TILA Task Specification

Topic: Healthy living. Questionnaire

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Title of TILA task	Healthy living. Questionnaire.
Partner team (schools and teachers)	Ana María Dorado (IES l'Eliana, Spain) Caroline Dwyer / Mariel Buxton (Leicester High)
Thematic description	In this task, students will exchange opinions about a number of questions on healthy living.
Target language(s)	English/Spanish (tandem)
CEF level	B2
Learning objectives (linguistic, communicative, and intercultural) See the CEF and ICC "can do" statements	Linguistic: to use adverbs of frequency and the present simple to talk about habits or routines. to learn new vocabulary related to health. Communicative: to agree and disagree, discuss arguments for and against Intercultural: to compare healthy/unhealthy habits in young people from England/Spain (...)
Description of blended learning approach	Pre-task: The students prepare relevant vocabulary for the unit in class and at home. Main task: Each pair of students discuss the answers to the different questionnaire questions. Post-task: All students share their conclusions as a class.
Task outcome(s) (products produced by students)	Completed questionnaire
Technical specifications (tools that will be used)	Moodle chat / BBB voice

Preparatory Phase

Description of subtask(s)	Pre-task: The students prepare relevant vocabulary for the unit in class and at home.
Duration (approx.)	1 session
Learning objective(s)	Linguistic: to become familiar with the relevant vocabulary

	for this unit.
Environment and tools (classroom, homework, forum etc.)	Classroom + homework
Form of interaction (pair work, small groups, teacher centred)	Pair work
Expected outcome(s)	Quiz

Main Phase

Description of subtask(s)	Main task: Each pair of students discuss the answers to the different questionnaire questions.
Duration (approx.)	1 session
Learning objective(s)	Linguistic: to use adverbs of frequency and the present simple to talk about habits or routines. to learn new vocabulary related to health. Communicative: to agree and disagree, discuss arguments for and against Intercultural: to compare healthy/unhealthy habits in young people from England/Spain (...)
Environment and tools: synchronous (e.g. OpenSim, BigBlueButton) or asynchronous (e.g. forum)	Moodle chat/BBB chat
Form and organisation of telecollaborative interaction: Number and size of telecollaboration groups; other participant roles	Students work in pairs
Expected outcome(s)	Completed Quiz

Post Phase

Description of post task	Post-task: All students share their conclusions as a class.
Duration (approx.)	1 session

Learning objective(s)	
Environment and tools (classroom, homework etc.)	Classroom
Form of interaction (pair work, small groups, teacher centred)	Pair work
Expected outcome(s)	Presentation

Cuestionario sobre salud y hábitos cotidianos

1. ¿Piensas que el alcohol causa más daño a la sociedad que la heroína? ¿Por qué/no?
2. ¿En qué consiste una buena calidad de vida?
3. ¿Piensas que tu llevas una vida sana? ¿Por qué/no?
4. ¿Si tuvieras más tiempo, qué harías diferente?
5. ¿Los españoles generalmente llevan una vida activa o sedentaria? Explica tu respuesta.
6. ¿Cuales son los deportes más populares en España?
7. ¿Qué deportes te gustan? ¿Por qué?
8. Prefieres practicarlos o verlos en la tele? ¿Por qué?
9. ¿Cuáles son los deportistas más famosos en España? (Nombres y deporte que practican)
10. ¿Quién es tu deportista favorito? ¿Por qué?
11. ¿Has visto una corrida de toros? ¿Te gustó?
12. ¿Estás a favor o en contra de las corridas? ¿Por qué?