



## American Association of Teachers of French *Le Grand Concours—FLES 2014*

### Speaking Section Instructions

*Félicitations! Some of your students have scored so well on the first part of the FLES Grand Concours that they are eligible for the Speaking Section.*

#### **IMPORTANT:**

\* Materials: You will need the following:

- Speaking Section picture (included with your contest materials)
- Attached Speaking Section questions
- An electronic device (i.e. cell phone or computer) to create an audio file.

**It is highly recommended that you e-mail your audio file and not mail tapes/CDs.** It will save time, money and stress about delayed mailings or tapes becoming lost in the mail. If you must use a tape/CD to record your students, it is one tape/CD per division, not one per child). Only one division on each tape please!! Please use a blank tape and do not record over a pre-recorded tape. Sound quality declines with taped over tapes. **NO MICROCASSETTES PLEASE!**

\*Students may NOT see the Speaking Section picture or questions in advance.

\*Books or other resources may not be used during taping.

\*Students may not prepare a written response to tape. They will be disqualified if it appears they are reading or each child has an identical response.

#### **DIRECTIONS:**

1. Locate the quietest room that you can find to administer this portion of the test and make sure to put a sign on the entrance door to that room that states: “AUDIO TESTING IN PROGRESS – PLEASE DO NOT DISTURB.” Make sure that your school staff is aware that you will be conducting this testing to help secure their help in keeping the audio room quiet.
2. Show the student the Speaking Section picture and give them a minute or two to organize their thoughts.
3. Introduce the student in the audio file (i.e. Student- Susie Smith, All American Elementary School, Division 2A. Teacher- Madame Victoria Hugo). Record each student individually, **NOT IN GROUPS OR IN A LANGUAGE LAB** where others can hear their responses.
4. Ask students with soft voices to speak louder than their usual and please remind them to not mumble. Please ensure that the microphone is close enough to the student when recording so both the teacher and the student can be heard. It is highly recommended to warm up all of the students with a few personal questions (i.e. *Comment t’appelles-tu? Quel âge as-tu? Comment s’appelle ton professeur de français?*) It is during these few personal questions that you can help younger students with what constitutes a complete sentence, but do not do this with the Speaking Section questions. Avoid using any parts of the Speaking Section questions in your warm up.

For example:

Teacher: “This is John Doe for Division 1A from Star Academy in St. Charles, Illinois and I am his teacher, Madame Victoria Hugo. Now, John, I am going to ask you a couple of warm up questions first and then I will start asking you the official questions for Le Grand Concours. Please remember these three things: answer in complete sentences, speak clearly and speak loud enough to be heard on the audio file. Relax and smile! Bon courage!”

Student: «Oui, Madame. »

Teacher: «Comment t’appelles-tu?»

Student: «John.»

Teacher: «On doit dire... Je m’appelle John, n’est-ce pas?»

Student: «Je m’appelle John.»

Teacher: «Quel age as-tu?»

Student: «Dix.»

Teacher: «N’oubliez pas de répondre dans les phrases complètes, s’il te plait.»

Student: «J’ai dix ans.»

Teacher: «Tres bien! Maintenant, on va commencer avec Le Grand Concours. Je ne peux plus t’aider avec les phrases. Comprends- tu?»

Student: «Oui, je comprends.»

Teacher then proceeds with the official questions without providing any more assistance.

5. Check the division of your student and be sure you are posing the appropriate set of questions.
6. Pose the questions for that student’s division. Avoid providing vocabulary or prompting before or during recording the the student’s answer for the official speaking questions. You may minimally rephrase if needed.
7. Please do not “push” a student to finish an answer or go on to the next question. If there is a long silence, simply move on to the next question.
8. Please do not pose additional questions of your own or the student will be disqualified. There is no “free speaking” at the end as in past years.
9. Please do not stop the recording at any time (unless it is an emergency) until the student has completed (or attempted) all the questions.
10. End each student’s recording with a “Bravo!” The Speaking Section is quite an accomplishment for this age!



## E-MAILING AUDIO FILE QUALITY CHECKLIST:

- Are you able to hear the recording yourself when you replay it?
- Is the student's name, school and their division level clearly stated for each student?
- If so, MERCI MILLE FOIS! You are now ready to e-mail your audio file.

Please follow this format in e-mailing audio files for your e-mails:

To: fles@frenchcontest.org

Subject Line: FLES Speaking Files for [insert school name, city and state]

Message area: Attached are the audio files for these [insert number of students] students:

1. Student Name – Specific Division Level
2. Student Name – Specific Division Level

Thank you.

(Insert Teacher's Name  
Insert School's Name  
Insert City, State)

Use the student's name to name the audio file, (i.e. John\_Doe.wav) so the judge knows which student they are scoring when opening that specific file. You may zip all of your student files together or send them individually in consecutive e-mails. Please indicate in your first e-mail that there will be more e-mails following with more students from your school.

MAILING TAPES/CD's (Please, NO signature required)

Must arrive by March 29, 2014, NO LATE ENTRIES ACCEPTED.

Mail to: Elizabeth Esper  
P.O. Box 2508  
Ashburn, VA 20146-2508

*National French Contest, 2014*  
*Speaking Questions (All FLES Divisions)*

**Division 1A & 3A (school grades 1-3 / Listening Comprehension Questions 1-20) – 8 questions**

1. Selon le calendrier, quelle est la date?
2. Qu'est-ce qu'il y a sur le tapis?
3. Comment s'appelle la jeune fille sur le tapis?
4. Que porte Monique?
5. De quelle couleur sont les chaussures de Colette?
6. Qui est derrière le fauteuil?
7. Il y a combien d'animaux dans la pièce?
8. Quel temps fait-il dehors?

**Division 2A (school grades 4, 5, 6 / Listening Comprehension Questions 1-20 only) – 8 questions**

1. Selon le calendrier, quel jour est-ce?
2. Quelle saison est-ce?
3. Qu'est-ce qu'il y a sur la table?
4. Colette écrit avec quel objet?
5. Quelle chaîne est-ce qu'on regarde à la télévision?
6. Imagine que tu es devant la télévision. Qu'est-ce qu'il y a à gauche de la télévision?
7. Il y a combien de livres dans l'étagère?
8. De quelle couleur sont les rideaux?

**Division 2B (school grades 5 & 6 / Listening Comprehension AND Structure questions) – 8 questions**

1. Selon le calendrier, quel jour est-ce le 22?
2. Quelle année est-ce?
3. Quelle heure est-il?
4. Comment s'appelle le chat?
5. Que fait Colette?
6. Regarde Colette et ses calculs de maths. Quel est le problème avec ses calculs?
7. Colette et Monique sont dans quelle pièce de la maison?
8. Qu'est-ce qu'il y a entre le fauteuil et la télévision?

**Division 3B (school grades 4 – 6 immersion, partial immersion, private tutor, French-speaking parent or other special contact with French language) – 8 questions**

*(Note: Hors Concours students describe the picture without questions.)*

1. Tu imagines que Colette a quel âge? Pourquoi?
2. Imagines-tu que Colette et Monique sont soeurs? Pourquoi ou pourquoi pas?
3. Où supposes-tu sont les parents?
4. Est-ce que tu aimes cette pièce de la maison? Pourquoi ou pourquoi pas? Qu'est-ce que tu changerais si la pièce était chez toi?
5. Il est sept heures dix. Quelle heure sera-t-il dans une heure?
6. Est-ce que tu penses que c'est le matin ou le soir? Pourquoi?
7. Pourquoi supposes-tu que Médor se cache derrière le fauteuil?
8. Qui est-ce que tu supposes frappe à la porte?