

# Holidays and Festivals



## Task: I am on a holiday: a digital story

### Topic Overview

This topic will help students to recognise and use basic words and phrases to talk about and describe holidays. Students will research holidays in the target language country/countries. Students will also learn about famous festivals from the target language country/countries. Students may use material research that is relevant to this topic from beyond what is provided here.

### Task Description

Students in small groups create a digital story to describe their holiday 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

- Holiday brochures and magazine cut outs
- Youtube videos
- Festas de São João:  
<https://www.youtube.com/watch?v=a73UzYN2TKg>  
<https://www.youtube.com/watch?v=kpEZtWTcA0Y>
- Flash cards
- National and regional maps
- Postcards
- Book Creator
- ShowMe for Ipad

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Expected time taken	4 to 5 hours but can be shortened	
Key language	<p><b>Towns and regions:</b>  Onde:  No Algarve em Faro  No Alentejo, em Beja  No Norte, em Bragança  KEY PHRASE: Vou a + (cidade + distrito)</p> <p><b>Dates:</b> dia, mês, ano, Dia 1 de Janeiro de 2020,  <b>Days of the week:</b> Segunda, Terça, Quarta, Quinta, Sexta-Feira, Sábado, Domingo  <b>Months:</b> Janeiro, Fevereiro, Março, Abril, Maio, Junho, Julho, Agosto, Setembro, Outubro, Novembro, Dezembro  <b>Estações do ano:</b> a Primavera, o Verão, o Outono, o Inverno</p> <p><b>FROM ... TO.... = De... a...</b>  From July 2nd to July 4th = do dois ao quatro de Julho  KEY PHRASE: Vou do dois ao quatro de Julho</p> <p><b>Transport:</b> De avião/ comboio/ carro/ autocarro/ metro/ barco/ bicicleta/  KEY PHRASE: Vou de avião</p> <p><b>Events:</b> Um evento cultural, uma exposição, um festival, uma demonstração, uma festa, uma procissão, etc.  KEY PHRASE: Vou a + uma festa + que se chama + Os Santos + no Porto</p> <p><b>Prices:</b>  NUMBERS + EUROS (Port)/REAIS (Br)/METICAIS (Moz)*  Breakdown of costs for more able:  - Voo = 150 euros/977 Reais/12,000 Meticaís  - Hotel = 80 euros/521 Reais/6860 Meticaís  - Taxi = 20 euros/130 Reais/1717 Meticaís  *Other currencies can be explored  KEY PHRASE:  - As minhas férias custam 300 euros  - O voo custa + 521 Reais  - O hotel custa + 177 Meticaís  - O taxi custa + 20 Euros</p>	<p><b>Atividades de/em férias:</b>  Eu relaxo, nado, corro, passeio, caminho, ando de bicicleta, faço esqui, faço escalada, vou às compras, visito museus, almoço/janto fora, etc...</p> <p><b>Categories of people:</b>  (family members, friends, etc.):  A minha família/ a minha mãe /o meu pai/ os meus pais/ os meus amigos</p> <p>KEY PHRASE:  Estou com + a minha família</p> <p><b>Types of accommodation:</b>  Num hotel, num apartamento, num resort, numa pensão, numa residencial, etc</p> <p>KEY PHRASE:  Estou num/numa + sítio</p> <p><b>Places to visit/where to go:</b>  O museu, a catedral, a igreja, o parque, a praça, o castelo, o jardim zoológico, o oceanário, o centro da cidade, cinema, etc</p> <p>KEY PHRASE:  Quero visitar + sítio</p> <p><b>Asking and answering questions:</b>  Onde está(s)?, Com quem está (s)?  Quando? Onde estou?  O que é que está(s) a fazer?</p>

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Self-assessment can-do descriptors	<p>The teacher can start by showing a digital story made by him/her/another student.</p> <p>Brainstorm in class where students 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.</p> <p>Tutorial on how to use the technology.</p> <p>Use a variety of resources to introduce the main vocabulary. For example, Prezi/PowerPoint/laminated sheets/posters/flashcards/matching games (online or not).</p> <p>Get students to make a very simple and quick storyboard.</p> <p>Explore possible indoor and outdoor activities.</p> <p>Students can prepare their script and practise how to pronounce their lines orally, possibly with the help of the Google Translate “listen” function or a similar tool.</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.
Self-assessment can-do descriptors	<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>	
Key skills	<p>Being Literate</p> <p>Managing information and thinking</p> <p>Being numerate</p> <p>Being creative</p> <p>Communicating</p>	