

Communication Orale: Comment parler d'une photo Teacher Look- Fors and Potential Interactions

Consider the following look-fors and potential spontaneous interactions for each prompt related to discussing a photograph. We have suggested structures to support each level, to help teachers scaffold for students.

A1 (Grade 6, Core)

Description physique:

- use of common verbs like « avoir », « être » and « faire »
- use of adjectives
- vocabulary of physical description, body parts, colours

Description de l'environnement :

- use of adjectives
- vocabulary of weather, physical environment/rooms/furniture, colours
- vocabulary of nationality

Qu'est-ce qu'il a?

- vocabulary of common objects

• use of common verbs like « avoir »
Similarité/Différence avec moi :

- use of « J'aime... je n'aime pas »

Sample Interactions/Questions to ask (depending on photo):

- Comment est-ce que la personne dans la photo te ressemble?
- Est-ce que tu as un _____? Parle-moi un peu de ton _____.
- Quelle saison/quels temps préfères-tu? Pourquoi?
- Décris où tu habites/Décris ta chambre.
- Qu'est-ce que tu as dans ta chambre/dans ta cuisine/dans ton salon/dans ta salle de classe?
- At this level, students can provide simple information, provided that the speaker is prepared to repeat or reformulate questions, possibly at a slower pace and speaking distinctly.

A2 (Grade 6, Immersion/Grade 8, Core/Grade 9, Core)

The complexity and depth of ideas should increase as students' progress through different grades.

Description de la photo:

- use of adjectives
- vocabulary of physical description, common places, weather, common activities Relations/Sentiments – Qu'est-ce qui se passé?:

- use of present tense
- use of pronominal verbs in present tense
- vocabulary of emotions and feelings

Qu'est-ce qui est arrivé avant la photo?:

- prepositions of time/order of events (quand, avant, pendant, ensuite)
- use of past tense (passé composé)
- vocabulary of activities/places

Ce que j'aime/n'aime pas :

- explaining why they like or don't like something
- expressing a simple opinion, with justification
- simple comparisons

Sample Interactions/Questions to ask (depending on photo):

- Fais-tu aussi _____ (activity in photo)? Pourquoi l'aimes-tu?
- Quand est-ce que tu te sens _____ (emotion in photo)?
- As-tu eu une expérience comme _____ (from photo)? Quand? Où?
- Questions should go further with ideas student presents. If they identify the people in the photo as friends, teachers should ask about their friends, for example: Décris ta meilleure amie. Que faites-vous ensemble? Qu'est-ce que vous avez fait le weekend passé?
- At this level, students should be able to follow most of the conversation, and ask for clarification if they don't understand. They should be able to ask what key words mean. They are able to exchange information, but usually are unable to pursue an advanced conversation.

B1 (Grade 9-10, Immersion, Grade 10-12, Core)

Complexity and depth of ideas should increase as students' progress through the grades.

Qui est dans la photo? Qu'est-ce qui se passe?:

- use of adjectives and present tense verbs
- vocabulary of place, time, physical descriptions, activities
- use of pronouns (direct and indirect)

Qu'est-ce qui est arrivé avant la photo?:

- telling stories in the past (passé composé/imparfait)
- use of pronouns (direct and indirect)
- use of plus-que-parfait (advanced)

Qu'est-ce qui arrivera maintenant? Qu'est-ce qui devrait arriver?:

- expressing hypothesis (imparfait/conditionnel)
- use of future tense
- use of futur antérieur (advanced)
- expressing hypothesis (plus-que-parfait/conditionnel passé) (advanced)
- expressing an opinion (conditionnel)
- use of subjunctive with common expressions

Justifications pour tes prédictions?

- use of subjunctive with common expressions
- explaining reasons for an opinion/point of view
- use of future tense
- expressing hypothesis

Sample Interactions/Questions to ask (depending on photo):

- Si tu étais la personne dans la photo, comment te sentirais-tu? Pourquoi?
- Teachers should try to take the opinion/prediction of the student further. For example, if the photo is of a child arguing with a parent, and they predict that the child will get in trouble and not being allowed to go to a party: As-tu jamais eu un argument avec tes parents? Comment est-ce que tes parents te punissent? Penses-tu que tes parents sont stricts? Qu'est-ce qui cause des arguments entre les enfants et les parents? Comment pourrait-on résoudre des conflits familiaux?
- Propose additional hypothetical situations to students : Alors, si les parents n'avaient pas découvert que leur enfant est rentré en retard, comment est-ce que la situation aurait été différente? Comment penses-tu que l'enfant se sentirait? Comment te sens-tu quand tu mens à tes parents? Si l'enfant était plus âgé, comment est-ce que la réaction des parents serait différente?

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- At an advanced level, try asking students opinions on larger questions linked to the photo: Quelles sont les qualités d'un bon parent? Qu'est-ce qu'il faut faire pour élever les enfants responsables? Quel est le rôle des parents dans la vie d'un adolescent?
- At this level, the student should exhibit a solid level of confidence. There may be some pauses or hesitations, but students should be able to manage most interactions with little difficulty. They should be able to pursue and terminate an interaction appropriately, and keep the interaction going by asking questions and offering ideas.

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B2 (Grade 11 & 12, Immersion)

At this level, students are arguing a point of view at an advanced level.

Description de la photo, la situation,

- adjectives, verbs in present tense
- clear, detailed description
- describing a social problem or abstract thought
- vocabulary of world issues, social problems, news, culture
- Réaction/Expérience personnelle
- vocabulary of world issues, social problems,
- relating personal experience, including emotions and feelings
- clearly linking abstract ideas to personal experience
- linking words
- speaking about the past
- speaking about hypothetical situations

Opinions

- expressing an opinion on a current event or abstract idea
- develop a clear opinion

Arguments/Justifications

- develop detailed arguments to defend a point of view
- deliver a logical argument, using appropriate linking words
- elaborate on arguments using secondary ideas and specific examples
- underline the most important arguments
- use of subjunctive

Sample Interactions/Questions to ask (depending on photo):

- Teachers should push students to further defend their opinion at this level. For example, if a student speaks about how technology is destroying personal relationships; Mais penses-tu qu'il y a aussi des avantages d'avoir beaucoup de technologie? Comment est-ce que la technologie aide les personnes à faire des amis? Que dirais-tu à quelqu'un qui a trouvé son mari à l'Internet?
- The teacher should ask questions that encourage the students to examine other opinions on the issue, including those that may be uncomfortable or controversial: Penses-tu que l'accès à l'Internet devrait être déclaré le droit humain? Est-ce que ça veut dire que les personnes qui habitent dans les pays où l'accès à l'Internet est limité vivent dans les conditions injustes? La technologie est-elle vraiment essentielle pour le développement d'une société?

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- At this level, the interaction should be fluent and fairly effortless, with students displaying a high level of confidence. Students should be able to communicate with native speakers.