



American Association of Teachers of French

National French Contest 2006

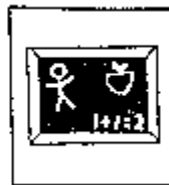
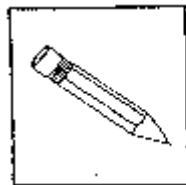
FLES CONTEST SPECIFICATIONS

FLES CONTEST DATES: February 21-28, 2006

LISTENING: (All Divisions) Students listen to a tape and choose the appropriate response from a series of pictures. A few non-visual items are included at the end.

STUDENT HEARS: C'est un crayon

STUDENT SEES:



NEW since 2004: Listening section for younger children will be shorter to be more age-appropriate.

READING & STRUCTURE: (Divisions 2B & 3B) Picture identification, some elementary grammar, and question-answer items. This section is appropriate only for 5th & 6th graders whose programs include some beginning reading and some very elementary grammar.

NOTE: There is no writing.

EXAMPLE: L'homme pèse XXX kilos

A. soixante

B. cinquante

C. quinze



NEW since 2003: Structure section for Div. 2B is shorter, leaving the more advanced grammar selections for Division 3B.

DIVISION 3 READING COMPREHENSION: (Division 3B and Hors Concours) A reading selection followed by multiple choice questions is required for students in grades 4 - 6 who are immersion and partial immersion students, students with a French speaking parent, students where French is spoken at home, students with **two or more years** of private lessons, and all students with more exposure to the language than just the classroom.

SPEAKING: (Teachers are notified after the initial computer scoring which students are eligible to speak.)

Questions are given for teacher to pose to student. Teachers are requested not to prompt or pose additional questions of their own, but may rephrase questions that would be totally unfamiliar in form. We wish to put the children at ease, but maintain fairness. Any additional questions posed by the teacher will be disregarded in

evaluation. **Students are NOT to write out a statement before speaking, nor should the teacher help prepare the student in any way before taping.** Students must not see picture before the taping nor should teachers drill vocabulary from the picture in advance.



NOTE: Separate questions are provided for each division. It is assumed that the responses of younger students will be simple phrases or single utterances; whereas the older students can comment in a more complex form. Teachers must be sure they are posing the questions for their students' division or tape will be disqualified.

NEW for 2006: There will be no free speaking at any level at the end of the questions provided. Questions will be designed, however, so a student may elaborate on a response.

HOW TO PREPARE ? Past contest materials may be obtained from Lisa Narug (PO Box 3283, St. Charles, IL 60174) \$16/Kit Div. A; \$18/Kit Div. B

Use contest tapes and pictures throughout the year as supplementary oral activities!

FOR FURTHER INFORMATION: Contact Elizabeth Miller, 74 Tuscaloosa Ave, Atherton, CA 94027 (work phone: 650-342-4175; home phone: 650-325-6315; FAX 650-342-7623; e-mail: mmemiller@aol.com or bmill@csus.com)

DIVISIONS: How do teachers determine which division is appropriate for their students? The basic contest is the same for all grade levels, with reading/grammar for the more advanced students and a sliding scale for scoring based on the amount of French study to score fairly. A class meeting only once a week will not be competing at the same level as a class that meets five times a week, for example. Correct division placement is imperative to maintain fairness for all students.

NOTE: THE NUMBERS 1, 2, 3 DO NOT MEAN NUMBER OF YEARS OF FRENCH. Please read below:

- **DIVISION 1A:** Students in school **grades 1 through 3**. (Listening section only and speaking if qualified.)
- **DIVISION 2A:** All grade **4 students**; students in grades 5 & 6 who have just started French or are in strictly oral programs. (Listening section only and speaking if qualified.)
- **DIVISION 2B:** Students in **grade 5 or 6** with several years of French. Recommended for most 6th graders. (Listening, structure, and speaking if qualified. Note: the structure section contains no writing; there are picture identifications, question-answer reading, some very elementary grammar--all multiple-choice.)
- **DIVISION 3A:** Students in **grades 1, 2, 3** who are in immersion or partial immersion programs, students privately tutored for more two or more years, all students studying in French speaking countries, students with more than a year of immersion preschool. (Listening section only and speaking if qualified)
- **DIVISION 3B:** Same as Division 3A but for students in grades **4, 5, 6**.
- **HORS CONCOURS:** Students who speak French at home with any member of the household. These students must do Division 3A or 3B contest and are not eligible for national prizes. Local chapters recognize their achievement.

ORAL SECTION: What makes the FLES contest unique? In many ways the FLES contest is the same as the secondary contest in format, which makes students comfortable with the procedure before they reach secondary school. What makes FLES unique is our "stubborn" determination to keep a speaking section for the top scoring students to emphasize what we all feel is the essential goal of FLES teaching: encouraging students to speak the language. The highest scoring students in each division are invited to record answers to questions and observations about a picture.

SCORING: FLES students use a computer scored answer sheet. The teachers **MUST** verify that the codes are included and the names & division are properly filled out. Teacher and school codes will be sent to administrators with the contest orders.

ORDERING: Please note that the contest "kits" include materials for 10 students each.

*** Teachers will be able to indicate the number of CDs needed (one per teacher as it is the same for all levels).

CONTENT: There is no particular prescribed program, but the topics usually covered in the contest (listed below) will be mailed to all administrators and are available on the internet.

We are aware that FLES programs vary a great deal across the country, and no contest can reflect the emphasis of every individual class. So, only as a guideline for teachers, we list the subject areas often touched in the listening section.

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| 1. weather & seasons | 10. locutions of position (<i>dans, sur, devant, etc.</i>) |
| 2. school & classroom | 11. house, rooms, furniture |
| 3. food & table | 12. body & <i>avoir mal à</i> |
| 4. clothes (<i>je porte</i>) | 13. family members |
| 5. time & calendar | 14. simple descriptive adjectives |
| 6. numbers | 15. action verbs & aural distinction of <i>il/elle</i> |
| 7. negatives | 16. transportation & directions |
| 8. town & stores | 17. animals |
| 9. culture - daily life, holidays | 18. personal information (name, age, etc.) |

PRIZES:

■ **NATIONAL WINNERS**: Olympic gold, silver, and bronze medals awarded in addition to many other prizes - videos, dictionaries, etc., from National AATF

■ **MENTION HONORABLE**: The names of the students just below the national winners are listed in the AATF Concours newspaper and are usually honored by local AATF chapters.

■ **TABLEAU D'HONNEUR**: The highest scoring student in each division from every school will be listed in the AATF Concours newspaper and is usually honored by local AATF chapters.

■ **HORS CONCOURS**: These students speak French at home and cannot compete against students who are learning French as a foreign language. However, we encourage their participation and ask that local AATF chapters recognize their performance.

Many AATF chapters include a number of additional winners for local awards beyond national recognition. Administrators will receive all scores for their chapter schools to facilitate this. We hope to encourage as many younger language learners as possible by honoring more FLES winners at the chapter level as a valuable investment in the continuation of the study of French at the secondary level. This is at the discretion and financial means of each chapter.