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**WILLIAMS VALLEY HIGH SCHOOL
WILLIAMS VALLEY SCHOOL DISTRICT**

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LES MÉTIERS

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Title of Plan: Les Métiers

Language & Level: Level I high school French

Class length: 40 minutes

Materials:

- Textbook *Le français vivant*
- Internet
- Reading passages: (see Appendix)
- Picture flashcards of professions
- Vocabulary word cards
- Overhead projector & transparency

Objectives:

Students will be able to:

- Identify meanings of French words for professions
- Compare French and American professions
- Use the verb "être" in structures involving professions
- Explain the general meaning of 2 French articles about employment
- Read and explain advertisements for French doctors & dentists
- Choose a possible profession for themselves & tell why they chose it
- Create an employment advertisement
- Follow the grammar rules regarding professions & use of indefinite articles

National Standards addressed:

Standard 1.1 (Communication) – Students discuss their preferences of professions and use interviewing techniques to learn about their classmates' preferences.

Standard 1.2 (Communication) – Students read and interpret various magazine and newspaper articles and Internet advertisements.

Standard 2.1 (Cultures) – Students develop an awareness of daily life in France through knowledge of people's employment and salary.

Standard 3.2 (Connections) – Students read authentic, current job openings in France and gain insight into French companies & American companies in France.

Standard 4.2 (Comparisons) – Students discuss similarities and differences between French and American job market.

Overview:

This unit, Chapter 4 in the textbook, will take approximately 2 weeks. The students will learn the conjugation of regular “er” verbs, and the conjugation of the verb “être”. They will have previous knowledge of cognates, subject pronouns, and the above-mentioned conjugations before they begin the professions.

Once the students have learned the verb conjugations, they will learn the professions. In the textbook are listed only a handful of professions. We will expand this list right from the start using the pictures with corresponding word cards, so that we have about 15 professions. Throughout their four days of work on this topic, the students will acquire additional terms.

We will begin with brainstorming, using visuals for vocabulary introduction. Students will then read several passages from authentic texts (Standard 1.2), search the web for jobs in France (Standards 2.1, 3.2, 4.2), and create an employment advertisement (Standard 4.2). They will finish their work on professions with a vocabulary review game and interviews of their classmates (Standard 1.1). The focus of this lesson plan is the vocabulary for professions, the rules for use of indefinite articles with professions, and the understanding of advertising for employment in France.

DAY 1:

Students will brainstorm professions. They will give their ideas in English and the teacher will write both the English and the French on the board. As the list grows, the teacher can begin to write only the French when the English is called out. A brief discussion of parents’ professions can follow.

Then the teacher will use flashcards of people clearly showing their professions. These can be created using clip art, images from the web, magazine cut outs or drawings. The images should be large enough to be seen by the entire class, and should be mounted on card stock or construction paper. Also, word cards with the professions listed on them in French will be used. These should include the indefinite article and be written in bold marker so that they can easily be seen by all.

The teacher then shows the picture flashcard and names the profession, as students repeat the pronunciation. The teacher shows the flashcard again, this time along with the word card (these can be set on the chalk ledge or attached to the board). Once the words have been pronounced twice, the teacher collects them and the students have the opportunity to match the pictures with the words. Students can either pick without seeing the card, or choose words they are sure of. As matches are created, they should be attached to the board leaving room for sentences to be written next to them.

Once all pictures & words are posted, the teacher says and writes, for example, “Il est mécanicien” next to the picture of the mechanic. Continue with the other pictures, including the plurals “ils sont/elles sont” and the expression “C’est un/une”.

Then when they have seen the pattern, have students guess the rules for use of indefinite articles with professions. A volunteer can write this rule on the board for the class to copy.

Students will then get into groups of 2 or 3 to do some reading about professions.

Reading #1 – From the newspaper *France-Amérique*, students will read and discuss five brief advertisements for doctor and dentist offices. There are several cognates in these advertisements, so students will have no trouble determining meaning. When the whole class comes back together, volunteers will offer their understanding of the ads. Sample teacher questions could be:

- Quel est le métier de Sylvie Epelbaum?
- Comment s'appelle le dentiste qui travaille à 30 East 40th Street?
- Quel est le numéro de téléphone de Dr Matignon-Kelly?

Reading #2 – This second reading from the magazine *Public* is a more advanced article about a young lady who persevered to get the job she really wanted. Students should list all cognates they find, summarize the general meaning of the article, and share their ideas with the class. The picture in the article will help with understanding. Students will be summarizing in English, as they do not have sufficient vocabulary to express themselves in French for this task. As groups share their cognates, a list is generated on the board and the new vocabulary is pronounced.

Day 2:

This class period will be spent in the computer lab. Students will be searching job listings in several French newspapers. They will be directed to pay close attention to the formats of the ads as well as the vocabulary used. They will arrive at the lab with the following list of questions to be answered:

- Trouvez cinq jobs qui vous intéressent, et notez-les.
- Comment pouvez-vous contacter quelqu'un si vous vous intéressez à ce job?
- Est-ce que le salaire est noté? Si oui, c'est combien?
- Écrivez six nouveaux mots apparentés.

These questions will be reviewed beforehand so that students understand them. Students must search in at least three different newspapers during the period. They will have the following list of web sites that they must go to:

- lemonde.com
- lefigaro.com
- onlinenewspapers.com/france

I want them to definitely search in Le Monde and Le Figaro, so they will go there first, and then choose other newspapers from the third site. On the Figaro site, they will see full advertisements when they open a position of their choice. Having seen these will help them tomorrow when they will be creating their own employment advertisements.

The teacher should circulate to help students navigate the sites, clicking on “emploi” or “entreprises” as needed according to the different sites.

For homework, students will read a newspaper article entitled “*En moyenne 35 500 euros à l'embauche pour les cadres en France*”. Students will be asked to look up the words “l'embauche, brut, & prévu”. They should be given some time in class to do this if they do not have a French dictionary at home (which they should have). With these few words and the cognates in the reading, they should be able to get the gist of the article and talk about it the next day.

Day 3:

We will begin by sharing what students found on the web sites. Students will be encouraged to use the grammar we are covering. As ads are discussed, we will compare salaries found with estimated US salaries for the same job. We can calculate the difference in percentage to make some statements about who might earn more. We can also discuss the difference in various fields, for example the salary of a nurse as compared to the salary of a waitress. Much of this discussion will be in English on the part of the students. We will also review the article the students read for homework. We will then review the ads we read for doctor and dentist offices, as well as a sample employment ad from one of the web sites.

Next, students will work individually to draft an advertisement for the occupation of their choice. They may choose to create an employment ad or an ad for a specific business, as was the doctor/dentist example. This work will be started in class, with the final product to be completed for homework. They should be encouraged to be creative and original and not copy from an ad that they have already seen. Students may turn in a hand-written or typed advertisement.

Day 4:

Advertisements will be collected and displayed in the classroom. We will then play a game of *Mémoire* (similar to *Concentration*), matching French and English vocabulary to reinforce the initial vocabulary learned on Day 1.

Finally, students will pair up to interview one another about their preferences, their family members' occupations, and occupations of friends who might work. Sample interview questions are as follows:

- Quel métier est-ce que tu préfères?
- Quel est le métier de ta mère?
- Quel est le métier de ton père?
- Quel est le métier de ton ami(e)?
- Tu préfères être secrétaire ou infirmière (etc)?
- Tu aimes travailler?

Extensions/Connections:

Students can do a lot more with the professions. For additional reinforcement of meaning, they can play various games, including word searches, matching, hangman, and pictionary. They can research the top-paying jobs in the United States and France and compare the two countries. Charts and graphs could be created. They can research what fields of study are the most popular in French universities, giving them some insight into what job sectors are up and coming. The interviewing process could be extended to the French II students, helping them to recall previously learned vocabulary and practice their French with other students. As their vocabulary increases, they can write paragraphs explaining various careers and what people do in these positions. They can focus on famous people, such as actors, singers, politicians, and world leaders, and describe them and their work. They can read additional articles in financial newspapers such as *La Tribune* to learn more about employment in France. They can research this same information about other French-speaking countries around the world. Comparisons can be made between countries.

They can also make connections with other disciplines. Students can make mathematical comparisons such as percentage of French people who go into a certain field compared with Americans. They may connect this learning to their English studies if they have to write about their future plans. In history, they may have some insight into why certain types of jobs are more prevalent than others.

Assessment Strategies:

Students will be assessed in an ongoing manner throughout the four days of this lesson. Pronunciation, correct usage of both vocabulary and grammar in speech and writing, proper adherence to rules concerning indefinite articles with professions, and fluency of expression will all be monitored as the students work.

Students will be given a grading rubric (see Appendix) for their final assessment. Each student will create a poster depicting his/her profession of choice. The poster should contain the following:

- a title stating the profession
- the type of building where they work,
- a picture of a person in that profession (appropriate attire, accessories, instruments, tools, etc)
- information on the type of salary expected
- a paragraph explaining the student's choice. The paragraph should contain correctly conjugated verbs we have been using during the lesson, and the structure "il est/elle est ___ or c'est un/une ___".

Appendix:GRADING RUBRIC FOR POSTER

- _____ All required components included
- _____ Correct grammar
- _____ Correct spelling
- _____ Originality & neatness
- _____ Completed on time
- _____ FINAL GRADE

Reading selections

1. "Enfin une fille à la radio!", Public, No 103, 4 – 10 juillet, 2005
2. "En moyenne 35 500 euros à l'embauche pour les cadres en France", Le Monde, 7 juillet, 2005
3. Advertisements for doctor/dentist offices, France-Amérique, 2-8 juillet, 2005, p9

Internet Sites

1. www.lemonde.fr
2. www.lefigaro.fr
3. www.onlinenewspapers.com/france