

# Propos liés au monde du travail



Français, langue seconde

FRE-2102-3

Cahier d'apprentissage



**SOFAD**

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The logo for SOFAD, consisting of the word "SOFAD" in white, uppercase, sans-serif font, centered within a solid red square.

**SOFAD**

## **Propos liés au monde du travail**

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« Choisissez un travail que vous aimez et vous n’aurez pas à travailler un seul jour de votre vie. »

Confucius

“Choose work that you love and you won’t have to work a single day of your life.”

## Course Presentation

The Société de formation à distance des commissions scolaires du Québec (SOFAD) welcomes you to the course entitled *Propos liés au monde du travail*, a French second language course made especially for adult learners. It is the third of three courses in Quebec’s *French as a Second Language* program of study in the Common Core Basic Education Program:

- FRE-1101-3 Propos liés à la consommation
- FRE-1102-3 Propos liés à l’environnement physique et social
- **FRE-2102-3 Propos liés au monde du travail**

This course has been created to reflect a variety of realistic situations in the life of an adult. These situations are related to the following Broad Area of Learning: World of Work.

The course is adapted for individualized instruction, either in a classroom or distance education. At the end of the course, you will be able to understand and express yourself in French in real-life situations related to the working world.

As a prerequisite to this course, students must have successfully completed FRE-1103-3 and FRE-1104-3, or an equivalent program.

This 75-hour course can provide three Secondary II credits upon successful completion of an exam taken under supervision at an adult education centre. The number of hours dedicated to each learning situation may vary from one person to the next, according to an individual’s previous knowledge and ability.

### Learning Material

The course includes a learning book, evaluation activities and a Website.

### Learning Book

The book you are presently reading is called the Learning Book. In it, you will find 17 learning situations, such as “L’avenir est à nous !” (The Future is Ours!), “Au Salon de l’emploi” (At the Job Fair) and “Je fais un appel important” (I’m Making an Important Call), to help you learn French in a way that is practical, interesting and fun. It is important to do the activities in the order in which they are presented.

After each exercise, check your work in the answer key at the end of the Learning Book. If you have difficulty with certain exercises, take the time to redo them. If you need help, do not hesitate to ask your teacher or tutor.

## Online resources

Online resources complete the Learning Book. To access the resources, go to the following link:

[portailsofad.com](http://portailsofad.com)

You will find:

- A **Website** that contains audio files and online activities created specifically for the course to help you learn French and review your language skills. It is important to listen attentively to all audio files and to do the activities that are presented in the Learning Book. These will give you the chance to practice your listening and pronunciation skills, as well as help you to evaluate if you have understood all of the grammar points.

If you have an MP3 player, you can download the audio files for Part B from the Website and listen to them on your MP3.

For the pronunciation activities in Part E, it is a good idea to record your voice. This requires a microphone and any software program that allows you to make a voice recording. Both PC and Mac computers have easy-to-use programs.

You can make a voice recording with Windows Sound Recorder. To access Windows Sound Recorder, click on your Start Menu (bottom left of the computer screen), then select All Programs. Scroll down until you find Accessories, and click on it. Next, select Entertainment. You will find Sound Recorder in the Entertainment menu. Click on it and experiment with it to see how it works, clicking on the buttons to record, listen, forward or rewind your recording. When you record your voice, you will be required to save the file before you can listen to it.

If you are a Mac user, you can download Audacity®, which is free, open source software for recording and saving sound files. Simply download the software from this site. Read the instructions in the help menu, if necessary.

- The **Evaluation Activities Booklets** which are to be completed at the end of Learning Situations 4, 8, 12 and 17. These must be submitted to your teacher or tutor. All booklets include an oral and written comprehension part, as well as an oral and written production. After correcting the four booklets, your teacher or tutor will be able to determine if you are ready to take your final exam.

# Structure of a Learning Situation

There are 17 learning situations in this book. Each one reflects a real-life situation related to the working world.

## Planning Learning

Each heading includes the title which introduces the theme, followed by the goals of the learning situation.

This first section is designed to solicit your prior knowledge related to a real-life situation in which you may find yourself. This is the planning stage.

The questions in this section invite you to reflect on your personal experience and share your preferences and opinions.

**Learning Situation 1**

# L'avenir est à nous!

At the end of this learning situation, I will be able to:

- Talk about my interests in terms of education and training
- Respond to questions about my job preferences
- Express my intentions about my future profession

**PARTIE A J'entre en jeu**

1. Habitez-vous chez vos parents?  
Do you live at your parents?  
 Oui Yes Est-ce que ça vous plait? Do you like it? Sinon... à quel âge êtes-vous parti? If not ... at what age did you leave home?

2. Pour payer vos études, est-ce que vous...  
To pay for your studies, do you ...

- ... recevez l'aide financière de vos parents? ... get financial assistance from your parents?
- ... travaillez à temps partiel?... à temps plein? ... work part-time? ... full-time?
- ... avez un prêt ou une bourse? ... have a loan or bursary?
- ... avez une autre sorte d'aide financière? Précisez: ... have another kind of financial assistance? Specify:

3. Aimez-vous le travail manuel?  
Do you like manual labour?  
 Oui Pourquoi?  Non Pourquoi?



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LEARNING SITUATION 1 • L'avenir est à nous!

## Actual Learning

This stage begins with a listening activity that is at the centre of the “real-life” situation that is proposed. You are now in the “doing” stage.

**PARTIE B J'apprends en écoutant**

**Situation de vie**  

*My Strategies*  
 • Adopt an attentive attitude  
 • Pick out words or phrases that I already know

Karine et Jonathan parlent de leurs projets et de leur vie future. Allez sur le site Web pour écouter leur conversation.  
 Karine and Jonathan are talking about their projects and their future life. Go to the Website to listen to their conversation.

**NOTE**  
 We can't use *ça* before the verb *être*. We use *ce*, or *c'* if it's in front of a vowel.  
 Exemples : La Saint-Jean-Baptiste, **c'**est un jour férié. (... it is a statutory holiday.)  
 Je connais ces dames, **ce** sont des clientes de la pépinière.

**WHAT DOES IT MEAN?**  
 Depending on the context, the noun *devoir* can have two different meanings:

**R**  
*Bien* means “well”, in other words, in a satisfactory or correct way. The opposite of *bien* is *mal*, which means “bad”, or in an unsatisfactory or wrong way.  
*Bien* and *mal* are placed **before an infinitive verb**, but **after a conjugated verb**, except for *les temps composés*, such as the *passé composé*, where they go **between the auxiliary and the past participle**.

**REMINDER:**  
 The past participle of a verb conjugated with the auxiliary *être* agrees in gender and number with the subject.

**JE DÉCOUVRE LA LANGUE ET LA CULTURE**

Savez-vous ce que veut dire le mot « cyber » ?  
 Aujourd'hui, le mot « cyber » est associé à l'utilisation d'Internet. On parle, par exemple, de cyberspace, de cyberculture, de cybercafé, de cybersexe, de cybermarketing et de cyberdépendance.  
 Vous devinez sans doute le sens du mot « cyberdépendance ».  
 Pouvez-vous l'expliquer en très peu de mots ?  
 Et vous, êtes-vous cyberdépendant ?

Réponse : La cyberdépendance est l'usage abusif ou excessif d'Internet, qui peut causer des problèmes à une personne une drogue.

Parts B, C, D and E will help you develop your competencies in French through a variety of activities involving oral interaction, listening and reading.

This pictogram indicates that there is a Web activity to do.

Read the strategies that are proposed at the beginning of the activities. These will help you to meet the goals of the learning situation.

You will also discover the following “tips” that are part of every learning situation:

1. Note: The notes explain particular characteristics of French grammar.
2. “What does it mean?” gives you different interpretations of words and expressions.
3. “R” presents grammar rules that you must learn by heart.
4. Reminder: presents a review of grammatical elements seen in previous courses and lessons.
5. “La langue et la culture” presents interesting tidbits of information about French culture and language, or other theme-related information. Be sure to read it!



# Integrating Learning

This stage allows you to apply what you have learned by asking you to produce a short text. There are three steps. First, you will gather information, after which you will be guided to complete a short dialogue or text using what you have learned in this situation. Lastly, you will be asked to present what you have done orally or in written form.

At the end of the learning situation, you will be invited to write down some new words and expressions that you have learned.

Finally, you will be asked to evaluate your degree of satisfaction in terms of reaching the goals that were presented at the beginning of the learning situation.

**PARTIE F Je passe à l'action**

My Strategies  
 • Consult reference tools  
 • Go back and reread

Utilisez vos compétences récemment acquises pour réaliser cette activité de synthèse.  
 Put your newly acquired skills to good use in this summary activity.

**Sur le terrain**

Au cours de cette leçon, vous avez exploré plusieurs familles de métiers. Cela vous a peut-être permis de penser à vos projets d'avenir ou de découvrir de nouvelles orientations.

On se projette dans l'avenir! Comme le temps passe vite! Imaginez votre vie dans cinq ans. Dans quelle situation vous voyez-vous?  
 Est-ce qu'il y a eu des changements dans votre vie? Donnez un exemple d'un

**PARTIE G Je fais le point**

1. Écrivez trois mots et deux expressions que vous avez appris dans cette situation d'apprentissage et que vous voulez utiliser de nouveau.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Avez-vous atteint vos buts? Êtes-vous satisfait de votre apprentissage? Cochez la case appropriée.

Buts	Très satisfait	Mon autoévaluation		
		Satisfait	Peu satisfait	Insatisfait
Demander conseil à quelqu'un au sujet d'un travail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poser des questions sur un métier particulier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exprimer mes goûts et mes champs d'intérêt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Si vous n'êtes pas vraiment satisfait, revoyez les parties de ce cahier qui peuvent vous aider à améliorer vos connaissances et vos compétences.

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# Strategies

You will benefit from applying certain strategies throughout the learning situations to help you practice and improve your oral interaction, as well as your listening, reading and writing skills.

## Oral Interaction Strategies

- *Adopt an attentive attitude:* I pay attention to what I'm doing. I concentrate on the activity.
- *Take risks:* I do the activity even if I am unsure of myself. I try to communicate in French when the opportunity presents itself.
- *Repeat:* I repeat what I just said, if necessary, so that people understand me. I repeat what the other person has said to confirm that I have understood correctly. I repeat what I think I heard in the recording.
- *Ask to repeat or slow down:* I ask the person I'm speaking with to repeat his/her message, or to slow down.
- *Decode nonverbal language:* I read other peoples' body language in order to help me understand the overall message.
- *Use nonverbal language:* I use gestures and facial expressions to explain or describe what I want to say when I don't know the words.
- *Reuse words that I have read or heard:* I use the same words that I've read or heard, because I understand their meaning and they help me to communicate my message.

## Listening Strategies

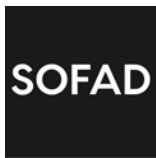
- *Decode nonverbal language:* I can understand or guess what a person is saying, based on their gestures or facial expressions.
- *Pick out words or phrases that I already know:* I identify words or phrases that I already know, and that helps me to understand the overall message.
- *Guess the meaning of a word:* I guess the meaning of a word because there is something about it that I recognize. It might look like a word in my own language. (For example, in the context of work, I might guess that *recrutement* in French means "recruitment" in English, because the words are similar.)

## Reading Strategies

- *Go back and reread:* I read the text again to help me understand.
- *Guess the meaning of a word:* I guess the meaning of a word I don't know by reading the other words in the sentence. I use the context to understand the general message, and I use visual cues such as pictures.

## Writing Strategies

- *Copy words or groups of words:* I integrate words and expressions I have learned into my work. I am careful to copy them correctly.
- *Reread and correct my writing:* I read my work again slowly and attentively, looking for common mistakes. I may read my work out loud or ask someone else to read my work. I may put it aside for a while and come back to it later on with a fresh look.
- *Consult reference tools:* I use dictionaries, grammar books, verb conjugation tables, the Internet, grammar checker software and any other reference tool to help me correct my work.



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