

Holidays and Festivals



Task: It's holiday time: My digital story

Topic Overview

In this topic, students will learn to recognise and use some basic words and phrases to talk about and describe holidays. Students will research holidays in a Chinese-speaking country or countries. Students will also learn about famous festivals from the Chinese-speaking country or countries they have chosen. Students may take material that is relevant to this topic from a wider pool of information provided.

Task Description

This task is for students to create a digital story in small groups to describe their real or fictional holiday experiences in the target language country.

Learning Outcomes

- Recognise and use simple everyday phrases and words related to the topic of holidays
- Research and present simple information through the appropriate use of digital technologies
- Create a simple digital story describing a holiday with friends, working in a group
- Make short recordings of themselves, with words pronounced accurately enough to be understood


Resources

- National map of China
- Flashcards, Postcards
- Adobe Spark, Book Creator, ShowMe for Ipad
- *Spring Festival*: <http://bit.ly/CNSpringFestival>, <https://www.dublinchinesenewyear.com>
- *10 Places for Travel in China*: <http://bit.ly/CN10places>
- *Lonely Planet China*: <https://www.lonelyplanet.com/china>

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Expected time taken	80 minutes 
Key language	<p>Where I am: 我在都柏林/科克/北京/上海/西安。 我在家/朋友的家/中国饭馆/亚洲超市。</p> <p>Whom I am with: 我和家人在一起。 我和爸爸/妈妈/姐姐/妹妹/哥哥/弟弟/朋友在一起。</p> <p>What I am doing: 我们在过春节/元宵节/端午节/中秋节/七夕节/双十一节。 我们在过中国的国庆节/圣诞节/圣帕特里克节。</p> <p>What I am eating: 我们在吃饺子/汤圆/粽子/月饼/巧果/苹果。</p>

Comments

Teachers could explain the different usages of 在 when expressing location and actions in progress if necessary. The focus is on key phrases, while vocabulary regarding traditional festivals is not mandatory to cover.

The theme could focus on either the different locations/sceneries of a holiday destination or the customs associated with celebrating certain holidays/festivals.

Teachers could guide students to engage with traditional and modern festivals, celebrations of international festivals in China and also Chinese festivals in Ireland to raise students' cultural awareness.

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<p>Self-assessment can-do descriptors</p>	<p>The teacher can start by showing a digital story made by him/her/another student.</p> <p>Get students to brainstorm in class and describe where they would go on holiday and what they would do.</p> <p>Explore the main items/slides to be included in the story. Check tutorial on how to use the technology using guidance from the PPLI website.</p> <p>Use a variety of resources to introduce the main vocabulary. For example, Prezi, PowerPoint, laminated sheets, posters, flashcards and matching games (online or not).</p> <p>Get students to come up with a very simple and quick story on a topic of their choice.</p> <p>Explore possible indoor and outdoor activities. Students can prepare their script and practice how to pronounce their lines orally, possibly with the help of the Google Translate "listen" function (web), Active Voice (iOS), VoiceTra (Android) or a similar tool.</p>	<p>This task should be approached as group work, where all students contribute and each student in a given group records their voiceover on at least one of the slides.</p>
<p>Self-assessment can-do descriptors</p>	<p>I can pronounce and record simple sentences that I have previously scripted containing everyday words and phrases related to the topic of holidays.</p> <p>I can provide basic information to do with a holiday such as: where I am, whom I am with, what I am doing and what I am eating using simple everyday phrases and words.</p> <p>I can work in a group and use a digital tool to create an account of a holiday.</p>	
<p>Key skills</p>	<p>Being Literate</p> <p>Managing information and thinking</p> <p>Being numerate Being creative Communicating</p>	