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 I Created by Virginie Bradbury

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

DCA Dundee Contemporary Arts

discoveryfilmfestival.org.uk



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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

Entre deux soeurs (To Be Sisters)

Synopsis:

Two sisters growing up together build a very special relationship. Watch their relationship develop as they play together, with an unexpected revelation at the end.

This delightful animation offers opportunities to explore relationships and issues around the acceptance of others without regard to differences and disabilities.



Activité 1: Tu as des frères et soeurs ? - Do you have brothers and sisters?

Listening and Talking:

Link to Powerpoint One: Tu as des frères et soeurs https://www.dca.org.uk/assets/general/Powerpoint_One_-_Tu_as_des_frères_et_soeurs.pptx

This activity is designed for teaching vocabulary for siblings. The PowerPoint provided includes audio files.

Show each slide and say or play the caption. Use the question "**Tu as des frères et soeurs ?**" and repeat the vocabulary in random order until learners become familiar with it. Encourage learners to use the sentence, for example, "**J'ai deux soeurs.**" rather than just the keywords.

There is a task at the end of the PowerPoint presentation. Encourage the learners to create a sentence that describes the picture.

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

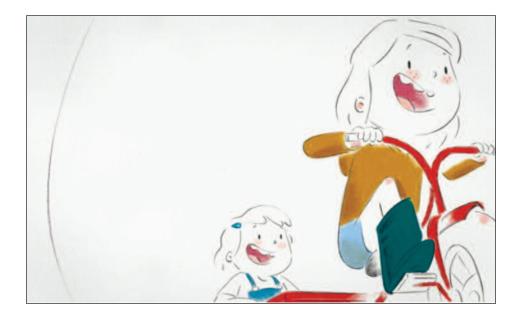
I can participate in a range of collaborative activities. MLAN 1-05b

Writing:

Link to Word One document: Writing Tu as des frères et soeurs ? https://www.dca.org.uk/assets/general/Word_One_-_Writing_Tu_as_des_frères_et_soeurs.docx

The last slide of the PowerPoint presentation should be used as a reference point for the learners. You may want to print this slide for all or some of your learners.

Print the writing template for each individual to draw themselves and their siblings and write a short sentence in French to describe their drawing.



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

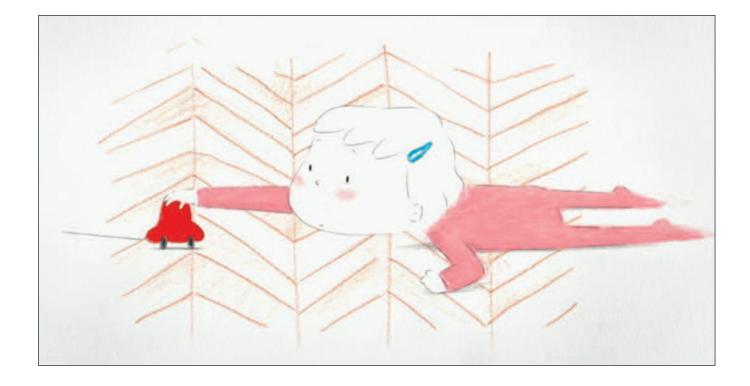
This activity is designed for teaching vocabulary used to describe the different stages of life (baby, toddler, teenager, adult). The PowerPoint provided includes audio files and can be navigated using the images at the sides. Printed flashcards can also be used.

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**



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_lécole.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

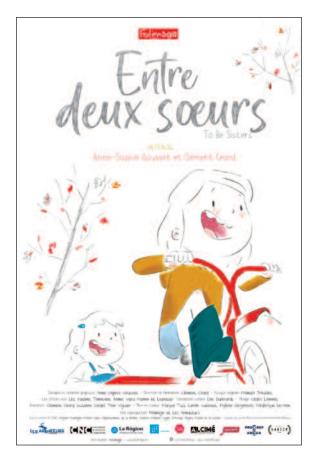
This activity is designed to teach vocabulary for the different rooms of the house. The PowerPoint provided includes audio files and can be navigated using the images at the sides. Printed flashcards can also be used.

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



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_....ptx

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 ...)



Evaluating this resource

We hope that you found this resource useful and appropriate.

Please do send us any film reviews, letters from your pupils, documentation of classwork and your feedback by e-mailing **mike.tait@dca.org.uk**.

Would you make a good Discovery Film Festival Case Study?

We are seeking a number of simple Case Studies in how teachers have used or are using Discovery films in the classroom across Curriculum for Excellence and across the Levels.

Any case studies that we develop would be intended for presentation on GLOW, the Creativity Portal and on Discovery Film Festival websites. We have a simple template to be completed and are keen to have classwork and documentation included.

If you would like to be a Discovery Case Study please e-mail sarah.derrick@dca.org.uk