



# TILA Task Specification

Topic: Holidays –True or false?



Lifelong  
Learning  
Programme

The TILA project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

# TILA Task Specification

Topic: Holidays – True or false?

Title of TILA task	Holidays – True or false?
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 tell each other about their latest holidays, but they must include at least 3 false bits of information. Their partner will have to spot them.
Target language(s)	English/Spanish (tandem)
CEF level	B2
Learning objectives (linguistic, communicative, and intercultural) See the CEF and ICC “can do” statements	<p>Linguistic:</p> <ul style="list-style-type: none"> <li>• To be able to use past tenses effectively.</li> <li>• To be familiar with a wide range of vocabulary to describe experiences, places and people.</li> </ul> <p>Communicative:</p> <ul style="list-style-type: none"> <li>• To be able to talk about the past.</li> <li>• To be able to describe experiences, places and people.</li> <li>• To be able to express opinions about an experience.</li> </ul> <p>Intercultural:</p> <ul style="list-style-type: none"> <li>• To be able to appreciate differences in holiday customs.</li> </ul>
Description of blended learning approach	<p>Pre-task: The students did some vocabulary work relevant for the unit and practised activities talking about the past.</p> <p>Main task: Each pair of students asks each other about their latest holidays and pays attention to the information given by their partners, trying to identify the false information.</p> <p>Post-task: As a class, the students tell their classmates their partner's stories to see if they can spot the false bits of information.</p>
Task outcome(s) (products produced by students)	Completed worksheet.
Technical specifications (tools that will be used)	Moodle chat / BBB voice

### Preparatory Phase

Description of subtask(s)	Pre-task: The students did some vocabulary work relevant for the unit and practised activities talking about the past.
Duration (approx.)	1 session
Learning objective(s)	Linguistic: <ul style="list-style-type: none"><li>• To be able to use past tenses effectively.</li><li>• To be familiar with a wide range of vocabulary to describe experiences, places and people.</li></ul>
Environment and tools (classroom, homework, forum etc.)	Classroom + homework
Form of interaction (pair work, small groups, teacher centred)	Pair work
Expected outcome(s)	

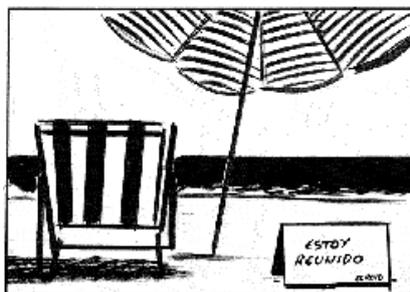
### Main Phase

Description of subtask(s)	Main task: Each pair of students asks each other about their latest holidays and pays attention to the information given by their partners, trying to identify the false information.
Duration (approx.)	1 session
Learning objective(s)	Linguistic: <ul style="list-style-type: none"><li>• To be able to use past tenses effectively.</li><li>• To be familiar with a wide range of vocabulary to describe experiences, places and people.</li></ul> Communicative: <ul style="list-style-type: none"><li>• To be able to talk about the past.</li><li>• To be able to describe experiences, places and people.</li><li>• To be able to express opinions about an experience.</li></ul> Intercultural: <ul style="list-style-type: none"><li>• To be able to appreciate differences in holiday customs.</li></ul>
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 worksheet

### Post Phase

Description of post task	Post-task: As a class, the students tell their classmates their partner's stories to see if they can spot the false bits of information.
Duration (approx.)	1 session
Learning objective(s)	<ul style="list-style-type: none"> <li>• To be able to relay information in the past.</li> <li>•</li> </ul>
Environment and tools (classroom, homework etc.)	Classroom
Form of interaction (pair work, small groups, teacher centred)	Pair work
Expected outcome(s)	Presentation and discussion



**TAREA 3.1 VACACIONES**

<b>LAS VACACIONES DE TU COMPAÑERO/A</b>	
<b>¿Dónde?</b>	
<b>¿Con quién?</b>	
<b>¿Cuánto tiempo?</b>	
<b>¿Alojamiento?</b>	
<b>¿Tiempo?</b>	
<b>¿Comida?</b>	
<b>¿Algún incidente?</b>	
<b>INFORMACIÓN FALSA</b>	
<b>1.</b>	
<b>2.</b>	
<b>3.</b>	

## **TAREA 3.2 Ventajas y desventajas del turismo**



	<b>Ventajas</b>	<b>Desventajas</b>
1.		
2.		
3.		
4.		
5.		



**TASK 3. HOLIDAYS**

<b>YOUR PARTNER'S HOLIDAYS</b>	
<b>Where?</b>	
<b>Who with?</b>	
<b>How long?</b>	
<b>Accommodation?</b>	
<b>Weather?</b>	
<b>Food?</b>	
<b>Any incidents?</b>	
<b>FALSE BITS OF INFORMATION</b>	
<b>1.</b>	
<b>2.</b>	
<b>3.</b>	

## **TASK 3.2 Tourism: Advantages and disadvantages**



	<b>Advantages</b>	<b>Disadvantages</b>
1.		
2.		
3.		
4.		
5.		