

UN, DEUX TROIS

Themes: Recognition of Cognates

Objectives: Students will recognize cognates and realize how much French they already know.

Cognates

Pre-Listening:

- Write the words *restaurant*, *cinema*, and *café*, on the board and ask students if they realize that these are words of French origin. Next explain the concept of cognates and remind students that approximately one third of English words are derived from the French language.
- Distribute the lyrics of *Un, deux, trois*. Ask students to look at the French words and see which cognates they recognize. Remind students that the words may look the same but have a different pronunciation in French.

Listening:

- Have students turn over or cover the lyrics and listen to *Un, deux, trois*. Ask students to write down the cognates they recognize while listening.
- At the end of the song ask students to read the lyrics to confirm their answers. Review the pronunciation of the cognates and the remainder of the lyrics.
- Play the song for a second or third time. Ask students to sing along paying close attention to the cognates.

Post Listening :

- Students test their knowledge of cognates and words borrowed from French by taking the online quiz at French.About.com
<http://french.about.com/library/bl-frenchinenglish-listt.htm>.
- Students then prepare an illustrated poster of 20 English words borrowed from the French language. Display the poster throughout the school to raise awareness of how many words in English are borrowed from French.

UN, DEUX, TROIS

Themes: Numbers and Counting

Objectives: Students will count from 1-20.

Pre-Listening:

- Review numbers 1-10. Start counting using the thumb for number one, as is customary in France. This gesture will highlight the cultural difference of counting.
- Play the song *Un, deux, trois*. Ask students to sing along with the entire song or sing along on the refrain. Although the song uses numbers 1 to 12, tell students they will be counting up to 20.

Listening:

- Play the song *Un, deux, trois*. Ask students to sing the refrain only to practice the numbers.
- Practice counting without the music to practice pronunciation.
- Plays the song again to reinforce the numbers 1-12

Post Listening:

- Introduces the numbers 1-20. Have students practice the new numbers. i.e. treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt.
- Introduces the game of Zut!* to reinforce the numbers. One die needed (this can also be played without dice and the teacher can just choose a number).

* Instructions to the game of Zut!

- Roll the die and tells the students that any number that is a multiple of the number on the die will be replaced by Zut!. Example, if the number three is rolled, students will count un, deux, zut, quatre, cinq, Zut! etc.
- Teacher: go around the room and ask students to count one at a time, from 1-20; with the number rolled as Zut! Teachers with younger students may want to do this exercise in a circle.
- Teacher: repeats twice with different numbers on the die.

UN, DEUX, TROIS
Written by Jean-Jacques Goldman
Fredericks Goldman Jones
Debut album 1991

Ça m'a pris par surprise
Quand j'étais qu'un gamin
J'regardais tomber mes nuits
Et j'en attendais rien

Moi à Springfield Massachusetts
La vie coulait comme de l'eau
Un matin j'ai pris perpète
En ouvrant la radio

Ça s'appelait rock and roll
Moi ça m'a rendue folle
Moi j'y ai rien compris
Sauf que c'était ma vie
T'y comprends rien mais qu'ça sonne

Ça f'sait 1,2,3	One, two, three
Pretty mama	Come on baby
4, 5, 6	Four, five, six
I miss you	A kiss
7, 8, 9	Seven, eight, nine
Cannot get enough	You're on my mind
10, 11, 12	Ten, eleven, twelve
I ain't got the blues	Tell me when

Il paraît qu'il y en aurait qui se damnent
Pour du pouvoir pour de l'or
Chacun sa façon de brader son âme
On les plaint pour ce qu'ils ignorent
Moi quand j'entends l'intro de "Hey Joe"
Oh je l'comprends mieux qu'aucun mot
Et rien ne me met dans le même état
Que la voix d'Aretha

Et c'était plus qu'une musique
Un langage, une communion
Une religion laïque
Notre façon de dire non

Des cheveux longs jusqu'au blouson
Mêmes idoles et mêmes temples
Nous allions tous même direction
Nulle part, oui mais ensemble

JE COMMENCE DEMAIN

Themes: Casual Register in Spoken French. Blues and Connections to French

Objectives: Students will be able to distinguish between formal and casual register. Students will answer questions using French biographies of blues musicians. Students will review question words, c'est/il est, nationalities, and professions. Students will research blues musicians.

Pre-Listening:

- Greet the class in a formal register- "Good morning students, how are you doing this morning?"
- Greet the class in a casual register- "Hey class, what's up?"
- Point out the difference of formal and casual register and when the two are used.

Listening:

- Play the musical introduction to Je commence demain. Ask students which register would they expect to hear in this song and why.
- Play the remainder of the song. Ask students to listen carefully to the pronunciation of the words and determine the song is in casual register or formal register.
- Ask students to discuss their observations.
- Have students read the lyrics. Notice that certain vowels are missing and compare similar instances in English.
- Play Je commence demain a second time. Have students practice the pronunciation.

Post Listening

- Students rewrite the lyrics in formal register
- Provide the definition of the blues in French: C'est un style où le (la) chanteur(euse) exprime sa tristesse et ses coups durs (d'où l'expression « avoir le blues »). <http://fr.wikipedia.org/wiki/Blues>
- Prepare (photocopy) a text of the biography of Taj Mahal for students to read http://fr.wikipedia.org/wiki/Taj_Mahal_%28blues%29 or www.tajblues.com
- Students will identify Taj Mahal's birthdate, nationality, sister Carole Fredericks, profession, and genres of music.

JE COMMENCE DEMAIN

Post Listening:

***Biographical note- Taj Mahal aka Henry Fredericks was born in Harlem, NY in 1942. Not long after he was born, his parents moved to Springfield, MA where he was raised and educated. His youngest sister, Carole Fredericks, was born in Springfield in 1952. A complete Carole Fredericks English biography is available at www.cdfmusiclegacy.com, see Recording Artist section)**

- Teacher asks questions in French and students respond, for example

Qui est-ce que ? C'est Taj Mahal. C' est un musicien (chanteur, guitariste) américain.

C'est quand, son anniversaire ? Son anniversaire est le 17 mai.

Il est de Los Angeles où de New York ? Il est de New York.

- Have student research other blues musicians on the site and prepare *posters in the same style of the questions and answers.
- Students research the biographies of Carole Fredericks and Taj Mahal and prepare posters with biographical information. Suggestion: have students research blues song lyrics and prepare a collage of ten images and ten words (translated from English) that illustrate key themes of the song.
- * Posters can be created in the traditional way or digitally at <http://glogster.com>

JE COMMENCE DEMAIN
Written by Jean-Jacques Goldman
Fredericks Goldman Jones
Sur Scène 1992

Faudrai que j'me cloture
Faudrai que j'coupe du bois
Que j'me mette en costume
Et que je marche plus droit

Faudrai que j'devienne plus sage
Que j'sois plus raisonnable à mon âge

J'sais bien, j'sais bien, j'sais bien
Je commence demain

Faudrai que j'quitte la route
Et que j'pose ma guitare
Faudrai que j'les écoute
Avant qu'il soit trop tard

Faudrai que j'devienne plus sage
Que j'sois plus raisonnable à mon âge

J'sais bien, j'sais bien, j'sais bien
Je commence demain

Faudrai que j'trouve une femme
Une gentille, une "maman"
Faudrai que j'quitte ces dames
Qui m'font rougir le sang

Faudrai que j'devienne plus sage
Que j'sois plus raisonnable à mon âge

J'sais bien, j'sais bien, j'sais bien
Je commence demain

Faudrai que je t'oublie...

QUE DISENT LES CHANSONS DU MONDE

Themes: La Francophonie, Geography, National Anthems

Objectives: Students are introduced to countries within the francophone world and where these countries are located.

Students will research Francophone countries and their national anthems.

Pre-Listening:

- Write the cities of Prague, Bogotá, Shanghai, Cairo, Sydney and Rabat on the board. Ask students to identify the countries of origin of these cities.
- Write the continents of the world on the board. Have students determine which cities and countries belong to which continent.
- Point out the diversity of these countries.
- Ask students to write down the answers to the following questions:-

List the continents where French is spoken as an official language or is widely used.

List the numbers of French speaking nations.

Explore the question: What is « La Francophonie »?

Listening:

- Play the introduction to *Que disent les chansons du monde*
- Have students listen to the introduction of the song. Ask students to write a list of or draw the images they associate with the introduction.
- Play the remainder of the song. and students reflect on what similarities these countries have.
- Ask students which languages are spoken in these countries: Prague- Czech Republic- Czech; Bogotá- Columbia, Spanish; Shanghai- China, Chinese; Cairo- Egypt, Arabic; Sydney, Australia- English, Native Aboriginal languages; Rabat- Morocco- French, Arabic
http://en.wikipedia.org/wiki/List_of_countries_and_capitals_in_native_languages
- Students discover that only two of these countries has a common language

QUE DISENT LES CHANSONS DU MONDE

Post Listening:

- Explain that La Francophonie includes the 33 countries that use French as an official language. * For further information consult Organisation Internationale de la Francophonie <http://www.francophonie.org/oif/index.cfm>
- Hand groups of students an envelope of the French speaking countries with their capitols.
- Ask students to sort the countries according to continent; North America; South America; Asia, Oceania; Africa; Europe
- Check responses with the key.
- Determine which continents have the largest numbers of French speaking countries?
- Ask students to choose a country where French is the official language and create a poster or Power Point presentation in which they give the basic information about the country including the national anthem.

National Anthems: http://en.wikipedia.org/wiki/List_of_national_anthems



National Anthems:



Music and Flag- <http://www.geocities.com/TheTropics/8106/Anthems/>

La Francophonie

1.	 <u>France</u>	Paris
2.	 <u>Democratic Republic of the Congo</u>	Kinshasa
3.	 <u>Canada</u>	Ottawa
4.	 <u>Madagascar</u>	Antananarivo
5 .	 <u>Côte d'Ivoire</u>	Yamoussoukro
6.	 <u>Cameroon</u>	Yaoundé
7.	 <u>Burkina Faso</u>	Ouagadougou
8.	 <u>Niger</u>	Niamey
9 .	 <u>Senegal</u>	Dakar
10.	 <u>Mali</u>	Bamako
11.	 <u>Belgium</u>	Brussels
12.	 <u>Chad</u>	N'Djamena
13.	 <u>Guinea</u>	Conakry
14.	 <u>Rwanda</u>	Kigali
15.	 <u>Haiti</u>	Port-au-Prince
16.	 <u>Burundi</u>	Bujumbura
17.	 <u>Benin</u>	Porto-Novo

18.	 Switzerland	Berne
19.	 Togo	Lomé
20.	 Central African Republic	Bangui
21.	 Republic of the Congo	Brazzaville
22.	 Gabon	Libreville
23.	 Comoros	Moroni
24.	 Equatorial Guinea	Malabo
25.	 Djibouti	Djibouti City
26.	 Luxembourg	Luxembourg
27.	 Vanuatu	Port Vila
28.	 Seychelles	Victoria
29.	 Monaco	Monaco
30.	 Martinique	Fort de France
31.	 Guadeloupe	Basse- Terre
32.	 Réunion	St. Denis
33.	 French Guiana	Cayenne

1.	 Louisiana	Baton Rouge
2.	 Pondicherry	Pondicherry

3.	 French Polynesia	Papeete
4.	 New Caledonia	Nouméa
5.	 Mayotte	Mamoudzou
6.	 Aosta Valley	Aosta
7.	 Jersey	St. Helier
8.	 Guernsey	St. Peter Port
9.	 Saint Martin	Marigot
10.	 Wallis and Futuna	Mata-Utu
11.	 Saint Barthélemy	Gustavia
12.	 Saint Pierre and Miquelon	St. Pierre

1.	 Morocco	Rabat
2.	 Algeria	Algiers
3.	 Tunisia	Tunis
4.	 Lebanon	Beirut
5.	 Mauritania	Nouakchott
6.	 Mauritius	Port Louis
7.	 Andorra	Andorra la Vella

QUE DISENT LES CHANSONS DU MONDE

Written by Jean-Jacques Goldman

Fredericks Goldman Jones

ROUGE 1993

Que disent les chansons du monde de Prague à Bogota
Jaunes, indiennes, noires ou blondes, à Shanghai, à Rabat?

Que disent les chansons d'ailleurs, de leurs mots d'enfant?
Compagnonnes de candeur à chaque grave instant
De quelle religion les notes? Les mots quelle couleur?
Danses et plaintes polyglottes, que disent les chœurs?

Que fécondes nos terres et nos dieux miséricordieux
Qu'après l'ombre et la lumière pour les sages et les pieux
Que les femmes seraient des fleurs offertes à nos désirs
Mais qu'il faut prendre leur cœur avant de les cueillir

Et le temps qui passe, et le temps qui court
Et le temps qui lasse, tasse, casse et fait les amours
Et nos peurs immenses, nos rêves infinis
Les fêtes et les danses, danses, danses, danses et puis l'oubli
Partout les mêmes "m'aimes-tu aussi?"
Quand tes bras me serrent, serrent, serrent et que vient la nuit

Qu'il faut partir à la guerre la fleur au fusil
Vive notre patrie mère et mort à l'ennemi
Que la mer amante cruelle à la vie à la mort
Que nos montagnes sont belles et respectent les forts

Qu'un matin plus de misère et la révolution
Qu'il était une bergère et petit patapon
Qu'ave maria, notre père, à nos péchés pardon
Que fais dodo petit frère et parti le dragon

Et le temps fugace et le temps si court et le temps vorace chasse, efface tous nos
discours
Mêmes rengaines au Caire à Sydney, dis-moi que tu m'aimes, même, même, même, si
tu sais
Que le temps rapace, que le temps vautour, que le temps nous
Lâche, lasse, glace et gagne toujours