



TILA Task Specification

Topic: We are what we eat



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Topic: We are what we eat

Title of TILA task	We are what we eat
Partner team (schools and teachers)	Josep Montoro (IES Clot del Moro, Sagunt. Spain) Jean-François Morel (Lycée Paul Eluard, Saint-Denis. France)
Thematic description	In this task you are going to explore and learn the culinary habits and food shops of your cultures in three environments: home, restaurant and supermarket. Talking about cultural differences and similarities [customs, habits, tastes and preferences, etc.] according to different scenarios. Explain the culinary customs of each country and justify their characteristics.
Target language(s)	English
CEF level	B1
Learning objectives (linguistic, communicative, and intercultural) See the CEF and ICC “can do” statements	Linguistic objectives: to become familiar with the vocabulary and expressions necessary to perform the task proposed: vocabulary related to meals (timetables and actions); eating habits; beverages (types); foods (vegetables, fruits, meats, fish, dairy products, bread, pastries, etc.); the Mediterranean diet; recipes (typical dishes: omelette, paella) how prepared?; typical Spanish products (oranges, olive oil, ham); eating out (restaurant, bar, cafe, tapas, menu, etc.); eating utensils and drinking; groceries. Communicative objectives: Accept and reject a proposal or offer; arguing opinions, customs, schedules and nutritional values of each country; describing the typical food of each country; expressing opinions and suggestions; expressing agreement and disagreement; expressing preferences and tastes about food; negotiating different opinions; asking for and give information (request letter at the restaurant, ask for the bill, etc.); proposing alternatives Intercultural objectives: to learn about culinary differences and preferences in different countries.
Description of blended learning approach	Pre-task: In-class work to prepare the vocabulary and ideas for the party. Task: Students have a session on BBB to decide how to plan the party. By the end they must submit a party



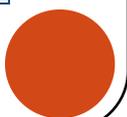
	programme. Post-task: all students share their plans with the rest of the class and the best party is voted.
Task outcome(s) (products produced by students)	A list of differences and similarities in eating habits.
Technical specifications (tools that will be used)	BBB voice and chat

Preparatory Phase

Description of subtask(s)	Pre-task: do some research with your partner about meals and food in France (meal times, how many meals per day, type of food for each meal, etc.)
Duration (approx.)	1 session
Learning objective(s)	To become familiar with basic information and vocabulary that will be required for the main task.
Environment and tools (classroom, homework, forum etc.)	Classroom + homework
Form of interaction (pair work, small groups, teacher centred)	Pair work
Expected outcome(s)	A summary on differences between Spanish and French eating habits.

Main Phase

Description of subtask(s)	<p>Main task:</p> <p>Discuss the following with your partner:</p> <ul style="list-style-type: none"> - When do most people have their meals in France? - What kind of food they eat for each one of them? - Take an interest in their tastes: ask what food they like, if you (both) prefer sweet or savoury food; if you eat vegetables, if your tastes have changed greatly by age, etc. - Ask also if your partner is allergic to any food. Is there anything you can not eat? Why? - Explain to your partner what the most traditional Spanish meals are, list of ingredients, when they are usually eaten. Ask them about any of their typical dishes. How is it prepared? Do any ingredients match in both places? Are these dishes healthy? Why? Exchange recipes.
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	<p>- Talk about ham, as one of our favorite/forbidden food; of the Spanish love for cooking with olive oil.</p> <p>- Who cooks at home normally?</p>
Duration (approx.)	1 session
Learning objective(s)	<p>Linguistic objectives: to become familiar with the vocabulary and expressions necessary to perform the task proposed: vocabulary related to meals (timetables and actions); eating habits; beverages (types); foods (vegetables, fruits, meats, fish, dairy products, bread, pastries, etc.); the Mediterranean diet; recipes (typical dishes: omelette, paella) how prepared?; typical Spanish products (oranges, olive oil, ham); eating out (restaurant, bar, cafe, tapas, menu, etc.); eating utensils and drinking; groceries.</p> <p>Communicative objectives: Accept and reject a proposal or offer; arguing opinions, customs, schedules and nutritional values of each country; describing the typical food of each country; expressing opinions and suggestions; expressing agreement and disagreement; expressing preferences and tastes about food; negotiating different opinions; asking for and give information (request letter at the restaurant, ask for the bill, etc.); proposing alternatives</p> <p>Intercultural objectives: to learn about culinary differences and preferences in different countries.</p>
Environment and tools: synchronous (e.g. OpenSim, BigBlueButton) or asynchronous (e.g. forum)	BBB voice and chat
Form and organisation of telecollaborative interaction: Number and size of telecollaboration groups; other participant roles	Pair work
Expected outcome(s)	Information to report to the whole class.

Post Phase

Description of post task	<p>Post-task:</p> <p>- present to your classmate the information gathered on their eating habits in France. What aspects of food culture are the</p>
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	<p>same and what are different?</p> <p>- Try writing with your partner a recipe of the dish that most calls your attention. You can also develop a new recipe or tapa to succeed in restaurants (ingredients, amounts, price)</p>
Duration (approx.)	1 session
Learning objective(s)	<p>Linguistic objectives: to become familiar with the vocabulary and expressions necessary to perform the task proposed: vocabulary related to meals (timetables and actions); eating habits; beverages (types); foods (vegetables, fruits, meats, fish, dairy products, bread, pastries, etc.); the Mediterranean diet; recipes (typical dishes: omelette, paella) how prepared?; typical Spanish products (oranges, olive oil, ham); eating out (restaurant, bar, cafe, tapas, menu, etc.); eating utensils and drinking; groceries.</p> <p>Communicative objectives: Accept and reject a proposal or offer; arguing opinions, customs, schedules and nutritional values of each country; describing the typical food of each country; expressing opinions and suggestions; expressing agreement and disagreement; expressing preferences and tastes about food; negotiating different opinions; asking for and give information (request letter at the restaurant, ask for the bill, etc.); proposing alternatives</p> <p>Intercultural objectives: to learn about culinary differences and preferences in different countries.</p>
Environment and tools (classroom, homework etc.)	Class work
Form of interaction (pair work, small groups, teacher centred)	Small groups and whole class
Expected outcome(s)	<p>A list of similarities and differences about eating habits.</p> <p>A short recipe book.</p>

