

French 3/D'accord 2/ Unit 5 : L'Avenir et Les Métiers



Unit Description:

This is unit 5 of 5. This unit will last 6 weeks. Students will learn terms for the workplace and professions, terms for making and receiving phone calls; text messages, and les artisans; the future tense with “quand” and “dès que”; si clauses; and general cultural information about Le Maghreb (Algeria, Morocco, and Tunisia).

Essential Questions:

How do people talk about making phone calls and applying for a job?
 How do people talk about professions and careers?
 What is it like to have a job in France?

| Proficiency Target-Interpersonal Intermediate Mid | Proficiency Target-Speaking Intermediate Mid | Proficiency Target-Listening Intermediate Mid | Proficiency Target-Reading Intermediate Mid | Proficiency Target-Writing Intermediate |
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| <p>I Can Statements I can exchange information with others about phone usage in France. I can discuss with others some details about les artisans in France. I can exchange some information with others about unions and strikes in France. I can discuss some details about civil servants in France.</p> | <p>I Can Statements I can talk about the workplace. I can answer questions based on my comprehension of a short film. I can talk about paid vacations and holidays in various Francophone regions. I can talk about the geography and some cultural highlights of Algeria, Morocco, and Tunisia. I can summarize a text in my own words. I can summarize a fable in my own words.</p> | <p>I Can Statements I can recognize terms related to job interviews. I can recognize terms related to phone calls. I can recognize phrases related to talking about tests. I can recognize phrases used to talk about enjoying successes. I can understand the message of a short film prepared for French speakers. I can identify professions and occupations. I can recognize a variety of words used to describe the workplace. I can identify neologisms. I can recognize the use of <i>franglais</i> in contemporary fields. I can recognize some expressions related to talking about hypothetical situations. I can recognize some expressions used to make polite requests and suggestions. I can recognize some colloquial terms for talking about money. I can use background information to anticipate what I will hear and to determine the important information to listen for.</p> | <p>I Can Statements I can recognize terms related to job interviews. I can recognize terms related to phone calls. I can recognize phrases related to talking about tests. I can recognize phrases used to talk about enjoying successes. I can identify professions and occupations. I can recognize a variety of words used to describe the workplace. I can identify neologisms. I can recognize the use of <i>franglais</i> in contemporary fields. I can recognize some expressions related to talking about hypothetical situations. I can recognize some colloquial terms for talking about money.</p> | <p>I Can Statements I can write about the workplace. I can answer questions based on my comprehension of a short film. I can combine sentences that share a common element. I can summarize a text in my own words. I can summarize a fable in my own words. I can use note cards to organize and sequence the information I am going to write. I can write a composition about my professional goals, using chapter vocabulary and grammar.</p> |

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| | | I can identify important information discussed during a job interview. | | |
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Assessments:

Diagnostic:

1. Essential questions
2. Pre-assessment
3. Class participation
4. Q&A
5. Digital components via online resources

Formative:

1. Vocabulary quizzes
2. Oral dialogs
3. Games
4. Listening practice

Summative:

1. Unit Test
2. Performance-based assessment—
Speaking or Writing
3. Project

Standards to address in Unit:

Communication—Interpersonal Mode (IP)

ML3.PS1.IP1: Students exchange spoken and written information and ideas in the target language such as : expressing needs, desires; exchanging opinions; Giving detailed descriptions and asking questions and providing answers.

ML3.PS2.IPs: Students initiate, sustain, and close oral and written exchanges while reflecting in the present, future, and past tense; exchanging information through conversations, notes; and beginning of self-correction.

Communication—Interpretive Mode (INT)

ML3.PS3.INT1: Students identify main ideas and supporting details as well as comprehend current events presented in a variety of media.

Communication—Presentational Mode (P)

ML3.PS4.P1: Students are able to summarize and communicate main ideas and supporting details from a variety of sources.

Cultural Perspectives, Practices, and Products (CU)

ML3.PS5.CU1: Students are able to participate in real or simulated events.

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Connections, Comparisons, and Communities (CCC)

ML3.PS6.CCC1: Students will understand the role of major of contemporary and historical figures and events from the target culture(s) studied.

ML3.PS7.CCC2: Students compare aspects of cultures studied with student’s own culture.

ML3.PS8.CCC3: Students extend language skills and cultural knowledge through the use of media, entertainment, and technology.

| Know: | Understand: | Do: |
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| Terms for the workplace Terms for job interviews Terms for making and receiving phone calls The future tense with quand and dès que Interrogative pronouns lequel, laquelle, lesquels, and lesquelles Terms for professions Si clauses The relative pronouns qui, que, dont, and où | The rules of pronunciation in French What neologisms are How people use franglais The significance of strikes, labor unions, and civil servants in France | Use background knowledge to listen for specific information Summarize a text in your own words Describe a past vacation Read a Fable Write a Fable Talk and write about future goals Mimic a phone call Talk and write about hypothetical situations |

Major Concepts: (Consider all 4/5 Cs)

| <p>Concept 1</p> <p>Professional communication</p> | <p>Concept 2</p> <p>Professions and the workplace</p> | <p>Concept 3 Culture</p> <p>Phone usage in France</p> | <p>Concept 4 – Culture</p> <p>General cultural information about Le Maghreb (Algeria, Morocco, Tunisia)</p> | <p>Concept 5</p> |
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| <p>Essential Vocabulary :</p> <p>chercher un/du travail embaucher lire les annonces obtenir passer un entretien trouver un/du travail un chômeur/une chômeuse un curriculum vitæ (un CV) Un patron Une entreprise Un(e) employé(e) Un salaire Une référence Un poste Postuler un métier appeler laisser un message patienter raccrocher un téléphone décrocher un téléphone un numéro de téléphone une formation un stage prendre un rendez-vous un conseil une expérience professionnelle</p> | <p>Essential Vocabulary :</p> <p>démisionner diriger être au chômage gagner renvoyer un emploi à mi-temps/à temps partiel un emploi à plein temps une profession une augmentation de salaire une réunion une carrière une promotion un conseiller (une conseillère) un ouvrier/une ouvrière une réussite Prendre un congé Un syndicat Un(e) avocat(e) Un banquier Un joueur professionnel</p> | <p>Essential Vocabulary :</p> <p>Être accro Un abonnement Un(e) abonné(e) Un forfait Un tarif mensuel Une carte prépayée Un SMS Une télécarte Un bureau de tabac</p> | <p>Essential Vocabulary :</p> <p>Le Grand Maghreb (Algérie, Maroc, Tunisie, Lybie, Mauritanie) La ville de Marrakech Le thé à la menthe</p> | <p>Essential Vocabulary :</p> |

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| <p>Essential Structure:</p> <ul style="list-style-type: none"> • Une personne cherche du travail • Une compagnie (une entreprise) recherche un personnel <p>In a clause with quand or dès que, use future tense to describe event in the future.</p> | <p>Essential Structure:</p> <p>The use of si clauses to describe a condition upon which another condition depends.</p> <ul style="list-style-type: none"> • If the verb in si clause is in imparfait, the verb in the main clause is in conditionnel présent. • If the verb in si clause is in présent, the verb in the main clause is in future simple. | <p>Essential Structure:</p> <p>None</p> | <p>Essential Structure:</p> <p>None</p> | <p>Essential Structure:</p> |
| <p>Text/Digital Resources</p> | <p>Text/Digital Resources</p> | <p>Text/Digital Resources</p> | <p>Text/Digital Resources</p> | <p>Text/Digital Resources</p> |
| <p>Artifact & Evidence:</p> <p>Write a plan for future professional goals Write a letter to a former boss convincing them for a second chance - found in "Presentational Writing" on page 210 of Teacher's Edition</p> | <p>Artifact & Evidence:</p> <p>Negotiate with a boss Have students imagine they are employees at a supermarket where they catch a coworker, whom they do not like very much, steal from the cash register.</p> | <p>Artifact & Evidence:</p> <p>Students describe what they can do better in terms of studying</p> | <p>Artifact & Evidence:</p> <p>Present the similarities and differences between a hammam and an American spa</p> | <p>Artifact & Evidence:</p> |