



## How to prepare for the *Concours* Impromptu Activities

In order to prepare for a *Concours* experience, whether at school, at the school board level or for the provincial finals at Glendon College, students will need to have multiple opportunities to practice. Students are provided with two options in this category and must choose between an audio/video text and a photograph.

Instructions on how to read a photo and what is required at the various language proficiency levels have been included. Sample lesson plans for this strategy are available as attachments. Examples of photographs with question prompts have been included as attachments. There are 5 examples for each language proficiency level.

An explanation on “How to Explore Oral Comprehension Sources (Audio or Video)” follow. The French instructions for this activity (Guide pour explorer les sources de compréhension orale (audio ou vidéo) have also been included. Sample lesson plans (A1, A2, B1, B2,) for this strategy are available as attachments.

## How to Read a Photo

In order to be successful in the Impromptu category, students will need time to practice reading a photograph.

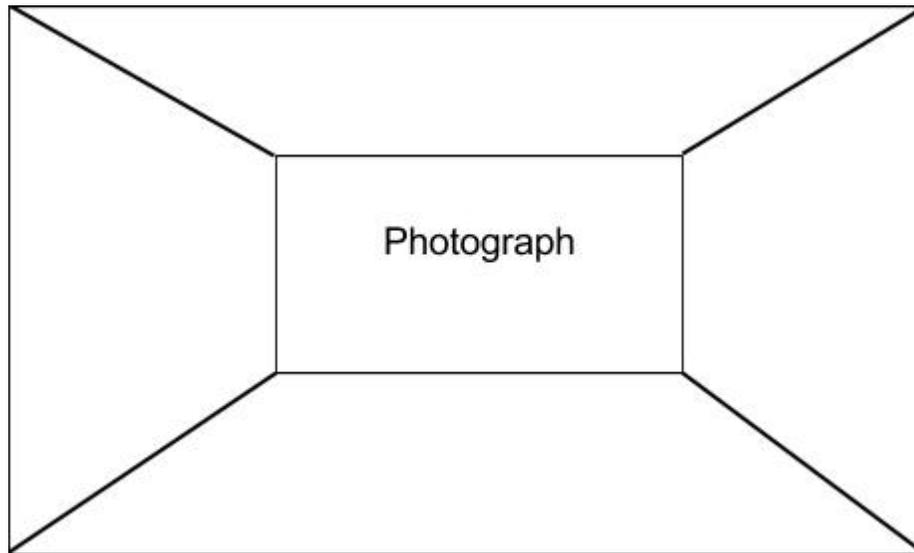
### General tips:

- Encourage students to “read” systematically - left to right, top to bottom.
- Provide multiple examples as models (we have included samples with this guide). Focus on familiar situations, moving to lesser known contexts (upper levels only).

### Modelling the process:

1. Provide students with a high-quality photograph of a familiar situation (colour is best). For the first 2 or 3 times, all students should have the same photograph. Alternatively, the photograph could be projected, although it's easier for students to study it up close.
2. Students should move from the concrete to the abstract throughout the process.

3. If handing out the photograph, it is suggested that students be provided with a guide as to how to organize their observations, such as the following:



The photograph is centred on the page, with four sections divided for different observations.

4. Depending on the level of students, expectations for their observations are different. Begin to the left of the photograph and move clockwise, from concrete observations to more abstract (upper levels only).
- **A1:** In this category, students will essentially be describing the photo. The photo should be of a person. Students will need a variety of clues in the photo to help them create a description (clothing, objects, a clock indicating time, weather/seasonal clues, flags or symbols to indicate nationality, etc.). At this level, students have learned to describe themselves and others. Their observations will be concrete only. Students can begin by describing the person physically. Then, they can use the other clues in the photo to identify the environment (where the person is from, what time it is, what season it is.) In the third space, they can talk about what the person has. In the 4th space, they could identify a similarity or a difference between themselves and the person in the photo (Ex. Il a un chien, mais j'ai un chat.)
  - **A2:** At this level, the photograph should be of two or more people interacting in a familiar context (Ex. two young people in front of a locker; a family eating in a restaurant; a man and a child in a grocery store). Students will be not only describing the photo, but explaining what is happening and how people are feeling. Students can begin again by describing what they see in the photo, including any information about weather/season, time, etc. They can continue by explaining the relationship between the people in the photo, what is happening and how the people are feeling. In the 3rd space, they can describe what happened just before the photo was taken. In the last space, they can explain what they like and/or don't like about the situation in the photo. (Ex. La famille mange la pizza, mais je n'aime pas la pizza! Je préfère la nourriture chinoise.)

- **B1:** At this level, students will justify a point of view as related to the photo. Part of their presentation will include their thoughts on what will/should happen next, and why. Photographs should include a situation with several possible outcomes or next steps (Ex. a parent and a child arguing; a small child next to a mess they have made; a person looking at a map on a street corner). Students should begin with a summary of what they see in the photo, who the people are and what their relationship is to each other. They can continue by explaining what happened before the photo - what is the situation and how it was created. In the third space, they can explain what they think will or should happen next. They should finish by explaining the reasons why and justifying their ideas.
- **B2:** At this level, students will argue a point of view. The photos for this category should provoke advanced discussion (Ex. two people at a table in a restaurant, each on their cell phones; a student at a desk covered with work, looking stressed). Students should begin by describing the situation in the photo, including who is involved, their relationship, and what is happening. They should then move on to describe their reaction to the photo and what it is suggesting, relating it to personal experience if possible. In the third space, they should give their opinion on the situation presented in the photo. They should finish by explaining their opinion and why they feel that way. Note: Photos may or may not include a title at this level, to guide student thinking towards the larger topic.

### **Scaffolding:**

Students will need to work through multiple practice examples.

Teachers should begin by modelling the process as a whole class activity, with students contributing ideas to the categories in order and the teacher guiding their thinking. Teachers should also provide examples of questions that could be used during the spontaneous portion.

Students can then move on to working through each section in 3 or 4 minutes, then sharing their ideas with a partner, and then sharing with the class.

Ultimately, students are given 15 minutes in one block to complete all 4 sections, then share with each other and ask their partner questions. Teachers can then debrief with the class as a whole, sharing ideas about the photograph and generating a list of questions that could be asked.

Teachers can move on to having students complete the task in small groups, where 3 or 4 students are given a photo and 15 minutes to prepare, then conduct a small-group interview or conference where students share their ideas and the teacher and students ask questions.

Before participating in the *Concours*, students should have an opportunity to complete and present their observations on a photo and answer questions on their own. This could be done in class or as a school-level *Concours* competition.