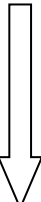


## COUNTDOWN TO CONCOURS/FESTIVAL!

B E E G I N N I N G F O R C O U R S E	<p>1. <u>Consistently build spontaneous talk into classroom activities</u></p> <ul style="list-style-type: none"> <li>From the beginning of the course, students must have as much opportunity as possible to speak spontaneously.</li> <li>See Building Spontaneous Talk, work with colleagues, and research CEFR levels and “can-do” statements.</li> <li>All levels – Ensure that the language structures students need (see Look-fors) are integrated and introduced throughout the course.</li> <li>All levels – Practice answering the types of questions typical to interactions at their level (see Look-fors)</li> <li>B2 Level – Integrate <i>Concours</i> themes from the beginning, through the use of readings and authentic sources.</li> </ul>
 D E C E M B E R	<p>2. <u>Introduce the concept of <i>Impromptu Concours Category</i></u></p> <ul style="list-style-type: none"> <li>Discuss the process students will follow.</li> <li>Review the guidelines and the evaluation grids for the contest.</li> <li>Provide examples of video prompt, image prompt and cube prompt.</li> <li>Watch video of previous impromptu speeches.</li> <li>Discuss How to Read a Photograph.</li> <li>Continue to incorporate spontaneous talk as much as possible in the classroom.</li> <li>Incorporate <i>Concours</i> evaluation grids as much as possible to get students familiar with them.</li> </ul>
J A N U A R Y	<p>3. <u>Build confidence with Impromptu Concours Prompts</u></p> <ul style="list-style-type: none"> <li>As a class, work through one of each type of prompt (see lesson plans for scaffolding).</li> <li>Begin to incorporate examples every two or three days (see lesson plans for scaffolding). They can be completed as a class, in small groups or in partners, and then debriefed together.</li> <li>Continue to use <i>Concours</i> evaluation grids in class.</li> <li>B2 Level – Continue to develop vocabulary and background knowledge on <i>Concours</i> themes.</li> </ul>
F E B R U A R Y	<p>3. <u>Simulate the Impromptu Concours</u></p> <ul style="list-style-type: none"> <li>Students are given supervised prep time at a separate desk in the classroom.</li> <li>For the first simulation, students will present individually to the teacher only.</li> <li>The organization of the simulation is as follows:           <ul style="list-style-type: none"> <li>The first student chooses their prompt.</li> <li>They spend 15 minutes preparing at the separate desk in the classroom (students are engaged in other activities at this time).</li> <li>One minute before their preparation time is over the second student chooses their prompt.</li> <li>They begin their 15 minutes of prep while the first student presents to the teacher individually. Presentations can be recorded.</li> <li>Students continue to prep and present.</li> <li>This process will take several classes. As a result, it is well timed for the end of a unit, when students are using class time to work on culminating projects or group tasks and will therefore be occupied.</li> </ul> </li> </ul> <p>4. <u>Class-level Impromptu Concours</u></p> <ul style="list-style-type: none"> <li>At this point, students present to the class as a whole. Students can use grids to peer-evaluate.</li> <li>Winners are chosen to proceed to the school level.</li> <li>If timing does not permit, winners can be chosen by the teacher during the simulation. Winning students can then practice in front of the class.</li> </ul>
M A R C H	<p>4. <u>School Level Concours/Festival</u></p> <ul style="list-style-type: none"> <li>Class winners present speeches at the school level <u><i>Concours/Festival</i></u> (preferably in the gym, auditorium or school library for a larger audience).</li> <li>School representatives are chosen (<b>one representative per category per school</b>).</li> </ul>
A P R I L	<p>5. Submit names of school winners, a copy of their Accumulated Hours Record Card, and the originals of Forms A &amp; C (Part III) to <b>your board representative</b>.</p> <p>6. <u>Board-Level Concours</u></p> <ul style="list-style-type: none"> <li>School winners compete using the same 3 prompt categories and evaluation grids. Students are still provided with 15 minutes of prep time.</li> <li>Board representatives are chosen to go to the Provincial <u><i>Concours</i></u> held at <b>Glendon College</b>.</li> </ul>
M A Y	<p>7. <u>Provincial Concours/Festival</u></p> <p><b>Glendon College of York University</b></p>