

DISCOVERY FILM FESTIVAL

Scotland's International Film Festival
for Young Audiences



Teachers' Resource Pack: **Shorts For Language Practice – Entre deux soeurs (To Be Sisters)**

First Level – French | Created by Virginie Bradbury

Discovery Film Festival: Sat 21 October – Sun 5 November 2023

DCA

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ONE CITY, MANY DISCOVERIES



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Introduction

Discovery Learning Resources give you exciting classroom activities to enhance Curriculum for Excellence delivery.

They are created by classroom teachers and education professionals.

Each resource aims to:

- support and extend working with film in the classroom
- help prepare teachers for a class visit to a Discovery Film Festival film and to extend the impact of that visit for delivery of CfE
- develop confidence in Moving Image Education approaches and working with 21st Century Literacy/moving image texts

Each resource is free and available to download from:

<http://www.discoveryfilmfestival.org.uk/resources>:

Entre deux soeurs (To Be Sisters)

Dirs: Clément Céard, Anne-Sophie Gousset

France, 2022 / 7m20s

No dialogue

Activité 2: **Les étapes de la vie – Life stages**

Link to Powerpoint Two: Les étapes de la vie

https://www.dca.org.uk/assets/general/Powerpoint_Two_-_Les_étapes_de_la_vie.pptx

Link to Word Two document: Les étapes de la vie (blank)

https://www.dca.org.uk/assets/general/Word_Two_-_Les_étapes_de_la_vie.docx

Link to Word Three document: Les étapes de la vie Cut and Paste

https://www.dca.org.uk/assets/general/Word_Three_-_Les_étapes_de_la_vie_Cut_and_Paste.docx

This activity is designed for teaching vocabulary used to describe the different stages of life (baby, toddler, teenager, adult). The PowerPoint provided includes audio files and can be navigated using the images at the sides. Printed flashcards can also be used.

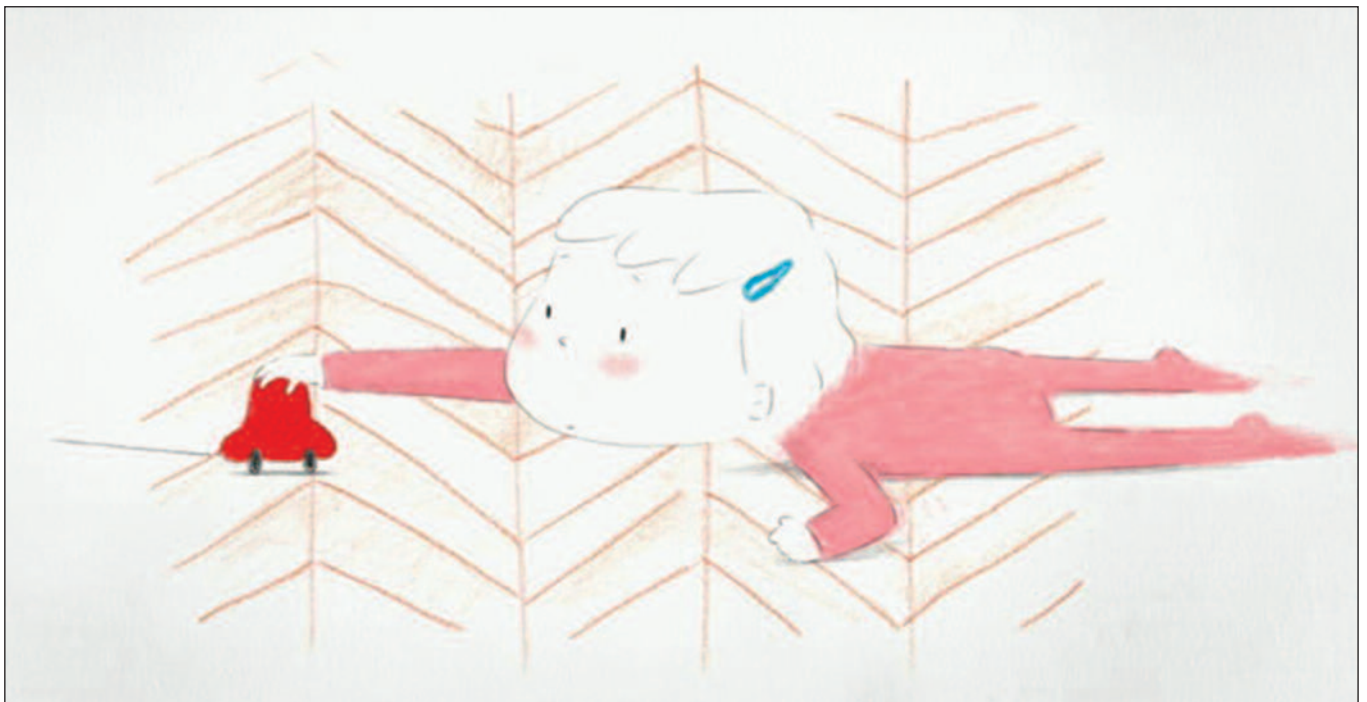
Show each flashcard and say or play the caption. Encourage the learners to repeat the vocabulary in random order until they become familiar with the vocabulary.

Print a blank template for each learner. You may want to encourage some of your confident learners to complete the sheet on their own by drawing a picture for each stage of life and copying the correct word in French in the appropriate box.

Less confident learners may find it easier to cut and paste the pictures and match the correct labels. For this, you will have to print the Word document 'Les étapes de la vie Cut and Paste'.

*I am beginning to use illustrated word banks, picture prompts, picture dictionaries and displays to support my understanding of simple texts. **MLAN 1-11a***

*With support, I am beginning to experiment with writing in the language I am learning. **MLAN 1-13***



Activité 3: **Comment tu viens à l'école ?**

Link to Powerpoint Three: Comment tu viens à l'école ?

https://www.dca.org.uk/assets/general/PowerPoint_Three_-_Comment_tu_viens_à_l'école.pptx

This activity is designed to teach vocabulary for different modes of transport. The PowerPoint provided includes audio files and can be navigated using the images at the sides. Printed flashcards can also be used.

This activity can also be used as the 'Hands Up Scotland Survey'.

Display each slide and say or play the caption. Use the question "**Comment tu viens à l'école ?**" and repeat the vocabulary in random order until learners become familiar with it. Encourage learners to use the sentence, for example, "**Je viens à pieds.**" rather than just the keywords.

Grammar Point:

This is mainly for the teacher but can be discussed with the class if you feel it is appropriate.

*Note that in French, when talking about modes of transport, we would say 'Je viens **en** voiture' when we have to go inside. Equally, we would say 'Je viens **en** bus / **en** taxi / **en** avion / **en** hélicoptère' ('I come by bus / taxi / plane / helicopter'). Therefore, we will say 'Je viens **à** pieds / **à** vélo / **à** patins à roulettes...' ('I come by foot / bike / roller skates...') for any other mode of transport.*

*Please note the exception for 'Je viens **en** fauteuil roulant'.*

*I am beginning to share information about myself using familiar vocabulary and basic language structures. **MLAN 1-02b***

*With support I am becoming an active listener and can understand, ask and answer simple questions to share information. **MLAN 1-03***



Activité 4: Les pièces de la maison

Link to Powerpoint Four: Les pièces de la maison

https://www.dca.org.uk/assets/general/PowerPoint_Four_-_Les_pièces_de_la_maison.pptx

Link to Word Four Doc: Design a house

https://www.dca.org.uk/assets/general/Word_Four_-_Design_a_house.docx

This activity is designed to teach vocabulary for the different rooms of the house. The PowerPoint provided includes audio files and can be navigated using the images at the sides. Printed flashcards can also be used.

Display each slide and say or play the caption. Use the question “**Qu’est-ce que c’est ?**” and repeat the vocabulary in random order until learners become familiar with it. Encourage learners to use the sentence, for example, “**C’est la salle de bain**” rather than just the keywords.

Once the learners are familiar with the vocabulary, they can complete the worksheet ‘Design a house’ where they create different rooms and label each room. Please note that individuals can create several floors if they wish to do so.

*With support I am becoming an active listener and can understand, ask and answer simple questions to share information. **MLAN 1-03***

*I can participate in a range of collaborative activities. **MLAN 1-05b***

*With support, I am beginning to experiment with writing in the language I am learning. **MLAN 1-13***





Activité 5: **Dans ma chambre**

Link to Powerpoint Five: Dans ma chambre, il y a ...

https://www.dca.org.uk/assets/general/PowerPoint_Five_-_Dans_ma_chambre_il_y_a.pptx

This activity is designed to teach vocabulary to describe a bedroom. The PowerPoint provided includes audio files and can be navigated using the images at the sides. Printed flashcards can also be used.

Display each slide and say or play the caption. Use the question “**Qu’est-ce que c’est ?**” and repeat the vocabulary in random order until learners become familiar with it. Encourage learners to use the sentence, for example, “**C’est la salle de bain**” rather than just the keywords.

*With support I am becoming an active listener and can understand, ask and answer simple questions to share information. **MLAN 1-03***

*I can participate in a range of collaborative activities. **MLAN 1-05b***

Link to Powerpoint Six: C’est ... ou ... ?

https://www.dca.org.uk/assets/general/PowerPoint_Six_-_Cest_..._ou_....pptx

This is a simple listening activity, designed to help learners recognise the words covered for different items of the bedroom. Each slide asks the learners to pick the correct answer from two options: “C’est une lampe ou une commode ?”. Learners look at the picture and say the correct word. Click on the slide to reveal the correct answer.

Grammar Point:

This is mainly for the teacher but can be discussed with the class if you feel it is appropriate.

In French, we say ‘c’est (followed by a singular noun)’ for ‘it is ...’. When followed by a plural noun, ‘c’est ...’ will become ‘ce sont ...’ (there are ...).

Link to Word Five doc: Draw and label bedroom

https://www.dca.org.uk/assets/general/Word_Five_-_Draw_and_label_bedroom.docx

Print the worksheet for each learner. For this activity, each individual can choose to design their own or their ideal bedroom and label each item in French using the word bank at the bottom of the page. Additional vocabulary has been provided. You can access the pronunciation for each word on the last slide of the PowerPoint presentation: ‘Dans ma chambre, il y a ...’.

You may want some of the learners to present their work in French to the rest of the class using the same sentence structures (e.g., Dans ma chambre, il y a ...)

*With support, I am beginning to experiment with writing in the language I am learning. **MLAN 1-13***

