TILA Task Specification

Topic: Family Life and Daily Routines

Lifelong Learning Programme

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Topic: Family Life and Daily Routines

Title of TILA task	**Family life and daily routines**
Partner team (schools and teachers)	• Morven Creagh, Ursula Fenton and Genevieve Cuming(Godolphin & Latymer School; London, UK) Year 9, age: 13-14, Level A1/A2 • Helga Frömming (Berlage Lyceum, NL) 4 students age 13-14, Level A2
Thematic description	Students talk about family life and daily routines at home and in school.
Language interaction (Lingua Franca / Tandem)	Lingua Franca
Target language(s)	German
CEF level	A1
Learning objectives (linguistic, communicative, and intercultural) See the CEF and ICC "can do" statements	- Talk spontaneously about daily routine at home and in school and about family life - Find out cultural differences about family life and discover common features - Understand and report back in the 3rd pers. sing.
Description of blended learning approach	– Preparatory activities in class – Synchronous session in Skype with 4 students from each country – Oral and written follow-up activities in class and at home
Task outcome(s) (products produced by students)	– Worksheet with students' profiles of own family life and daily routines – Short oral report in class on partner's experiences of family life and daily routines – Short essay on this topic (150 – 200 words)
Technical specifications (tools that will be used)	Skype

Preparatory Phase

Description of subtask(s)	Preparation of the topic in class

	Students write a personal profile of their daily routines and weekend activities using a worksheet with questions prepared for this purpose (see Appendix 1) Familiarisation of students with Skype: students carry out a preparatory activity in Skype
Duration (approx.)	2 x 55 minutes
Learning objective(s)	• Talk about family life, daily routines and weekend activities • Become familiar with Skype
Environment and tools (classroom, homework, forum etc.)	• Classroom • Skype (in school PC lab)
Form of interaction (pair work, small groups, teacher centred)	Pair work/small groups
Expected outcome(s)	Worksheet with students' profiles of own family life and daily routines

Main Phase

Description of subtask(s)	Students meet in Skype in pairs and draw up a profile of their partner and compare it with their own profile. • Ask and answer questions in the worksheet (see Appendix 2) • Compare answers with their own profile and talk about differences and similarities
Duration (approx.)	45 minutes
Learning objective(s)	• Talk about family, daily routines and weekend activities • Discover differences and similarities • Talk about differences and similarities
Environment and tools: synchronous (e.g. OpenSim, BigBlueButton) or asynchronous (e.g. forum)	Skype
Form and organisation of telecollaborative interaction: Number and size of telecollaboration groups; other participant roles	• 4 students from London und 4 students from Amsterdam • The students meet in 4 pairs (1 engl. Student and 1 Dutch student) in Skype • Teachers stay in the background and provide help if needed
Expected outcome(s)	Completed worksheet with the partner's profile

Post Phase

Description of post task	The students report back to the whole class what they learned about their partners • Presentation of profiles of the partners from the other country • Discussion of differences and similarities
Duration (approx.)	1 lesson (55 minutes) + 1 homework (20 minutes)
Learning objective(s)	To manipulate the language in 3rd pers. sing. in spoken and written form
Environment and tools (classroom, homework etc.)	Notes
Form of interaction (pair work, small groups, teacher centred)	Presentation to class, pair work in class?
Expected outcome(s)	Some knowledge about family life and daily routines in the other country Awareness of similarities and differences Increased motivation by using new technologies for intercultural communication with other students in the world Homework: short essay (150 – 200 words)

Appendix 1: Worksheet with questions for personal profile

Das Familienleben in den Niederlanden und in Großbritannien

1) Wie viele Personen gibt es deiner Familie? Wer wohnt bei dir zu Hause?

2) Kannst du deine Mutter / deinen Vater / deine Eltern beschreiben?

3) Wie verstehst du dich mit deiner Mutter / deinem Vater / deinen Eltern?

4) Streitet ihr euch? Warum?

5) Kommst du gut mit deiner Schwester / deinem Bruder / deinen Geschwistern aus?

6) Kannst du deine Tagesroutine an einem typischen Schultag beschreiben?

7) Was machst du normalerweise am Abend?

8) Ist deine Routine am Wochenende anders? Warum?

9) Was findest du besser: freitags oder sonntags? Warum?

10) Musst du zu Hause helfen? Wie findest du das?

11) Gibt es viele Regeln in deiner Familie? Was darfst du machen / nicht machen und warum? Was hältst du davon?

12) Bekommst du Taschengeld? Won wem? Wie viel? Ist das genug?

13) Was kaufst du normalerweise von deinem Taschengeld?

14) Sparst du im Moment für etwas? Warum ist es dir so wichtig?

15) Wie findest du dein Familienleben im Allgemeinen und warum?

Appendix 2: Worksheet for Skype session

Das Familienleben meines Partners –Gesprächsnotizen

Mein Partner heißt.....

1. Familienzusammenstellung

Mein Partner wohnt mit....

2. Eltern

Der Vater meines Partners/meiner Partnerin ....

Die Mutter meines Partners/meiner Partnerin...

Stiefmutter oder Stiefvater meines Partners/meiner Partnerin....

3. Beziehung zu den Eltern

Mein(e) Partner(in) versteht sich mit .....

weil.....

4. Streit?

Mein(e) Partner(in) streitet sich mit ..... über.....

weil.....

und mit..... über.....

weil.....

5. Beziehung zu den Geschwistern?

6. Tagesroutine

Uhrzeit Beschäftigung

7. Abendbeschäftigungen

Abends .... mein(e) Partner(in) am liebsten....

8. Wochenendroutine

Am Wochenende....

9. Lieblingstag?

Mein(e) Partner(in) mag den Sonntag/Freitag lieber weil....

10. Zu Hause helfen....?

Mein(e) Partner(in) hilft beim....

Er/Sie findet das.....

11. Familienregeln

12.+13. + 14. Taschengeld

Mein(e) Partner(in) bekommt.....

pro Woche/pro Monat.

Er/Sie findet das genug/zu wenig/viel zu wenig/genau richtig/zu viel.

Er/Sie kauft damit/bezahlt damit....

Er/Sie spart für.....

Das ist ihm/ihr wichtig weil...

15. Das Familienleben im Allgemeinen...

Mein(e) Parnter(in) findet das Familienleben im Allgemeinen.....

weil.....

Was sonst noch wichtig ist...