



TILA Task Specification

Topic: Routines and Holidays



Lifelong
Learning
Programme

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TILA Task Specification

Topic: Routines and Holidays

Title of TILA task	Routines and holidays
Partner team (schools and teachers)	I.E.S. La Garrigosa (Meliana), NSG Nijmegen Javier Soria and Elvira Verheigen
Thematic description	Students will talk about their daily routines and about what they do at the weekend and on holidays
Target language(s)	English
CEF level	B1
Learning objectives (linguistic, communicative, and intercultural) See the CEF and ICC "can do" statements	Linguistic a) Grammar. Present simple, affirmative, interrogative and negative. Frequency adverbs. b) Vocabulary related to daily routines, school timetables, free time activities, holidays. c) Communicative. Greet each other, ask about the weekend, ask for and give information about routines, weekend activities and holidays. Ask for or give explanations for words or expressions unknown or misunderstood by partners. d) Intercultural. Students learn about different routines, relationship with their parents, activities after school, holidays, etc.
Description of blended learning approach	Mixture of teachers' explanations and guidance and students' own choice based on their own interests
Task outcome(s) (products produced by students)	Glossary of free time activities and Christmas related terms
Technical specifications (tools that will be used)	BBB

Preparatory Phase

Description of subtask(s)	Preparation of the vocabulary needed for their routines during the week and their weekend activities. Glossary of Christmas terms. Preparation of questions to be asked in present and in past. Pairwork interaction exchanging information in a natural way
Learning objective(s)	Error correction in question forms, pronunciation and vocabulary



	choice. Fluency development and enhancement of self-confidence. Consolidation of linguistic items.
Environment and tools (classroom, homework, forum etc.)	Classroom and homework
Form of interaction (pair work, small groups, teacher centred)	Individual work, pairwork, whole-class
Expected outcome(s)	Drafts of glossary and question bank

Main Phase

Description of subtask(s)	Telecollaboration session
Learning objective(s)	Real practice of all the items
Environment and tools: synchronous (e.g. OpenSim, BigBlueButton) or asynchronous (e.g. forum)	BBB
Form and organisation of telecollaborative interaction: Number and size of telecollaboration groups; other participant roles	Groups of 4 pairs of students working one to one in separate virtual classrooms for about 30 minutes.
Expected outcome(s)	Recording of oral interaction, video and chat. Written notes taken while interacting.

Post Phase

Description of post task	Whole-class debate on similarities and differences in the routines and in in the weekend activities
Learning objective(s)	Being able to summarize the information and opinions of their partners while interacting in BBB. Delivering this summary to the rest of the class
Environment and tools (classroom, homework etc.)	Writing based on the notes on their partner's opinions and information
Form of interaction (pair work, small groups, teacher centred)	Whole-class
Expected outcome(s)	List of the most common activities at the weekend. List of the three most popular presents for Christmas.



	List of the typical types of food for Christmas
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