

# DISCOVERY FILM FESTIVAL

Scotland's International Film Festival  
for Young Audiences



Teachers' Resource Pack:

## Shorts For Language Practice – Pond (Tümpel)

First Level – French | Created by Virginie Bradbury

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

### DCA

Dundee Contemporary Arts

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ONE CITY, MANY DISCOVERIES



ALBA | CHRUTHACHAIL

[discoveryfilmfestival.org.uk](https://discoveryfilmfestival.org.uk)

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With support from the DCA Cinema and Learning teams



## 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 21<sup>st</sup> Century Literacy/moving image texts

Each resource is free and available to download from:  
<http://www.discoveryfilmfestival.org.uk/resources>:

### ***Pond (Tümpel)***

Dirs: Lena von Döhren, Eva Rust

Switzerland 2023 / 8 mins 30 sec

No dialogue

# Pond (Tümpel)

## Synopsis:

A school of fish is out at sea. When the school is attacked by hungry seagulls, one of the fish flees towards the shore. The tide is out and the fish finds itself cut off from the sea in a tidal pool. The inhabitants of the pond eye the intruder curiously and defend their territory in their own way. Suddenly a seagull appears and it becomes dangerous for the animals. With their combined strength, they manage to drive the troublemaker away.

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## Activité 1: **Qu'est-ce que c'est ? – What is it?**

### Listening and Talking:

Link to Powerpoint One:

[https://www.dca.org.uk/assets/general/PowerPoint\\_One\\_-\\_Quest-ce\\_que\\_cest\\_POND.pptx](https://www.dca.org.uk/assets/general/PowerPoint_One_-_Quest-ce_que_cest_POND.pptx)

This activity is designed for teaching or revising vocabulary for the different sea creatures which feature in the film. The PowerPoint provided includes audio files and can be navigated using the images at the sides. Printed flashcards can also be used.

Display the slide and say or play the caption. Use the question “Qu'est-ce que c'est ?” and repeat in random order until learners become familiar with the vocabulary. Encourage learners to use the sentence, for example “C'est un poisson.” rather than just the target words.

*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 2: **C'est ... ou ... ? – Is it ... or ...?**

Link to Powerpoint Two:

[https://www.dca.org.uk/assets/general/PowerPoint\\_Two\\_-\\_Cest\\_...\\_ou\\_...\\_POND.pptx](https://www.dca.org.uk/assets/general/PowerPoint_Two_-_Cest_..._ou_..._POND.pptx)

This is a simple listening activity, designed to help learners recognise the words covered for different sea creatures which feature in the film. Each slide asks the learners to pick the correct answer from two options: “C'est un poisson ou un crabe ?”. 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 ...).*

*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***

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## Activité 3: **What's missing?**

Link to Powerpoint Three:

[https://www.dca.org.uk/assets/general/PowerPoint\\_Three\\_-\\_Quest-ce\\_quil\\_manque\\_POND.pptx](https://www.dca.org.uk/assets/general/PowerPoint_Three_-_Quest-ce_quil_manque_POND.pptx)

Give the learners time to look at the pictures on each slide and remind them of the vocabulary. Sound files of the instructions are included on the slide.

Ask learners to close their eyes before clicking on the next slide. You will notice that one of the pictures will disappear. The learners will then identify what they think is missing.

Click again and the missing picture will appear. You can click on the sound file icon to check for the correct answer.

Click again and another picture will disappear – continue until the end of the game.

*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 4: **Loop cards – sea creatures**

Link to Word Doc One:

[https://www.dca.org.uk/assets/general/Word\\_One\\_-\\_Loop\\_cards\\_sous\\_la\\_mer.docx](https://www.dca.org.uk/assets/general/Word_One_-_Loop_cards_sous_la_mer.docx)

The loop cards can be used to practise the vocabulary in groups of up to six learners. Print the cards and cut along the bold lines so that each card includes a white and a blue rectangle. Share out the cards between the players, one each if there are six players. If there are fewer than six players some players will have more than one card. The player with the start card begins by saying “Départ. Qui a un poisson ?” and by putting the card in the middle of the table to show other players the word on the blue part of the card. Whoever has the correct picture which matches the word says “J’ai un poisson. Qui a des moules ?” then places the card next to the previous one to show players the next picture. Play continues this way until the last card, and with the last player saying “Arrivée”.

*I can use my knowledge about language and pronunciation to ensure that others can understand me when I say familiar words and phrases. **MLAN 1-07b***

*I can work on my own or with others to demonstrate my understanding of words and phrases containing familiar language. **MLAN 1-08b***

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## Activité 5: **Write the room**

Link to Word Doc Two:

[https://www.dca.org.uk/assets/general/Word\\_Two\\_-\\_Write\\_the\\_room\\_-\\_pond.docx](https://www.dca.org.uk/assets/general/Word_Two_-_Write_the_room_-_pond.docx)

This activity supports learners in writing the vocabulary for the different sea creatures by matching words with pictures and copying the vocabulary onto the recording sheet. The document includes three different recording sheets, offering differentiated support, and full instructions for the activity are on the final page of the document.

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













# Appendix 1

## Word One for Activité 4


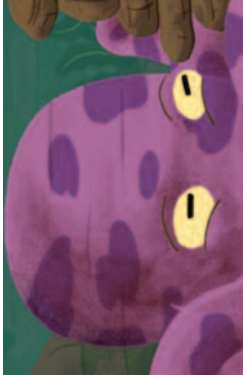
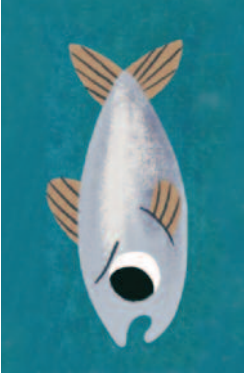

<p><b>DÉPART</b> <b>START</b></p>	<p>Qui a un poisson ?</p>	<p>J'ai</p> 	<p>Qui a des moules ?</p>	<p>J'ai</p> 	<p>Qui a une étoile de mer ?</p>
<p>J'ai</p> 	<p>Qui a un crabe ?</p>	<p>J'ai</p> 	<p>Qui a un poisson ?</p>	<p>J'ai</p> 	<p>Qui a une pieuvre ?</p>

<p>J'ai</p> 	<p><b>ARRIVÉE</b> <b>FINISH</b></p>				
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Appendix 2

Word Two for Activité 5

Write the room: Pond





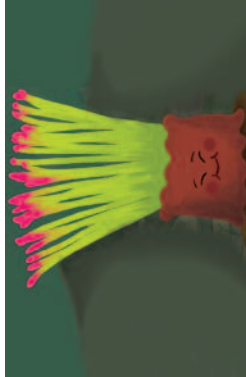
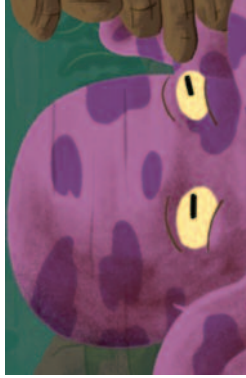
	_____
	_____
	_____
	_____
	_____
	_____



Appendix 2 cont.

Word Two for Activité 5

Write the room: Pond

		
u_ p_ _ss_n	d_s m_ _les	un_ _t_ _le de m_r
		
u_ c_ _be	u_e an_m_ne d_ m_ _	_ne pi_ _v_e

Appendix 2 cont.

Word Two for Activité 5

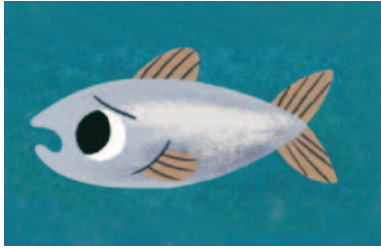
Write the room: Pond

un poisson	des moules	une étoile de mer
un crabe	une anémone de mer	une pieuvre

Appendix 2 cont.

Word Two for Activité 5

Write the room: Pond



un poisson



des moules



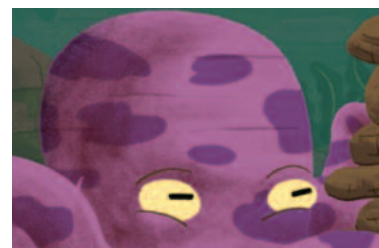
une étoile de mer



un crabe



une anémone de mer



une pieuvre

## Appendix 2 cont.

### Word Two for Activité 5

#### Instructions:

- Cut out the vocabulary labels (pages 4-6) and display them randomly around the classroom/ gym hall/outdoor area.
- Print enough recording sheets (pages 1 or 2) for each pupil (more able children could write the word in full in French/ less able children can either draw the pictures and fill in the missing letters or just draw the matching picture).
- Children will go around the room to find the vocabulary for each word and write them down in French under the correct picture. (Children could work individually or in pairs).

## Appendix 3

### Image One for Activité 6

