

Ressources | Activités de classe



JOB LIKES
AND
DISLIKES



HOW TO
CHOOSE
A JOB



ANGLAIS

ET DÉCOUVERTE DES MÉTIERS



WORK
EXPERIENCES


LOOKING
FOR A JOB



Pour vous,
des ressources
sur...



les activités
de classe



le système
éducatif



le monde
professionnel

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ANGLAIS

ET DÉCOUVERTE DES MÉTIERS

L'ouverture des élèves sur le monde professionnel devient un enjeu majeur de la formation en collège et en lycée. L'option découverte professionnelle 3 heures, le parcours de découverte des métiers et des formations qui se met en place, l'orientation active en lycée participent au développement de cette culture. Ce travail s'inscrit, chaque jour, dans la classe, au travers de l'enseignement des disciplines.

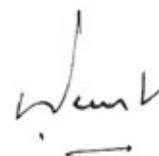
C'est dans ce cadre que l'Onisep met à disposition des enseignants des supports pour les activités de classe qui mettent en perspective le monde professionnel et les disciplines.

Après les sciences de la terre, le français, l'histoire et la géographie, ce nouveau titre concerne l'anglais. Il prend appui sur le programme de 3^e. Les PME, qui représentent les deux tiers des emplois dans notre pays, se reconnaissent dans cette démarche et l'AGEFA/PME a choisi d'apporter son soutien à cette publication.

C'est l'occasion pour les enseignants de permettre à leurs élèves, à partir de textes, d'images et d'enregistrements sonores, de découvrir, en langue anglaise, le monde du travail dans d'autres pays ainsi que des expériences des jeunes de leur âge. La dimension internationale de l'espace professionnel des élèves du XXI^e siècle est une donnée à prendre en considération dans l'élaboration des parcours de formation.

Cet ouvrage est une incitation à établir des liens entre les disciplines et la connaissance de l'environnement professionnel.

La présidence française de l'Union européenne est l'occasion de mettre l'accent sur l'espace européen de la formation et du travail. Les langues en sont naturellement le vecteur. Cet ouvrage ouvre des pistes pour atteindre cet objectif.



François Perret

Doyen de l'Inspection générale



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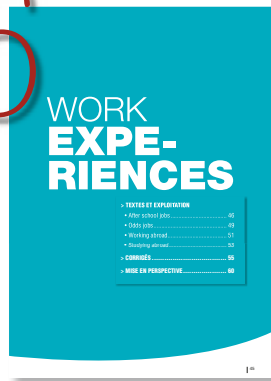
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MODE D'EMPLOI

LES THÉMATIQUES

Les documents proposés sont regroupés autour de thématiques, identifiées par des couleurs. Elles sont choisies en fonction de la discipline concernée et du lien que l'on peut faire entre cette discipline et la découverte du monde professionnel. L'organisation de ces documents en thématiques va permettre aux élèves de donner un autre sens à la discipline.

LES DOCUMENTS

Ces documents permettent aux élèves à la fois d'acquérir des compétences linguistiques et d'enrichir leurs représentations des métiers et du monde de l'emploi. La diversité des supports choisis (textes, images, enregistrements...) permet d'aborder, sous des angles différents, chaque thématique. Elle offre aux enseignants des modes d'exploitation variés et complémentaires.

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JOB LIKES AND DISLIKES

AGRICULTURE TODAY

IMAGE 1: AN AMERICAN FARMER



IMAGE 2: THE AMISH



EXPLOITATION

1 IMAGE 1: AN AMERICAN FARMER

1 What type of document is it?

2 When and where is the scene set?

3 Describe the document. What can you see?

4 Compare this American farmer with a French farmer. What are the common points and the differences?

2 IMAGE 2: THE AMISH

1 What type of document is it?

2 Do you know who the Amish are?

3 FURTHER QUESTIONS

1 Choose one of the careers below and say which one you would fancy and why if you lived in Harry Potter's world.

- Healing
- Magic relations
- Wizarding schooling
- Training trolls

VOCABULARY HELP

WORDS	SUBJECTS	VERBS AND EXPRESSIONS
<ul style="list-style-type: none"> • A farmer • a farm • the American flag • the stars and stripes • the Star-Spangled Banner • a crop • a tractor 	<ul style="list-style-type: none"> • harvesting • cultivating • ploughing • sowing 	<ul style="list-style-type: none"> • wear • work on a field • plough • have a good / a poor crop

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LES EXPLOITATIONS

Chaque document donne lieu à des propositions d'exploitation : exercices de vocabulaire, de grammaire, d'expression écrite et orale... Ces exploitations peuvent aussi s'organiser sous forme de débats, d'enquêtes préparées, de recherches personnelles...

POUR APPROFONDIR (FURTHER QUESTIONS)

Pour chaque document, en complément de l'exploitation, des activités de prolongement sont proposées.

Ce document s'appuie sur le programme d'anglais de 3^e de collège. Certaines activités peuvent être mises en œuvre avec des élèves de LP, voire de 2^{de} de lycée général et technologique. Les exercices proposés s'inscrivent dans une progression disciplinaire ; ils peuvent aussi donner matière à un travail interdisciplinaire dans le cadre de la découverte des métiers, de l'option DP3, et participer à la réflexion sur l'orientation. Différents supports servent de base aux exercices : des textes écrits, des images, des enregistrements audio, disponibles sur un CD joint au document. Ce CD peut être lu sur ordinateur et/ou sur lecteur audio.

CORRIGÉS

CAREERS ADVICE

1 BEFORE YOU READ THE TEXT
1 Answer these questions.
 Author: J. K. Rowling
 Title: "Careers advice", Harry Potter and the Order of the Phoenix, 2003
2 Use the information in question 1 to present the document.
 This text is an extract from J. K. Rowling's Harry Potter and the Order of the Phoenix which was written in 2003.
3 Tick the best translation for the title "Careers advice".
 Orientation professionnelle
4 Guess if (certainly) what the text is going to be about.
 The passage is probably going to describe different possible careers. The characters are certainly going to talk about what job or what career they would like to pursue. Maybe they don't know yet what they like to do.

2 GENERAL COMPREHENSION: READ THE TEXT ONCE AND ANSWER THESE QUESTIONS

1 Name the three characters.
 The three characters are Harry, Ron and Hermione.
2 Where is the scene set?
 The scene is set in Gryffindor Tower.
3 What are the three characters talking about?
 The three characters are talking about the various possibilities concerning their future career. They are discussing what job they would or wouldn't like to do and what qualities are required for some careers.

3 ON THE TEXT
 - From the beginning to line 10
4 Find the translation of each of these words and expressions in the order of the text.
 Commencez par écouter sur l'audio (ligne 1-11).
 Piqueux - à la ligne 1-11
 Sibérienne - à la ligne 2-2
 Carrière - dans la marge - regarding career (l-2)
 Salaires - à la ligne 3-3
 Assistant - assistant (l-3)
 Travaux - work (l-3)
 Pas cher - inexpensive (l-3)
 Anticiper - expect (l-3)

5 Read or false? Tick the right answer and justify with a quotation from the text.
 - Harry, Ron and Hermione are taking careers soon.
 True - We thought to underline the importance of their upcoming examinations (l-1).
 - Ladies concerning careers appeared after the holidays.
 False - In both of paragraphs, ladies and ladies concerning various exciting careers appeared on the table during the first week of the holidays (l-2-3).
 - Harry is supposed to meet Professor McGonagall on Monday at 10 to discuss his future career.
 False - The text happened in professor McGonagall's office at half past ten on Monday (l-3-4).
 - From line 11 to the end
6 Tick the best translation for each of these words.
 - Hair (l-11) : coiffeur
 - Doctor (l-12) : docteur
 - Ward (l-12) : une infirmerie
 - At least (l-13) : au moins
 - Loved (l-13) : adorait
7 When Ron says "Well I don't fancy heading" (l-11), he means that:
 He doesn't really want to head other people.
8 Do you think the letter "E" for a trait (l-13) is a good or a bad result?
 The letter "E" corresponds to a very good mark (Exceeds Expectations).
9 Is it more difficult to work in Muggle (in muggle relations) or to work in heading? Why?
 It's more difficult to work in heading than to work in Muggle relations. Muggles often have to study more subjects to work in heading. Besides, to work in heading you need very good school results.
10 What qualities are needed to work in Muggle relations?
 - You need to be multifaceted.
 - You need to be patient.
 - You need to have a good sense of fun.

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LES CORRIGÉS
 Des corrigés sont proposés pour l'ensemble des exercices. Ils sont regroupés à la fin de chaque thème.

MISE EN PERSPECTIVE

A la fin de chaque thématique, 4 à 5 pages proposent des activités en vue d'un approfondissement pédagogique du thème, sous l'angle de l'orientation.

Ces activités ont pour objet d'inscrire les élèves dans une démarche active, par rapport à leur projet, en privilégiant le lien entre les disciplines scolaires et leur environnement.

Elles peuvent être mise en œuvre par le professeur de la discipline, mais aussi le professeur principal, le conseiller d'orientation-psychologue...

Elles participent à la préparation de l'entretien de 3^e et plus généralement à l'accompagnement des élèves dans l'élaboration

de leur projet d'orientation.

LOOKING FOR A JOB

Mise en perspective

COMMENT ENTRER DANS LA VIE PROFESSIONNELLE ?

PASSER DE L'ÉCOLE AU MÉTIER
 Entrer dans la vie professionnelle est pour beaucoup une étape décisive qui marque le passage de l'école à la vie active et le changement de statut social. Choisir son premier emploi, trouver un stage ou être embauché par le destinataire des spécialistes du recrutement de votre pays, etc. S'agit d'un moment très important. Sources d'inspiration pour affronter ces choix, découvrez ces conseils. En fonction de votre situation, elles peuvent être mises en œuvre à tout moment de votre parcours : avant ou pendant vos études, pendant vos vacances, ou même après avoir obtenu votre diplôme.

1 Une activité
Analyser l'idée que l'on se fait du travail
Demander ses idées :
 - Je pense que le travail est...
 - Je pense que le travail est...
 - Je pense que le travail est...
 - Je pense que le travail est...
2 Un projet de travail, quelques définitions
Change : modifier quelque chose.
Carrière : parcours professionnel comportant des étapes et un objectif.
Être prêt : être prêt pour un travail.
Emploi : activité rémunérée, temporaire ou permanente.
Emplois : ensemble des emplois existants dans une société.
Formation : ensemble des activités visant à acquiescence des compétences nécessaires pour exercer une profession, un métier ou un métier.
Intégrer : intégrer quelque chose, faire partie d'un groupe.
Préparer : préparer quelque chose, faire les préparatifs.
Rechercher : chercher quelque chose.
Sélectionner : choisir quelque chose parmi plusieurs.
Trouver : trouver quelque chose.
Valoriser : valoriser quelque chose.

ET SI C'ÉTAIT MOI ?
 Suite aux ateliers de mise en perspective réalisés dans le cadre de votre projet d'orientation, voici un questionnaire à compléter et à discuter avec vos professeurs, vos amis et votre famille.

Métiers «-réels-» et métiers «-verts-», des collèges de métiers

10 Les 10 premiers métiers dont vous rêvez	Les 10 premiers métiers qui vous intéressent le plus
1. Professeur	1. Professeur
2. Médecin	2. Médecin
3. Éducateur	3. Éducateur
4. Journaliste	4. Journaliste
5. Secrétaire de direction	5. Secrétaire de direction
6. Journaliste	6. Journaliste
7. Psychologue	7. Psychologue
8. Publicitaire	8. Publicitaire
9. Dyalog	9. Dyalog
10. Artiste	10. Artiste

10 Les 10 premiers métiers dont il s'agit	Les 10 premiers métiers qui ne vous intéressent pas du tout
1. Ingénieur	1. Ingénieur
2. Médecin	2. Médecin
3. Technicien	3. Technicien
4. Journaliste	4. Journaliste
5. Professeur	5. Professeur
6. Sport	6. Sport
7. Pêche	7. Pêche
8. Métier	8. Métier
9. Militaire	9. Militaire
10. Militaire	10. Militaire

POUR ALLER PLUS LOIN...

Ressources documentaires ONISEP
 Ces documents de référence pour accompagner vos recherches des métiers, ont été réalisés dans le cadre de la thématique de l'orientation et sont disponibles sur le site ONISEP.

LOOKING FOR A JOB
 - Résumé des métiers
 - Les métiers en perspective
 - Comment trouver un emploi
 - Guide de l'orientation
 - Les métiers de demain
 - Les métiers de demain
 - Les métiers de demain
 - Les métiers de demain

POUR ALLER PLUS LOIN

En fin des mises en perspective un récapitulatif des métiers abordés dans les textes avec les références Onisep et leur classement dans le kiosque pour poursuivre le travail engagé.

Crédits photos

P. 8 : cd.geocities.com - p. 11 : Virginie Klecka/Onisep, JFD
p. 26 : Brigitte Gilles de la Londe/Onisep ; Lucas Schifres/Onisep ;
Virginie Klecka/Onisep - p. 31 : Brigitte Gilles de la Londe/Onisep ;
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HOW TO CHOOSE A JOB

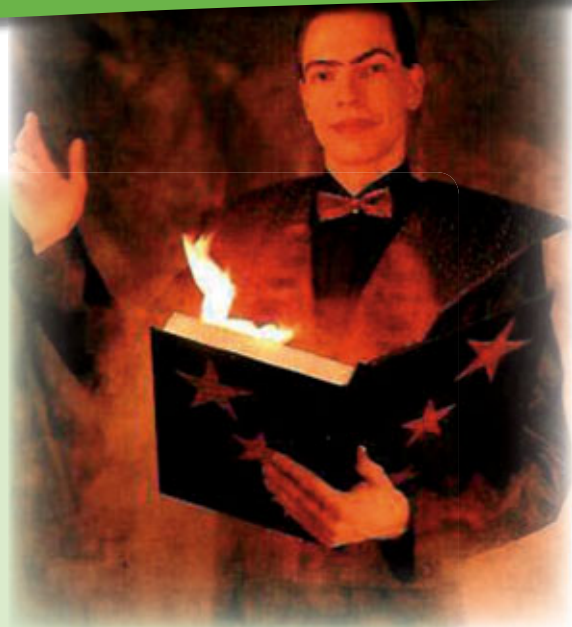
TEXTES ET EXPLOITATIONS

- Careers advice..... 8
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CAREERS ADVICE



As though to underline the importance of their upcoming examinations, a batch of pamphlets, leaflets and notices concerning various wizarding careers appeared on the tables in Gryffindor Tower shortly before the end of the holidays, along with yet another notice on the board, which read:

CAREERS ADVICE

All fifth-years are required to attend a short meeting with their Head of House during the first week of the summer term to discuss their future careers. Times of individual appointments are listed below.

Harry looked down the list and found that he was expected in Professor McGonagall's office at half past two on Monday, which would mean missing most of Divination. He and other fifth-years spent a considerable part of the final week-end of the Easter break reading all the careers information that had been left there for their perusal¹.

"Well, I don't fancy Healing", said Ron on the last evening of the holidays. He was immersed in a leaflet that carried the crossed bone-and-wand emblem of St Mungo's on its front. "It says here you need at least "E" at NEWT level in Potions, Herbology, Transfigurations, Charms and Defence Against the Dark Arts. I mean... blimey... don't want much, do they?"

"Well, it's a very responsible job, isn't it?" said Hermione absently. She was poring over a bright pink and orange leaflet that was headed, 'SO YOU THINK YOU'D LIKE TO WORK IN MUGGLE RELATIONS?' "You don't seem to need many qualifications to liaise² with Muggles; all they want is an OWL in Muggle studies: *Much more important is your enthusiasm, patience and a good sense of fun!*"

"You'd need more than a good sense of fun to liaise with my uncle," said Harry darkly. "Good sense of when to duck³, more like." He was halfway through a pamphlet on wizarding banking. "Listen to this: *Are you seeking a challenging career involving travel, adventure and substantial, danger-related treasure bonuses? Then consider a position with Gringotts Wizarding Bank, who are currently recruiting Curse-Breakers for thrilling opportunities abroad...* They want Arithmancy, though; you could do it, Hermione!"

"I don't fancy banking," said Hermione vaguely, now immersed in: "HAVE YOU GOT WHAT IT TAKES TO TRAIN SECURITY TROLLS?"

J.K. ROWLING, *Harry Potter and the Order of the Phoenix*, Bloomsbury, 2003

1. Pour lecture attentive
2. Être en relation
3. Esquiver, se dérober



VOCABULARY HELP

NOUNS	ADJECTIVES	VERBS AND EXPRESSIONS
<ul style="list-style-type: none"> ● unemployment = <i>le chômage</i> ● a career = <i>une carrière</i> ● self confidence = <i>la confiance en soi</i> ● a challenge 	<ul style="list-style-type: none"> ● optimistic ≠ pessimistic ● motivated ● ambitious ● conscientious ● wealthy = well-to-do = well-off = rich ● poor = badly-off ● unemployed = <i>sans emploi, au chômage</i> ● successful ≠ unsuccessful 	<ul style="list-style-type: none"> ● like = enjoy = be keen on = be fond of ● dislike ● hate ● agree ≠ disagree ● make a living = <i>gagner sa vie</i> ● become rich ● earn money = make money = <i>gagner de l'argent</i> ● reach one's goal = <i>atteindre son but</i> ● to succeed in = <i>réussir à</i>

EXPLOITATION

CAREERS ADVICE

1 BEFORE YOU READ THE TEXT

1 Answer these questions.

Author?

Titles?

Date?

2 Use the information in question 1 to present the document.

.....

.....

.....

3 Tick the best translation for the title "Career advice".

Conseils

Carrière

Orientation professionnelle

4 Guess (= devinez) what the text is going to be about.

.....

.....

.....

2 GENERAL COMPREHENSION: READ THE TEXT ONCE AND ANSWER THESE QUESTIONS

1 Name the three characters.

.....

.....

2 Where is the scene set?

.....

.....

.....

3 What are the three characters talking about?

.....

.....

.....

3 ON THE TEXT

> From the beginning to line 10

1 Find the translation of each of these words and expressions (in the order of the text).

Comme pour souligner.....

Paquet.....

Brochures.....

Carrière dans la magie.....

Tableau.....

Assister.....

Trimestre.....

Rendez-vous.....

Attendu.....

Rater.....

Vacances de Pâques.....

2 True or false? Tick the right answer and justify with a quotation from the text.

◆ Harry, Ron and Hermione are taking exams soon.

True / False

.....

.....

◆ Leaflets concerning different careers appeared after the holidays.

True / False

.....

.....

◆ Fifth-years are supposed to meet their Head of House to talk about their careers.

True / False

.....

.....

◆ Harry is supposed to meet Professor McGonagall on Monday at 2:15 to discuss his future career.

True / False

.....

.....

EXPLOITATION

CAREERS ADVICE

> From line 11 to the end

3 Tick the best translation for each of these words.

- Heal (l. 11): engager soigner aider
- Crossed (l. 12): croix dessiné croisé
- Bone (l. 12): un os une croix
 une baguette magique
- Wand (l. 12): un os une croix une baguette magique
- At least (l. 13): surtout cependant au moins
- Level (l. 13): niveau classe examen

4 When Ron says "Well I don't fancy Healing" (l. 11), he means that:

- He'd like to heal other people.
- He doesn't really want to heal other people.
- He's not sure he'd like to heal other people.

5 Do you think the Letter "E" for a test (l. 13) is a good or a bad result?

.....

.....

.....

6 Is it more difficult to work in Muggle (= moldu) relations or to work in healing? Why?

.....

.....

.....

7 What qualities are needed to work in Muggle relations?

-
-
-

8 Guess what NEWT and OWL are.

.....

.....

.....

9 True or false? Tick the right answer and quote the text to justify your answers.

- ◆ To work in a bank, you need to be adventurous.
- True / False
-
-
-

- ◆ If you work in banking, you can make money.
- True / False
-
-

- ◆ Gringotts Wizarding Bank is looking for people who are ready to travel.
- True / False
-
-

- ◆ You need to be good at Arithmancy to apply for a job at Gringotts Wizarding Bank.
- True / False
-
-

- ◆ Hermione is interested in a career in a bank.
- True / False
-
-

4 FURTHER QUESTIONS

1 Choose one of the careers below and say which one you would fancy and why if you lived in Harry Potter's world.

- Healing
- Muggle relations
- Wizarding banking
- Training trolls

2 Do you think that it's difficult to find a career or a job that you would enjoy?

.....

.....

.....

3 Have got an idea of your future career yet? If so, explain what career you'd like to pursue.

.....

.....

.....

.....

.....

FINDING A JOB WE LIKE



I don't know how other people manage their careers, I really don't. Like my oldest friend, Lissy. She's always known she wanted to be a lawyer – and now, ta-dah! She's a fraud barrister. But I left college with absolutely no clue. My first job was in estate agency, and I only went into it because I've always quite liked looking round houses, plus I met this woman with amazing red-lacquered nails at a career fair who told me she made so much money, she'd be able to retire when she was forty.

But the minute I started, I hated it. I hated all the other trainee estate agents. I hated saying things like "a lovely aspect". And I hated the way if someone said they could afford £300,000 we were supposed to give them details of houses costing at least £400,000, and then kind of look down our noses, like, "You only have £300,000? God, you complete loser."

So after six months I announced I was changing career and was going to be a photographer instead. It was such a fantastic moment, like in a film or something. My dad lent me the money for a photography course and camera, and I was going to launch this amazing new creative career, and it was going to be the start of my new life...

Except it didn't quite happen like that.

I mean, for a start, do you have any idea how much a photographer's assistant gets paid?

Nothing. It's nothing.

Which, you know, I wouldn't have minded if anyone had actually offered me a photographer's assistant's job.

SOPHIE KINSELLA, *Can You Keep a Secret?*
Black Swan, 2003



VOCABULARY HELP

NOUNS	ADJECTIVES	VERBS AND EXPRESSIONS
<ul style="list-style-type: none"> ● unemployment = <i>le chômage</i> ● a career = <i>une carrière</i> ● self confidence = <i>la confiance en soi</i> ● a challenge 	<ul style="list-style-type: none"> ● disappointed ● hopeful ≠ desperate ● optimistic ≠ pessimistic ● frustrated ● motivated ● ambitious ● conscientious ● poor = badly-off ● wealthy = well-to-do = well-off = rich ● unemployed = <i>sans emploi, au chômage</i> ● successful ≠ unsuccessful 	<ul style="list-style-type: none"> ● like = enjoy = be keen on = be fond of ● dislike ● hate ● agree ≠ disagree ● rely on = <i>compter sur</i> ● make a living = <i>gagner sa vie</i> ● earn money = make money = <i>gagner de l'argent</i> ● become rich ● be underpaid = <i>être sous-payé</i> ● reach one's goal = <i>atteindre son but</i> ● realize = <i>se rendre compte de</i> ● to succeed in = <i>réussir à</i>

EXPLOITATION

FINDING A JOB WE LIKE

1 BEFORE YOU READ THE TEXT

1 Have you already got an idea of your future career?

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2 What job would you like to do?

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3 In what professional sphere would you like to work?

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2 VOCABULARY: CHECK YOU UNDERSTAND SOME OF THE WORDS FROM THE TEXT

Complete the sentences below with words from the text.

- ◆ A is somebody whose job is to defend other people.
- ◆ is the school you go to from the age of 16 to the age of 18 in England.
- ◆ An is a place where you go when you need to buy or to sell a house.
- ◆ are parts of your fingers which some women like to have coloured.
- ◆ A is a big place where you go when you don't know what job you want to do. There are people who can help and advise (= *conseiller*) you.

◆ Most people when they are between 60 and 70 years old. They no longer have to go to work.

◆ When you have a lot of money, you can to buy very expensive things.

◆ When somebody you money, they expect you to give it back to them.

3 ON THE TEXT

1 True or false? Justify your answers by quoting from the text.

◆ The narrator knows what career she wants.

True / False

◆ Lissy is the narrator's oldest friend.

True / False

◆ Lissy is successful and has managed to do the job she's always wanted to do.

True / False

2 "I left college with absolutely no clue" means that:

When the narrator left school, she didn't know what career she wanted.

When the narrator left school, she knew what career she wanted.

3 Why did the narrator want to become an estate-agent? Give two reasons.

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EXPLOITATION

FINDING A JOB WE LIKE

4 Did she like this job? Why or why not?

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5 True or false? Justify your answers by quoting from the text.

◆ 8 months later the narrator decided to become a photographer.

True / False

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.....
.....

◆ At the beginning, she liked this job.

True / False

.....
.....
.....

◆ Her father gave her money to help her in her new career.

True / False

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.....

6 Explain why the narrator was once again disappointed with this new career. Give two reasons.

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4 FURTHER QUESTIONS

1 What do you think of the narrator's state of mind? How must she feel?

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2 Do you think it's easy to find a job you like?

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3 Translate the following sentences into english. Use the "vocabulary help".

◆ De nos jours, il est parfois difficile de trouver le métier que nous aimerions faire.

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.....

◆ La narratrice manque de confiance en elle mais semble consciencieuse et motivée.

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◆ Elle peut compter sur sa famille pour l'aider.

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QUALITIES FOR A JOB

CARTOON 1: I COULDN'T FIND MY KEYS



CARTOON 2: SO... WASSUP' TODAY?



TEN DESIRABLE QUALITIES

1. Well groomed
Clean, neat and ironed clothing (tongue and nose rings are still frowned upon in many places)
2. Good oral and written communication skills
Speak clearly with proper grammar (save the slang for social occasions).
Write clearly with proper spelling and grammar.
3. Neat, thorough and complete application
4. Basic math, reasoning and reading comprehension skills
Ability to add, subtract, multiply and divide. Ability to read and understand written instructions.
5. Ambition
6. Courtesy
7. Trustworthiness
8. Self-motivation
9. Willingness to learn
10. Reliable

Today's employers also want workers to have the following skills :

- **Organization**: the ability to manage time efficiently and maintain an orderly, neat or clean work area.
- **Problem solving**: the ability to identify, analyse and solve problems that may arise.
- **Teamwork**: the ability to work successfully with others and for the good of the employer.

Source: www.Teens4Hire.org

VOCABULARY HELP

- slang = *argot*
- spelling = *orthographe*
- trustworthiness = *loyauté, fidélité*
- willingness = *volonté*

EXPLOITATION

QUALITIES FOR A JOB

1 TEN DESIRABLE QUALITIES

1 Tick the appropriate answer. Use the context to guess the best translation for each of these expressions:

- Well groomed: bien élevé soigné
- Clean: propre bien élevé sale
- Neat: correct soigné
- Ironed: net sale repassé
- "Tongue and nose rings are still frowned down in many places":
 - Les piercings sur la langue et le nez sont mal vus dans beaucoup d'endroits.
 - Les piercings sur la langue et le nez sont acceptés dans beaucoup d'endroits.
 - Les piercings sur la langue et le nez sont interdits dans beaucoup d'endroits.
- Skill: habitude compétence
- Thorough: détaillé(e) superficiel(le)
- Application: application candidature
- Reliable: sûr de soi autonome
 - sur qui on peut compter
- Arise: surmonter survenir résoudre

2 Tick the qualities which correspond to your personality and which could help you find a job. Check in the dictionary the meaning of the words you don't understand.

- | | |
|--|--|
| <input type="checkbox"/> optimistic | <input type="checkbox"/> lazy |
| <input type="checkbox"/> pessimistic | <input type="checkbox"/> punctual |
| <input type="checkbox"/> narrow-minded | <input type="checkbox"/> sensitive |
| <input type="checkbox"/> open-minded | <input type="checkbox"/> moody |
| <input type="checkbox"/> imaginative | <input type="checkbox"/> Proud |
| <input type="checkbox"/> conscientious | <input type="checkbox"/> tactful |
| <input type="checkbox"/> accurate | <input type="checkbox"/> selfish |
| <input type="checkbox"/> calm | <input type="checkbox"/> touchy |
| <input type="checkbox"/> careless | <input type="checkbox"/> stubborn |
| <input type="checkbox"/> cautious | <input type="checkbox"/> polite |
| <input type="checkbox"/> ambitious | <input type="checkbox"/> arrogant |
| <input type="checkbox"/> efficient | <input type="checkbox"/> sensible |
| <input type="checkbox"/> boisterous | <input type="checkbox"/> bossy |
| <input type="checkbox"/> honest | <input type="checkbox"/> absent-minded |
| <input type="checkbox"/> industrious | <input type="checkbox"/> modest |
| <input type="checkbox"/> energetic | <input type="checkbox"/> patient |
| <input type="checkbox"/> shy | <input type="checkbox"/> helpful |

2 CARTOONS : GET READY

Observe and describe these two cartoons which represent job interviews. What do you think of the two candidates' behaviour? Do you think they will get the job? Why or why not?

.....

.....

.....

3 CARTOON 1 : I COULDN'T FIND MY KEYS

VOCABULARY HELP

NOUNS	<ul style="list-style-type: none"> • a suit = <i>un costume</i> • a tie • a shirt • an attaché-case • a laptop = <i>un ordinateur portable</i> • rudeness ≠ politeness • application = <i>candidature</i> • a candidate = an applicant
ADJECTIVES	<ul style="list-style-type: none"> • rude ≠ polite • annoyed = bothered = <i>agacé</i> • serious • perfect = beyond reproach • disappointed • motivated • reliable = <i>sur qui on peut compter</i>
VERBS AND EXPRESSIONS	<ul style="list-style-type: none"> • carry ≠ wear • be in a hurry = <i>être pressé</i> • miss one's bus / train ≠ catch one's bus / train • apologize for + V - ing = <i>s'excuser de</i> • get ready = <i>se préparer</i> • apply for a job

1 Oral presentation of the document. Answer your teacher's questions on the document.

◆ How do you think the interviewer reacted to the applicant's attitude?

◆ Fill in the grid below. What attitude should you have when you have a job interview? And what shouldn't you do?

Things you should do	Things you shouldn't do

EXPLOITATION

QUALITIES FOR A JOB

2 Grammar: «should»

A partir de l'énoncé suivant: «What attitude should you have when you have a job interview?»

◆ Quel est l'ordre des mots dans la question?
Mettez la question à la forme affirmative: You.....
.....

- ◆ Cochez la bonne réponse.
- Should est un verbe
 - Should est un auxiliaire modal
 - Should est un pronom personnel

◆ Dans la forme affirmative, quelle forme suit «should»?
 base verbale V-ING participe passé

◆ Quelle est la valeur de should?
 reproche obligation conseil interdiction

À partir de l'énoncé suivant: «things you shouldn't do»

◆ Quelle forme suit "shouldn't"?
.....
.....
.....

◆ Quelle est la valeur de "shouldn't"?
.....
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Concluez: quelles sont les valeurs des auxiliaires modaux «should» et «shouldn't»?

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4 CARTOON 2 : SO... WASSUP' TODAY?



VOCABULARY HELP

NOUNS	<ul style="list-style-type: none"> • a suit = <i>un costume</i> • a tie • a fist = <i>un poing</i> • behaviour = attitude • an applicant = a candidate • application = <i>candidature</i> • rudeness ≠ politeness
ADJECTIVES	<ul style="list-style-type: none"> • be unhappy with = be dissatisfied with • angry • familiar ≠ formal • rude ≠ polite
VERBS AND EXPRESSIONS	<ul style="list-style-type: none"> • realize = <i>se rendre compte de</i> • be aware of (= <i>être conscient de</i>) ≠ be unaware of (<i>être inconscient de</i>) • raise one's arm / hand = <i>lever le bras / la main</i> • greet = <i>saluer</i> • have an interview • be fed up with = <i>en avoir marre de</i> • crumple = <i>froisser</i> • behave = <i>se comporter</i> • to apply for a job

1 What type of document is it?

.....

2 Check you understand the meaning of what the character on the left says. "So.... Wassup' today" means:

- Salut!
- Comment allez-vous aujourd'hui?
- Qu'est ce qui ne va pas aujourd'hui?
- Quoi de neuf aujourd'hui?

3 Describe the document: characters, situation, place, etc.

◆ What is going on?
.....
.....
.....

◆ Can you analyse the reaction of the two people on the right?
.....
.....
.....

◆ What do you think of the attitude of the man on the left?
.....
.....
.....

CORRIGÉS

CAREERS ADVICE

1 BEFORE YOU READ THE TEXT

1 Answer these questions.

Author?: J. K. Rowling

Titles?: "Careers advice", *Harry Potter and the Order of the Phoenix*.

Date?: 2003

2 Use the information in question 1 to present the document.

This text is an extract from J. K. Rowling's *Harry Potter and the Order of the Phoenix* which was written in 2003.

3 Tick the best translation for the title "Career advice".

Orientation professionnelle

4 Guess (= devinez) what the text is going to be about.

This passage is probably going to deal with different possible careers. The characters are certainly going to talk about what job or what career they would like to pursue. Maybe they don't know yet what they'd like to do.

2 GENERAL COMPREHENSION: READ THE TEXT ONCE AND ANSWER THESE QUESTIONS

1 Name the three characters

The three characters are Harry, Ron and Hermione.

2 Where is the scene set?

The scene is set in Gyffindor Tower.

3 What are the three characters talking about?

The three characters are talking about the various possibilities concerning their future career. They are discussing which job they would or wouldn't like to do and what qualities are required for some careers.

3 ON THE TEXT

> From the beginning to line 10

1 Find the translation of each of these words and expressions (in the order of the text).

Comme pour souligner = as if to underline (l. 1).

Paquet = a batch (l. 1)

Brochures = leaflets (l. 2)

Carrière dans la magie = wizarding career (l. 2)

Tableau = board (l. 3)

Assister = attend (l. 5)

Trimestre = term (l. 6)

Rendez-vous = appointments (l. 6)

Attendu = expected (l. 7)

Rater = miss (l. 8)

Vacances de Pâques = Easter break (l. 9)

2 True or false? Tick the right answer and justify with a quotation from the text.

◆ Harry, Ron and Hermione are taking exams soon.

True: "As though to underline the importance of their upcoming examinations" (l. 1)

◆ Leaflets concerning different careers appeared after the holidays.

False: "a batch of pamphlets, leaflets and notices concerning various wizarding careers appeared on the tables shortly before the end of the holidays" (l. 2-3)

◆ Fifth-years are supposed to meet their Head of House to talk about their careers.

True: "All fifth-years are required to attend a short meeting with their Head of House during the first week of the term to discuss their future career." (l. 5-6)

◆ Harry is supposed to meet Professor McGonagall on Monday at 2:15 to discuss his future career.

False: "he was expected in professor McGonagall's office at half past two on Monday" (l. 7-8)

> From line 11 to the end

3 Tick the best translation for each of these words.

- Heal (l. 11): soigner

- Crossed (l. 12): croisé

- Bone (l. 12): un os

- Wand (l. 12): une baguette magique

- At least (l. 13): au moins

- Level (l. 13): niveau

4 When Ron says "Well I don't fancy Healing" (l. 11), he means that:

He doesn't really want to heal other people.

5 Do you think the letter "E" for a test (l. 13) is a good or a bad result?

The letter "E" corresponds to a very good mark (Exceeds Expectations).

6 Is it more difficult to work in Muggle (= moldu) relations or to work in Healing? Why?

It's more difficult to work in healing than to work in Muggle relations because you need to study more subjects to work in healing. Besides, to work in Healing you need very good school results.

7 What qualities are needed to work in Muggle relations?

- You need to be enthusiastic.

- You need to be patient.

- You need to have a good sense of fun.

CORRIGÉS

8 Guess what NEWT and OWL are.

NEWT and OWL are the names of examinations.

9 True or false? Circle the right answer and quote the text to justify your answers.

- ◆ To work in a bank, you need to be adventurous.

True: "Are you seeking a challenging career involving travel, adventure and substantial, danger-related treasure bonuses?" (l. 22-23)

- ◆ If you work in banking, you can make money.

True: "danger-related treasure bonuses" (l. 23)

- ◆ Gringotts Wizarding Bank is looking for people who are ready to travel.

True: "involving travel" (l. 22) / "thrilling opportunities abroad" (l. 24)

- ◆ You need to be good at Arithmancy to apply for a job at Gringotts Wizarding Bank.

True: "They want Arithmancy, though" (l. 24-25)

- ◆ Hermione is interested in a career in a bank.

False: "I don't fancy banking" (l. 26)

4 FURTHER QUESTIONS

1 Choose one of the careers below and say which one you would fancy and why if you lived in Harry Potter's world.

- Healing
- Muggle relations
- Wizarding banking
- Training trolls

- *Quelques exemples.*

- I would choose healing because I like looking after people. I think it's great to cure people and to find out what disease they might have and how to heal them. It's wonderful to be able to help other people. I've always wanted to pursue a career which involved helping the others.

- If I lived in Harry Potter's world, I'd probably like to work in Muggle relations because it's good fun. We don't need many qualifications, and as I don't want to study too long, it's perfect for me. I like being in contact with other people, and I think I'm quite patient, so this would be the perfect job for me.

- If I lived in Harry Potter's world, I'm sure I would enjoy working in wizarding banking because I've always been interested in money. Besides, I love travelling and going through new adventures so this career would be the best one for me. I'm not keen on routine and rather like variety.

- If I lived in Harry Potter's world, I would probably fancy training trolls as I like some danger from time to time. Some people say I'm a daredevil. I'm fond of unusual animals and creatures, and I think training trolls is a big challenge.

2 Do you think that it's difficult to find a career or a job that you would enjoy?

- *Quelques exemples.*

- It's indeed quite difficult to know at our age what job we would like to find. We can change our mind in the meantime. Sometimes we don't realize the difficulties of some jobs or we don't realize what qualities are required for a job. Most people want to do a job they like and thanks to which they earn enough money.

- Nevertheless some people know very early what career they want to pursue, they have a passion and are ready to do anything to reach their goal.

- Also the job we find depends on our results at school and how well we manage. Therefore it's important to think in advance of our future career and what qualities we need to reach our goal.

- To find our career and succeed, we have to be ambitious, determined and self-confident.

Have got an idea of your future career yet? If so, explain to the class what career you'd like to pursue.

FINDING A JOB WE LIKE

1 BEFORE YOU READ THE TEXT

Vous pouvez interroger les élèves, individuellement, par oral ou écrit et/ou organiser un débat au sein de la classe.

2 VOCABULARY: CHECK YOU UNDERSTAND SOME OF THE WORDS FROM THE TEXT.

Complete the sentences below with words from the text.

- ◆ A **lawyer** (l. 2) is somebody whose job is to defend other people.
- ◆ **College** (l. 3) is the school you go to from the age of 16 to the age of 18 in England.

- ◆ An **estate agency** (l. 3) is a place where you go when you need to buy or to sell a house.

- ◆ **Nails** (l. 4) are parts of your fingers which some women like to have coloured.

- ◆ A **career fair** (l. 5) is a big place where you go when you don't know what job you want to do. There are people who can help and advise (= *conseiller*) you.

- ◆ Most people **retire** (l. 5) when they are between 60 and 70 years old. They no longer have to go to work.

- ◆ When you have a lot of money, you can **afford** (l. 7) to buy very expensive things.

- ◆ When somebody **lends** (l. 11) you money, they expect you to give it back to them.

CORRIGÉS

3 ON THE TEXT

1 True or false? Justify your answers by quoting from the text.

- ◆ The narrator knows what career she wants.

False: "But I left college with absolutely no clue" (l. 2-3)

- ◆ Lissy is the narrator's oldest friend.

True: "Like my oldest friend, Lissy" (l. 1)

- ◆ Lissy is successful and has managed to do the job she's always wanted to do.

True: "She's always known she wanted to be a lawyer – and now, ta-dah! She's a fraud barrister" (l. 2)

2 "I left college with absolutely no clue" means that:

When the narrator left school, she didn't know what career she wanted.

3 Why did the narrator want to become an estate-agent? Give two reasons.

- Because she liked seeing other people's houses ("I've always quite liked looking round houses" l. 4).

- Because she thinks she can make a lot of money if she becomes an estate-agent ("plus I met this woman who told me she made so much money she'd be able to retire when she was forty" l. 4-5).

4 Did she like this job? Why or why not?

The narrator didn't like the job because she didn't like the people she trained and worked with. Besides, she didn't like the fact that they were obsessed with money and she hated the way they looked at potential buyers who couldn't afford to buy the most expensive houses.

5 True or false? Justify your answers by quoting from the text.

- ◆ 8 months later the narrator decided to become a photographer.

False: "So after six months, I announced I was changing career and was going to be a photographer instead" (l. 10-11)

- ◆ At the beginning, she liked this job.

True: "It was such a fantastic moment, like a film or something" (l. 11)

- ◆ Her father gave her money to help her in her new career.

False: "My father lent me the money for a photography course and a camera" (l. 11-12)

6 Explain why the narrator was once again disappointed with this new career. Give two reasons.

The narrator is disappointed with this new career because nothing happened the way she had hoped. Firstly she hadn't realized how little this job was paid. Secondly, she couldn't even find a job as a photographer.

4 FURTHER QUESTIONS

1 What do you think of the narrator's state of mind? How must she feel?

The narrator feels disappointed and frustrated not to be able to find a job she likes and not to be able to fulfill her ambitions. She'd like to succeed and launch a career instead of constantly starting a new job. She seems not to know what she really likes or realizes too late that the jobs she chose either don't suit her or are underpaid. On the one hand, we get the impression that she tries to find excuses for her failures. On the other hand, it seems that she hopes to find a job she likes and tries not to be too pessimistic.

2 Do you think it's easy to find a job you like?

It's indeed quite difficult to know at our age what job we would like to find. We can change our mind in the meantime. Sometimes we don't realize the difficulties of some jobs or we don't realize what qualities are required for a job. Most people want to do a job they like and thanks to which they earn enough money.

Nevertheless some people know very early what career they want to pursue, they have a passion and are ready to do anything to reach their goal.

3 Translate the following sentences into English. Use the "vocabulary help".

- ◆ De nos jours, il est parfois difficile de trouver le métier que nous aimerions faire.

Nowadays it's sometimes difficult to find a job which we would like to do.

- ◆ La narratrice manque de confiance en elle mais semble consciencieuse et motivée.

The narrator lacks self-confidence but seems conscientious and motivated.

- ◆ Elle peut compter sur sa famille pour l'aider.

She can rely on her family to help her.



CORRIGÉS

QUALITIES FOR A JOB

1 TEN DESIRABLE QUALITIES

1 Tick the appropriate answer. Use the context to guess the best translation for each of these expressions:

- Well groomed : *soigné*
- Clean : *propre*
- Neat : *soigné*
- Ironed : *repassé*
- "Tongue and nose rings are still frowned down in many places" : *Les piercings sur la langue et le nez sont mal vus dans beaucoup d'endroits.*
- Skill : *compétence*
- Thorough : *détaillée*
- Application : *candidature*
- Reliable : *sur qui on peut compter*
- Arise : *survenir*

2 Tick the qualities which correspond to your personality and which could help you find a job. Check in the dictionary the meaning of the words you don't understand.

(NOTE: Cette question peut être donnée à faire à la maison ou peut aussi faire l'objet d'un travail sur l'utilisation du dictionnaire en classe.)

On pourra demander aux élèves d'associer, aux qualités retenues, un ou plusieurs métiers. Les associations obtenues pourront faire l'objet d'un débat.

2 CARTOONS: GET READY

Answer your teacher's questions

Présenter le document iconographique de manière fragmentée (soit au rétroprojecteur grâce à un système de caches, soit en découpant les photocopies), et faire un travail à l'oral avec les élèves.

1^{re} étape: Ne montrer que le personnage de gauche et dissimuler ce qu'il dit ainsi que la personne assise devant son ordinateur.

- Describe the scene. What can you see? Describe the man (clothes, attitude)

The brown-haired man is wearing a grey suit, a blue shirt and a red tie. He is carrying an attaché-case. He seems to be in a hurry because it looks like he's running. He's stretching his arm out as if he wanted to catch something and his tie shows that he must be in a hurry as well.

- Imagine where he is going. What happened to him? Why is he in such a hurry?

We can suppose that the man is late for work and is running after his train or his bus. He doesn't want to miss it otherwise he will be late for work. He definitely wants to catch his train or his bus. He may be calling the bus driver to ask him to wait for him. He may have forgotten something inside his house and had to go back home, that's why he's late. Or he may have forgotten to set his alarm clock or hasn't heard it, which explains why he's in such a hurry. Perhaps he took his time to get ready.

2^e étape: Dévoiler l'homme assis devant son ordinateur.

- What is going on? What kind of situation is it?

A nearly-bald man wearing a dark grey suit is sitting in front of a laptop. We may assume that it's a job interview.

- What are the two men doing?

The man sitting in front of his laptop is waiting for the other one who is late for his job interview.

- What do you think both men are saying or thinking?

The man who is late is probably apologizing for being late and explaining the reasons for his being late. The other man must be annoyed / bothered because of his rudeness. He probably thinks that he won't get the job because he was late, which shows that he isn't serious enough.

3^e étape: Dévoiler complètement l'image.

- In reality, what happened to the man on the left?

In reality the man didn't miss his bus or his train but couldn't find his keys and had to look for them before leaving for his job interview.

- Do you think the man got the job? Why / why not? If you were the interviewer would you give the man the job?

I doubt the man got the job because when you have a job interview you have to be perfect / beyond reproach: you have to be on time, properly dressed and give the best impression you can.

If I were the interviewer, I would probably reject the man's application because I think it's important to be on time for a job interview. I think the reason he gives isn't serious enough to justify his mistake. Not finding one's keys is not a good excuse. If he's late for his job interview, we can assume that he will often be late for work.

Yet, if during the interview, he shows that he is the best applicant / candidate for the job, then perhaps I would hesitate and reconsider my position.

CORRIGÉS

3 CARTOON 1 : I COULDN'T FIND MY KEYS

1 Oral presentation of the document. Answer your teacher's questions on the document.

◆ How do you think the interviewer reacted to the applicant's attitude?

The man must have been surprised because usually most people arrive on time at a job interview since it is so important. He probably was disappointed and thought that this candidate was rude and not really serious. Besides, he must have been annoyed by his attitude because he wasted his time waiting for him.

◆ Fill in the grid below. What attitude should you have when you have a job interview? And what shouldn't you do?

Things you should do	Things you shouldn't do
<ul style="list-style-type: none"> - Be on time - Be dressed properly and look clean - Speak clearly and politely - Show a good ability to communicate - Show how motivated you are - Show you want to learn and progress - Show you are reliable ... 	<ul style="list-style-type: none"> - Arrive late - Wear casual clothes - Use slang language - Splutter / stammer - Show little concern for the job ...

2 Grammar: «should»

Révision de la valeur du modal *should* à partir de la question précédente.

A partir de l'énoncé suivant: «What attitude should you have when you have a job interview?»

◆ Quel est l'ordre des mots dans la question?

Mot interrogatif + nom + auxiliaire + sujet + base verbale

Mettez la question à la forme affirmative: You ...

You should have

◆ Cochez la bonne réponse.

Should est un auxiliaire modal

◆ Dans la forme affirmative, quelle forme suit «should»?
base verbale

◆ Quelle est la valeur de *should*?
conseil

À partir de l'énoncé suivant: «things you shouldn't do»

◆ Quelle forme suit «shouldn't»?

base verbale

◆ Quelle est la valeur de «shouldn't»?
conseil (de ne pas faire quelque chose).

Concluez: quelles sont les valeurs des auxiliaires modaux «should» et «shouldn't»?

Ils expriment tous deux le conseil.

4 CARTOON 2: SO... WASSUP'TODAY

1 What type of document is it?

This document is a cartoon.

2 Check you understand the meaning of what the character on the left says. "So... Wassup' today" means:

Quoi de neuf aujourd'hui?

3 Describe the document: characters, situation, place, etc.

The cartoon represents three people. A man on the left is wearing a blue suit with a red tie and has got glasses. He's raising his hand and saying "so wassup' today?!" at the same time. On the right, we can see two men wearing suits and ties as well. They are sitting behind a table and have got notes in front of them. They look dissatisfied with something. It seems that the man on the left has come for a job interview.

◆ What is going on? What do you think of the way the man on the left is speaking?

The man who has come for a job interview isn't speaking clearly, he's swallowing his words. Besides, if he has come for a job interview he shouldn't be speaking like this and shouldn't raise his hand. He seems to treat / consider the two men who are supposed to interview him as friends. Apparently he doesn't realize that his behaviour isn't appropriate.

◆ Can you analyse the reaction of the two people on the right?

The two men on the right are clearly unhappy with the applicant's behaviour. The expression on their faces shows that they look angry and fed up. Besides, they're crumpling their sheets of paper, out of exasperation. One of them has got his fist on the table and they are both showing their teeth. We can suppose that they've been waiting for him for a while as well. They don't appreciate the way he comes in the room, especially if he's late.

◆ What do you think of the attitude of the man on the left?

Do you think he will get the job?

I think the man's behaviour isn't appropriate for a job interview. He shouldn't greet them as though they were friends, but he should keep some distance and be less familiar with them / he should be more formal. Politeness is essential during a job interview. Yet the positive aspect of the situation is that he's wearing a suit. He seems unaware of what is wrong with his attitude. He doesn't realize that he's being rude to them and that he's not likely to get the job.

Mise en perspective

COMMENT CHOISIT-ON UN MÉTIER ?



« J'AIME LES LANGUES VIVANTES, JE ME VOIS BIEN... »

Spontanément, chacun souhaite exercer plus tard un métier qui lui plaît, et tout aussi spontanément, chacun s'imagine dans l'avenir, comme Harry Potter et ses amis, dans les métiers ayant un lien avec ses goûts et ses intérêts actuels.

Dans le même temps, les métiers sont pour beaucoup, peu ou mal connus, les images que nous en avons, parfois loin de la réalité, ou sans réelle consistance.

Pourquoi ne pas partir de ce que l'on aime pour apprendre à chercher et à analyser les informations, afin de mieux connaître les métiers, d'en découvrir de nouveaux, d'explorer le monde professionnel et d'élargir ainsi éventuellement ses domaines d'intérêts ?

Le goût des langues étrangères peut être un point de départ pour explorer la réalité du monde professionnel, et mesurer l'atout que leur maîtrise peut représenter dans le contexte européen et mondial.

UNE ACTIVITÉ

Comprendre la place et le rôle des langues dans l'exercice de différents métiers.

À partir d'une liste de métiers ci-jointe, demander aux élèves :

- individuellement puis en groupe, de classer ces métiers suivant 4 critères :
 - ceux pour lesquels la pratique d'une langue est la base du métier ;
 - ceux qui nécessitent la maîtrise d'une ou plusieurs langues ;
 - ceux pour lesquels la maîtrise d'une langue peut être un plus, ouvrir d'autres possibilités ;
 - ceux, enfin, pour lesquels elle ne change rien.
- mettre en commun le classement des différents groupes.
- répondre aux questions suivantes :
 - expliciter le classement
 - quelles différences entre les groupes ?
 - comment comprendre les désaccords éventuels ?
- repérer, suivant les métiers, les autres savoirs et compétences nécessaires.

<ul style="list-style-type: none"> - acheteur - agent d'assurance - agent de comptoir - agent immobilier - agent de transit - agronome - aiguilleur du ciel - antiquaire - archéologue - architecte - attaché de presse - avocat - barman - boulanger - cartographe - chauffeur de taxi - chef de chantier du BTP - chef de produit marketing - chef de projet humanitaire - chef des ventes - chercheur 	<ul style="list-style-type: none"> - coiffeur - comédien - commercial export - comptable - concepteur de jeux vidéo - consignataire de navire - cuisinier - déclarant en douane - déménageur - diplomate - directeur d'hôtel - ébéniste - éditeur - éducateur de jeunes enfants - électriciens ergonome - géomètre - horticulteur - ingénieur forestier - forfaitiste-billettiste - gendarme 	<ul style="list-style-type: none"> - géologue - guide interprète - guide-accompagnateur - infographiste - informaticien - ingénieur (construction navale) - ingénieur d'affaires - ingénieur financier - Ingénieur (construction hydraulique) - interprète - journaliste - lad-jokey - maçon - masseur-kinésithérapeute - médecin généraliste - mécanicien d'entretien d'avion - merchandiser - notaire 	<ul style="list-style-type: none"> - océanologue - officier de la marine marchande - pharmacien - pilote de ligne - professeur - reporter-photographe - sapeur-pompier - steward - styliste - soudeur - sportif de haut-niveau - technicien chimiste - traducteur de revues scientifiques - vendeur - vétérinaire
---	--	---	--

Les métiers sont distingués par une couleur :

- **rouge** : les métiers qui ont les langues pour objet (ou peuvent l'avoir, cf professeur) ;
- **bleue** : les métiers où la pratique d'une LV étrangère est indispensable ;
- **verte** : les métiers où elle est nécessaire ;
- **noire** : les métiers où elle est un atout (diversification du métier, promotion, relation avec une clientèle étrangère, travail à l'étranger... Par exemple : un barman, un coiffeur, un boulanger, un sapeur-pompier...).

Ce classement peut être discuté, l'important étant de faire réfléchir les élèves à l'intérêt de la connaissance et de la pratique des langues étrangères.

« JE SUIS BON(NE) EN ANGLAIS... »

...Plus tard, je veux faire un métier avec des langues, parce que j'aime communiquer avec les autres... »

Le sentiment de réussir dans une matière détermine bien des choix, parfois même de manière exclusive ; on privilégie souvent, pour l'avenir, ce que l'on connaît et réussit dans le présent. On peut souhaiter exercer un métier que l'on associe à certaines disciplines, par exemple le métier d'enseignant et... les mathématiques, en raison de ses résultats scolaires, et plus généralement de ses points forts et de ses qualités. Le texte, « Qualities for a job » montre l'importance accordée par des employeurs aux qualités des candidats à l'emploi. Beaucoup d'entre elles sont demandées quelque soit l'emploi, alors que d'autres ne sont indispensables que dans l'exercice de certains métiers. Habituelle, quand il s'agit de choisir une formation, la prise en compte de ses points forts s'appuie sur la capacité à s'évaluer et se confronter à différents points de vue.



Analyser les liens entre les intérêts, la réussite scolaire et l'image que l'on a de soi.

Lors d'une heure de vie de classe par exemple, proposer aux élèves :

- un jeu de rôles : celui d'un élève voulant entreprendre des études de langues, alors qu'il obtient de bien meilleurs résultats dans les matières scientifiques et celui de son PP essayant de le convaincre de changer d'avis ;
- un débat contradictoire entre 2 groupes de la classe, autour de la question : aime-t-on toujours une matière dans laquelle on a de bons résultats ? Chaque équipe devra trouver les arguments pour défendre son point de vue. Demander ensuite à chacun de réfléchir à sa propre situation.

Un autre thème de débat possible.

Le choix d'un métier, par exemple dans la restauration, par quelqu'un de très timide ; est-ce un projet à décourager ou à soutenir ?

CE QUI COMPTE POUR MOI DANS LE CHOIX D'UN CHOIX DE MÉTIER

Les raisons du choix d'un métier ne se limitent pas aux intérêts ou aux résultats scolaires. Différents facteurs, plus ou moins diversifiés, peuvent être déterminants. Ils peuvent être liés au métier, ce sont par exemple : le statut social, les conditions d'exercice, les avantages imaginés ou réels que le métier choisi apporte.

Ils peuvent également être plus subjectifs ou circonstanciels comme par exemple le modèle que représente une personne de son entourage, ou encore, comme on l'a vu avec Sophie Kinsella dans le texte « Finding a job we like », la valeur qu'a pour chacun tel ou tel aspect du travail. Parfois en effet, l'accent mis sur certains aspects d'un métier va jusqu'à en occulter d'autres. Ainsi, ces facteurs de choix vont compter de manière différente suivant les uns ou les autres.

UNE ACTIVITÉ

Analyser la représentation d'un métier.

Demander aux élèves :

- de lister, dans un 1^{er} temps individuellement, puis ensemble, toutes les raisons que l'on peut avoir de devenir... par exemple interprète ;
- de comparer des fiches-métier françaises et anglaises, ou de décrire un métier en anglais, à partir d'une fiche-métier française...
- de réaliser une enquête auprès d'adultes de leur entourage, en essayant de répondre à 3 questions concernant leur choix professionnel, par exemple : quelles en ont été les raisons, comment ont-ils vécu leurs parcours, feraient-ils les mêmes choix aujourd'hui ?

Pour chercher des descriptifs de métiers en anglais, cf le site : <http://connexions-direct.com/jobs4u/>

« JE NE SAIS PAS CE QUE JE VEUX FAIRE »

« Que veux-tu faire comme métier ? » A cette question, souvent posée dès l'enfance, on peut avoir du mal à répondre. Dans la méconnaissance de ce qui est possible, on a souvent l'impression de ne pas savoir ce que l'on aime.

Comment dérouler le fil rouge qui va permettre, quand on est au collège, de construire par étapes son parcours de formation et de se préparer à faire, en temps voulu, un choix professionnel ?

Le choix d'un métier déterminé, qui est le but final, va ainsi s'élaborer progressivement, parfois varier, se préciser, tout au long des apprentissages et des expériences.

Pour se donner des éléments de choix, il est nécessaire de construire des représentations des métiers, du monde social et professionnel, et pour cela :

- entreprendre une démarche d'exploration en partant de ses intérêts, de ses points forts ; pour aller plus loin, s'informer, découvrir les métiers en prenant en compte leurs différentes dimensions ;
- échanger au cours de débats, à partir de témoignages ou d'enquêtes, et mesurer ainsi la différence des opinions, l'impact des stéréotypes et des idées toutes faites.

UNE DÉMARCHÉ À METTRE EN PLACE

Pour s'informer et exploiter différentes sources d'informations :

- penser au CDI, au CIO, à consulter des sites, comme :
- www.onisep.fr, pour les élèves ;
- www.onisep.fr/equipeseducatives, pour les professionnels de l'Education.

Confronter les opinions et comparer les points de vue :



penser aux forums, salons, à préparer des rencontres avec des professionnels, des visites d'entreprise, un stage de découverte des métiers...

POUR ALLER PLUS LOIN...



Ressources documentaires ONISEP

Des documents de référence pour accompagner les recherches des élèves sur les métiers abordés dans cette thématique et à retrouver dans le Kiosque ONISEP.


CAREER ADVICE

-  **Kiosque : Santé social**
 - Parcours : les métiers du médical
 - Parcours : les métiers du paramédical et des soins
 - Fiches métiers : vol. 15 et 16
-  **Kiosque : finance - comptabilité immobilier - banque**
 - Parcours : banque - assurances - finance

FINDING A JOB WE LIKE

-  **Kiosque : équipes éducatives**
 - Destination métiers : les métiers de mon quartier (MM)
 - Planète métiers (MM)
-  **Kiosque : multimédia - internet - image - son**
 - Parcours : les métiers de l'image et du son
 - Parcours : journalisme, communication, documentation

QUALITIES FOR A JOB

- Kiosque : en exposition**
 - Les dossiers : le dico des métiers
 - Fiches métiers : la collection
-  **Kiosque : maths - physique...**
 - Portraits : être technico-commercial ; vocation scientifique ; devenir ingénieur (MM)

JOB LIKES AND DISLIKES

TEXTES ET EXPLOITATIONS

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TEEN DREAMS : TOP 10 CAREER CHOICES

Teachers may feel underpaid and unappreciated, but judging from the results of a career survey, they're inspiring a very tough crowd: teenagers.

The Gallup Youth Survey found that teaching is a top career choice for teens, ranking as high as “doctor” – a frequent favorite – and just above “lawyer”, another frequent mention.

5 Gallup pollsters asked more than 1,000 kids aged 13 through 17, “What kind of word do you think you will do for a career?”. They then asked them to give their top 3 choices.

Among the other top 10 job picks, the teens said they would like to have a career in sports, science/biology, architecture, business, the military, engineering and nursing.

10 Results have always differed between the sexes. For instance, a military career has never been a top 10 choice among girls, but it is a perennial favorite among boys. Likewise, nursing is often a popular choice with girls, but has never made the boys' top 10 list.

Teaching was the No. 1 pick among teenage girls this year (in past surveys it consistently appeared in their top 10). Lawyer and doctor came in at Nos. 2 and 3.

15 The top pick for boys, meanwhile, was a career in a sports field (a first in the history of the survey), followed by medicine and architecture.

Other top 10 picks for girls were nurse, fashion designer, scientist/biologist, author/writer, veterinarian, artist and a job in the medical field (e.g., lab technician).

The rest of the top 10 list for boys, meanwhile, included engineer, teacher, businessman, lawyer, and jobs in the military, science/biology and computers.

20 The Gallup Youth Survey was first conducted in 1977. At that time the top career choice for boys was “skilled worker”, such as a carpenter, plumber or electrician. For girls, the top pick was secretary.

Source : www.cnn.com (May 2005)



EXPLOITATION

TEEN DREAMS : TOP 10 CAREER CHOICES

1 BEFORE YOU READ THE TEXT

1 Complete the following questions.

- ◆ Type of document :
- ◆ Origin + place :
- ◆ Date :
- ◆ Topic / subject :
-
-

2 Have a look at the title of the document (*Teen dreams: 10 top career choices*). Make sure you understand the words **teen** and **career**.

3 Say what would be your top career choice and compare with the Gallup poll on the right of the document.

4 What career comes up first according to this poll?

2 ON THE TEXT

1 Answer these questions.

> From the beginning to line 9

- ◆ Ask who participated in the poll.
- ◆ Ask what careers are popular among teenagers.
- ◆ Ask why the result of the survey is surprising.

> From line 10 to the end

- ◆ Ask if there's a difference in the results of the poll between the sexes.
- ◆ Ask what career is usually the most popular for boys / for girls.
- ◆ Ask what other careers are now popular now among boys / girls.
- ◆ Ask when the survey first started and what top careers were chosen by boys at the time.

2 Pair work: Carrying out a survey.

Conduct a survey in your class: ask your partner what his top 3 career choices would be. Then report to the class and see what career ranks first. Compare with the American survey.

3 GRAMMAIRE : COMPARATIFS ET SUPERLATIFS

1 Tick the appropriate answer.

- ◆ Here are **the most popular** choices. (poll)

La forme en gras est :

- un comparatif d'infériorité
- un comparatif de supériorité
- un comparatif d'égalité
- un superlatif de supériorité

- ◆ Ranking **as high as** "doctor"

La forme en gras est :

- un comparatif d'infériorité
- un comparatif de supériorité
- un comparatif d'égalité
- un superlatif de supériorité.

- ◆ Gallup pollsters asked **more than** 1,000 kids aged 13 through 17.

La forme en gras est :

- un comparatif d'infériorité
- un comparatif de supériorité
- un comparatif d'égalité
- un superlatif de supériorité

2 Transformez "Ranking as high as doctor" en comparatif de supériorité. Que remarquez-vous? Rappelez les règles de formation du comparatif de supériorité.

3 Transformez "ranking as high as doctor" en comparatif d'infériorité puis rappelez la règle de formation du comparatif d'infériorité.

4 Remplacez l'adjectif "popular" dans "here are the most popular choices" par l'adjectif tough. Que remarquez-vous? Rappelez les règles de formation du superlatif de supériorité.

5 Remplacez l'adjectif "popular" dans "here are the most popular choices" par les adjectifs good et bad. Rappelez ensuite la formation des adjectifs good et bad aux comparatifs et superlatifs de supériorité.

IS YOUR JOB A JOY OR A PAIN?

1 BIGBOY, Harare, Zimbabwe

I'm the manager of the Lion and Cheetah Park on the outskirts of Harare.
I love my job, there's nothing else I would rather do. It's great to work with animals.
The most exciting part is looking after the baby animals like monkeys, baboons, and these one-month-old lion cubs.

3 EVERMORE, Harare, Zimbabwe

I'm a hairdresser. I really love my job and I've been working in this hair salon for 14 years. I love the creative side of my work, especially when I come up with unique hairstyles for my clients.
I'd like to be running my own hair salon one day. If I wasn't in this profession I think I might have been an accountant.

5 DADA, USA

The job I do is something that brings joy in my life because it is a dream, most of the time it is like I get paid doing something I love, but most people can't say the same because they can't get their dream job due to lack of skill.

6 MORIE, Sierra Leone / USA

My job is just that, a job, which serves as a means of putting food on the table, providing shelter and covering the skin of my wife and kids, not to mention myself. But beyond that, and this is very important, it serves as a main source of grief, both mental and psychological. My work requires me to be perfect, no less. No mistakes are tolerated. I'm under constant scrutiny. [...]

2 GLENVILLE, Cape Town, South Africa

I'm a hardworking person, so I like the early start of 6:30 am when I go to help keep the city clean.
Can you imagine what the streets would look and smell like if we didn't collect the dirt once a week?
(...)

4 GLORIA, Belgium

I am a student currently studying in Belgium for my masters. Since I don't have a scholarship, I have to survive by doing odd jobs like washing dishes and cleaning. This has made me appreciate the office job I had back home, even if I was earning peanuts.



EXPLOITATION

IS YOUR JOB A JOY OR A PAIN?

1 GROUP WORK

Pick out one article and work in groups to answer these questions. Then choose someone from your group who will present the article to the class.

1 Bigboy, Harare, Zimbabwe

◆ Vocabulary: tick the correct translation of these words:

- Outskirts: dans le centre-ville dans la banlieue

- A monkey: un singe un âne

- A cub: un petit un animal

◆ What job does Bigboy do?

.....
.....
.....

◆ Does he enjoy his job?

.....
.....
.....

◆ Why or why not?

.....
.....
.....

◆ Would you like to do his job? Why or why not?

.....
.....
.....

2 Glenville, Cape Town, South Africa

◆ Vocabulary: tick the correct translation of these words.

- Hardworking: qui travaille dur sérieux efficace

- Smell: ressentir sentir mauvais sentir

- Dirt: la saleté sale les ordures

- Once: une fois que une fois quand

◆ What time does Glenville start work?

.....
.....
.....

◆ What job does he do?

.....
.....
.....

◆ How does he feel about his job?

.....
.....
.....

3 Evermore, Harare, Zimbabwe

◆ What job does Evermore do?

.....
.....
.....

◆ What does she like best about her job?

.....
.....
.....

◆ What are her plans (= *projets*) for her career in the future?

.....
.....
.....

◆ What other job would she have been interested in?

.....
.....
.....

4 Gloria, Belgium

◆ Where does Gloria come from?

.....
.....
.....

◆ Guess what these two words mean:

- Scholarship:

.....
.....
.....

- Odd jobs:

EXPLOITATION

IS YOUR JOB A JOY OR A PAIN?

◆ Why must she work?

.....
.....
.....
.....
.....

◆ What type of job does she do? Does she enjoy it?

.....
.....
.....
.....
.....

5 Dada, USA

◆ How does Dada feel about his job?

.....
.....
.....
.....
.....

◆ In his opinion, why can't most people get their dream job?

.....
.....
.....
.....
.....

◆ Do you agree with him?

.....
.....
.....
.....
.....

6 Morie, Sierra Leone / USA

◆ Vocabulary: tick the correct translation for these words and expressions.

- Provide: prendre fournir
- Shelter: un toit arbitrer
- Skin: la peau le corps
- Grief: un grief des ennuis

◆ How does Morie consider his job? Does he enjoy it?

.....
.....
.....
.....
.....

◆ What negative aspects of his job does he point out?

.....
.....
.....
.....
.....

2 GOING FURTHER

Survey: ask people around you (your parents, family, neighbours, etc.) if their job is a joy or a pain. Ask them what they like or dislike about their job and report to the class.



PEOPLE WHO TALK ABOUT THEIR JOBS



Compréhension orale.
Travailler à partir de quatre textes sur le CD joint.



EXPLOITATION

READ THE QUESTIONS BEFORE LISTENING TO THE EXTRACT. THEN LISTEN AND ANSWER THE QUESTIONS

1 Job n°1 : a clerk in a bank

- ◆ What time does the bank open ?
.....
- ◆ What time must the employees be at the bank in the morning ?
.....
- ◆ Why ?
.....
.....
.....

- ◆ True or false ? Justify with keywords.
- The employee doesn't like his job at all.
 True / False
-
-
- What he likes best about his job is being in contact with people.
 True / False
-
-
- His job is very repetitive.
 True / False
-
-

EXPLOITATION

PEOPLE WHO TALK ABOUT THEIR JOBS

- ◆ Fill in the blanks (one blank = one word) :

"Well, having said that, there is of course some
 Actually there are some that we do which
 are the every day. But then you can
 never be sure that something out of the
 will happen... well... every day really. I mean, you never know
 who's going to
 the bank and come and speak to you,
 a robber. It's never happened to me, but I mean, no problem,
 really."

- ◆ Does he like handling money ?

.....

- ◆ True or false? Justify.

He manages to have a good relationship with these regular cus-
 tomers.

- True / False

.....

- ◆ What is the thing that he dislikes most about his job ?

.....

2 Job n°2

- ◆ What job does the woman do ?

.....

- ◆ How many days a week does she work ?

.....

- ◆ Does she work on Saturdays ?

.....

- ◆ Whom does she work with ?

.....

- ◆ What does she like best about her job ?

.....

- ◆ What is her nickname (= *surnom*) ?

.....

- ◆ Does she mind having such a nickname ?

.....

- ◆ True or false? Justify.

- She says it's difficult to work with the doctors.

- True / False

.....

- There are 3 doctors : 2 women and 1 man.

- True / False

.....

- ◆ How long has she worked with the doctors ?

.....

3 Job n°3: a sanitary engineer

- ◆ What time does he start work ?

.....

- ◆ What is the first thing he does in the morning ?

.....

- ◆ Write a number from 1 to 5 in front of each of these sentences which describe what he does every morning.

..... I do the floors

..... I empty the wastebins

..... I sweep up the floors

..... I clean the rooms.

..... I check the classrooms

- ◆ Fill in the blanks (one blank = one word) :

"I also help in the canteen when the girl is
 to do the and"

And I sweep the stairs and then give them
 a wash over."

- ◆ What time does he usually finish work ?

.....

EXPLOITATION

PEOPLE WHO TALK ABOUT THEIR JOBS

◆ True or false? Justify.

- He hates routine and having to be at work at a certain time and leave work at a certain time.

True / False

- He doesn't mind picking up dirty tissues (= *mouchoirs*) or cigarette-ends.

True / False

◆ Fill in the blanks (one blank = one word):

"God, I was for every cigarette end or tissue I'd picked up, I'd be a!"

◆ True or false? Justify.

- He likes working with people.

True / False

- He can decide when he wants to do something.

True / False

- He thinks the students aren't very nice.

True / False

4 Job n°4: advertising

◆ True or false? Justify.

- Every day for the woman is the same.

True / False

- She speaks to clients for a long time.

True / False

- She tries to convince them that her ideas are the best.

True / False

- What does she spend most of her time on?

◆ Tick the right answer.

If they don't sell enough, they can lose money.

If they don't sell enough, they can lose a customer.

If they don't sell enough, they can lose their job.

◆ What part of her job does the woman like best?

◆ Fill in the blanks (one blank = one word):

"I get in the most peculiar (= strange) places. The idea I ever got was one time when I was sitting in the I jumped out and rang the immediately."

◆ Tick the right answers. What is brainstorming?

It is talking together.

It is phoning customers

It is sharing (= *partager*) ideas

It's a team work

◆ Tick the right answers. What are the drawbacks (= disadvantages) of her job?

She's responsible for her results

She doesn't get paid much

She has to find ideas

She can be fired (= *renvoyée*) if she makes an expensive mistake

She's under pressure

She works long hours

◆ From what you know, can you guess what kind of job this woman does?

AGRICULTURE TODAY

IMAGE 1: AN AMERICAN FARMER



IMAGE 2: THE AMISH



VOCABULARY HELP

NOUNS	ADJECTIVES	VERBS AND EXPRESSIONS
<ul style="list-style-type: none"> • A farmer • a farm • the American flag = the Stars and Stripes = the Star-Spangled Banner • a crop = <i>une récolte</i> • a tractor 	<ul style="list-style-type: none"> • Hardworking = industrious • old-fashioned ≠ modern 	<ul style="list-style-type: none"> • Wear • work on a field = plough • lean against = <i>s'appuyer contre</i>

EXPLOITATION

AGRICULTURE TODAY

1 IMAGE 1: AN AMERICAN FARMER

1 What type of document is it?

.....
.....

2 When and where is the scene set?

.....
.....

3 Describe the document. What can you see?

.....
.....
.....
.....
.....

4 Compare this American farmer with a French farmer. What are the common points and the differences?

.....
.....
.....
.....
.....

2 IMAGE 2: THE AMISH

1 What type of document is it?

.....
.....

2 Do you know who the Amish are?

.....
.....
.....

3 When and where is the scene set?

.....
.....

4 Describe the document. What can you see?

.....
.....
.....
.....

5 What kind of vision of the job of farmer are you given here?

.....
.....
.....
.....
.....

3 COMPARISON OF THE TWO IMAGES

Compare the two images and describe the evolution of farming.

.....
.....
.....
.....
.....

CORRIGÉS

TEEN DREAMS: TOP 10 CAREER CHOICES

1 BEFORE YOU READ THE TEXT (ACTIVITÉ D'ANTICIPATION)

1 Complete the following questions:

- ◆ Type of document: *Article*
- ◆ Origine + place: *Cnn.com / New York, USA*
- ◆ Date: *May 26, 2005*
- ◆ Topic / subject: *The most popular careers American teenagers would like to choose.*

2 Have a look at the title of the document (*Teen dreams: 10 top career choices*). Make sure you understand the words *teen* and *career*.

The word teen means adolescent in French and the word career means carrière.

3 Say what would be your top career choice and compare with the Gallup poll on the right of the document.

4 What career comes up first according to this poll?

Teaching seems to be the most popular choice for American teenagers.

2 ON THE TEXT

Diviser le texte en deux parties et la classe en deux. Le 1^{er} groupe a le début du texte (jusqu'à la ligne 16) et le 2^e groupe a la deuxième moitié du texte. Le but est que chaque groupe pose des questions à l'autre groupe et y réponde.

- Objectif: révision les questions + l'ordre des mots.
- Compréhension de l'écrit

1 Répondre aux questions suivantes.

> *From the beginning to line 9*

- ◆ Ask who participated in the poll.
More than one thousand teenagers from the age of 13 to the age of 17 participated in the poll.
- ◆ Ask what careers are popular among teenagers.
The most popular careers among teenagers are sports, science, biology, architecture, business, the military engineering and nursing.
- ◆ Ask why the result of the survey is surprising.
The result of the survey is surprising because teaching comes up first among teenagers whereas teachers are said to feel "underpaid and unappreciated". Despite the drawbacks, this job seems to be very popular among teenagers. Some people wouldn't think teenagers would choose such a career.

> *From line 10 to the end*

- ◆ Ask if there's a difference in the results of the poll between the sexes.
There's indeed a difference between the sexes. Boys tend to choose military careers and girls tend to choose nursing careers.
- ◆ Ask what career is usually the most popular for boys/for girls.
For girls, being a teacher, a lawyer or a doctor is the most popular choice while boys are attracted by careers related to sports, medicine or architecture.
- ◆ Ask what other careers are now popular now among boys/ girls.
Other popular careers for girls are nurses, fashion designers, scientist/biologist, author/writer, veterinarian, artist, and jobs related to the medical field.
Other popular careers for boys are engineering, teaching, businessman, lawyer, military careers, science and computers.
- ◆ Ask when the survey first started and what top careers were chosen by boys at the time.
The survey first started in 1977 and at the time, the top career chosen by boys was "skilled worker". There has been a clear evolution in teenagers' career choices since 1977.

2 Pair work: Carrying out a survey.

Objectif lexical + interaction

- Avoir un dictionnaire à disposition pour les noms de métiers.
- Conduct a survey in your class: ask your partner what his top 3 career choices would be.
- Then report to the class and see what career ranks first. Compare with the American survey.

3 GRAMMAIRE: COMPARATIFS AND SUPERLATIFS

1 Cochez la bonne réponse.

- ◆ Here are **the most popular** choices. (poll)
La forme en gras est: *un superlatif de supériorité*
- ◆ Ranking **as high as** "doctor"
La forme en gras est: *un comparatif d'égalité*
- ◆ Gallup pollsters asked **more than** 1,000 kids aged 13 through 17
La forme en gras est: *un comparatif de supériorité*

CORRIGÉS

2 Transformez “Ranking as high as doctor” en comparatif de supériorité. Que remarquez-vous? Rappelez les règles de formation du comparatif de supériorité.

Ranking higher than a doctor.

On rajoute ER à la fin de l'adjectif et il est suivi de THAN.

Quand l'adjectif est court, on rajoute ER à la fin de l'adjectif, que l'on fait suivre de THAN. Quand l'adjectif est long (+ de 2 syllabes), on le fait précéder de MORE et il est suivi de THAN.

- Adjectif court + ER + THAN

- MORE + adjectif long + THAN

3 Transformez “ranking as high as doctor” en comparatif d'infériorité puis rappelez la règle de formation du comparatif d'infériorité.

Ranking less high than a doctor.

Less + adjectif + than.

4 Remplacez l'adjectif “popular” dans “here are the most popular choices” par l'adjectif tough. Que remarquez-vous? Rappelez les règles de formation du superlatif de supériorité.

«Here are the toughest choices».

On supprime THE MOST car l'adjectif est court.

THE MOST + adjectif long + nom

THE + adjectif court + EST + nom

5 Remplacez l'adjectif “popular” dans “here are the most popular choices” par les adjectifs good et bad. Rappelez ensuite la formation des adjectifs good et bad aux comparatifs et superlatifs de supériorité.

Here are the best choices / Here are the worst choices

Adjectif	Comparatif de supériorité	Superlatif de supériorité
good / well	better than	the best
bad	worse than	the worst

IS YOUR JOB A JOY OR A PAIN?

1 GROUP WORK

Pick out one article and work in groups to answer these questions. Then choose someone from your group who will present the article to the class.

1 Bigboy, Harare, Zimbabwe

◆ Vocabulary: tick the correct translation of these words:

- Outskirts: *dans la banlieue*

- A monkey: *un singe*

- A cub: *un petit*

◆ What job does Bigboy do?

He's the manager of a zoo in Zimbabwe.

◆ Does he enjoy his job?

He seems to enjoy his job because he says "It's great to work with animals".

◆ Why or why not?

What he likes best about his job is to be in contact with animals. He says it's exciting / thrilling to take care of baby animals in particular.

◆ Would you like to do his job? Why or why not?

2 Glenville, Cape Town, South Africa

◆ Vocabulary: tick the correct translation of these words.

- Hardworking: *qui travaille dur*

- Smell: *sentir mauvais*

- Dirt: *les ordures*

- Once: *une fois*

◆ What time does Glenville start work?

He starts work early in the morning: at 6:30 / at half past six.

◆ What job does he do?

He's a dustman: he collects rubbish and dirt.

◆ How does he feel about his job?

He doesn't say whether he likes his job or not but he insists on the fact that his job is very important for other people. He must be proud of being useful for the community.

3 Evermore, Harare, Zimbabwe

◆ What job does Evermore do?

She's a hairdresser.

◆ What does she like best about her job?

She likes being creative and trying different hairstyles on her customers

◆ What are her plans (= projets) for her career in the future?

She'd like to have her own hair salon and be her own boss.

◆ What other job would she have been interested in?

If she hadn't been a hairdresser, she would probably have liked to be an accountant.

4 Gloria, Belgium

◆ Where does Gloria live and study?

Gloria studies in Belgium.

◆ Guess what these two words mean:

- Scholarship: *une bourse*

- Odd jobs: *des petits boulots*

◆ Why must she work?

She must work because she has no scholarship. Therefore she has no other choice if she wants to survive and pay for her food, rent, bills, books, etc.

CORRIGÉS

◆ What type of job does she do? Does she enjoy it?
She cleans and washes dishes. She doesn't enjoy it because she says she realized her previous job was easier although it was well-paid: "this has made me appreciate the office job I had back home, even if I was earning peanuts."

5 Dada, USA

◆ How does Dada feel about his job?
Dada Olamide loves his job so much that working isn't a burden for him but a real pleasure.

◆ In his opinion, why can't most people get their dream job?
He believes people can't get their dream job because they are unskilled / they haven't got the required skills.

◆ Do you agree with him?
I agree with him because sometimes your dream job requires very difficult studies which you can't do. But there are also other reasons. For example, some people can't get their dream job because too many people want to do this job. Sometimes, it's also a question of luck.

6 Morie, Sierra Leone / USA

◆ Vocabulary: tick the correct translation for these words and expressions.

- Provide: *fournir*
- Shelter: *un toit*
- Skin: *la peau*
- Grief: *des ennuis*

◆ How does Morie consider her job? Does he enjoy it?
Morie Sandi considers his job as a means of survival; he takes no pleasure in working. He seems to be under much stress and doesn't enjoy his job at all. He sounds very bitter about his job.

◆ What negative aspects of her job does she point out?
He points out the pressure his company puts on him and the fact that no mistake is tolerated.

PEOPLE WHO TALK ABOUT THEIR JOBS

Transcription des 4 compréhensions orales



> Job n°1: a clerk in a bank

"Well, the bank opens to the public at 9:30 but that doesn't mean that I start work at 9:30. We have to be there in fact at about 8:45 because we've got a lot of preparation to do before we open. A lot of people think that, you know, we're only there during opening hours, but in fact probably most of the work goes on, you know, behind the counter before or after opening hours.

Well, there are some things I don't like about the job. Hum... One thing I do like is meeting the people, you know, dealing with the public. It's what makes the job interesting in many ways. You'd be surprised how much variety there is in what we do.

Well, having said that, there is of course some routine. Actually, there are some things that we do which are the same every day. But then you can be sure that something out of the ordinary will happen... well... every day, really. I mean, you never know who's going to walk into the bank and come and speak to you, even a robber. It's never happened to me, but I mean, no problem, really. It is a responsibility handling the money, but I like that in many ways. Customers trust you; you know... You have a feeling of importance when you're handling so much money.

Well the people that we get... There are some people who come in regularly: we call them our regulars; and we have a good personal relationship with them. But it takes all sorts of people and...

One thing I don't like is when people get rude... you know... or they get upset about stupid little things or things that aren't really my fault. Usually what happens is they make a mistake and don't want to admit it, you know; but on the whole, I like my job."



> Job n°2: a front lady

"Well, I'm what you'd call the front man, or really the front lady. We work normal sorts of hours, you know, couple in the morning, and the same in the evenings. We're lucky because we work five days a week, which is nice. On Saturdays, the doctors are on their own, because people must have appointments.

I really like my job; in fact I love dealing with the public, some more than others, obviously. There are some really difficult characters of course... I'm known as the dragon; or so they tell me. I'm not really bothered about that. Some people want their own way all the time. And some people practically live here.

The doctors are really nice to work for. There are three of them: two men and a woman. She can sometimes be a bit severe, but not too often. I've been with them for... let me think... now... oh, yes, almost seven years. I still don't feel like moving on, so I must like my job, mustn't I?"



> Job n°3: a sanitary engineer

"Well, I come in to work at 8 O'clock, and the first thing I do is collect my keys, then I go to the common room. I sweep up and I do the floors and check classrooms, I empty the wastebins and clean the rooms. I also help in the canteen when the girl is ill, to do the teas and coffees. And I usually sweep the stairs and then give them a good wash over. I usually finish at about 2 O'clock.

What I particularly hate about my job is having to be at work for a specific time and leave off at a certain time, and have to follow a certain pattern all the time. Another thing I hate doing is picking cigarette-ends and dirty tissues. It's really degrading picking things up that had been in people's mouths. God, if I was paid for every cigarette end or tissue I'd picked up, I'd be a millionaire!

CORRIGÉS

What I really like about my job is that I can work on my own and I can decide when I do something. If I don't feel like doing it today, I can do it tomorrow. I also find the students extremely friendly. They'll come and talk to you in their breaks or their free time. They tell you all about their country, customs, habits, etc. It's ever so interesting. I really enjoy it."



> Job n°4: advertising

"Well, every day for me is different. I mean to say that some days ; I speak to clients for hours and hours and try to convince them that our ideas are the best. A lot of my time is spent on research. Well, we have to deal with all the viewing readership of what a cross section of people think. We don't just look at what people think, because what really counts is "does it sell goods?" The simple fact is, if we don't show rise in sales, we lose a customer.

The part I really enjoy is the creativity. It's funny really, I get ideas in the most peculiar places. The best idea I ever got was one time when I was sitting in the bath. I jumped out and rang the client immediately. We also do what we call brainstorming, that is, pulling and sharing our ideas. Well, we get the best ideas, this way ; that is as a result of team work. I mean, all right, we depend on being creative, and this often happens best when you're working alone. But without a good team, no campaign has a hope in hell of succeeding. A good agency is in fact a team of individuals who work well alone, but also together.

Humm... The drawbacks. Now, the biggest drawback for my work is that you're responsible for your results. If you can't think of new ideas, or you make an expensive mistake, then you get fired and you're out of the job. That's always very worrying, I can tell you."

READ THE QUESTIONS BEFORE LISTENING TO THE EXTRACT. THEN LISTEN AND ANSWER THE QUESTIONS

1 Job n°1 : a clerk in a bank

- ◆ What time does the bank open ?

The bank opens at 9:30 / half past nine.

- ◆ What time must the employees be at the bank in the morning ?

The employees must be there before the bank opens, around 8:45 / quarter to nine

- ◆ Why ?

They must be there earlier because they have preparations and work to do before the customers come in.

- ◆ True or false ? Justify.

- The employee doesn't like his job at all.

False: "well, there are some things I don't like about my job..."

- What he likes best about his job is being in contact with people.

True: "One thing I do like is meeting people, you know, dealing with the public".

- His job is very repetitive.

False: "You'd be surprised of how much variety there is in what we do."

- ◆ Fill in the blanks (one blank = one word):

"Well, having said that, there is of course some **routine**. Actually there are some **things** that we do which are the **same** every day. But then you can never be sure that something out of the **ordinary** will happen... well... every day really. I mean, you never know who's going to **walk into** the bank and come and speak to you, **even** a robber. It's never happened to me, but I mean, no problem, really."

- ◆ Does he like handling money ?

Yes, he does: "you have a feeling of importance when you're handling so much money".

- ◆ True or false ? Justify.

He manages to have a good relationship with these regular customers.

True: "we have a good personal relationship with them"

- ◆ What is the thing that he dislikes most about his job ?

He dislikes rude people who make mistakes and refuse to admit it.

2 Job N°2: a front lady

- ◆ What job does the woman do ?

She's a "front lady".

- ◆ How many days a week does she work ?

She works 5 days a week.

- ◆ Does she work on Saturdays ?

No, she doesn't. The doctors are on their own.

- ◆ Whom does she work with ?

She works with doctors.

- ◆ What does she like best about her job ?

She enjoys dealing with the public.

- ◆ What is her nickname (= *surnom*) ?

She's called "the dragon"

- ◆ Does she mind having such a nickname ?

No, she doesn't: "I'm not really bothered about that."

- ◆ True or false ? Justify.

- She says it's difficult to work with the doctors.

False: "the doctors are really nice to work for."

- There are 3 doctors: 2 women and 1 man.

False: "there are 3 of them: 2 men and a woman".

- ◆ How long has she worked with the doctors ?

She's worked for them for almost 7 years.

3 Job n°3: a sanitary engineer

- ◆ What time does he start work ?

He starts work at 8 O' clock.

- ◆ What is the first thing he does in the morning ?

He collects his keys and goes to the common room.

CORRIGÉS

◆ Write a number from 1 to 5 in front of each of these sentences which describe what he does every morning.

2. I do the floors
4. I empty the wastebins
1. I sweep up the floors
5. I clean the rooms.
3. I check the classrooms

◆ Fill in the blanks (one blank = one word):

"I also help in the canteen when the girl is **ill**, to do the **teas** and **coffees**. And I **usually** sweep the stairs and then give them a **good** wash over."

◆ What time does he usually finish work?

He usually finishes work around 2 in the afternoon.

◆ True or false? Justify.

- He hates routine and having to be at work at a certain time and leave work at a certain time.

True: "what I particularly hate about my job is having to be at work for a specific time and leave off at a certain time".

- He doesn't mind picking up dirty tissues (= *mouchoirs*) or cigarette-ends.

False: "another thing I hate is picking cigarette-ends and dirty tissues".

◆ Fill in the blanks (one blank = one word):

"God, **if** I was **paid** for every cigarette end or tissue I'd picked up, I'd be a **millionaire**!"

◆ True or false? Justify.

- He likes working with people.

False: "What I really like about my job is that I can work on my own"

- He can decide when he wants to do something.

True: "I can decide when I do something".

- He thinks the students aren't very nice

True: "I also find the students extremely friendly."

4 Job n°4 : advertising

◆ True or false? Justify.

- Every day for the woman is the same.

False: "Every day for me is different"

- She speaks to clients for a long time.

True: "I speak to clients for hours and hours"

- She tries to convince them that her ideas are the best.

True: "and try to convince them that our ideas are the best".

◆ What does she spend most of her time on?

She spends most of her time doing research.

◆ Tick the right answer.

If they don't sell enough, they can lose a customer.

◆ What part of her job does the woman like best?

◆ Fill in the blanks (one blank = one word):

"I get **ideas** in the most peculiar (= strange) places. The **best** idea I ever got was one time when I was sitting in the **bath**. I jumped out and rang the **client** immediately."

◆ Tick the right answers. What is brainstorming?

- *It is sharing (= partager) ideas*

- *It's a team work*

◆ Tick the right answers. What are the drawbacks (= disadvantages) of her job?

- *She's responsible for her results*

- *She has to find ideas*

- *She can be fired (= renvoyée) if she makes an expensive mistake*

- *She's under pressure*

◆ From what you know, can you guess what kind of job this woman does?

She must work in advertising.



AGRICULTURE TODAY

1 IMAGE 1 : AN AMERICAN FARMER

1 What type of document is it ?

This document is a photograph.

2 When and where is the scene set ?

The scene is set nowadays in the USA because we can see the American flag.

3 Describe the document. What can you see ?

This photo represents an American farmer dressed with overalls and a red and white shirt. He's wearing a hat and must be in his seventies. He's leaning against his red tractor. On his tractor there's the Stars and Stripes / Star-spangled Banner. He's smiling, so he must enjoy his job. He should be retired at his age but perhaps he likes his job and doesn't want to stop.

4 Compare this American farmer with a French farmer. What are the common points and the differences ?

Common points	Differences
<ul style="list-style-type: none"> - In France, a farmer would use a tractor as well to work. - The job must be the same. - In both countries it is frequent to see farmers who still work at this age. 	<ul style="list-style-type: none"> - The way the man is dressed is typically American (his shirt, overalls, etc.). - You wouldn't see a French flag on the farmer's tractor in France. It's more common in America to put the Stars and Stripes in front of one's house for instance.

2 IMAGE 2 : THE AMISH

1 What type of document is it ?

This document is a photograph.

2 Do you know who the Amish are ? (cette question peut faire l'objet d'une recherche personnelle).

Amish people form a community that lives in America but refuses modernity. For example, they use hoes for farming and transportation, wear old-fashioned and dark clothes and don't use electricity.

3 When and where is the scene set ?

The scene is set nowadays in America although it seems that it takes place in the 18th or 19th century.

4 Describe the document. What can you see ?

The photo represents Amish people (a man and three children) who are working on a field with two horses instead of using a tractor. In the background, we can see a big farm. The three children are trying to help the man who must be their father.

5 What kind of vision of the job of farmer are you given here ?

We are given an old-fashioned vision of the job. We have a representation of what being a farmer was like in the past, before everything was mechanized.

3 COMPARISON OF THE TWO IMAGES

Compare the two images and describe the evolution of farming.

In the past, farmers had no tractor and had to do the job themselves with no machine. It was much more difficult and longer as well. Amish people have chosen to live without modernity; therefore they don't take advantage of new technologies and mechanization. They work more slowly than modern farmers, obviously. In any case, both images show that farmers are hardworking.



Mise en perspective

**AIMER,
NE PAS AIMER**



Y-A-T-IL UNE GÉOGRAPHIE DES INTÉRÊTS ?

Rêver en s'imaginant, en s'essayant à de nouveaux rôles, est un point de départ dans l'élaboration des choix, des premières ébauches de parcours de formation ou professionnel. Les rêves sont souvent partagés par d'autres, archétypiques, par exemple être archéologue, médecin... même si chacun les investit de manière très personnelle. Ils sont influencés par des facteurs culturels, d'éducation et de contexte, et aussi, par des phénomènes de « contagion » ou de mode ; on parle de ses intérêts à ses amis, on regarde les mêmes films ou les mêmes séries TV. On a vu dans le texte « Teen dreams » les préférences des adolescents américains ; qu'en est-il de celles des adolescents français, quelles concordances ou spécificités ?

UNE ACTIVITÉ

Situer son choix par rapport à celui d'autres adolescents

Demander aux élèves de :

- choisir 5 professions, individuellement ;
- regrouper les choix de chacun, et ensemble faire un hit-parade de la classe en distinguant les choix féminins et masculins ;
- comparer ce hit parade, avec les choix des adolescents américains et ceux d'adolescents français, extrait d'une enquête réalisée par l'ONISEP en 2002, et jointe en annexe ; quelles concordances et différences ?
- réaliser éventuellement, en complément, une enquête auprès des élèves de 3^e du collège.

Les 10 métiers « rêvés » des collégiens de troisième*

	Filles 	Garçons 
1	Professeur ou professeur des écoles	Ingénieur
2	Médecin	Mécanicien
3	Educatrice	Technicien
4	Assistante sociale	Commerce - marketing - vente
5	Secrétaire de direction ou secrétaire	Journaliste
6	Journaliste ou métiers artistiques ou comptable	Professeur ou professeur des écoles
7	Psychologue	Sportif
8	Puéricultrice	Pilote
9	Styliste	Médecin
10	Infirmière	Métiers de l'armée

* Enquête réalisée en 2002 par l'Observatoire permanent de l'ONISEP.

LES INTÉRÊTS ONT-ILS UNE HISTOIRE ?

L'âge est également un facteur qui influence les intérêts ; c'est vrai des loisirs, des goûts et aussi des idées que l'on se fait des métiers ! Leurs représentations évoluent avec le temps. Les métiers idéalisés dans l'enfance sont imprégnés d'imaginaire ou souvent incarnés par des personnes de l'entourage, ou bien encore considérés au travers d'un seul aspect ; comme le montre l'exemple de la petite fille qui rêve de devenir éboueur après en avoir vus sur les marches des bennes à ordures. Progressivement, d'autres aspects plus réalistes et socialement déterminés, sont également pris en compte.

Les images des métiers changent dans l'histoire de chacun, mais aussi suivant les époques, parallèlement à l'évolution des techniques et du travail. Certaines professions, valorisées autrefois, ne le sont plus maintenant, ou à l'inverse d'autres qui ne l'étaient pas, le sont désormais ; que l'on pense, par exemple, à l'instituteur, au médecin ou à l'agriculteur. Le statut social, lié à certains métiers, dimension ignorée dans l'enfance, intervient en général fortement dans les choix adolescents.

UNE ACTIVITÉ

Prendre conscience de l'évolution de ses propres choix

À partir de questions posées individuellement aux élèves organiser un débat au sein de la classe :

- Quels sont, à leur avis, les métiers souvent choisis par les enfants ?
- Quelles étaient leurs préférences quand ils étaient eux-mêmes enfants et maintenant quelles sont-elles ?
- Thème du débat :
 - Comment expliquer ces différences ?
 - Que pensent-ils des raisons et priorités des enfants comparativement à celles des adolescents ?
 - Quels peuvent être les autres facteurs du choix ?

QUELLES RAISONS D'AIMER ET DE NE PAS AIMER UN MÉTIER ?

Comme le montrent les extraits de « Is your job a joy or a pain ? » les métiers sont vécus de manière différente selon les individus. Chacun est porteur d'aspects positifs et négatifs, plus ou moins importants pour les uns ou les autres. Le sens même du mot travail n'est pas identique pour tous. De la même manière, plusieurs métiers peuvent sans doute, potentiellement, nous convenir.

Dans les courtes histoires professionnelles « People talk about their job », chaque narrateur présente ce qui compte pour lui, la nature des tâches, les conditions de travail, ou encore l'aspect relationnel...

Cela peut être aussi, d'être indépendant ou non, d'avoir un emploi stable, un travail qui assure argent, bien être ou une place sociale reconnue, de pouvoir réaliser concrètement quelque chose, de créer ou de communiquer...

UNE ACTIVITÉ

Analyser et hiérarchiser les raisons du choix d'un métier, en termes d'avantages et d'inconvénients, de valeur pour soi.

Pour cela, demander aux élèves de :

- rechercher tous les métiers qu'ils aiment (en sélectionner 5 au plus). Expliciter les raisons de leurs préférences, qu'observent-ils ? Retrouve-t-on les mêmes raisons pour des métiers différents ?
- en petit groupe, comparer les critères de choix de ces métiers.
- essayer d'organiser en catégorie, un classement des critères donnés par chacun, et trouver pour chaque catégorie, 5 autres métiers possibles.

AIMER UN MÉTIER OU UN STYLE DE VIE ?

Une même profession peut s'exercer suivant des modalités très diverses, dépendantes du lieu et du cadre de travail. On peut ainsi prendre l'exemple du traducteur, salarié d'une maison d'édition ou travaillant en free lance, du reporter qui se déplace pour un journal ou vend ses photos, du professeur de langue pour collégiens et celui pour adultes migrants, ou bien encore de l'infirmière travaillant en libéral ou dans un hôpital. La prise en compte de ces différentes modalités d'exercice peut avoir pour effet de bousculer bon nombre de stéréotypes attachés à certains métiers.

UNE ACTIVITÉ

Enrichir ses représentations des métiers

Demander aux élèves de :

- penser à un métier ; puis à partir de quelques exemples, de décrire l'image qui vient spontanément à l'esprit, comparer.
- trouver des exemples de métiers pouvant s'exercer de manière différente. Et analyser les différences à partir de fiches métiers, clips, ou enquêtes ; comparer l'exercice d'un même métier dans différents pays. (consulter le site internet www.connexions-direct.com).

POUR ALLER PLUS LOIN...

Ressources documentaires ONISEP

Des documents de référence pour accompagner les recherches des élèves sur les métiers abordés dans cette thématique et à retrouver dans le Kiosque ONISEP.

CAREER ADVICE

-  **Kiosque : santé sociale**
 - Parcours : les métiers du médical, les métiers du paramédical et des soins, l'humanitaire
 - Fiches métiers : vol. 15 et 16
 - Voie pro : aide aux personnes
 - Clips vidéo : éducation et social
-  **Kiosque : commerce - transport - logistique**
 - Parcours : les métiers du marketing et de la vente
 - Zoom : les métiers du commerce inter-entreprises
 - Clips : commerce et vente
 - Fiches métiers : volume 12
-  **Kiosque : hôtellerie - tourisme - sports**
 - Parcours : sports et loisirs
-  **Kiosque : droit - justice - sécurité**
 - Parcours : Les métiers du droit
 - Fiches métiers : volume 7
-  **Kiosque : bâtiment travaux publics - architecture - urbanisme**
 - Parcours : Architecture, urbanisme et BTP
 - Voie pro : Construire, aménager, rénover
 - Fiches métiers : Volume 3
-  **Kiosque : économie - gestion - comptabilité**
 - Parcours : gestion, comptabilité, ressources humaines
 - Fiches métiers : volume 6
-  **Kiosque : chimie, biologie, biochimie**
 - Parcours : biologie, agroalimentaire, cosmétique et santé
 - Fiches métiers : volume 5
-  **Kiosque : équipes éducatives**
 - destination métiers : les métiers de l'hôpital, les métiers de mon quartier


IS YOUR JOB A JOY OR A PAIN?

-  **Kiosque : art - spectacles - artisanat d'art...**
 - Parcours : beauté- bien-être - esthétique
 - Voie pro : aide aux personnes
-  **Kiosque : environnement - agriculture - animaux**
 - Parcours : s'occuper d'animaux
 - Clips : environnement
 - Voie pro : propreté, entretien
 - Fiches métiers : volume 2
-  **Kiosque : hôtellerie - tourisme - sports**
 - Parcours : Les métiers des hôtels et des restaurants
 - Voie pro : les métiers de l'hôtellerie et de la restauration
-  **Kiosque : équipes éducatives**
 - Destination métiers : les métiers d'un parc de loisirs

PEOPLE WHO TALK ABOUT THEIR JOB

-  **Kiosque : finance - banque - bourse**
 - Parcours : banques, assurance, finance
-  **Kiosque : économie - gestion - comptabilité - ressources - humaines**
 - Parcours : gestion, comptabilité, ressources humaines
 - Voie pro : secrétariat, comptabilité, emplois administratifs
-  **Kiosque : environnement - agriculture - animaux**
 - Clips : environnement
 - Voie pro : propreté, entretien
 - Fiches métiers : volume 2

AGRICULTURE TODAY

-  **Kiosque : environnement - agriculture - animaux**
 - Parcours : les métiers de l'agriculture et de l'élevage
 - Voie pro : les métiers de l'agriculture et de la forêt, les métiers de l'horticulture et du paysage

WORK EXPE- RIENCES

TEXTES ET EXPLOITATIONS

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- Odd jobs..... 49
- Working abroad..... 51
- Studying abroad..... 53

CORRIGÉS..... 55

MISE EN PERSPECTIVE 60

AFTER SCHOOL JOBS

February

Monday 23rd

Tuesday 24th

ST. MATTHIAS
Got up at 6 O'clock for my paperround. I have got Elm Tree Avenue. It is dead posh.
All the papers they read are very heavy: THE TIMES, THE DAILY TELEGRAPH, and
THE GUARDIAN. Just my luck! Bert said Sabre is better, he tried to bite the milkman.

Wednesday 25th

Bed early because of my paperround.
Delivered twenty-five PUNCHES as well as the papers.

Thursday 26th

The papers got mixed up today. Elm Tree Avenue got THE SUN and THE MIRROR and
Corporation Row got heavy papers. I don't know why everybody went so mad. You'd think
they would enjoy reading a different paper for a change.

Friday 27th

LAST QUARTER
Early this morning I saw Pandora walking down the drive of 69 Elm Tree Avenue. She had a
riding hat and jodhpurs⁽¹⁾ on so she couldn't have been on her way to school. I didn't let her
see me. I don't want her to know that I'm doing a menial job. [...]

Saturday 28th

[...] People complained because the papers were late. I had a GUARDIAN left over in my
paper bag so I took it home to read. It was full of spelling mistakes! It is disgusting when
you think of how many people who can spell are out of work.

Sunday 29th

SUE TOWNSEND, *The Secret Diary of Adrian Mole, Aged 13 ¾*, Harpertextempst, 1982

(1) culottes de cheval

VOCABULARY HELP

NOUNS	ADJECTIVES	VERBS AND EXPRESSIONS
<ul style="list-style-type: none"> Unemployment = <i>le chômage</i> pocket money abilities = skills = <i>les aptitudes, les compétences</i> 	<ul style="list-style-type: none"> Self-enhancing = <i>valorisant</i> independent angry at disappointed efficient = <i>efficace</i> hard-working = <i>industrious</i> in need = <i>dans le besoin</i> 	<ul style="list-style-type: none"> Be unemployed = out of work = <i>être au chômage</i> have a part-time job work after school deliver papers = <i>livrer des journaux</i> agree with ≠ disagree with be proud of (= <i>être fier de</i>) ≠ be ashamed of (<i>avoir honte de</i>) complain = <i>se plaindre</i> have no choice make a mistake = <i>faire une erreur</i> give importance to rely on = <i>compter sur</i> be short of money = <i>être à court d'argent</i>

EXPLOITATION

AFTER SCHOOL JOBS

1 BEFORE YOU READ THE TEXT

1 What type of document is it? Tick the appropriate answer.

- It's an extract from a newspaper.
- It's an extract from a novel.
- It's an extract from a magazine.
- It's an extract from a diary (a diary is a book in which you write about your life, your feelings, your dreams, etc.).

2 What is the main character's name?

.....
.....

3 How old is he?

.....
.....

2 ON THE TEXT

1 Explain what job Adrian is doing.

.....
.....
.....

2 What are *The Times*, *The Daily telegraph*, *The Guardian*, *Punches*, *The Sun*, and *The Mirror*?

.....
.....
.....

3 Elm Tree Avenue is "dead posh" means that:

- Elm Tree Avenue is in a nice and rich neighbourhood.
- Elm Tree Avenue is in a poor neighbourhood.

4 Tick the appropriate answer:

- The milkman is somebody who milks the cows.
- The milkman is somebody who delivers (= *livre*) milk to people's houses every morning.

5 Guess who Sabre is.

.....
.....
.....

6 What problem did Adrian face on February 26th?

.....
.....
.....

7 How did people react? Quote the text.

.....
.....
.....

8 What does Adrian think these people should do?

.....
.....
.....

9 What was Pandora about to do when Adrian saw her on February, 27th?

.....
.....
.....

10 Why didn't Adrian want Pandora to see him?

.....
.....
.....

11 Translate the expression "menial job" in French.

.....
.....
.....

EXPLOITATION

AFTER SCHOOL JOBS

12 What problem did Adrian face on February, 28th?

.....
.....
.....
.....
.....
.....
.....

13 True or false? Tick the appropriate answer and justify by quoting from the text.

◆ According to Adrian, *The Guardian* is full of spelling mistakes (= *des fautes d'orthographe*).

True / False

.....
.....
.....
.....
.....

◆ Adrian thinks it's not a problem if there are mistakes in *The Guardian*.

True / False

.....
.....
.....
.....
.....

3 FURTHER QUESTIONS

1 Do you agree with Adrian when he says that he's doing a menial job?

.....
.....
.....
.....
.....

2 Why do you think Adrian is delivering papers? In your opinion, does he enjoy doing it?

.....
.....
.....
.....
.....

3 Do you believe the vision people have on jobs influences us?

.....
.....
.....
.....
.....



ODD JOBS



Compréhension orale.
Travailler à partir d'un texte sur CD joint.



EXPLOITATION

ODD JOBS

1 BEFORE YOU LISTEN

1 Would you like to work outside school for pocket money?

.....

.....

2 What type of job do you think you could find if you wanted to work after school?

.....

.....

3 What type of job would you like to do?

.....

.....

4 What are the advantages and the drawbacks (= disadvantages) of having a job when you're a teenager?

.....

.....

2 ORAL COMPREHENSION

Listen to what this woman is saying about the various jobs she did after school when she was a teenager. Then answer the following questions.

1 Her first job

◆ Where is the woman from? (state + country)

.....

.....

EXPLOITATION

ODD JOBS

◆ How old was she when she got her first job?

- ◆ Tick the right answer. She worked in
- an ice-cream store
 - a book store
 - a shoe store

◆ How long has she worked there?

◆ Why did she decide to get a job after school?

◆ Fill in the blanks (one blank = one word):
 "I worked almost week-end and
 or days a so I had to do
 all my on my two days off (= *jours de congé*)."

2 Her second job

◆ How old was she when she bought herself a car?

- ◆ Tick the right answers.
- Because she had a car, she no longer needed to work.
 - Because she had a car, she could work further away from home.
 - She got a job at the mall (= *centre commercial*) in an ice-cream store.
 - She got a job at the mall in a shoe store.

◆ Fill in the blanks (one blank = one word):
 "I worked there for about
 probably hours a
"

- ◆ Tick the correct answer. Why did she decide to keep on working?
 (= not to stop working)
- Because she had to help her family.
 - Because she had to pay for her car.
 - Because she had to pay for her studies.
 - Because she wanted to do sports.

3 Her third job

◆ True or false? Tick the appropriate answer.
 - She then worked in a jewelry store.
 True / False

- She earned less money
 True / False

- She did sports and enjoyed herself a bit more because she earned more money.
 True / False

◆ When did she work?

4 Her fourth job

◆ How long has she studied at university?

◆ Fill in the blanks (one blank = one word):
 "I worked as a, which was a pretty
, job, pretty exhausting (= tiring), but
 I, it: it allowed me to pay for my
 because I made a lot money with
 the I made. And then I graduated."

WORKING ABROAD

Choosing to work abroad is an option that you can use to not only take a different step in your career, but also to expand your personal horizons by experiencing a different culture and environment.

After I finished university, I was sure that I wanted to work abroad before I got my career established at home in North America. Australia was an obvious choice for me because that's where my mother was born and since I have citizenship there, I'd be able to enter the country and start working right away with no concern about work visas and things of that nature. 5

So I moved to Australia after graduating and started looking for my first post university job! After a lot of knocking on doors – quite literally – I managed to get a contract position at the biggest company in the country, the national telecommunications provider. I was a bit disappointed at first since it was really a temporary position and was only scheduled to last for 3 months. 10

3 years later, I was still working there.

I had turned a temp position into a fulltime one and had obviously liked the company (and country!) enough to work abroad for this length of time.

I was fortunate when I moved overseas because I moved to a country where I didn't need to worry about getting a work permit and there was no language or culture barrier to deal with. 15

Depending on what country you are planning on moving to there might be a number of issues you'll need to sort out long before you are able to work abroad. 20



EXPLOITATION

WORKING ABROAD

1 VOCABULARY

Read the text and use the context to understand these words and expressions from the text. Then link each word and expression on the left with its translation on the right.

- | | |
|---------------|-----------------------|
| Abroad • | • Citoyenneté |
| A step • | • À l'étranger |
| Obvious • | • À l'étranger |
| Citizenship • | • Obtenir son diplôme |
| Concern • | • Déménager |
| Move • | • Un problème |
| Graduate • | • Une étape |
| Since • | • Résoudre |
| Scheduled • | • Prévu(e) |
| Fortunate • | • Puisque |
| Overseas • | • Chanceux(se) |
| Deal with • | • Inquiétude |
| An issue • | • Gérer |
| Sort out • | • évident |

2 QUESTIONS ON THE TEXT

1 True or false? Tick the appropriate answer and justify your answers with quotations from the text.

- ◆ Working abroad is a good way to make new experiences.
 True / False

- ◆ Working abroad is a good way to learn about another culture.
 True / False

2 Tick the right answer.

- ◆ The narrator's home is
 in Australia
 in North America
 in England

EXPLOITATION

WORKING ABROAD

◆ He wants to work abroad before

- having children
- going to university
- establishing his career.

3 Where does the narrator want to go?

.....

4 Why?

.....

5 True or false? Tick the appropriate answer and justify your answers with quotations from the text.

◆ The author moved to Australia after university.

- True / False

◆ He found a job in Australia quickly.

- True / False

6 Tick the appropriate answer:

◆ “I was a bit disappointed at first since it was really a temporary position and was only scheduled to last 3 months” (l. 9-11) means that:

- The narrator’s job was a contract that lasted three months only.
- He had to wait three months before starting his job.

◆ “I had turned a temp position into a fulltime one and obviously liked the company (and country!) enough to work abroad for this length of time” (l. 13-14) means that (several answers):

- The narrator was so happy in Australia that he still works there.
- He managed to work more than three months with his company.
- He wants to go home.
- He thinks he stayed too long in his company.

7 How long has he been in Australia?

.....

8 What elements made working abroad easier for the author?

.....

3 FURTHER QUESTIONS

Use words and expressions from the “vocabulary help”.



VOCABULARY HELP

NOUNS	<ul style="list-style-type: none"> ● a challenge ● employment ≠ unemployment (<i>le chômage</i>) ● work experience ● self-confidence = <i>confiance en soi</i> ● prospects = <i>perspectives d’avenir</i> ● a résumé = <i>un CV</i> ● a means of + V-ing = <i>un moyen de</i> ● skills = <i>les compétences</i>
ADJECTIVES	<ul style="list-style-type: none"> ● determined = strong-willed ● confident ● risky ● mature = <i>mûr</i> ● adventurous ● enterprising ● open-minded (<i>ouvert d’esprit</i>) ≠ narrow-minded (<i>étroit d’esprit</i>) ● professional ● skilled (<i>qualifié</i>) ≠ unskilled (<i>non qualifié</i>)
VERBS AND EXPRESSIONS	<ul style="list-style-type: none"> ● broaden one’s mind = <i>élargir ses horizons</i> ● be unemployed = <i>être sans emploi, au chômage</i> ● challenge

1 If you had to go abroad to work, which country would you choose?

.....

2 In your opinion, what qualities are necessary to work abroad?

.....

3 Why do you think the narrator wants to work abroad?

.....

STUDYING ABROAD?

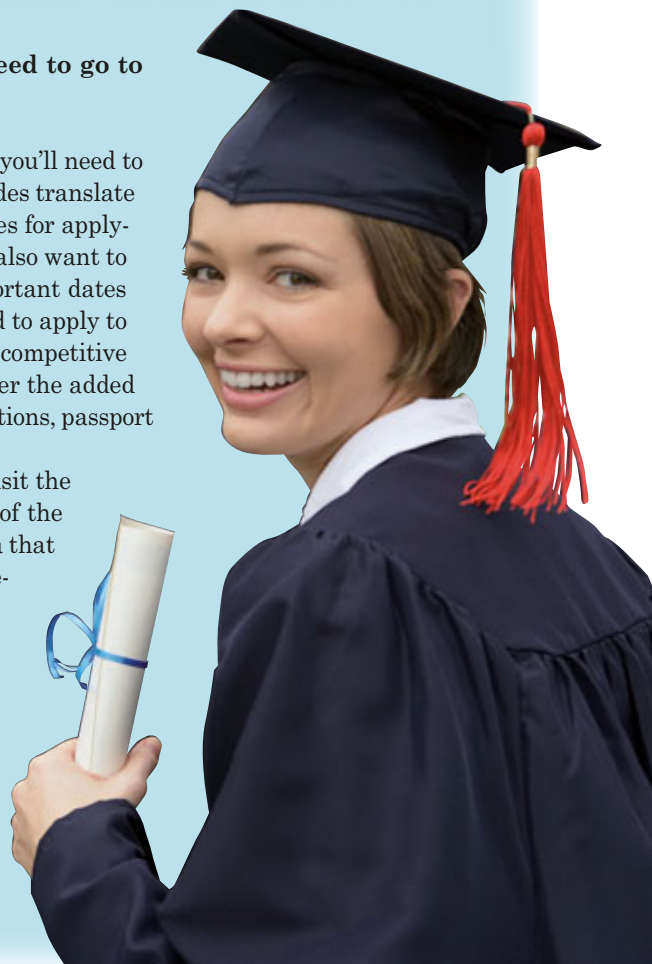
“I really want to go to college in London. What do I need to go to college in another country?” (Kate, Santa Fe, NM)

If you decide that you'd like to go to college in another country, you'll need to do your research to find out the admission specifics: how your grades translate to a foreign educational system, what tests are required, deadlines for applying, cost of attendance and opportunities for financial aid. You'll also want to start your research well in advance so that you're aware of important dates and deadlines. It's important to keep your grades up if you intend to apply to foreign schools because many of them can actually be even more competitive than schools in the United States. And you'll also want to consider the added costs of studying abroad: the exchange rate, insurance and vaccinations, passport and visa requirements, and transportation to and from home.

If you have the resources and opportunity, I recommend you visit the schools abroad that you'd like to attend so that you get a sense of the culture and environment. Studying abroad can be a romantic idea that doesn't necessarily pan out¹ the way you expect or a wonderful experience that forever impacts your life. If you're the type of student who makes friends easily, loves adventure, is self-reliant, and not apt to be homesick, then attending a foreign college or university could be exactly the right undergraduate experience for you.

JAYE J. FENDERSON, College Expert
www.seventeen.com/college-career

1. Pan out = se passer, "se goupiller"



EXPLOITATION

STUDYING ABROAD

1 BEFORE YOU READ THE TEXT

1 Read the title and the introduction and answer these questions.

- ◆ What type of document is it?
 - An extract from a book
 - An extract from an online magazine
 - An extract from a newspaper
- ◆ “abroad” means:
 - Etranger
 - À l'étranger
- ◆ Kate is from:
 - California in the USA
 - Nebraska in the USA
 - New Mexico in the USA

2 Tick the right answer and justify.

Kate wants to go to college (= university) abroad

True / False

.....

.....

3 Where does Kate want to go exactly?

.....

.....

EXPLOITATION

STUDYING ABROAD?

2 VOCABULARY

Match each word or expressions from the text with its corresponding definition or translation.

- | | |
|----------------------|--|
| Grades • | • Independent |
| Foreign • | • Extra costs |
| Deadlines • | • Results you get at school for your tests |
| Cost of attendance • | • Before you get a diploma |
| Be aware of • | • <i>L'assurance</i> |
| Actually • | • Price to pay to go to school |
| Added costs • | • From another country |
| Exchange rate • | • When you miss your home country |
| Insurance • | • Time limit |
| Requirements • | • Be conscious of |
| Attend • | • <i>Taux de change</i> |
| Expect • | • <i>Exigences</i> |
| Self reliant • | • Follow lessons |
| Homesick • | • In fact |
| Undergraduate • | |

3 ON THE TEXT

1 List all the admission specifics Kate has to check (= *vérifier*) before she chooses her college.

.....

.....

.....

.....

.....

.....

.....

2 True or false? Justify your answers by quoting from the text.

- ◆ Kate doesn't need to worry about her grades.
 True / False

- ◆ Many foreign schools want students who apply to compete to have the best grades they can.
 True / False

3 What other costs should Kate take into account (= *prendre en compte*)?

.....

.....

4 What important piece of advice (= *conseil*) does Jaye F. Fenderson, the college expert, give? Why?

.....

.....

5 According to the college expert, what qualities should a student have to study abroad?

.....

.....

4 HOMEWORK

What are the advantages and drawbacks (= disadvantages) of studying abroad? Fill in the grid.

Advantages	Drawbacks / disadvantages

5 PERSONAL EXPRESSION

Would you like to study abroad? Why or why not? Where would you like to go? (80 words)

.....

.....

.....

.....

.....

.....

.....

CORRIGÉS

AFTER SCHOOL JOBS

1 BEFORE YOU READ THE TEXT

1 What type of document is it? Tick the appropriate answer.

It's an extract from a diary (a diary is a book in which you write about your life, your feelings, your dreams, etc.)

2 What is the main character's name?

The main character's name is Adrian Mole.

3 How old is he?

He is thirteen years old, almost fourteen.

2 ON THE TEXT

1 Explain what Adrian's job is.

Adrian delivers newspapers to people's houses for pocket money.

2 What are *The Times*, *The Daily Telegraph*, *The Guardian*, *Punches*, *The Sun*, and *The Mirror*?

They are newspapers.

3 Elm Tree Avenue is "dead posh" means that:

Elm Tree Avenue is in a nice and rich neighbourhood.

4 Tick the appropriate answer:

The milkman is somebody who delivers (= livre) milk to people's houses every morning.

5 Guess who Sabre is.

Sabre must be Bert's dog because it tried to bite the milkman.

6 What problem did Adrian face on February 26th?

Adrian didn't deliver the papers correctly and gave the wrong newspapers.

7 How did people react? Quote the text.

People were angry at him: "I don't know why everybody went to mad."

8 What does Adrian think these people should do? Quote the text.

Adrian thinks it's a good opportunity for them to read another type of newspaper: "You'd think they would enjoy reading a different paper for a change".

9 What was Pandora about to do when Adrian saw her on February, 27th?

Pandora was about to ride her horse.

10 Why didn't Adrian want Pandora to see him? Quote the text.

Adrian didn't want Pandora to see him because he was delivering papers and was ashamed of it. He says "I didn't let her see me. I don't want her to know that I'm doing a menial job".

11 Translate the expression "menial job" in French.

Un travail subalterne / inférieur / peu valorisant

12 What problem did Adrian face on February, 28th?

Adrian was late in delivering the papers, so once again, people were angry.

13 True or false? Tick the appropriate answer and justify by quoting from the text.

◆ According to Adrian, *The Guardian* is full of spelling mistakes (= *des fautes d'orthographe*).

True: "I had a Guardian left over in my paper bag so I took it home to read. It was full of spelling mistakes!"

◆ Adrian thinks it's not a problem if there are mistakes in *The Guardian*.

False: It is disgusting when you think of how many people who can spell are out of work.

3 FURTHER QUESTIONS

1 Do you agree with Adrian when he says that he's doing a menial job?

I agree with Adrian because I understand him. He wants to give a good image of himself and he thinks that working for pocket money isn't so positive. He probably wants to impress Pandora and to be proud of himself. He believes his job isn't self-enhancing.

I disagree with Adrian because I think he shouldn't be ashamed of working, on the contrary. He should be proud of what he is doing because it's difficult to work and go to school at the same time. He earns his own money and is independent. In my opinion, we shouldn't be ashamed of the job we have, because having a job is essential. But it is true that some jobs give more prestige than others, and Adrian thinks his job isn't self-enhancing.

CORRIGÉS

2 Why do you think Adrian delivers papers? In your opinion, does he enjoy doing it?

Adrian must deliver papers to earn some pocket money. This way he can be independent and doesn't rely on his parents to buy what he wants. He can pay for his own expenses.

However, Adrian may work to help his family because they may have financial problems or perhaps one of his parents is unemployed / out of work. If his family is in need and short of money, they may want Adrian to work after school.

He doesn't seem to enjoy what he's doing because he never stops complaining about people's reactions to his mistakes. The fact that he made several mistakes shows that he doesn't do his job as seriously as he ought to. If he enjoyed his job, he probably wouldn't make so many mistakes. He probably has no choice: either his parents force him to work to earn his own money or he has to help them financially.

3 Do you think that people are influenced by what other people think of their job, like Adrian in the extract?

I think that people give much importance to what other people think. Most people are usually concerned with the image they give. Most people like giving a good impression, so having a good job helps. However, there are some people who don't care about what other people think and do the job they like regardless other people's opinion.

ODD JOBS



Script de l'extrait de compréhension orale

"I got my first job when I was 15 years old in Florida. It was an after school job at an ice cream store and I worked there for one year... and I did that so I could save money to buy a car. I worked almost every week-end and 2 or 3 days a week so I had to do all my homework on my 2 days off and all my studying. I didn't get to see my friends very much.

Once I turned 16 and I bought a car, I could work a little further away from home, and so I got a job at the mall in a shoe store, and I worked there for about 2 years every week-end, probably 20 hours a week. So I chose to do that instead of doing sports because I had to pay for my car every month. Then when I was a Senior in high school, I got a better job at a jewelry store and I was able to earn a commission so I made more money. So this meant I didn't have to work as much so I was able to do a few sports and I enjoyed my senior year a little bit more since I made more money. I just worked on the weekends and maybe one day a week. And when I graduated and I went to university, for most of my 4 years at university, I worked as a waitress, which is a pretty hard job, pretty exhausting, but I enjoyed it: it allowed me to pay for my apartment because I made a lot more money with the tips I made. And then I graduated."

1 BEFORE YOU LISTEN

1 Would you like to work after school for pocket money?

I'd like to work after school because I could earn some money and buy things for myself, go to the cinema, etc. I would not depend on my parents. However, working after school can be difficult because after school we're tired, and we've got to do our homework. It's not easy to study for school and work at the same time.

I wouldn't like to work after school because I want to concentrate on my studies and homework. Anyway I know it would be hard for me to find a job.

2 What type of job do you think you could find if you wanted to work after school?

I'm not sure it would be easy to find a job at our age, because we're not 16. Yet we could earn money if we helped people around us (neighbours, adults from our family for instance), and they would give us some pocket money. We could do odd jobs like washing cars, doing housework, etc.

3 What type of job would you like to do?

4 What are the advantages and the drawbacks (= disadvantages) of having a job when you're a teenager?

One of the advantages of having a job when you're a teenager is that you can earn your own money and be independent. You can spend your money on what you want or save it if you want to buy something expensive, or you can save it for your future. Another advantage is that it teaches you the value of money and you get used to working. You have an idea of what the working life is like, which is very different from school. It gives you experience as well.

Regarding the drawbacks, it is difficult to manage school and work at the same time. If you work a lot, you get a lot more tired and it's more difficult to concentrate at school. Also you have less time for your homework and for your leisure.

2 ORAL COMPREHENSION

Listen to what this woman is saying about the various jobs she did after school when she was a teenager. Then answer the following questions.

1 Her first job

◆ Where is the woman from? (state + country)
The woman is from Florida in the USA.

CORRIGÉS

- ◆ How old was she when she got her first job?

She was 15 years old.

- ◆ Tick the right answer. She worked in an ice-cream store.

- ◆ How long has she worked there?

She has worked there for one year.

- ◆ Why did she decide to get a job after school?

She wanted to save money to buy a car.

- ◆ Fill in the blanks (one blank = one word):

"I worked almost **every** week-end and 2 or 3 days a **week**, so I had to do all my **homework** on my two days off (= *jours de congé*)."

2 Her second job

- ◆ How old was she when she bought herself a car?

She was 16 years old.

Note: American teenagers are allowed to drive at the age of 16 whereas the French must be 18.

- ◆ Tick the right answers.

- *Because she had a car, she could work further away from home.*

- *She got a job at the mall in a shoe store.*

- ◆ Fill in the blanks (one blank = one word):

"I worked there for about 2 years **every** week-end, probably 20 hours a week."

- ◆ Tick the correct answer. Why did she decide to keep on working? (= not to stop working)

- *Because she had to pay for her car.*

3 Her third job

- ◆ True or false? Tick the appropriate answer.

- She then worked in a jewelry store.

True: "I got a better job at a jewelry store"

- She was a Junior in high school when she found her 3rd job.

False: "I was a Senior in high school"

- She earned less money.

False: "I was able to earn a commission so I made more money"

- She did sports and enjoyed herself a bit more because she earned more money.

True: "So this meant I didn't have to work as much so I was able to do a few sports and I enjoyed my senior year a little bit more since I made more money"

- ◆ When did she work?

She worked on the week-ends and maybe one day a week

4 Her fourth job

- ◆ How long has she studied at university?

She has studied 4 years at university.

- ◆ Fill in the blanks (one blank = one word):

"I worked as a **waitress**, which was a pretty **hard** job, pretty exhausting (= tiring), but I **enjoyed** it: it allowed me to pay for my **apartment** because I made a lot **more** money with the **tips** I made. And then I graduated."

WORKING ABROAD

1 VOCABULARY

■ Read the text and use the context to understand these words and expressions from the text. Then link each word and expression on the left with its translation on the right.

Abroad — À l'étranger

A step — Une étape

Obvious — Évident

Citizenship — Citoyenneté

Concern — Inquiétude

Move — Déménager

Graduate — Obtenir son diplôme

Since — Puisque

Scheduled — Prévus (e)

Fortunate — Chanceux (se)

Overseas — À l'étranger

Deal with — Gérer

An issue — Un problème

Sort out — Résoudre

2 ON THE TEXT

1 True or false? Tick the appropriate answer and justify your answers with quotations from the text.

- ◆ Working abroad is a good way to make new experiences.

True: "to expand your personal horizons" (l. 2)

- ◆ Working abroad is a good way to learn about another culture.

True: "to expand your personal horizons by experiencing a different culture and environment" (l. 2)

2 Tick the right answer.

- ◆ The narrator's home is in North America

- ◆ He wants to work abroad before establishing his career.

3 Where does he want to go?

He wants to go to Australia.

4 Why?

Because his mother is from Australia, and as a consequence he's got the Australian citizenship.

CORRIGÉS

5 True or false? Tick the appropriate answer and justify your answers with quotations from the text.

- ◆ The author moved to Australia after university.
True: "So I moved to Australia after graduating and started looking for my first post university job!"
- ◆ He found a job in Australia quickly.
False: "After a lot of knocking on doors – quite literally – I managed to get a contract position at the biggest company in the country"

6 Tick the appropriate answer:

- ◆ "I was a bit disappointed at first since it was really a temporary position and was only scheduled to last 3 months" means that:
- *The narrator's job was a contract that lasted three months only.*
- ◆ "I had turned a temp position into a fulltime one and obviously liked the company (and country!) enough to work abroad for this length of time" means that (several answers):
- *The narrator was so happy in Australia that he still works there.*
- *He managed to work more than three months with his company.*

7 How long has he been in Australia ?

He has been in Australia for 3 years.

8 What elements made working abroad easier for the author?

- *He didn't have to worry about getting a work permit.*
- *He didn't have to worry about the language because he spoke the same language as Australian people.*
- *He didn't have to worry about culture barrier.*

3 FURTHER QUESTIONS

1 If you had to go abroad to work, which country would you choose ?

2 In your opinion, what qualities are necessary to work abroad ?

In my opinion, one needs to be confident and adventurous to go and work abroad. It's a new experience, and you have to be mature to be ready to change your life. It's better if you're open-minded because you will discover a different culture. It's essential to speak a foreign language, at least English, but obviously, the best solution is to speak the language of the country where you choose to go. Working abroad is also a good means of improving your language skills. Working abroad is definitely a challenge which requires being determined and enterprising.

3 Why do you think the narrator wants to work abroad ?

*He probably wants to work abroad to broaden his mind but also to acquire more work experience. It will undoubtedly be a positive aspect on his résumé. He may find a better job once he returns to his native country.
He may have trouble finding a job in America and thinks it's easier in Australia. He probably believes that working abroad is a way of widening his professional prospects.*

STUDYING ABROAD

1 BEFORE YOU READ THE TEXT

1 Read the title and the introduction and answer these questions.

- ◆ What type of document is it?
An extract from an online magazine
- ◆ "abroad" means:
à l'étranger
- ◆ Kate is from:
New Mexico in the USA

2 True or false ?

Kate wants to go to college (= university) abroad.
True: "I really want to go to college"

3 Where does Kate want to go exactly ?

She wants to go to London.

2 VOCABULARY

Match each word or expressions from the text with its corresponding definition or translation.

- Grades — Results you get at school for your tests
- Foreign — From another country
- Deadlines — Time limit
- Cost of attendance — Price to pay to go to school
- Be aware of — Be conscious of
- Actually — In fact
- Added costs — Extra costs
- Exchange rate — *Taux de change*
- Insurance — *L'assurance*
- Requirements — *Exigences*
- Attend — Follow lessons
- Expect — Imagine
- Self reliant — Independent
- Homesick — When you miss your home country
- Undergraduate — Before you get a diploma

CORRIGÉS

3 ON THE TEXT

1 List all the admission specifics Kate has to check (= *vérifier*) before she chooses her college.

- How your grades translate to a foreign educational system (it means that Kate has to find what the equivalents of her grades in a foreign country are).
- What tests are required (maybe she has to take some specific exams to be accepted in a foreign university).
- Deadlines for applying (Kate must check the dates for her application).
- Costs of attendance: how much it is to go to the college of her choice.
- Opportunities for financial help (if she can get some money, for instance a scholarship)

2 True or false? Justify your answers by quoting from the text.

- ◆ Kate doesn't need to worry about her grades.
False: "It's important to keep your grades up"
- ◆ Many foreign schools want students who apply to compete to have the best grades they can.
True: "Many of them can actually be even more competitive than schools in the United States".

3 What other costs should Kate take into account (= *prendre en compte*)?

She should consider the costs of the exchange rate, insurance, vaccinations, passport and visa, and transportation.

4 What important piece of advice (= *conseil*) does Jaye F. Fenderson, the college expert, give? Why?

She advises Kate to visit the colleges she'd like to attend if it's possible. This would give her an idea before making any decision.

5 According to the college expert, what qualities should a student have to study abroad?

A student who wants to study abroad should be sociable, outgoing, independent and adventurous.

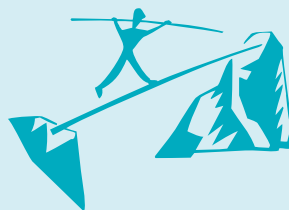
4 HOMEWORK

1 What are the advantages and drawbacks (= disadvantages) of studying abroad? Fill in the grid.

Advantages	Drawbacks / disadvantages
<ul style="list-style-type: none"> - You meet different people with a different culture and way of life. It's a good means of broadening one's mind. - You can improve your level in a foreign language. - It's an enriching and interesting experience because you discover another educational system with different aims and methods. You can learn things differently. - It can definitely be a positive aspect of your resume and make the difference on the job market. - Some students like being away from their parents and can enjoy more freedom. 	<ul style="list-style-type: none"> - You can be homesick and find it difficult to adapt to a new environment. - It can be fairly expensive to study abroad: if you want to come home for every holiday, it can be costly. The accommodation and all the costs once you are there can be expensive too. - You can miss your friends and you family.

5 PERSONAL EXPRESSION

1 Would you like to study abroad? Why or why not? Where would you like to go? (80 words)



Mise en perspective

COMMENT TIRER PARTI DES EXPERIENCES



« JE DÉCOUVRE, J'EXPÉRIMENTE »

L'appréhension de la réalité du monde du travail au travers d'expériences, vécues en situation réelle, avec des tâches concrètes à réaliser, permet l'apprentissage de savoirs-faire et savoirs-être tout autant que de savoirs formels. La possibilité de mettre en relation des savoirs théoriques et des situations, permet l'acquisition de compétences, et ceci sans encore d'enjeu véritable pour l'avenir.

À partir d'une expérience vécue du monde du travail, soit dans le cadre d'une formation, soit dans celui d'activités de découverte professionnelle ou DP3, les élèves peuvent anticiper et se projeter dans une vie professionnelle. Ils peuvent également percevoir la diversité des trajectoires possibles et des stratégies à envisager, la place des relations humaines et la dimension subjective de la relation au travail.

UNE ACTIVITÉ

Tirer profit des rencontres

Demander aux élèves de :

- préparer un mini-forum des métiers au collège en sollicitant la participation de parents et d'adultes volontaires.

Les élèves devront définir son organisation et le type de diffusion des informations recueillies ; par exemple, construire un canevas de questions, se répartir les tâches, organiser des groupes par intérêts pour assister aux présentations de métiers, prévoir un compte-rendu, un article de journal...

D'autres pistes... leur proposer :

- de réaliser une enquête, lors d'un voyage linguistique ou d'échanges, sur les métiers des parents dans les familles d'accueil ;
- d'organiser une visite d'entreprise sous forme d'un reportage avec interview d'un professionnel. La préparation de cet interview sera faite en classe.

Pour aller plus loin : consulter le site :

www.onisep.fr/equipeducatives

ou le document Onisep « Accompagner les activités de découverte en entreprise ».

« J'AI UN TRAVAIL D'APPOINT, UN JOB D'ÉTÉ »

Avoir un petit boulot quand on est adolescent, fait partie de la culture anglo-saxonne. C'est donc une réalité courante aux États-Unis où sont moins lourds que dans le système éducatif français, horaires de cours et travail scolaire à la maison. Elle se retrouve cependant chez les adolescents français, peu en ce qui concerne les collégiens, en particulier du fait de la limite de l'âge légal du travail, davantage chez les lycéens, plus encore chez les étudiants.

Comme toute expérience de travail, le job d'appoint ou d'été nécessite un investissement personnel. C'est la possibilité de faire des liens entre soi et un environnement professionnel, de mesurer l'importance des attitudes requises et d'une mobilisation à la fois cognitive et personnelle. C'est aussi un moyen de découvrir la culture et les codes sociaux propres à chaque entreprise.

Que ce soit par nécessité ou choix, ponctuellement ou plus durablement, il se pratique le week end, parfois après les cours, le plus souvent pendant les vacances, surtout dans la restauration (le service), les emplois à la caisse des supermarchés, les gardes d'enfants, d'animaux. L'été permet une plus grande disponibilité, le lieu de travail peut être un hôpital, une entreprise industrielle ou de services, parfois celle où travaille un membre de la famille, une connaissance. Mais d'autres choix sont possibles, en particulier travailler à l'étranger...



UNE ACTIVITÉ

Tirer profit des expériences

Proposer aux élèves de réfléchir aux effets, sur leurs parcours, de leurs différentes expériences de travail :

- dans le cadre d'un débat contradictoire sur les avantages et les inconvénients d'un petit boulot ;
- dans celui d'une enquête à réaliser, auprès des élèves de 3^e, sur leurs expériences de travail.

« JE FAIS UN STAGE »

Les stages deviennent obligatoires au collège et au lycée GT, comme dans la plupart des cursus de formation, surtout dans l'enseignement professionnel et le supérieur. Qu'ils soient stages de découverte ou d'observation, stages de formation dans lesquels les stagiaires sont plus impliqués, ils se déroulent tantôt à mi parcours, tantôt en fin de formation. Pour s'adapter à la dimension mondiale de l'économie et à la nécessité grandissante de maîtriser une LV étrangère, ils ont lieu de plus en plus souvent à l'étranger, en particulier au niveau post-bac, dans les écoles de commerce, d'ingénieurs ou à l'université. Les échanges internationaux se multiplient dans le domaine de l'éducation, de plus en plus d'étudiants élargissent leur champ de formations et de rencontres, en n'hésitant pas à partir. C'est pour eux la possibilité d'expérimenter des savoirs acquis, l'occasion d'apprendre à être opérationnel grâce à une pratique réelle qui autorise essais et erreurs...



UNE ACTIVITÉ

Faire du stage une expérience enrichissante

Demander aux élèves de :

- préparer un stage en exprimant leurs attentes ;
- puis, quand il est réalisé, le présenter, sous forme d'affiche ou d'exposé, en classe ou aux parents, lors d'une journée portes-ouvertes, par exemple (consulter le site : www.onisep.fr/equipeseducatives rubrique « Découverte professionnelle »).

« J'ENVISAGE DE TRAVAILLER À L'ÉTRANGER »

Exercer son métier à l'étranger, pour un temps ou définitivement, est un choix que font de plus en plus souvent de jeunes français, surtout au début de leur vie professionnelle. Les conditions de travail et de vie s'uniformisent, même si de grandes différences subsistent dans le développement des secteurs de l'économie, l'organisation de la vie sociale ou les niveaux de vie. La recherche du changement, voire de l'exotisme, ou tout simplement le goût des voyages, une rencontre, le désir de prolonger une expérience de stage réussie ou encore une promotion possible peuvent être à l'origine d'un tel choix. Le départ à l'étranger n'est plus nécessairement, comme dans les projets d'émigration, décision de recommencer ailleurs une autre vie, mais souvent désir de vivre un intermède, des expériences différentes, ou encore d'acquérir d'autres savoirs et compétences.

UNE ACTIVITÉ

Elargir son horizon

- Amener les élèves à envisager, pour tout métier, et quelque soit le niveau de qualification, son exercice à l'étranger ; par exemple celui de boulanger, maçon, tout autant que celui de traducteur, architecte...
- Leur demander de comparer, à partir d'une liste de métiers, l'exercice d'un même métier dans différents pays ; tous sont-ils possibles et les conditions sont-elles les mêmes ?

Des prolongements possibles

- Analyser les conséquences d'un départ à l'étranger ; est-ce possible quand on exerce déjà un métier ? à n'importe quel âge ? et si oui, quelles questions se poser ?

Par exemple celles de la formation complémentaire à acquérir ou de la réglementation ; par exemple peut-on être médecin ou avocat à l'étranger avec un titre français ?

- S'imaginer à la place d'un étranger venant travailler en France ; comment faire et quelles difficultés éventuelles, faut-il surmonter ?

Des avantages et des inconvénients ?

Le risque est toujours possible d'une expérience vécue comme décevante, par exemple à cause des conditions dans lesquelles elle s'est passée, ou de l'image trop idéalisée que l'on se faisait à priori d'un métier. Quelque soit la manière dont on se confronte à la réalité, il y a toujours des enseignements à retirer et des acquis sur le plan personnel : éprouver des savoirs et des compétences acquises, percevoir celles qui restent à acquérir, exercer son autonomie, ses responsabilités, avoir plus d'indépendance financière. C'est aussi l'occasion de remplir son carnet d'adresses et... d'avoir un CV plus convaincant.

Cependant pour être profitables et intégrées comme expériences, ces rencontres avec le monde du travail doivent être préparées et accompagnées d'une analyse des situations rencontrées et des modes de vie qu'elles impliquent.

POUR ALLER PLUS LOIN...

Ressources documentaires ONISEP

Des documents de référence pour accompagner les recherches des élèves sur les métiers abordés dans cette thématique et à retrouver dans le Kiosque ONISEP.

AFTER SCHOOL JOBS

Kiosque : Information - communication - journalisme

- Parcours : journalisme, communication, documentation

ODDS JOBS

Kiosque : hôtellerie - tourisme - sports

- Parcours : les métiers des hôtels et des restaurants
- Voie pro : les métiers de l'hôtellerie et de la restauration

Kiosque : commerce - transport - logistique

- Parcours : les métiers du marketing et de la vente
- Voie pro : vendre
- Clips : commerce et vente
- Fiches métiers : volume 12

WORKING ABROAD ET STUDYING ABROAD

Kiosque : Les études au lycée/ l'enseignement supérieur

- Parcours : langues et international
- Dossiers : étudier et travailler à l'étranger

Kiosque : équipes éducatives

- Informer : promouvoir la mobilité en Europe
- Accompagner les activités de découverte professionnelle en entreprise

Sites à l'étranger :

www.10000stages.com

www.eurostage.org

Les fiches métiers anglaises :

www.connections-direct.com

LOOKING FOR A JOB

TEXTES ET EXPLOITATIONS

- Job opportunities 64
- Job advertisements 66
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- Job interview 70

CORRIGÉS..... 71

MISE EN PERSPECTIVE 74

JOB OPPORTUNITIES



Compréhension orale.
Travailler à partir de deux dialogues sur CD joint.



EXPLOITATION

JOB OPPORTUNITIES

1 A JOB OPPORTUNITY N°1

Listen to a conversation between a man and a woman who are talking about a job opportunity found in the paper. Then answer these questions.

1 Tick the right answer. Why does the woman want to find another job?

- Because she's fed up with her job (be fed up with = *en avoir marre de*)
- Because she needs to change
- Because she needs money.

2 True or false? Tick the appropriate answer.

- ◆ The European Space Agency is looking for translators.
- True False

3 Fill in the blanks (one blank = one word):

"Oh... So you'd a degree in
..... and, I suppose."

4 What qualities does the woman think she has got for this job?

.....
.....

5 What qualities does the European Space Agency require?

.....
.....

6 Complete the following sentence.

The European Space Agency wants somebody with a ".....
..... and inquiring"

7 True or false? Tick the appropriate answer.

- ◆ The salary is negotiable.
- True False
- ◆ The salary depends on your education and your personality.
- True False
- ◆ In addition to the salary, there are extra benefits.
- True False

8 What does the woman decide to do in the end?

.....
.....
.....

2 A JOB OPPORTUNITY N°2

Listen to this conversation between two women who are talking about a job opportunity in which Sue, one of their colleagues, could be interested in. Then answer these questions.

1 Where is Sue?

.....
.....
.....

2 True or false? Circle the appropriate answer.

- ◆ The job is for a magazine called *The London Day*.
- True False
- ◆ It's a newspaper for visitors in London.
- True False
- ◆ This magazine needs a reporter
- True False
- ◆ This magazine needs a sales executive.
- True False

3 Fill in the blanks (one blank = one word):

"has to the unique benefits of the
..... to and clients in
....."

4 How much money does it pay?

..... plus

5 What qualities are required to apply for this job?

.....
.....
.....

6 When will Sue be back to work?

.....
.....
.....

JOB ADVERTISEMENTS

LIBRARIAN

Salary: undisclosed
Location: Lichfield
Job type: part time
Date posted: 11 Mar-2008

Lichfield Cathedral School. Coeducational Day School with boarding for choristers LIBRARIAN (part-time, 10 hours per week) This role could be combined with the Music Secretary position and there is scope* for expansion of hours in the future. Application forms and details are available on the School's website, or from sara.holder@lichfieldcathedralschool.com or by telephoning 01543 306178. Applications by **Monday 17th March.**

*Scope = perspective d'évolution

COOK

Salary: £ 6.50
Location: Truro
Job type: permanent
Date posted: 15-Mar-2008

Daytime Cook and experienced cook with basic food hygiene cert, to work 5 days a week including 1 weekend day. Often managing a small team, giving a high standard of customer care. £6.50 - £7/hour. To request an application form please contact:

Healey's Cornish Cyder Farm, Penhallow,
Truro, Cornwall, TR4 9LW (01872) 573356
lisa@thecornishcyderfarm.co.uk
NO AGENCIES PLEASE

EXPLOITATION

JOB ADVERTISEMENTS

1 LIBRARIAN

1 Explain what a librarian is with your own words.

.....
.....
.....

2 How much is the job paid?

.....
.....
.....

3 Guess the meaning of undisclosed.

.....
.....
.....

4 What type of job is it?

.....
.....
.....

5 How long will the librarian have to work?

.....
.....
.....

6 What is specific about this job advertisement?

.....
.....
.....

7 How can you get more details about the job?

.....
.....
.....

2 COOK

1 Where does the cook work?

.....
.....
.....

2 What type of job is advertised?

.....
.....
.....

3 How much is it paid?

.....
.....
.....

4 What qualities are required for this job?

.....
.....
.....

5 What hours will the cook have to work?

.....
.....
.....

6 How can you get more details about the job?

.....
.....
.....

3 GOING FURTHER

1 Write your own job advertisement, using the model. Pick out a job from the following list: estate agent – accountant – nurse – engineer – sales representative – secretary. You can also pick out a job outside the list.

.....
.....
.....

2 Send your application to one of the two job advertisements.

.....
.....
.....

TIPS FOR WRITING A RESUME

Teen D. Resume

7071 Warner Ave F466
 Huntington Beach, CA 92647
 Phone : (714)-555-1212
 E-mail : teendemo@teens4hire.org

OBJECTIVE

I would love to use my mechanical skills in a hands-on capacity.

EDUCATION

Demo High School, Demo, CA

Going into 11th grade Fall/04. GPA 3.5
 Classes taken include Algebra I & II, Advanced Writing & Composition,
 Conversational Spanish and Industrial Mechanics.

EMPLOYMENT

- 06/03-9/03

Sales/Customer Service — Copy4Less

Wrote orders, processed jobs, maintained and repaired equip,
 cashiered, answered phones and provided customer service.

OTHER WORK EXPERIENCE

- 01/03-Present

Perform car washes and detailing for friends and family.

VOLUNTEER EXPERIENCE

- 01/03-Present

Fund-raiser for our local Ronald McDonald House and raised over \$1,000 this year.
 Fund-raiser for Water Polo team and raised over \$300 this year.

SPECIAL TALENTS AND SKILLS

- Proficient with Microsoft Office products and some computer trouble-shooting.
- Outgoing, personable with great people skills.
- Demonstrated ability to work well with others and communicate effectively with a variety of people, including supervisors, peers and technicians.

HONORS AND AWARDS

- IOC Rep for School Swing Dancing Club.
- Honor Roll Freshman and Sophomore
- Golden State Honors in Algebra, Geometry and English

EXTRACURRICULAR ACTIVITIES

- Primarily active sports like swimming, water polo, surfing and karate.
- Reading science fiction, philosophy, and hot rod magazines.

REFERENCES

Available on request

Source : Teens4Hire.org's Sample Teen Resume



VOCABULARY HELP

NOUNS

- A candidate = an applicant
- education = *l'instruction*
- a skill
- career
- an employer ≠ an employee
- unemployment = *le chômage*
- hobbies
- interests
- extra-curricular activities = *activités extra-scolaires*
- a challenge
- work experience

• CV (*curriculum vitae*)

= a summary of your work experience and education, used for job applications

• **Resume** (properly written as *résumé*) = is an American English term for a CV

• **Covering letter** = a letter sent with your CV which explains details about your application to a particular company

• **Reference** = a formal letter to an employer, from somebody who knows you well, describing your character or ability

• **Referee** = a person who provides a reference for you

ADJECTIVES

- Challenging
- motivated
- educated = *qui a fait des études*
- skilled = *qualifié*
- responsible for

VERBS AND EXPRESSIONS

- Apply for a job = *postuler pour un emploi*
- a CV (GB) = a resume (US)
- to send one's resume
- take responsibilities
- be interested in
- be experienced in ≠ lack experience

EXPLOITATION

TIPS FOR WRITING A RESUME

1 EXPLAIN WHAT A RESUME IS

.....

.....

.....

2 TICK THE CORRECT TRANSLATION

Each of these words and expressions are in the order of the text.

- Provide: prendre donner, fournir
- Full: complet / complète vide
- State: exposer montrer
- Grade level: les notes la classe, le niveau
- Challenging: difficile facile
- Duties (singular: duty): le salaire
 fonctions, responsabilités
- Odd jobs: des métiers étranges des petits boulots
- Skill: le talent l'aptitude, la compétence
- Useful: inutile utile
- Belong to: appartenir à soutenir
- At least: au moins maximum

3 FIND THE DEFINITION

Use the example of the resume p. 68 to write the correct numbers in front of each definition below.

- If you've been employed, list your employers here starting with the most recent. State name of employer, your job title, dates of employment and your main duties.
- Name any specific recognition you've received for academic, athletic, or community service activities.
- Here you want to state why you are sending your resume to this particular company.
- Be prepared to name at least two people list (name, company, address, phone or email and their relationship to you) who will speak favorably about you. Make sure it's OK with them before you give out their names. You want your references to be prepared to give you the best recommendation they can – when they are contacted by a potential employer.
- Name any clubs or associations you belong to as well as activities outside of school including your hobbies and interests.
- Put your full name at the top of the resume and provide your full address, telephone number, and email.
- If you've worked for yourself doing odd jobs, list them here.
- If you have any non-paid experience, list it here.
- Name your school, grade level, and names of any particular challenging classes you may have taken.
- Name any special talents or skills you've acquired that might be useful to an employer. Include any special projects you may have done.

JOB INTERVIEW



VOCABULARY HELP

NOUNS

- An accountant • a secretary
- a clerk = an employee
- an applicant = a candidate

ADJECTIVES

- nervous = stressed out • stressful = *stressant*
- scared = frightened • surprised = astonished
- challenging

VERBS AND EXPRESSIONS

- be about to = *être sur le point de*
- to apply for a job = *postuler pour un emploi*

EXPLOITATION

JOB INTERVIEW

ANSWER YOUR TEACHER'S QUESTIONS

Two steps to study the document.

1 The man alone.

- ◆ Describe the situation and what you can see.
- ◆ How does the man feel?
- ◆ Can you imagine why?

2 The whole image.

- ◆ Why is the man nervous?
- ◆ How would you feel if you were him?
- ◆ What type of job could he be applying for?

CORRIGÉS

A JOB OPPORTUNITIES

1 A JOB OPPORTUNITY N° 1



Script

WOMAN. — God, I'm fed up with my job!

MAN. — Hey! Now I think of it, there's the perfect job for you in the paper today.

WOMAN. — What?

MAN. — Wait a minute... hum... Here it is: European Space Agency requires translators.

WOMAN. — European Space Agency? Didn't know there was one!

MAN. — Well, that's what it says: they need English translators to work from French and German.

WOMAN. — Oh... So you'd need a degree in French and German, I suppose... Well, I've got that, and plenty of experience. What are they asking for?

MAN. — Just that: a degree and 3 or 4 years experience. They also say "the person should have a lively and inquiring mind".

WOMAN. — Well, if I stay in my present job much longer, I shan't have a mind left! What about salary?

MAN. — Well, it says negotiable. So I suppose it depends on education and experience. Ah, now in addition to basic salary, there's a list of extra benefits. Have a look yourself.

WOMAN. — Mmmmm. Travel and social security plus three vacation expenses are paid! Hey, this isn't bad! I'm going to write to them straight away!

1 Tick the right answer. Why does the woman want to find another job?

- Because she's fed up with her job (be fed up with = en avoir marre de)

2 True or false? Tick the appropriate answer.

The European Space Agency is looking for translators.

True: "European Space Agency requires translators"

3 Fill in the blanks (one blank = one word):

"Oh... So you'd **need** a degree in **French** and **German**, I suppose."

4 What qualities does the woman think she has got for this job?

- She has got a degree in French and German.

- She has plenty of experience.

5 What qualities does the European Space Agency require?

- A degree in French and German.

- 3 or 4 years experience.

6 Complete the following sentence.

The European Space Agency wants somebody with a "**lively** and **inquiring** mind."

7 True or false? Circle the appropriate answer.

◆ The salary is negotiable.

True: "It says negotiable".

◆ The salary depends on your education and your personality.

False: "It depends on education and experience"

◆ In addition to the salary, there are extra benefits.

True: "In addition to basic salary, there's a list of extra benefits".

8 What does the woman decide to do in the end?

She decides to apply for the job and to write to them immediately.

2 A JOB OPPORTUNITY N° 2



Script

1st WOMAN. — Hey, I think I've found a job that might interest Sue. Where is she?

2nd WOMAN. — She's not in today. Away on a trip to Leeds I think. What is it?

1st WOMAN. — Well, it's for a magazine called London Week which claims to be the only newspaper for visitors to London.

2nd WOMAN. — What do they want? A reporter?

1st WOMAN. — No, it's what they call a sales executive. Has to sell the unique benefits of the magazine to agencies and clients in London.

2nd WOMAN. — Mmmmm. Could be interesting. How much does it pay?

1st WOMAN. — 14,000. Plus commission.

2nd WOMAN. — Not bad at all. Do they specify what they want?

1st WOMAN. — Sales people with up to two years experience, not necessarily in advertising. Sue's got plenty of that!

2nd WOMAN. — Yeah. Nothing else?

1st WOMAN. — Well, they want bright enthusiastic young people.

2nd WOMAN. — No trouble there. Any other details about job conditions?

1st WOMAN. — No, just the commission on top of the salary.

2nd WOMAN. — Well, let's tell Sue, she'll be in tomorrow, I expect.

1 Where is Sue?

Sue is on a business trip in Leeds. She's not at work.

CORRIGÉS

2 True or false? Circle the appropriate answer.

- ◆ The job is for a magazine called The London Day.
False: "it's for a magazine called London Week"
- ◆ It's a newspaper for visitors in London.
True: "claims to be the only newspaper for visitors in London"
- ◆ This magazine needs a reporter.
False: they need "what they call a sales executive".
- ◆ This magazine needs a sales executive.
True: they need "what they call a sales executive".

3 Fill in the blanks (one blank = one word):

"has to *sell* the unique benefits of the *magazine* to *agencies* and clients in *London*."

4 How much money does it pay?

14,000 plus commission.

5 What qualities are required to apply for this job?

- *2 years experience, not necessarily in advertising.*
- *Bright, enthusiastic people.*

6 When will Sue be back to work?

She'll be back the next day.

JOB ADVERTISEMENTS

1 LIBRARIAN

1 Explain what a librarian is with your own words.

A librarian is someone who works in a library, sorts out the books, helps you when you are looking for a book or for information.

2 How much is the job paid?

We don't know how much this job is paid. The ad says "undisclosed"

3 Guess the meaning of undisclosed.

"Undisclosed" means "non révélé", "non divulgué".

4 What type of job is it?

It's a part time job.

5 How long will the librarian have to work?

The librarian will have to work 10 hours a week.

6 What is specific about this job advertisement?

The job of librarian is combined with a job as a secretary. In addition, in the future, the working hours may increase.

7 How can you get more details about the job?

If you want more details, you can either go on the school website or get in touch by phone or email with the person in charge of recruiting the librarian.

2 COOK

1 Where does the cook work?

The cook works in Truro in Cornwall.

2 What type of job is advertised?

It's a permanent position.

3 How much is it paid?

It's paid between £6.50 and £7 per hour.

4 What qualities are required for this job?

To apply for this job, you need to show you can manage a team and you need to show you can take good care of the customers. Also the restaurant requires the cook to have a certification in basic food hygiene.

5 What hours will the cook have to work?

The cook will have to work 5 days a week. One of these 5 days will be a week-end day.

6 How can you get more details about the job?

If you want more information on the job, you have to write or email the restaurant

3 GOING FURTHER

1 Write your own job advertisement, using the model. Pick out a job from the following list: estate agent – accountant – nurse – engineer – sales representative – secretary.
You can also pick out a job outside the list.

2 Send your application to one of the two job advertisements.

CORRIGÉS

TIPS FOR WRITING A RESUME

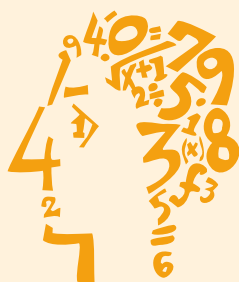
1 EXPLAIN WHAT A RESUME IS

A resume or a CV is a summary of your work experience, your education, your skills, which you send when you apply for a job.

2 TICK THE CORRECT TRANSLATION

Each of these words and expressions are in the order of the text.

- Provide: *donner, fournir*
- Full: *complet / complète*
- State: *exposer*
- Grade level: *la classe, le niveau*
- Challenging: *difficile*
- Duties (singular: duty): *fonctions, responsabilités*
- Odd jobs: *des petits boulots*
- Skill: *l'aptitude, la compétence*
- Useful: *utile*
- Belong to: *appartenir à*
- At least: *au moins*



3 FIND THE DEFINITION

Use the example of the resume p. 68 to write the correct number in front of each definition p 69.

1 CONTACT INFORMATION

Put your full name at the top of the resume and provide your full address, telephone number, and email.

2 OBJECTIVE

Here you want to state why you are sending your resume to this particular company.

3 EDUCATION

Name your school, grade level, and names of any particular challenging classes you may have taken.

4 EMPLOYMENT

If you've been employed, list your employers here starting with the most recent. State name of employer, your job title, dates of employment and your main duties.

5 OTHER WORK EXPERIENCE

If you've worked for yourself doing odd jobs, list them here.

6 VOLUNTEER OR COMMUNITY SERVICE EXPERIENCE

If you have any non-paid experience, list it here.

7 SPECIAL TALENTS AND SKILLS

Name any special talents or skills you've acquired that might be useful to an employer. Include any special projects you may have done.

8 HONORS AND AWARDS

Name any specific recognition you've received for academic, athletic, or community service activities.

9 EXTRACURRICULAR ACTIVITIES

Name any clubs or associations you belong to as well as activities outside of school including your hobbies and interests.

10 REFERENCES

Be prepared to name at least two people list (name, company, address, phone or email and their relationship to you) who will speak favorably about you. Make sure it's OK with them before you give out their names. You want your references to be prepared to give you the best recommendation they can – when they are contacted by a potential employer.

JOB INTERVIEW

ANSWER YOUR TEACHER'S QUESTIONS

Le document peut être présenté en 2 temps par le biais de photocopies ou de projection.

1 Montrer l'homme seul.

◆ Describe the situation and what you can see.

The scene represents a brown-haired man, who is wearing a grey suit and a green tie. His eyes are almost sticking out of his face. He's holding a piece of paper in his hands.

◆ How does the man feel?

The man seems to be surprised, scared or nervous because of something he's looking at.

◆ Can you imagine why?

He might be at work and scared because he's about to speak in front of other people, that's why he's got a piece of papers with his notes.

He may be at work and nervous because his boss asked to see him and he wonders what he's going to tell him.

2 Dévoiler l'image en entier.

◆ Why is the man nervous?

In fact / actually, the man is nervous because he is about to have a job interview.

◆ How would you feel if you were him?

I would probably feel as nervous as him. It's stressful to have a job interview because you never know what questions you will be asked and you have to prove that you are the best applicant for the job. It's challenging.

◆ What type of job could he be applying for?

He could be applying for a job as a secretary, or an accountant, for example. Perhaps he wants to work in advertising. There can be many possibilities.



Mise en perspective

COMMENT ENTRER DANS LA VIE PROFESSIONNELLE ?



PASSER DE L'ÉCOLE AU MÉTIER

Entrer dans la vie professionnelle est, pour chacun, une étape décisive qui marque le passage de l'adolescence à l'âge adulte et le changement de statut social. Dans les pays anglo-saxons, ce passage est même ritualisé par la cérémonie très spectaculaire de remise des diplômes.

Le travail, en permettant l'indépendance financière, définit en effet l'état adulte. Source d'épanouissement pour certains, d'aliénation pour d'autres, d'exclusion pour ceux qui en sont privés, il est un des fondements du lien social. Son organisation et sa réglementation ainsi que l'entrée sur le marché du travail, restent au cœur des débats de la vie sociale et politique.

Sans doute travaille-t-on moins qu'autrefois en temps horaire, et très différemment ; on parle davantage de fonction que de métier, on admet généralement que chacun sera amené à en changer et pour cela, à se former, tout au long de sa vie. Tout n'est donc pas fini, une fois pour toutes en sortant de l'école ; cependant, les formations au cours de la vie professionnelle seront d'autant plus accessibles et efficaces que la formation initiale aura été solide.

Références : « *Travail et emploi en France* » 2006, La Documentation française.

UNE ACTIVITÉ

Analyser l'idée que l'on se fait du travail

Demander aux élèves :

- de choisir dans la liste des synonymes ou mots proches, celui qui représente le mieux ce qu'est le travail pour eux, et dire pourquoi : activité / boulot / carrière / charge / emploi / fonction / gagne-pain / métier / occupation / poste / profession / situation / vocation ;
- de comparer une journée scolaire et une journée de travail.

Un prolongement possible :

Engager les élèves à réaliser une enquête sur le 1^{er} travail et le parcours professionnel de proches.

A propos du travail, quelques définitions

- **Carrière** : parcours professionnel comportant des étapes et une progression.
- **Boulot** : mot familier pour travail.
- **Charge** : dignité, fonction, se dit pour certains métiers, tels que notaire, avoué, greffier...
- **Emploi** : exercice d'une fonction rémunérée.
- **Fonction** : place dans une organisation.
- **Métier** : activité rémunérée reconnue au sein de la société, impliquant un savoir-faire lié à des tâches définies.
- **Poste** : emploi auquel on est nommé dans une hiérarchie.
- **Profession** : occupation déterminée, demandant des connaissances spécifiques et donnant des moyens d'existence.
- **Situation** : fonction, place, se dit dans l'expression : « perdre sa situation » ou « situation dans une entreprise » quand on occupe un rang élevé dans la hiérarchie de l'entreprise.
- **Travail** : activité humaine qui peut être salariée, indépendante ou domestique.
- **Vocation** : profession choisie du fait d'une attirance exclusive.

SE FORMER EN TRAVAILLANT

C'est choisir l'alternance pour préparer un diplôme professionnel, ce qui est possible de la 3^e au diplôme d'ingénieur. Cette autre façon d'entrer dans la vie active, est un compromis entre école et travail, dépendance et autonomie et permet de concilier apprentissages professionnels théoriques et savoirs d'expérience.

UNE ACTIVITÉ

Comprendre l'alternance

Demander aux élèves :

- de commenter les caractéristiques du contrat d'apprentissage ; quelles différences entre le statut d'apprenti et celui d'élève ?
- d'analyser des témoignages de jeunes sur l'apprentissage, obtenus sur le site www.onisep.fr/equipeducatives, rubrique « Parcours de formation, paroles d'apprentis ».

ENTRER SUR LE MARCHÉ DU TRAVAIL

Si la vie professionnelle s'organise comme un parcours marqué d'étapes, de périodes de formation et de travail, l'insertion ou entrée sur le marché du travail est un moment crucial, où l'on devient un « actif ».

Parler de marché du travail fait référence à l'état des offres et des demandes d'emploi, c'est un bon révélateur de l'état de l'économie d'un pays. L'insertion professionnelle dépend d'un grand nombre de facteurs, dont les plus importants sont la qualification obtenue et la spécialité choisie.

UNE ACTIVITÉ

Comprendre l'insertion

Demander aux élèves :

- de commenter les petites annonces ci-jointes et celles de « Job advertisements » ; comment se représente-t-on les métiers proposés par ces entreprises ?
- de déterminer le poids respectifs des différents facteurs : diplôme, sexe, pays, en analysant les chiffres d'insertion (en pourcentage) des tableaux 1, 2, 3.
- de commenter l'évolution de l'emploi par catégorie professionnelle (tableau 4).
- de comparer les modalités d'accès au premier emploi données dans le tableau 5 ; comment se fait-on des « relations de travail » ?



>> **PETITS ANNONCES**

Acteur incontournable du marché français de la bière, notre réseau intégré de distribution de boissons des brasseries K. dans le circuit Cafés, Hôtels, Restaurants recherche des :

CHAUFFEURS LIVREURS H/F
- Permis C

Missions : chargement, livraisons sur un secteur donné et contrôle des marchandises (retour quotidien au domicile).
Dynamique, consciencieux, vous avez le goût du contact client, l'esprit d'équipe et le sens du service.

Société de transport de voyageurs recrute

CONDUCTEUR DE BUS H/F

- Vous conduirez un bus pour transporter des voyageurs et assurer : les ramassages scolaires, les lignes régulières, occasionnellement les transports régionaux.
- Vous serez basé à Rennes et travaillerez sur les lignes urbaines et suburbaines.
- Vous êtes titulaire du permis D et FIMO.
- Vous avez un bon relationnel, vous êtes ponctuel et sérieux.

Nos 110 magasins implantés nationalement nous positionnent comme un des acteurs majeurs de la distribution vêtements-chaussures.
Nous recrutons pour notre siège, un(e)

RESPONSABLE EXPLOITATION LOGISTIQUE

Vous aurez pour principales missions :

- Optimiser la gestion de l'activité du site en proposant les procédures adéquates.
- Organiser et planifier les flux de marchandises en fonction des critères définis tant en réception qu'en expédition.
- Manager les équipes humaines (définition besoins - recrutements - gestion planning...).
- Participer à l'élaboration des évolutions informatiques liées au métier...

De formation minimum Bac +2 en logistique, vous justifiez d'une première expérience réussie de 2 à 3 années, idéalement en grande distribution. Vous avez du dynamisme, de la réactivité, de la rigueur et un bon relationnel.

Leader français de l'Importation et de la transformation de bois résineux recrute sur son site girondin :

CARISTE H/F

Votre mission :

- Assurer le chargement/déchargement des camions.
- Maintenir la propreté et le rangement du parc à bois.
- Assurer la préparation des commandes.

Votre profil :

Dynamisme, rigueur, respect des consignes de sécurité, CACES®3*, deux ans d'expérience dans la conduite de chariot élévateur.

* CACES® : Certificat d'Aptitude à la Conduite En Sécurité.

POINT P Négoce et distribution de matériaux de construction recrute, pour son agence de Rennes,

MAGASINIER H/F

Vous êtes chargé de la préparation et du chargement des commandes de nos clients, de la réception et du rangement des marchandises. Vous contrôlez le respect des normes de qualité, de sécurité et de propreté liées à l'accueil des clients

**CHAUFFEUR
BETON PRET À L'EMPLOI H/F**

Élément essentiel de la relation client, vous garantissez une livraison de qualité. Vous êtes chargé du chargement et du déchargement de votre camion dans le respect des normes de sécurité. Vous êtes le relais d'information entre les points de vente et les clients.

Profil : professionnel confirmé, titulaire du permis C (et idéalement de la FIMO), vous êtes souriant, investi et disposez d'une volonté d'apprendre. Ces qualités vous permettront d'évoluer au sein du groupe.

Société spécialisée dans la commercialisation sur Internet de biens d'équipement de la maison et de la personne recrute

ACHETEUR JUNIOR

pour prendre en charge un portefeuille de fournisseurs. Responsable de votre gamme, vous gérez vos achats et la relation avec les fournisseurs en prenant en compte : les marges, la rotation des stocks et la présentation des produits.

Enseigne spécialisée dans le sport et les loisirs recherche pour deux de ses magasins

**ANIMATEURS DE RAYONS
Cycles, montagne, tennis et textile**

Sous l'autorité directe du directeur de magasin, vous êtes responsable de votre rayon (chiffre d'affaires, marge, merchandising, anticipation des ventes, commandes, management d'une équipe de plusieurs vendeurs...).

Nous concevons, fabriquons et commercialisons des outils de jardins et articles de bricolage. Nos clients : des enseignes reconnues de la grande distribution (jardineries, enseignes de bricolage...). Nous recrutons :

CHEF DE PRODUIT

Vos missions : analyse du marché (statistiques de vente, analyse de la concurrence), activités promotionnelles (recommandations et suivi), conception et réalisation des supports d'aide à la vente, recommandations merchandising...

>> **TABLEAU 1**

Génération 2004

Situation professionnelle des jeunes (%) au bout de 3 ans de vie active, en 2004.

Niveau de diplôme	En emploi (%)	Taux de chômage (%)	Salaire moyen
Sans diplôme	58	32	1 130
BEP-CAP	76	17	1 200
Bac professionnel ou technologique	78	13	1 200
BTS	88	7	1 410
Licence-L3	83	7	1 430
Bac+5-master	90	6	1 800
ingénieurs	94	4	2 200
Doctorat	90	8	2 100

source : Cereq

>> **TABLEAU 2**

Génération 2004

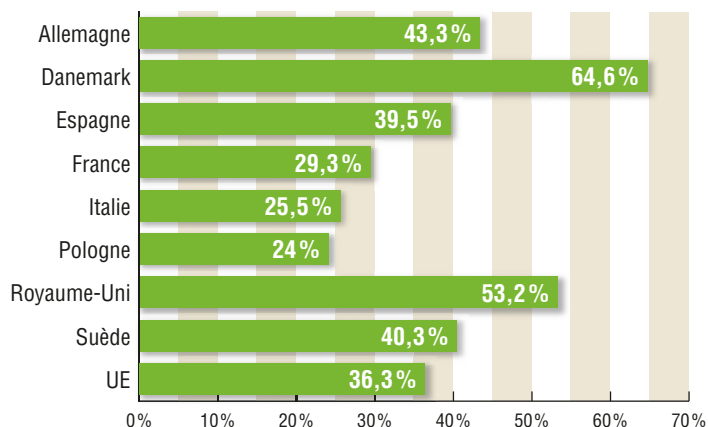
Taux de chômage en fonction du sexe après 3 ans de vie active.

Niveau de diplôme	Hommes	Femmes
Sans diplôme	29	38
BEP-CAP	14	23
Bac professionnel ou technologique	10	17
BTS	7	7
Licence-L3	8	9
Bac+5-master	5	7
ingénieurs	2	7
Doctorat	8	7

source : Cereq

>> **TABLEAU 3**

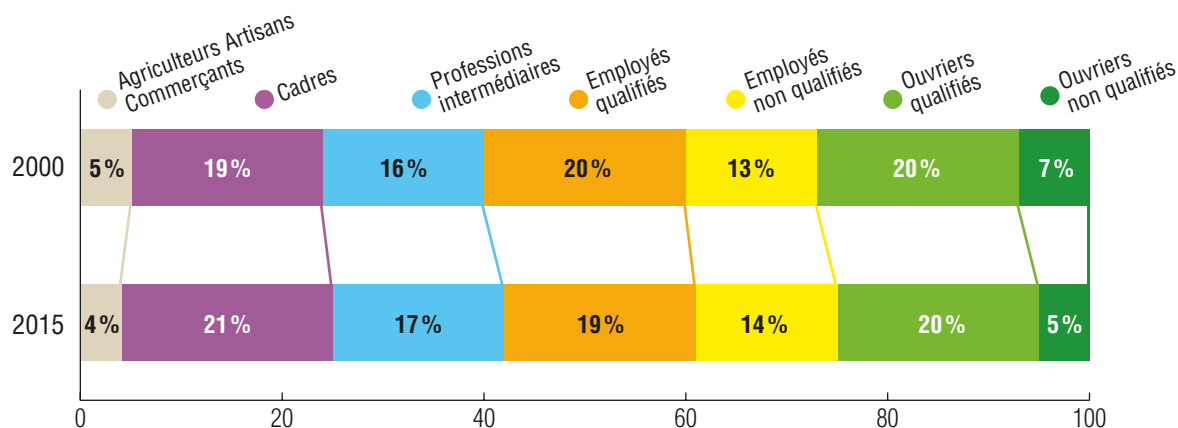
Taux d'emploi (%) dans l'Union Européenne en 2006 des jeunes de 15-24 ans.



Source : Eurostat

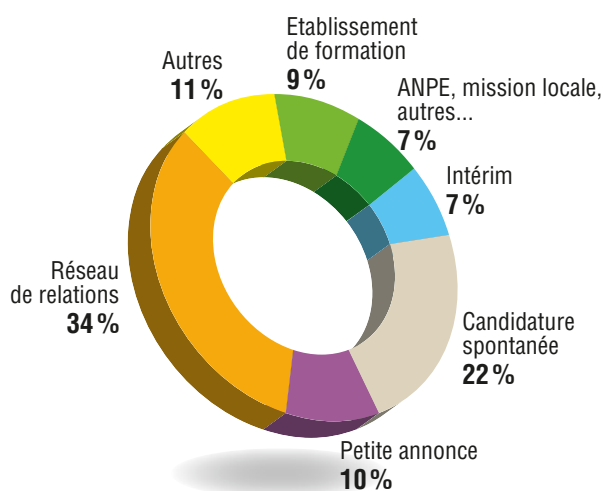
>> **TABLEAU 4**

Evolution de l'emploi (%) par catégorie professionnelle.



Source : Dares, Commissariat général du Plan 2005

>> **TABLEAU 5**
Génération 2004 : Modalités d'accès au premier emploi – Données provisoires (%).



>> **LEXIQUE**

A propos de l'insertion, quelques définitions

- **Insertion** : reconnaissance d'une place dans la société (insertion sociale) qui passe généralement par l'occupation d'un emploi (insertion professionnelle).
- **Marché du travail** : ensemble des offres et des demandes d'emploi.
- **Vie active** : période où une personne fait partie de la population active, c'est-à-dire a un travail ou en cherche.
- **Chômage** : période d'inactivité forcée.
- **Taux de chômage** : pourcentage de travailleurs sans emploi dans la population active.
- **Salarié** : personne qui reçoit une rémunération pour son travail.
- **Alternance** : système de formation qui permet de préparer un diplôme professionnel en partie dans un centre de formation et en partie en entreprise. Il existe plusieurs contrats possibles.

Les contrats de travail, il y en a plusieurs !

- **Contrat de travail** : contrat entre un salarié et un employeur définissant les obligations de l'un et de l'autre.
- **Apprentissage** : contrat permettant aux jeunes de préparer un diplôme professionnel, à la fois en CFA (centre de formation pour apprentis) pour la partie théorique, et chez un professionnel ou dans une entreprise pour la partie pratique. L'apprenti est un salarié.
- **Contrat de professionnalisation** : contrat permettant aux jeunes d'acquérir une formation professionnelle reconnue (sanctionnée par un diplôme ou délivrée

par un organisme professionnel) tout en travaillant à temps partiel en entreprise.

- **CDI (contrat à durée indéterminée)** : contrat de travail conclu sans limitation de durée.
- **CDD (contrat à durée déterminée)** : contrat de travail prévoyant une période de travail limitée dans le temps et indiquant explicitement la date de fin du contrat.

Les qualifications, c'est quoi ?

- **Qualification** : définit la correspondance entre le niveau de diplôme et un poste professionnel.
- **Sans qualification** : selon la définition officielle, sont considérés sans qualification les jeunes qui ont quitté le collège ou sont sortis au niveau de la 1^{re} année de CAP ou de BEP à la différence des non diplômés, qui sortent du système éducatif sans avoir obtenu un diplôme professionnel.
- **Diplôme et qualification** : les diplômes valident un niveau de formation. Certains sont des diplômes professionnels, auxquels correspondent un des 5 niveaux de qualification professionnelle reconnus pour l'exercice d'une activité par la commission nationale de la certification professionnelle :
 - le niveau V ouvrier, employé qualifié, pour le BEP ou CAP ;
 - le niveau IV technicien pour le Bac professionnel ou technologique, Brevet de technicien ou brevet professionnel. le niveau III technicien supérieur pour le BTS ou DUT ;
 - le niveau II pour la licence, licence professionnelle ;
 - le niveau I ingénieur, cadre supérieur à partir des formations bac + 5.

ET SI C'ÉTAIT MOI ?

Le moment du CV à constituer, de la petite annonce à rédiger, de l'entretien d'embauche enfin, c'est la phase ultime d'un projet, l'aboutissement provisoire d'une partie du parcours. Pourquoi ne pas s'imaginer dans la situation d'entrée dans le travail pour mieux en comprendre le fonctionnement et récapituler toutes les étapes précédentes ?...

UNE ACTIVITÉ

Se mettre en situation

Demander aux élèves :

- de comparer, en petits groupes, « les métiers de rêve et les métiers réels » jugés accessibles par des adolescents de 3^e dans la liste ci-jointe d'après l'enquête de 2002 faite par l'ONISEP, quels commentaires en font-ils ?

D'autres activités possibles

- « S'imaginer dans la peau d'un directeur de ressources humaines », proposer aux élèves un jeu de rôle, avec un DRH recevant un candidat à un emploi ; le DRH essayant de faire apparaître les compétences du candidat et le candidat cherchant à démontrer que le poste proposé lui convient.
- Rédiger sa propre petite annonce, pour postuler un emploi. Puis écrire son propre CV, et le CV fictif qui répondrait à la petite annonce précédente.

Métiers « rêvés » et métiers « réels » des collégiens de troisième*



Filles

	Les 10 premiers métiers dont elles rêvent	Les 10 premiers métiers qu'elles pensent leur être accessibles
1	Professeur ou professeur des écoles	Professeur ou professeur des écoles
2	Médecin	Médecin
3	Éducatrice	Éducatrice
4	Assistante sociale	Styliste
5	Secrétaire de direction ou secrétaire	Assistante sociale ou vendeuse
6	Journaliste ou métiers artistiques ou comptable	Comptable ou secrétaire de direction
7	Psychologue	Esthéticienne ou infirmière ou puéricultrice
8	Puéricultrice	Journaliste ou commerce ou police
9	Styliste	
10	Infirmière	



Garçon

	Les 10 premiers métiers dont ils rêvent	Les 10 premiers métiers qu'ils pensent leur être accessibles
1	Ingénieur	Ingénieur
2	Mécanicien	Mécanicien
3	Technicien	Professeur ou professeur des écoles
4	Commerce - marketing - vente	Technicien
5	Journaliste	Journaliste
6	Professeur ou professeur des écoles	Médecin
7	Sportif	Métiers de l'immobilier
8	Pilote	Sportif
9	Médecin	Commerce ou cuisinier
10	Métiers de l'armée	Electricien ou programmeur ou routier

* Enquête réalisée en 2002 par l'Observatoire permanent de l'ONISEP.

POUR ALLER PLUS LOIN...

Ressources documentaires ONISEP

Des documents de référence pour accompagner les recherches des élèves sur les métiers abordés dans cette thématique et à retrouver dans le Kiosque ONISEP.

LOOKING FOR A JOB

Kiosque : équipes éducatives

- Pratique ONISEP : « De l'école à l'emploi »
- « Comment travailler demain » Sarah Delattre ; Autrement 2007

Sur les sites :

www.cereq.fr ; base de données ; enquête génération
www.onisep.fr/equipeseducatives : insertion, Dares

CÉDEROM

Pour lancer l'application, aller explorer le contenu du disque et double cliquer sur le fichier *anglais.exe* .

CD AUDIO

Pour suivre et/ou naviguer dans le CD

1. A clerk in a bank (Job likes and dislikes – People who talk about their jobs)
2. A front lady (Job likes and dislikes – People who talk about their jobs)
3. A sanitary engineer (Job likes and dislikes – People who talk about their jobs)
4. Advertising (Job likes and dislikes – People who talk about their jobs)
5. Odd jobs (Work experiences)
6. Job opportunities n°1 (Looking for a job)
7. Job opportunities n°2 (Looking for a job)



ANGLAIS

ET DÉCOUVERTE DES MÉTIERS

équipes
éducatives

Ressources | Activités de classe

L'enrichissement des représentations des élèves sur le monde qui les entoure et sur les métiers est un enjeu de taille dans la construction de leurs parcours de vie.

L'Onisep propose aux enseignants d'amener leurs élèves à découvrir les métiers à partir de l'enseignement de leur discipline. Ce titre, réalisé en collaboration avec des enseignants, s'appuie sur le programme d'anglais de 3^e de collège.





Les documents choisis, supports de travail en classe, permettent aux élèves, tout en développant leurs compétences linguistiques, de s'interroger sur le monde professionnel et ses évolutions ; sur la place et le rôle des langues vivantes dans l'exercice d'un métier.

Les activités proposées peuvent être exploitées lors des « parcours de découverte des métiers en collège », ou dans l'option Découverte professionnelle 3h. Certaines peuvent être mises en œuvre avec des élèves de LP, voire de 2^{de} générale et technologique.

Un cédérom audio, disponible à la fin du document, met à disposition différents textes pour explorer, à l'oral, les thématiques qui regroupent les activités.

Sommaire

Les documents, textes écrits et audio ou images, sont enrichis d'une exploitation pédagogique qui permet d'aborder conjointement le traitement disciplinaire et le traitement thématique. Ils sont regroupés en quatre grandes thématiques :

-  **HOW TO CHOOSE A JOB**
Les facteurs qui déterminent le choix d'un métier ; en quoi leur prise en compte intervient dans la construction d'un parcours de formation.
-  **JOB LIKES AND DISLIKES**
Les raisons d'aimer ou ne pas aimer son métier. Découvrir les différentes dimensions d'un métier à travers témoignages et points de vue.
-  **WORK EXPERIENCES**
Les expériences que l'on peut faire du monde du travail, avant d'entrer dans la vie active. En quoi peuvent-elles influencer un choix de parcours.
-  **LOOKING FOR A JOB**
Comment se préparer aux démarches de recherche d'un emploi. Comment valoriser un parcours scolaire, faire le lien entre la formation et un premier emploi.

Chaque thématique dispose d'un traitement spécifique en fin de chapitre pour aller plus loin et mener une réflexion plus poussée sur le sujet avec les élèves, avec des ressources bibliographiques ONISEP.



onisep

toute l'info sur les métiers
et les formations

ministère de l'éducation nationale | ministère de l'enseignement supérieur et de la recherche



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