

# TRICKS OF THE TRADE

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## **Overview**

Students gradually build a job repertoire through research and discussion

## **Material Needed**

Print all appendices and posters (or use a projector) or use the provided link.

Teacher's copy of a sample and language repertoire needed for the tasks.

## **Length (four 75-minute classes)**

Class 1: Building language on the topic to discuss and research trades.

Class 2-3: Research a trade and build a chart

Class 4: Scavenger hunt and discussion using the charts

Finding out what I like and discussion using the charts

## **Evaluation**

C1- See evaluation grid

## CLASS 1: TAKE A LOOK AT THIS JOB!

### Task 1: Introduction (20 min)

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- Remind students of previous discussions semi-specialized trades
- Introduce/reintroduce “métiers semi-spécialisés” website :  
[http://www.mels.gouv.qc.ca/sections/metiers/index\\_en.asp?page=demarche](http://www.mels.gouv.qc.ca/sections/metiers/index_en.asp?page=demarche)
- Brainstorm on a word web language for these different categories: danger words, trades, clothing, protection equipment, preventative actions, verbs, etc.

### Task 2: Discussion using a picture- model (25 min)

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- First part is a whole group task in order to model the task.
- Project a picture (**Appendix A**) on the screen (or post them on the board).
- Focussing on the general aspect of the picture:
  - Help student determine the context of the image: What is this person doing? Where are they? What are they wearing? (5 minutes)
  - What are the possible dangers this person is facing? (15 minutes)
- Provide the following language

Functional language	Vocabulary and expressions
<ul style="list-style-type: none"><li>• This person is...</li><li>• He/she has/doesn't have....</li><li>• This person should/shouldn't...</li><li>• He/she could/couldn't...</li></ul>	<ul style="list-style-type: none"><li>• Clothing/protection equipment</li><li>• Trades according to pictures</li><li>• Prevention actions</li><li>• Information from word web</li></ul>

- Write on the board the language related to this picture

### Task 3: Students discuss in small groups (25 min)

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- Give students one picture to discuss in teams of 2 or 3. (**Appendix B**)
- Students reproduce the model.
- They use the functional language in order to be able to carry the discussion.
- They complete the web, if needed
- Teachers circulate to support students and/or evaluate

## Task 4: Integration (5 min)

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- Teacher leads a short discussion in French or in English on the efficiency of the task using the following questions: Could you discuss the picture in English only? Did you have everything you needed in order to carry out this conversation? What would you need in the future?
- Use the self-evaluation sheet.

## CLASSES 2 and 3: RESEARCHING A JOB

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This exploration activity prepares for future interaction by building language regarding specific trades. The goal is to explore several trades and build pertinent knowledge and language around them. The end product is a chart with a picture and information about the trade.

### Preparation (15 min)

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- Project the picture (**Appendix A**) on the screen (or post them on the board).
- Ask students what abilities are needed for the occupation illustrated on the picture. Use the following prompt (**Appendix C**): “To be a good truck driver, you need to be able to...”
  - Example for truck driver:
    - ...perform routine actions
    - ...respect a detailed schedule
    - ...follow predetermined directions
    - ...drive a truck
    - ... speak French and English
    - ...deal with difficult customers
    - ... handle stressful situations (example: traffic)
    - ... be by yourself for long periods of time
    - ... work at night
    - ... fill out paperwork
    - ... respect deadlines
    - ...deal with basic mechanical problems
    - ... lift heavy weights
    - ...stay awake and sitting for long periods of time
    - ...understand road signs
    - ... abide by the highway code
  - Provide a few examples.
  - Ask students to find the abilities in English. If students speak French, ask them to say it in English (“How can you say this in English?”). They can, of course, help each other. FreeDigitalPhotos.net



### Carrying out (45 to 60 minutes)

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- In small groups, have students choose the picture of a trade (Appendix B) from **class 1**.
- Show students the chart to fill in that includes these sections: main tasks, dangers, special clothing, places where the trade is practiced.

- In small groups, have students find all the information for each occupation with the help of **the métiers semi-spécialisés** website.

[http://www.mels.gouv.qc.ca/sections/metiers/index\\_en.asp?page=demarche](http://www.mels.gouv.qc.ca/sections/metiers/index_en.asp?page=demarche)

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## CLASS 4: SCAVENGER HUNT (35 min)

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Students explore the trades through a scavenger hunt and end in a discussion where they compare answers.

### Preparation: (20 min)

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Teacher posts the trade charts created by the students up around the classroom.

Individually, students complete the scavenger hunt handout by walking around the room and consulting the charts.

### Carrying out (40 min)

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#### **Task 1: Discussion: (15 min)**

- Students go back to their seats.
- Teacher points out and reviews the functional language provided on the scavenger hunt sheet.
- In teams of 2, students share answers.
- Teacher walks around to support and evaluate

#### **Task 2 (10 min)**

Teacher gives the following instructions:

- Walk around the class and read the charts.
- Choose 3 trades that are of interest to you.
- Use information on the charts to support your choice.
- Fill out the handout

#### **Task 3: Discussion (15 min)**

Students get ready to discuss. Teacher gives an example:

“I would like to be a hairdresser’s apprentice because I enjoy interacting with people.”

### Functional language needed

- “I would like to be a/an... because I... (enjoy, like, can, etc.) *information from the chart.*”
- “How about you?”
- “Me too”
- “Which trade interests you the most?”

Students share their choices in teams of 2 or 3. Teacher circulates to support and evaluate.

### Integration: (5 min)

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Teacher leads a short discussion in French or in English on the efficiency of the task using the following questions: Could you discuss the picture in English only? Did you have everything you needed in order to carry out this conversation? What would you need in the future?

## Appendix A



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Appendix B



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J. Barnett, S. Charpentier, L. Crivellaro, F. Hudon, T. McCue, A.-M. Racicot, Montérégie, 2012

Name: \_\_\_\_\_ Group: \_\_\_\_\_

## Student Self-Evaluation Logbook



I speak English!

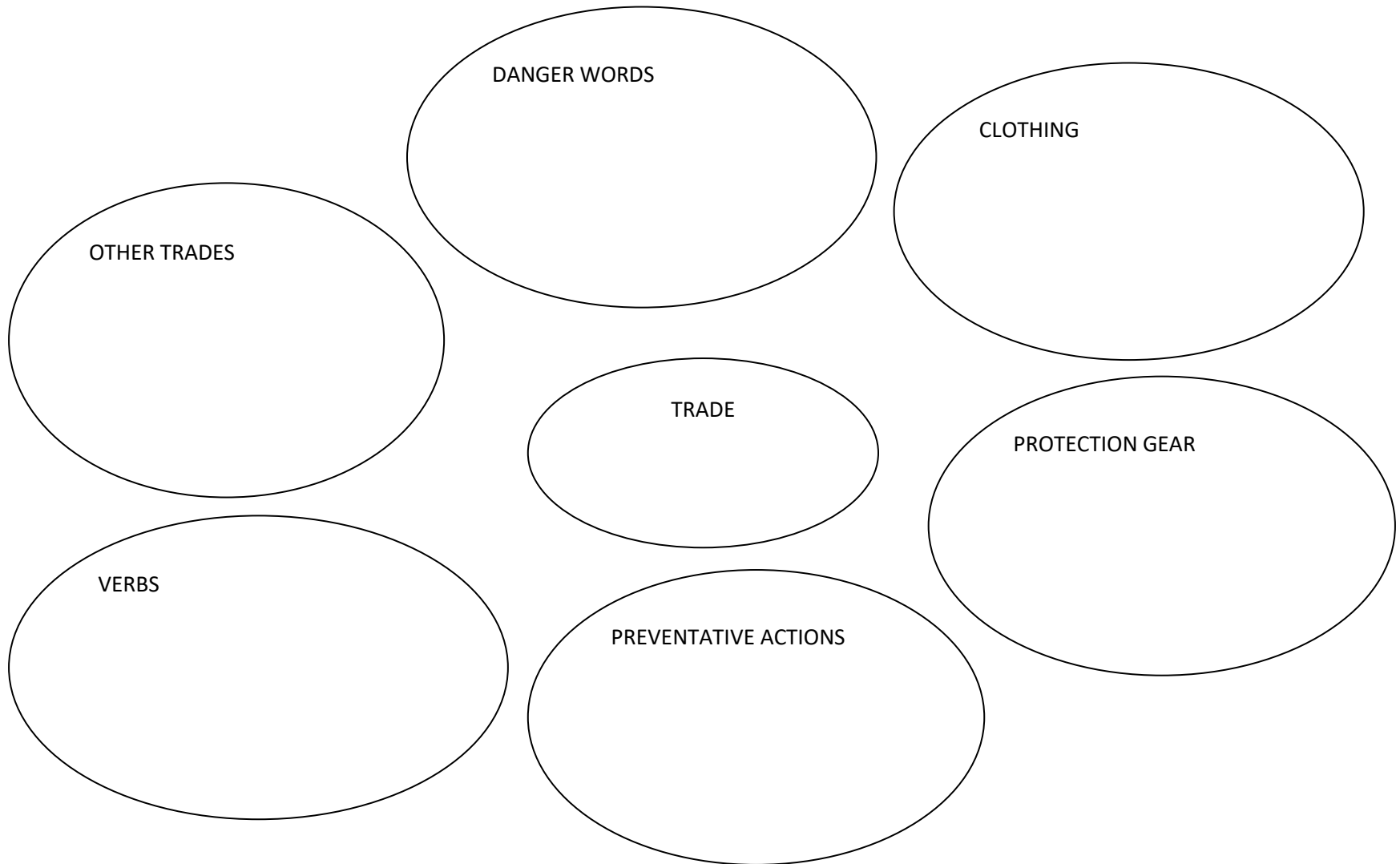
I participate!

A	B	C	D	E
I <b>actively</b> participate in the discussion by giving my opinion, asking and answering questions and adding new information.	I participate in the discussion by giving my opinion, asking and answering questions.	I participate in the discussion by <b>occasionally</b> giving my opinion, asking and answering questions.	I participate mostly <b>when prompted</b> by my teacher or my classmates.	I <b>do not</b> contribute to the discussion in English or I only say a few words.

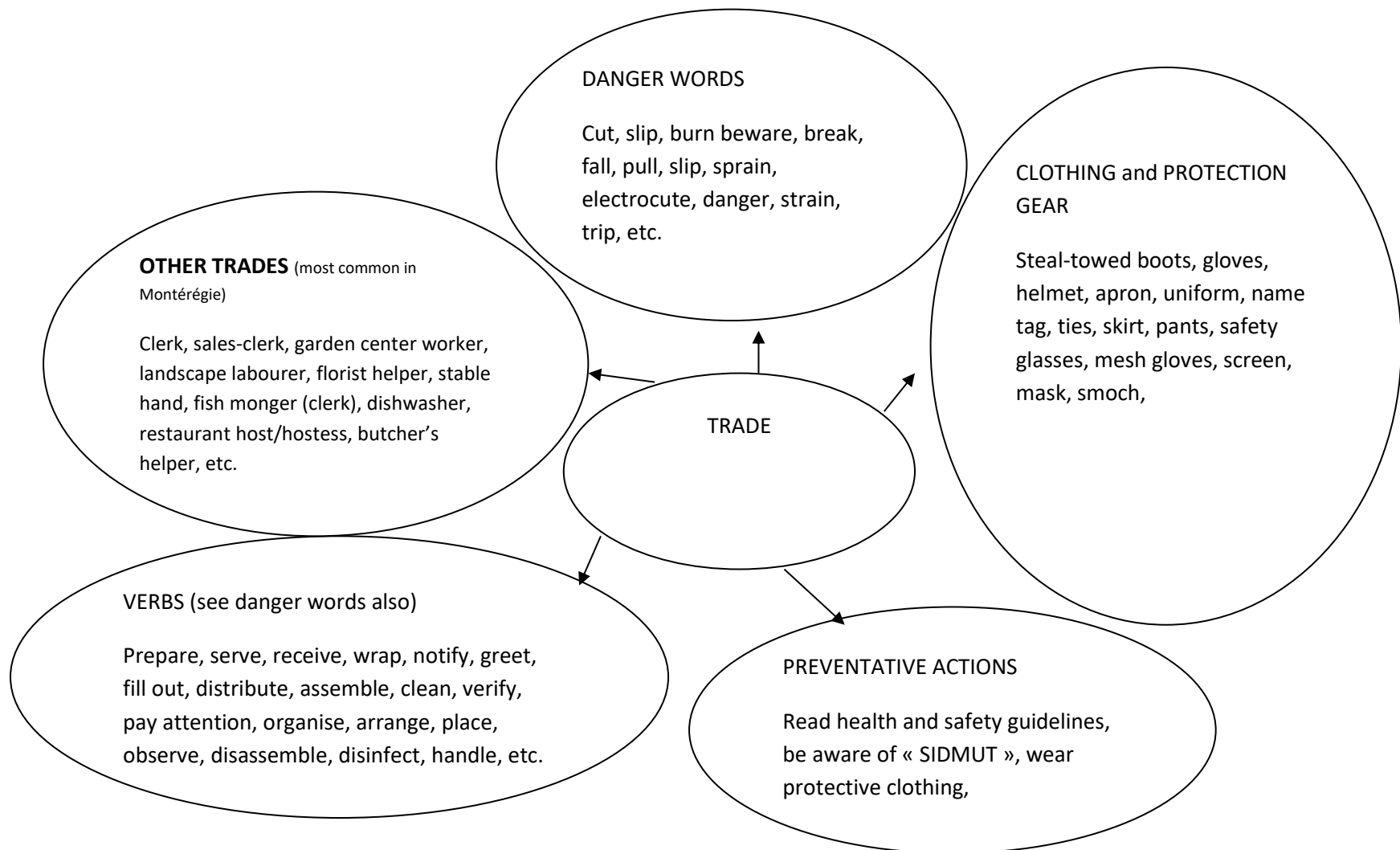
Date	Task/Activity	Evaluation	I can prove it!

My overall evaluation for this LES: \_\_\_\_\_

## WORD WEB



## WORD WEB (ANSWER KEY)



This person is...

He/she has/doesn't  
have....

This person  
should/shouldn't...

He/she could/couldn't...

To be a good truck  
driver, you need to be  
able to...



# Scavenger Hunt Questions

Student's name: \_\_\_\_\_

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• I found...</li><li>• Did you find the same trade as me?</li><li>• That's a good idea!</li><li>•</li></ul> | <ul style="list-style-type: none"><li>• Me too.</li><li>• Why did you choose this trade?</li><li>• I'm sorry, I don't understand.</li><li>•</li></ul> |
|---|---|

Name 2 trades where you must deal with clients. \_\_\_\_\_

\_\_\_\_\_

Find and name three common dangers

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Find a trade where you might use scissors

\_\_\_\_\_

Where might you use the following tools?

Mop \_\_\_\_\_

Screwdriver \_\_\_\_\_

Keys \_\_\_\_\_

Shovel \_\_\_\_\_

Filter \_\_\_\_\_

Where might you encounter bleach?

\_\_\_\_\_

Where would you have to answer a phone? \_\_\_\_\_

\_\_\_\_\_

Where could you wear an apron? \_\_\_\_\_

Which trades use a refrigerator? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Which trades require a calculator? \_\_\_\_\_

\_\_\_\_\_

Where would you use a ladder? \_\_\_\_\_

I would like to be a/an...

because I... (enjoy, like, can, etc.)

*information from the  
chart.*

“I would like to be a hairdresser’s apprentice because I enjoy interacting with people.”

How about you?

Me too.

Which trade interests  
you the most?