt, trousers)

1/ CONTEXTUALISATION (INTRODUCTION AND USE OF NEW VOCABULARY)

The teacher prompts students: what are you wearing today? Do you often wear this? Do you often wear a tie? A blazer? A skirt? Trousers? (5')

Do you sometimes wear a tie? A blazer? A skirt?

2/ STUDENTS- SPEAKING CHALLENGE

Students discuss the questions in groups (5')

3/ ANTICIPATION ACTIVITY - USING PHOTOS OF SCHOOL UNIFORMS

The teacher prompts: what about British pupils? What are they wearing at school?

Projects the photo and asks students: do you like the tie? Do you like the blazer? Would you like to wear this? Do you think all British schools have the same uniform? Do all British pupils have the same uniform? (5')

⚠ **The teacher encourages students to reuse previously learned vocabulary during the discussion (e.g. I like it because the blazer is stylish!).**

4/ ANTICIPATION AND FIRST VIEWING - VIDEO

The teacher introduces the video: three English pupils are going to show their uniforms: two girls and one boy. **Asks students to predict:** what do you think they are they wearing? What colours? Let's check! (5')

5/ SECOND VIEWING

Teacher: divides the class into three groups. Each group focuses on one uniform - i.e. one pupil from the video. **Students watch the video again with a specific focus** (5')

6/ COMPREHENSION QUESTIONS

Teacher: what are they wearing at school? Do you like their uniform?

Writes students' answers on the board to build the lesson trace and support the language focus (PRL). (10')

Students: take notes in their exercise books. (5')

Section 12

British School Uniforms

Language Focus and Design

Routine and register with by the teacher with the following prompt "What are you wearing today?"

GOALS OF THE SESSION

Guided language practice; consolidation of vocabulary and grammatical structures
Going over the text written during Lesson 11



1/ SPEAKING CHALLENGE: REVISION OF THE TEXT

Teacher prompts: do you remember the three pupils we saw in the video? What are their names? What are they wearing at school? (5')

2/ FOCUS ON THE WORD TROUSERS: PLURAL OR SINGULAR?

3/ FOCUS ON WORD ORDER IN COLOUR + CLOTHING ITEM EXPRESSIONS

The teacher asks students to find another example in the text, and what comes first? → the colour (3')

4/ STUDENTS - NOTE-TAKING: SUMMARY AND RULE BUILDING

5/ TEACHER: TURNS FOCUS TO THE STRUCTURE BE + WEARING AND REPETITION PRACTICE

Always plural—because I have two legs!



Can you hear the letter "g"? No! Let's take a green pen and cross it out!

DESIGN A UNIFORM! — SPEAKING CHALLENGE (GOALS + INSTRUCTIONS)

Oral expression and listening comprehension; consolidation of vocabulary and he/she is wearing
Material used: pupil worksheet; instructions projected

1/ Students work in pairs.

They take turns being the designer and the secretary.
The designer describes their men's and women's collections to the secretary.
Each pupil displays their design on the board once finished (15').

2/ The class votes for the best designer! (5')

Section 13

I'm So Stylish!

Describing what I hear

Routine and register by the teacher with the following prompt "What are you wearing today?"

GOAL OF THE SESSION

Oral and written production: consolidation and reinforcement of grammatical structures and vocabulary by students

1/ THE TEACHER PRESENTS AND WRITES A MODEL TEXT TO PROVIDE STRUCTURE AND LANGUAGE SUPPORT FOR THE SESSION

*I love going shopping and I'm a big fan of fashion! Today, I'm wearing ...
I often wear ... When it's hot, I wear...When it's cold, I wear ...
I don't like uniforms because I like choosing my clothes.*

2/ PUPILS WRITE THEIR OWN TEXTS (15')

Pupils write a short personal text inspired by the teacher's model. They describe their clothing preferences and express their opinion about school uniforms, reusing the target vocabulary and structures.

3/ SPEAKING CHALLENGE

Teacher: collects the students' texts and ask a few volunteer pupils to read a classmate's text aloud.

Class: listens carefully and tries to guess who wrote the text. After reading, the pupils may ask one or two comprehension questions about the text to check understanding.

Correction of tasks: the teacher corrects the pupils' texts and prepares a set of common errors to be revisited and practised in a follow-up session.

Section 14

Revision and assessment: Fashion Magazine



Routine and register by the teacher with the following prompt
"What are you wearing today?"

TEACHER: ANNOUNCES THE FOCUS OF THE REVISION SESSION

1. Collective error analysis

- The teacher projects a selection of frequent errors identified in pupils' written work
- **Pupils correct a few selected sentences individually (5')**
- Whole-class feedback and discussion to explain and justify the corrections (5')

2. Individual text correction

- **Pupils revise and improve their own texts**
- "Experts" circulate around the classroom to provide support and guidance. (10')

FASHION MAGAZINE TASK

GOAL OF THE SESSION

Written expression assessment; consolidation of vocabulary by students
Materials provided: projected images; pupil worksheet

TEACHER: PROVIDES INSTRUCTIONS

1/ You are a journalist for a fashion magazine

- Describe the models (10')
- **Teacher + students:** whole-class feedback and discussion (5')

2/ Oral correction

- **In teams, students comment on and describe what the models are wearing (5')**
- **Teacher asks students: so, what are they wearing? (5')**

Section 15

Mini-Project 2: Fashion Week at Cadou

*Routine and register by the teacher with the following prompt
"What are you wearing today?"*

FASHION
WEEK

GOAL OF THE SESSION: PREPARE MINI-PROJECT 2

Oral production of students

Equipment and material provided: video-conference room, music, microphone and amplifier to project instructions

TEACHER: PROVIDES INSTRUCTIONS FOR THE PROJECT

1/ DESIGN PREPARATION

→ Students are divided into groups and create a school uniform!

2/ PREPARE A SPEECH FOR THE FASHION SHOW AND PRACTISE IT

→ Each member of the group must speak.

3/ FASHION SHOW

→ Students describes what their model is wearing

Section 16

Get Ready to Go To School: Final Project Preparation

GOAL OF THE SESSION: GET READY TO GO TO SCHOOL

Oral interaction; practice in preparation for the final project

Material provided: pupil worksheet

STUDENTS - pair work: ask each other questions to find their belongings before leaving for school (15')

TEACHER: HELPS STUDENTS PREPARE FOR THEIR FINAL PROJECT

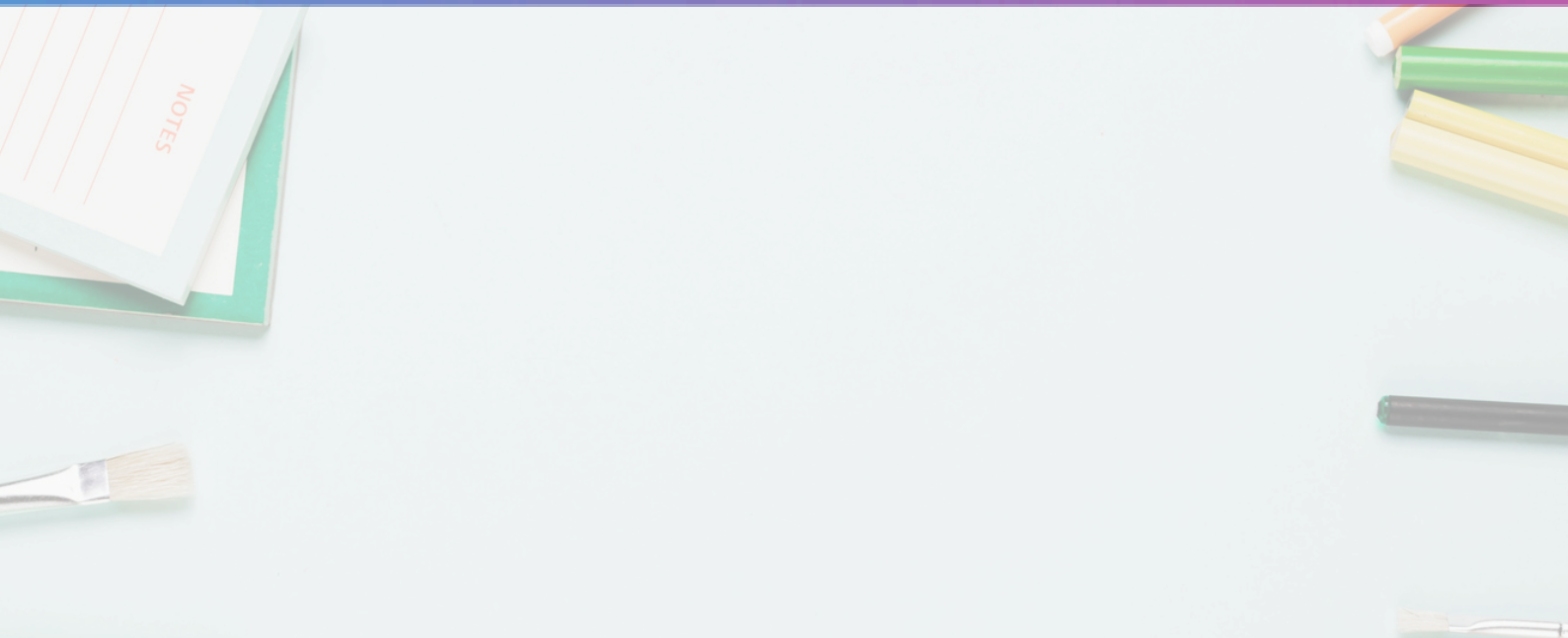
STUDENTS - in pairs, prepare the dialogue detailed below

TEACHER PROVIDES THE INSTRUCTIONS FOR SAID DIALOGUE

You are at your English pen friend's house (one pupil plays their own role and the other plays the English pen friend), and you need to get ready to go to their school...but you cannot find your things in the bedroom (25')

Section 17

Final Project: oral interaction assessment



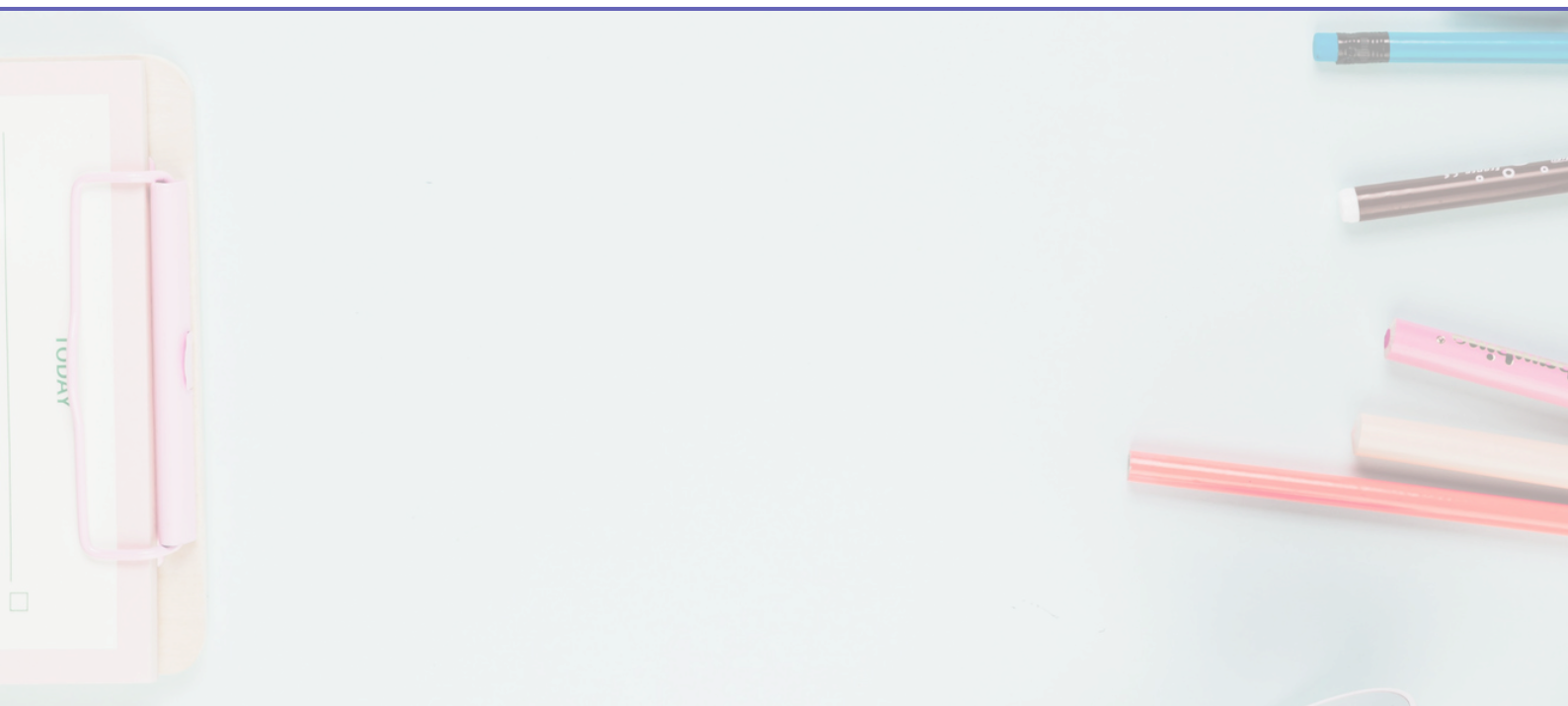
STUDENTS: ORAL INTERACTION ASSESSMENT – FINAL PROJECT

Evaluation of oral interaction based on the final project

+ Answer to the guiding question of the unit: **are you in favour of school uniform?**

Finally

- Each pupil writes one clear sentence summarising their opinion on school uniforms.
- Students first present their sentence to the teacher.
- They then share their opinion with a partner and engage in a short interaction by reacting appropriately (expressing agreement or disagreement, justifying their opinion, or asking follow-up questions)



Homework

- Session 1: practise the dialogue (audio available on Pronote) + online memory game on prepositions (<https://learningapps.org/display?v=p955jjx1n21>)
- Session 2: exercise on bedroom items vocabulary.
- Session 3: exercise: complete the picture based on a description + listening comprehension assessment (objectives: knowing bedroom items vocabulary and prepositions of place).
- Session 4: practise reading Text 9.2 (audio available on Pronote) + for Session 8: find and print or draw pictures for Mini-Project 1 (a bed, a bedside table, a carpet, a dresser or a wardrobe, a desk, a chair, a decorative item).
- Session 5: reread the grammar summary + exercise on pronouns / to be.
- Session 6: bring your mini whiteboard.
- Session 7: revise all lessons from the beginning of the unit in preparation for Mini-Project 1.
- Session 8: practise saying where the different objects are in the bedroom you have designed, in preparation for the oral interaction assessment for Mini-Project 1 (assessment criteria available on Pronote).
- Session 9: none.
- Session 10: complete Dialogue Worksheet 9.2 (match the clothes to the weather): optional challenge: write one or two sentences on the topic, start learning the vocabulary on Quizlet (https://quizlet.com/_5wm2zj?x=1jq&t=i=1u479x).

Homework

- Session 11: watch the video online again + reread the text written about school uniforms + continue learning the vocabulary on Quizlet + read the objectives sheet for the written assessment (Fashion Magazine) in session 14.
- Session 12: reread the text and the grammar summary + continue learning the vocabulary on Quizlet + bring clothes for Fashion Week in Lesson 15 (Mini-Project 2).
- Session 13: revise for the written assessment (see the objectives sheet).
- Session 14: bring clothes for Fashion Week in Lesson 15.
- Session 15: none.
- Session 16: be ready for the final project (oral interaction assessment).