

SOLT French Module 2 Lesson 4

Instructor Manual



Occupations

At the end of this lesson, you will be able to talk about different military and civilian professions and occupations. You will also be able to expand on this topic by talking about job related skills, comparing salaries, including average income, and the cost of living.

Discuss Different Occupations

- Provide occupations of your family members
- Request information about their occupation
- Describe different occupations
- Describe job skill characteristics
- Talk about civilian occupations
- Name different military and civilian occupations
- Exchange information about salary

Provide Information about a Person's Salary and Livelihood

- Discuss the cost of living
- Compare military and civilian pay

Scenario:**Discuss Different Occupations**

Read the following dialogue between Amadou and John. This scenario will introduce words that relate to occupations and how to describe your family members' professions. Answer the true / false questions before a class discussion.

Amadou: Que font tes parents?

John: Mon père est dans l'armée, il va bientôt prendre sa retraite. *retire*
 Ma mère est institutrice. Elle adore son métier parce qu'elle *primary school*
 aime beaucoup travailler avec les enfants. Elle est très patiente. *teacher / job*

Amadou: Et ta soeur?

John: Elle est secrétaire. Elle déteste son travail. Son patron n'est *job / boss*
 pas facile, et le travail est un peu ennuyeux. Elle étudie *boring*
 le marketing pour trouver un travail plus intéressant. *find*

Vrai ou Faux?

- | | |
|--------------------------------------------|------------------------------------|
| 1. John's father is a retired soldier. | V / F; <u>il est dans l'armée.</u> |
| 2. His mother loves her work as a teacher. | <u>V</u> / F |
| 2. His sister is a marketing director. | V / F; <u>elle est secrétaire.</u> |

Exercise 1 (Group Work)

The class will be divided into groups for this exercise. Working as a group, determine the occupations for the people discussed by Amadou and John. Then as a group decide which occupation is more advantageous based on the information in the dialog. Compare your results with other groups and be prepared to support your answers.

Provide / Request information about family members and their occupations

Read over these questions to use when asking about someone's profession:

Quelle est votre (ta) profession?	<i>What is your occupation?</i>
Quelle est la profession de votre mère?	<i>What is your mother's occupation?</i>
Que fait ta mère?	
Que fait ton père?	
Qu'est-ce que vous faites (tu fais) dans la vie?	<i>What do you do (for a living)?</i>
Que font vos (tes) parents?	<i>What do your parents do?</i>

***Remember the rules for formal versus informal situations and whether or not to use the “tu” or “vous” forms.** For example, “Quel est ton boulot?” or “Qu’est-ce que tu fais comme boulot?” would not be appropriate to use when meeting someone for the first time.

Some different words for the general term, “job”:

Le boulot (familiar)
L’emploi (employment)
Le métier
Le poste
Le travail
La situation (job position)

Exercise 2 (Pair Work)

Ask your partner about his/her relatives’ occupations. Use the occupations below in your samples. Summarize your findings to the class.

Exercise 3 (Pairs)

Use the expressions on the previous page to ask your partner about his job and at least 2 dream professions for him or her. Make sure to use more than one word for “job”.

Describe Different Occupations:

You will learn about many culture specific occupations in the Culture Notes. For now, read over these general profession titles and repeat after your instructor. Remember to treat professions as adjectives. For example, Il est facteur. = He is a mailman.



cuisinier



institutrice



infirmière



médecin



coiffeur



cultivateur



femme
d'affaires



militaire



facteur



ingénieur



chauffeur



secrétaire



dentiste



agent de police



informaticien

Other Useful Expressions:

- être à la retraite
- être au chômage
- femme au foyer
- fonctionnaire

to be retired
to be unemployed
housewife
government employee

Exercise 4 (Class Work)

Match the following people with their profession. Prepare answers orally.

Bill Gates informaticien

Lucy femme au foyer

Hillary Clinton avocate

Steve Forbes homme d'affaires

Starsky et Hutch agents de police

Dustin Hoffman acteur

femme au foyer

informaticien

homme d'affaires

agents de police

acteur

avocate

Describe Job Skill Characteristics

Listen as your instructor reads the sentences that describe job skills.



Elle répond au téléphone. Elle écrit les lettres et prend les rendez-vous de son patron. Elle est secrétaire.



Il répare les voitures. Il est mécanicien.



Il fait partie de l'armée. Il est militaire.

Other terms for job skill characteristics

Ability (capacité), interest (intérêt), attitude (attitude), and physical eligibility are the main factors that affect job performance. Besides that, fringe benefits (avantages sociaux), income (gain / salaire / revenu) and working environment (conditions de travail) are also very important factors on job performance.

Exercise 5

Listen to several job descriptions (read by your instructor) and number the pictures below according to the order in which they are mentioned.



3



1



5



2



4

Script:

1. Il travaille dans un restaurant. Il fait la cuisine.
2. Il coupe les cheveux des gens.
3. Elle travaille dans un hôpital. Elle s'occupe des malades. Elle suit les ordres du médecin.
4. Il enseigne dans une université.
5. Il distribue les lettres.

Exercise 6

Below is a list of job descriptions in English. List the appropriate profession for each job in French. Then, write a complete sentence using each of the professions. Share your sentences with the class.

1. Serving food to customers in a restaurant
2. Teaching a school/university
3. Planting rice in a rice field
4. Treating a sick person
5. Writing novels
6. Running a business
7. Repairing a car
8. Working on a ship

Exercise 7 (Pair Work)

The following passage is an example of a job announcement from a government agency. Answer the questions below after you read this job announcement. Use the vocabulary section of this lesson and the dictionary when necessary.

Exercise 8 (Class Work)

Students will assume a role in a specific occupation. The instructor will call on several students to explain some of the problems they encounter in their jobs.

Example:

Medical doctors always have to be ready for emergency calls.

Military and Paramilitary Occupations:

La Garde Nationale L'Armée de terre

L'Armée de l'air

La Gendarmerie

Les Sapeurs Pompiers La Marine

La Douane

La Police

Les Eaux et Forêts

**Gendarmes sénégalais en patrouille au port de Dakar****Exercise 9 (Group Work)**

Discuss in groups of 4 which of the following occupations are military, civilian or both. Then get in groups of 4 or 5 and discuss also how military and civilian occupations differ and how they are similar. Please note that more occupation names are given in the vocabulary and some of these are synonyms for earlier titles.

administration <i>direction dirigeants</i>	<i>ingénieur des transports</i> transportation engineer
artist <i>artiste</i>	<i>mécanicien</i> mechanic
businessperson <i>femme, homme d'affaires</i>	<i>musicien</i> musician
chef <i>chef (culinaire)</i>	<i>infirmière</i> nurse
doctor <i>médecin, docteur</i>	<i>employé de bureau</i> office worker
engineer <i>ingénieur</i>	<i>fonctionnaire</i> public servant
executive <i>cadre</i>	<i>gérant / directeur / gestionnaire</i> manager
factory worker <i>ouvrier</i>	<i>retraité</i> retired
farmer <i>fermier</i>	<i>marin</i> sailor
human resources <i>personnel (chef du)</i>	combat surgeon specialist
intelligence <i>agent de renseignement</i>	<i>dentiste</i> dentist
journalist <i>journaliste</i>	<i>chanteur</i> singer
judge <i>juge</i>	<i>charpentier</i> carpenter
lawyer <i>avocat</i>	<i>scientifique</i> scientist
lecturer <i>maître-assistant</i>	<i>secrétaire</i> secretary
media and public affairs (commentator) <i>présentateur</i> <i>la presse, les médias</i>	<i>conducteur / chauffeur (de camion)</i> truck driver
pilot <i>pilote</i>	<i>médecin en santé publique</i> public health care (doctor, nurse)
salesperson <i>vendeur</i>	<i>le génie de l'air</i> air engineer
student (school) <i>élève</i>	<i>professeur, instituteur, enseignant</i> teacher
student (university) <i>étudiant</i>	<i>émetteur</i> transmitter
supplier <i>fournisseur</i>	<i>opérateur</i> operator
waiter <i>serveur</i>	<i>écrivain</i> writer

Tip of the day: Divulging one's salary.

While Africans will not hesitate to tell you in detail how much they spend on a monthly basis, it is however, very inappropriate to ask someone how much they make. The income one generates is a taboo question and most Africans will decline to give you an answer outright. Many applied anthropologists have run into the same problem, and the methodology in social sciences research now uses the collected list of expenses to make estimations on how much a person earns.

Just as it is rude to ask about a person's salary, similar is the fact of making one's salary public. It is often construed as boasting, whether you make a lot or not, because there will always be people who make less than you do.

Salaries are usually quoted on a monthly basis.

Salaries and the cost of living

Practice the following questions and replies for discussing salaries and the cost of living. Ask your instructor for help with difficult words. Be prepared to act out the scene.

Gagne-t-il bien sa vie?



Oui, très bien.

Does he make a good living?



Non, pas bien

Combien gagne un militaire par semaine / par mois / par an?
How much does a serviceman earn a week / a month / a year?

Il gagne ... par an.
He earns ... a year

Exercise 10

Class activity. Your instructor will ask you how much you think various personalities are making a year. Do you agree or disagree with the amount each makes?

Le président des Etats-Unis environ \$200 000 / an

Le vice-président des Etats-Unis environ \$175 000 / an

Barbara Walters environ \$2 000 000 / an

Le coût de la vie (The Cost of Living)

Read the following conversation to yourself. Your instructor will call on 2 students to present it in front of the others before working in pairs.

John is trying to get some information about the cost of living in Dakar.

John: Bonjour Amadou.

Amadou: Bonjour John.

John: Tu sembles être pressé.

In a hurry

Amadou: Je dois aller payer mon loyer.

Pay my rent

John: Est-ce que tu paies beaucoup pour le loyer?

Amadou: Oui. Le loyer ici est très cher.

Very expensive

John: Combien paies-tu par mois?

Amadou: Je paie 2.000 Euros par mois.

app. 2,400 dollars

John: Oui. Ça c'est beaucoup d'argent. Et la nourriture?

Food

Amadou: Disons qu'une bonne partie du salaire va entre la nourriture et le loyer.

Let's say that a good part of my salary

John: Combien gagnes-tu donc?

Amadou: Pas assez pour vivre aisément. Les salaires chez nous ne sont pas adéquats.

Not enough to live well-off

Exercise 11

Practice the dialogue with someone in your class. Work with someone else besides your usual partner. Before you begin, mark liaisons in the text and underline words that are difficult for you.

***Note to the instructor:** Have 2 students read the dialogue for the entire a class before partner exercise. Comment on difficult pronunciation segments like: je dois + aller + payer. Note any unusual or never before seen grammar items such as double infinitives or the verb: devoir.

Exercise 12 (Pair Work)

Using the occupation, perform short conversations on salaries in the US with your partner. Use the following sentences as models for your conversation. Do not hesitate to add additional questions. Share your ideas in class.

- ⇒ How much does a factory worker earn in a week/ a month/ a year?
- ⇒ Is their income sufficient?
- ⇒ Not so bad
- ⇒ No, it is not enough
- ⇒ Enough for food and housing only.

Exercise 13 (Class Work)

Go around the classroom and ask your classmates (in French) how much it costs them to:
As a class figure out the average expense for a month.

- Pay monthly rent
- Buy a tank of gasoline
- Pay for electricity and water per month
- Buy a car with monthly payments
- Give your child some daily pocket money

Answer Key: Answers may vary.

Exercise 14 (Pair Work)

Students ask each other questions and give answers about real or assumed personalities with regard to their civilian or military occupations and their salaries. Pay attention to the different ways of expressing salaries. Compare your answers with other pairs.

Exercise 15 (Pairs)

Study the three job openings below and fill out the table. Many of the words listed are specific to the job. You may use your dictionary if necessary.

Types of professions mentioned	Job 1.
	Job 2.
	Job 3.
Education & skills required	Job 1.
	Job 2.
	Job 3.
Salary	Job 1.
	Job 2.
	Job 3.

Types of professions mentioned	Job 1. Driver (poids lourd) (homme femme)
	Job 2. Technician
	Job 3. Sales
Education & skills required	Job 1. Permis C , FIMO et Caces Bras de grue
	Job 2. BAC (Niveau 4)
	Job 3. CAP/BEP (Niveau 5)
Salary	Job 1. non précisé (monthly)
	Job 2. non précisé (monthly)
	Job 3. 1400 €

Le poste (1):		
Poste de: CHAUFFEUR PL (H/F)	Du 01/08/2005	au 01/08/2006
Basé à GRENOBLE (38000)	Nombre de postes: 1	
Salaire mensuel indicatif: non précisé		
Profil recherche:		
Savoir-utiliser:	CAMION BRAS DE GRUE FOURCHE	
Descriptif:		
Au volant d'un camion catégorie C équipé d'un bras de grue, vous assurerez le levage de poteaux d'éclairage de la voie publique de la région grenobloise. Vous justifiez d'une première expérience réussie dans ce domaine précis. Permis C, FIMO et Caces Bras de grue indispensable. Poste en vue d'embauche, salaire selon profil.		
Le poste (2):		
Poste de: TECHNICIEN MESURES PHYSIQUES (H/F)	Du 04/07/2005	
Basé à BAYEUX (14400)	Nombre de postes: 1	
Salaire mensuel indicatif: non précisé		
Profil recherche:		
Formation demandée:	PHYSIQUE	
Niveau souhaité:	BAC (Niveau 4)	
Descriptif:		
Vous aurez la responsabilité d'assurer les contrôles sur machines - BAC PRO et/ou DUT mesures physiques ou équivalent ou solide expérience professionnelle - secteur mécanique tôlerie		

Le poste (3):	
Poste de: VENDEUR (H/F)	Du 01/09/2005
Basé à DIJON (21000)	Nombre de postes: 3
Salaire mensuel indicatif: 1400 €	
Profil recherche:	
Formation demandée:	ELECTROTECHNIQUE - ELECTROMECHANIQUE
Niveau souhaité:	CAP/BEP (Niveau 5)
Type de Travaux:	VENTE AU COMPTOIR
Descriptif:	
ACCUEIL CLIENTS ET VENTE AU COMPTOIR DE MATERIEL ELECTRIQUE POUR PROFESSIONNELS. CONSEIL ET PREPARATION DES COMMANDES	

***Note to the instructor:** inform students of difficult vocabulary and employment depending on qualifications / temporary with the intent to hire.

For example:

FIMO Conducteur Routier **La Formation de Conducteur Routier FIMO (Formation Initiale Minimum Obligatoire)**

CACES : certificat d'aptitude à la conduite en sécurité

CAP = Certificat d'aptitude professionnelle / BEP = Brevet d'études professionnelles

Exercise 1 (Class Work)

Fill in the blanks with *qui* or *que*, as appropriate.

1. Qui fait du ski en hiver?
2. Qu'est-ce que vous regardez à la télé?
3. Que faisons-nous le dimanche?
4. Qui vient du Sénégal?
5. Qui est président des Etats-Unis?

Exercise 2 (Pairs)

Reconstitute the dialogues by filling in the missing questions.

1. A: Combien de kilomètres y a-t-il de Dakar à Thiès?

B: Il y a environ 70 km de Dakar à Thiès.

2. A: Est-ce que ton père travaille?

B: Non, mon père est à la retraite.

3. A: Où habitent tes parents?

B: Mes parents habitent à Dakar.

4. A: Quelle est ta profession?

B: Je suis ingénieur.

5. A: Combien gagne un enseignant?

B: Un enseignant gagne 50 000 F par mois.

The comparative

Comparatives are formed with adjectives, nouns, verbs and adverbs, and are used to compare two things, people, or groups of people to each other. Adverbs remain in the regular form while **adjectives** must agree in gender and number with the person described: Sophie est moins contente que Franck. Translations into English vary depending on the comparative.

	Superiority > more (-er)	Equality = as	Inferiority < less
adjectives	Plus ... que Paul est <u>plus</u> intelligent <u>que</u> Louis Paul is more intelligent than Louis. Paul is smarter than Louis.	Aussi ... que Lisa est aussi intelligente que Louis	Moins ... que Pierre est moins intelligent que Louis
adverbs	Plus...que Je parle <u>plus</u> vite <u>que</u> Paul	Aussi ... que Je parle aussi vite que Paul	Moins ... que Je parle moins vite que Paul
verbs	Plus que je parle <u>plus que</u> Paul	<i>Autant ... que</i> Je parle autant que Paul	Moins ... que Je parle moins que Paul
nouns	Plus de / d' ... que Je gagne <u>plus d'</u> argent <u>que</u> Paul	Autant de / d'... que Je gagne autant d'argent que Paul	Moins de / d' ...que Je gagne moins d'argent que Paul

As in English, the adjective *bon* and the adverb *bien* are irregular:

	Superiority >	Equality =	Inferiority <
bon	Meilleur ... que	Aussi bon ... que	Moins bon ... que Pire ... que
bien	Mieux ... que	Aussi bien ... que	Moins bien ... que Pire ... que

Les films français sont ~~plus bons~~ que les films américains.
Les films français sont meilleurs que les films américains.

Exercise 3

Compare the following people or things. Add one comment about a profession. For example, Tiger Woods / David Letterman = Tiger Woods gagne plus d'argent que David Letterman. Tiger joue au golf.

1. Hakeem Olajuwon / Michael Jordan
2. Le vin français / le vin américain
3. Le français / l'anglais
4. Les Etats-Unis / l'Afrique

Exercise 4 (Pair Work)

Compare what you do at work with what your spouse (friend, boyfriend, girlfriend, etc.) does. Are his (her) duties more time-consuming? Who earns the most? Who is the happiest? Share your comments with the other pairs.

The superlative

The superlative compares someone or something to a group or category. It is constructed as follows, depending on the adjective:

Definite article	Plus or moins	Adjectives that precede nouns B.A.G.S	Noun	Group (<i>de</i> + definite article)
la	plus	belle	fille	du monde

Isabelle est la plus belle fille **du** monde.

*Isabelle is the most beautiful girl **in the world**.*

*For “in the ...” always use the correct form of **de** (literally *of*).

Definite article	Noun	Definite article	Plus or moins	Adjectives that follow nouns	group
le	garçon	le	moins	sérieux	de la classe

John est **le** garçon **le** moins sérieux de la classe.

John is the least serious boy in the class.

- ⇒ The superlative of *bon* (*bonne*) is *le (la) meilleur (e)*:
Michael Jordan est le meilleur joueur de basket. *Jordan is the best basketball player.*
- ⇒ When the superlative is followed by a noun, the noun is preceded with the preposition *de*: Bill Gates a le plus d’argent. *Gates has the most money.*

Remember these irregular forms of adjectives and adverbs:

	Comparative	Superlative
Adjective bon	meilleur (better)	le, la, les meilleur (the best)
Adverb bien	mieux (better)	le mieux (the best)
Adjective mauvais	plus mauvais OR pire (worse)	le, la, les plus mauvais OR le, la, les pire (the worst)
Adverb mal	plus mal OR pis (worse)	le plus mal or le pis (the worst)

Exercise 4

Group activity. See if you can agree with some of your classmates about the answers to the following questions. Students take turns asking and answering. Be ready to report your answers to the class.

Réponse: Je pense / Je trouve que...

1. Qui a le moins d'argent?

2. Qui a le plus de chance (*luck*)?

3. Qui a le moins de chance?

4. Qui a le plus d'ennemis?

5. Qui a le plus de problèmes?

6. Qui est le meilleur chanteur?

7. Qui est la meilleure actrice?

8. Qui est l'homme le plus beau du monde?

9. Qui est la femme la plus belle du monde?

Agent de police (n.m)	<i>Police officer</i>
Avocat (e) noun	<i>Lawyer, Attorney</i>
Bas (adj.)	<i>Low</i>
Boucher (n.m)	<i>Butcher</i>
Chasseur (n.m)	<i>Hunter</i>
Chauffeur (n.m)	<i>Driver</i>
Commerçant (e) noun	<i>Shopkeeper</i>
Comptable (n.m)	<i>Accountant</i>
Cordonnier (n.m)	<i>Leatherworker</i>
Cuisinier (e) noun	<i>Cook</i>
Cultivateur (rice) (n.m.f)	<i>Farmer</i>
Dentiste (n)	<i>Dentist</i>
Dépenser (verb)	<i>To spend</i>
Douane (n.f)	<i>Customs</i>
Eaux et Forêts	<i>Water and Forest Management Department</i>
Enseignant (e) noun	<i>School teacher</i>
Facteur (n.m)	<i>Mailman</i>
Femme d'affaires (n.f)	<i>Businesswoman</i>
Ferme (n.f)	<i>Ranch</i>
Fonctionnaire (noun)	<i>Government employee</i>
Forgeron (ne) noun	<i>Blacksmith</i>
Gagner (verb)	<i>To earn, to win</i>
Gendarmerie (n.f)	<i>Gendarmerie</i>
Griot (te) noun	<i>Genealogist / storyteller</i>
Imam (n.m)	<i>Religious (prayer) leader</i>
Infirmier (infirmière) noun	<i>Nurse</i>
Juge (n.m)	<i>Judge</i>
Maçon (n.m)	<i>Builder, Bricklayer</i>
Marabout (n.m)	<i>Islamic religious leader</i>
Marine (n.f)	<i>Navy</i>
Ménagère (n.f)	<i>Household wife</i>
Menuisier (n.m)	<i>Carpenter</i>
Métier (n.m)	<i>Job, Work</i>
Payer (verb)	<i>To pay</i>
Pêcheur (n.m)	<i>Fisherman</i>
Police (n.f)	<i>Police</i>
Prendre sa retraite (verb)	<i>To retire</i>
Profession (n.f)	<i>Occupation</i>
Salaire (n.m)	<i>Salary</i>
Sapeur pompier (n.m)	<i>Fire fighter</i>
Tailleur (n.m)	<i>Tailor</i>
Teinturière (n.f)	<i>Dyer</i>
Vendeur (se) (n.m.f)	<i>Salesperson</i>

***See earlier pages for more professions not listed here.**

Accompagner (verb)	<i>To accompany</i>
Adéquat (e) adj.	<i>Adequate</i>
Amusant (e) adj.	<i>Fun</i>
Apprenti (n.m)	<i>Apprentice</i>
Argent (n.m)	<i>Money</i>
Avantages sociaux (n.m.p)	<i>Fringe Benefits</i>
Bijoutier (ière) noun	<i>Jeweler</i>
Blanchisseur (se) (n.m.f)	<i>Laundryman, woman, cloth cleaner</i>
Capacité (n.f)	<i>Ability</i>
Charretier (n.m)	<i>Horse or donkey wagon driver</i>
Coiffeur (se) (n.m.f)	<i>Barber or Hairdresser</i>
Compter	<i>To count/to matter</i>
Conditions de travail (n.f.p)	<i>Working environment</i>
Contributions Diverses (n.f.p)	<i>Equivalent of IRS</i>
Coût de la vie (n.m)	<i>Cost of living</i>
Coxeur (n.m)	<i>Ground transportation ticket issuer</i>
École (n.f)	<i>School</i>
Facile (adj.)	<i>Easy</i>
Garde Nationale (n.f)	<i>National Guard</i>
Garde Présidentielle (n.f)	<i>Presidential guard</i>
Gardien (n.m)	<i>Security man</i>
Garnison (n.f)	<i>Garrison</i>
Informaticien (ne) noun	<i>Computer Scientist</i>
Ingénieur (n.m)	<i>Engineer</i>
Inspecteur (n.m)	<i>Inspector</i>
Intérêt (n.m)	<i>Interest (participation)</i>
Jardinier (e) noun	<i>Gardener</i>
Logement (n.m)	<i>Housing</i>
Loyer (n.m)	<i>Rent</i>
Nourriture (n.f)	<i>Food</i>
Ouvrier (n.m)	<i>Factory worker</i>
Parce que	<i>Because</i>
Patron (n.m)	<i>Boss</i>
Piroguier (n.m)	<i>Boatman</i>
Planton (n.m)	<i>Security or errand boy at an office</i>
Pressé (e) adj.	<i>To be in a hurry</i>
Professeur (n.m)	<i>Professor</i>
Sage-femme (n.f)	<i>Midwife</i>
Se débrouiller (verb)	<i>To manage/ to muddle through</i>
Se plaire (de faire) (verb)	<i>To like / enjoy (doing)</i>
Suffire (verb)	<i>To suffice</i>
Tisserand (n.m)	<i>Weaver</i>
Tresseuse (n.f)	<i>A lady that braids hair</i>
Vie (n.f)	<i>Life, living</i>

Traditional occupations

Civilian Occupations in West Africa

↓ All of these are given in the masculine form:

↓	↓	↓	↓	↓	↓
Avocat	Chasseur	Commerçant	Comptable	Coordonnier	Fonctionnaire
Forgeron	Bijoutier	Coxeur	Apprenti	Gardien	Maçon
Ménagère	Menuisier	Ouvrier	Imam	Pêcheur	Piroguier
Sage-femme	Tailleur	Tenturière	Planton	Enseignant	Professeur
Tisserand	Vendeur	Griot	Chanteur	Vendeuse	Jardinier
Marabout	Charretier	Tresseuse	Blanchisseur	Boucher	



Un charretier



Une tresseuse

Some of the occupations listed above are unknown in Europe and America even though they are very common in West Africa. A *coxeur* is a ticket issuer at ground transportation stations. He is a very controversial individual because he is the middleman between the driver and his passengers. He determines how much a person gets charged for extra luggage and most of the time, he uses his position to impose his will on the helpless travelers. For this reason, he is hated by almost everybody and becomes a scapegoat whenever the car does not leave on time (which happens very often).

An Imam is an Islamic religious person in charge of leading prayers in mosques. He has to be a *marabout* (i.e. a person well versed in Coranic teachings and knowledge) but the reverse is not necessarily true. *Marabouts* and Imams are well-respected individuals in their communities and are thought of as having special mystic and spiritual powers by virtue of their Islamic education. Consequently, people often seek their help to get jobs, promotions, or to solve difficulties of any kind.

A griot in most African cultures is a member of a caste group specialized in committing to memory the genealogy of the ruling classes. In the absence of a written tradition, the griots have served in the past as the living libraries in most African societies. Griots are often attached to a noble person whose family tree they memorize and narrate during cultural events or singing parties. In return, the nobility supports them financially and ensures their protection. The griots play an extremely important role during marriages, especially when the union involves people that do not know each other very well. Their narration of the family's origin and history, which is often filled with

fictive accounts because of the inevitable presence of heroes and learned men among the lineage members, helps often reassure one party of the clout and worthiness of the other. In political matters, the griots become the spokespersons of the nobility whose involvement with the general public is often limited. It is a profession handed down from generation to generation. Individuals born in the griot caste were expected traditionally to pursue the same career their parents and grandparents did and because of the rigidity of many social organizations in Africa, they were not allowed to move up the social ladder. Nowadays, however, the situation is rapidly changing. An increasing number of griot children are going to school, thus breaking away from a tradition that prevented their parents from exploring other professional horizons.



Un coxeur en train de parler aux passagers



Un griot



Dakar

The cost of living in Dakar

Dakar is usually described as one of the most expensive cities in Africa. This, however, is a sweeping assertion since it does not specify the standard of living. The cost of living in Dakar depends on many factors such as the neighborhood, type of housing and whether one possesses a car or not. A host of other parameters come into play as well, such as the family size.

The rent for a decent house with three or four rooms varies between 100,000 CFA and 180,000 CFA. Most European and American expatriates prefer to live in more luxurious housing units. However, the rent for these is often twice or three times as much.

In general a family of four can eat well with 6,000 CFA daily, provided they cook at home. Downtown restaurants are usually expensive because they mostly cater to the needs of Western visitors with a lot of hard currency. A car is an expensive toy in Dakar because the price of a liter of gas has been averaging around 490 CFA for the last few months and there are no signs of it going down any time soon. Public transportation is available but is often jammed, and most drivers put their passengers at risk by overloading their cars and going at high speed in search for other potential passengers along the road. Taxis are not cheap either. To save money one should be ready to walk, especially in the downtown area, which is one of the most exciting downtowns in the world.

Salaries in the public sector (government) do not provide decent living conditions unless one is a category A of the civil service or one is employed in one of the national companies such as *La Loterie Nationale* (National Lottery), *La SENELEC* (the national water and electric company), *La SONATEL* (the phone company) and so on.

Salaries in the army are generally higher than those of the public sector. However, they are comparable when weighed against the salaries of those in the private sector. On average, with a monthly paycheck of 400,000 to 500,000 CFA one can enjoy a very decent standard of living in Dakar.

Activity 1

Match each sentence with the appropriate word.

1. Elle travaille au tribunal. <u>E</u>	A. coiffeur
2. Il conduit une voiture. <u>D</u>	B. militaire
3. Il travaille dans un restaurant. <u>F</u>	C. institutrice
4. Elle travaille dans un hôpital. <u>G</u>	D. chauffeur
5. Il travaille dans l'armée. <u>B</u>	E. juge
6. Il coupe les cheveux. <u>A</u>	F. cuisinier
7. Elle travaille dans une école avec des enfants. <u>C</u>	G. infirmière

Activity 2

Match each beginning on the left with a logical completion from the right. Prepare oral answers.

- | | |
|----------------------------|---------------------------------|
| 1. Où est-ce que | a. ... gagnez-vous? |
| 2. Qui | b. ... venez-vous? |
| 3. Quelle | c. ... vous faites? |
| 4. Qu'est-ce que | d. ... restez-vous ici? |
| 5. D'où | e. ... vous en garnison? |
| 6. Combien | f. ... vous travaillez? |
| 7. Combien de | g. ... est votre profession? |
| 8. Combien de temps | h. ... soldats y a-t-il ici? |
| 9. A combien de kilomètres | i. est dans les Commandos? |
| | j. ... est Dakar? |

Activity 3

Class activity. You are in charge of making a survey to poll the taste of SOF soldiers. Brainstorm with your instructor about possible things to discuss and make a list (at least as many items as there are students in the class). Then divide the items among the class and poll your classmates.

Example: A: *Est-ce que la bière américaine est meilleure que la bière allemande?*

B: *Oui, la bière américaine est meilleure que la bière allemande or
Non, la bière allemande est meilleure que la bière américaine*

Activity 4

Class activity. Your instructor will ask your opinion about how good a living various people make. Answer with a complete sentence.

Example: *Un médecin gagne-t-il bien sa vie? Oui, il gagne très bien sa vie.*

Activity 5

Group activity. One student chooses a famous person. The others take turns asking yes/no questions to try to find out whom the celebrity is (based on job description). Here are some suggestions:

Madonna

Bill Clinton

Tom Cruise

Margaret Thatcher

Bill Gates

Michael Jordan

Activity 6

Pair activity. Take turns and ask each other questions about your military career:

1. Depuis combien de temps es-tu dans l'armée?
2. Où es-tu en garnison?
3. Est-ce que tu te plais à ...?
4. Gagnes-tu bien ta vie?
5. Que font tes parents?
6. Est-ce qu'ils gagnent bien leur vie?

Pair Activity, Student A

Activity 1

Below is a table listing some celebrities' earnings for 1999. Your partner has the information missing from your table and vice versa. Take turns asking questions to help you fill in the blanks.

Earnings for the year 1999 (Forbes Magazine)

Name	Pay Rank	Earnings in millions
George Lucas	1	\$290 m
	2	\$225 m
Mel Gibson	3	\$185 m
Tiger Woods	4	
	5	\$80 m
Dan Brown	6	
Jerry Bruckheimer	7	

Pair Activity, Student B

Activity 1

Below is a table listing some celebrities' earnings for 2004-2005. Your partner has the information missing from your table and vice versa. Take turns asking questions to help you fill in the blanks.

Earnings for the year 2004-2005 (Forbes Magazine)

Name	Money Rank	Earnings in millions
	1	\$400 m
Oprah Winfrey	2	
Mel Gibson	3	
Tiger Woods	4	\$87 m
Steven Spielberg	5	\$80 m
	6	\$76.5 m
	7	\$66 m

Activity 2

Listen to the dialogue between John and Amadou. Check who is working outside the home and who is not. Write down what each member does.

names	Working outside the home	Not working outside
Guéda (grand-mère)		x
Mamadou (grand-père)		x
Ousmane (père)	x	
Khady (mère)		x
Coumba (soeur)	x	
Amadou	x	
Sokhna et Moussa (tante et oncle)		x

Script:

John: Tes parents sont-ils à la retraite?

Amadou: Non, mon père travaille toujours, il est professeur au lycée Kennedy . Mon grand-père et ma grand-mère ne travaillent plus. Ma mère est ménagère. Ma soeur, Coumba, est commerçante au marché HLM de Dakar. Ma tante, Sokhna, et son mari, Moussa sont des fermiers. Ils ont une grande ferme près de M'Bour.

Based on your notes, which of the people below could not be a member of Amadou's family? Boucher



Un professeur dans un lycée sénégalais



Une vendeuse dans un marché



On travaille à la ferme...



...et à la maison

Activity 3 (Group Work)

Go around the room and ask at least 4 students what 3 of his family members do for a living. Where do they work? In an office? At home? Take notes so that you can report to the class. Example: *Que fait ta mère?* Elle est prof. Elle travaille dans un lycée. Identify the most uncommon jobs and share with the class.

Activity 4

Pair activity. Ask your partner his opinion and share your ideas with the class. For example, do you agree or disagree with his views? Explain.

1. Quel est le métier le plus intéressant?

2. Le moins passionnant?

3. Qui est la personne la plus amusante de la classe?

4. La plus sérieuse?

5. La moins travailleuse?

Activity 1

Write a paragraph in which you compare the members of your family to one another. Vary the comparative forms you use.

Activity 2

Be ready to tell the class the occupations of your family members. Describe each job in detail.

Activity 3 Track 27

CD. Listen and write each person's profession and salary.

1. Mariama est infirmière. Elle gagne 78 830 F par mois.
2. Abdou est instituteur depuis 20 ans. Il gagne 80 420 F par mois.
3. Monsieur Diouf est sergent. Il gagne 126 025 F par mois.
4. Mamadou est électricien à la Sonatel. Il gagne 123 789 F par mois.
5. Penda est ingénieur dans une société privée. Elle gagne 251 610 F par mois.

Activity 4 Track 28

CD. Listen to the dialogue, and answer the questions.

1. What is the father's occupation? Inspecteur des finances
2. How long has he had that job? 27 ans
3. How much does he earn? He doesn't say.
4. How does the father like working there? Il aime son travail.

Script:

La fille: Papa, depuis combien de temps travailles-tu aux Contributions Diverses?


Le père: Voyons... J'ai commencé en 1972, ça fait donc 27 ans que je suis inspecteur des finances.

La fille: Est-ce que ça paie bien aux Contributions Diverses?

Le père: Comme partout dans le secteur public au Sénégal, les salaires sont bas. Mais l'argent n'est pas la chose la plus importante de la vie. J'aime mon travail et je me débrouille assez bien. Pour moi c'est ce qui compte le plus.

Activity 5

Read the following excerpt from a French magazine and choose the correct statement.

 <p data-bbox="235 955 808 1010">*reproduced with permission of <i>L'Événement du jeudi</i> du 13 au 19 janvier 2000</p>	<p>Jennifer Lopez gagne</p> <ul style="list-style-type: none">a. cinq millions par filmb. quinze millions par filmc. <u>cinquante millions par film</u>
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Activity 6

Read the following excerpt from a French magazine and choose the correct statement.

<p>L'ex-Beatles Paul McCartney vient de verser la coquette somme de 2 millions de dollars (13 millions de francs) à un centre de recherche contre le cancer situé en Arizona.</p> <p data-bbox="235 1522 609 1608">*reproduced with permission of <i>L'Événement du jeudi</i> du 13 au 19 janvier 2000</p>	<p>Choose the correct statement:</p> <ul style="list-style-type: none">1. Deux millions de dollars = trois millions de francs2. Douze millions de dollars = treize millions de francs3. <u>Deux millions de dollars = treize millions de francs</u>
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