

Bonjour.



BONJOUR MARCH 2010

Page	Articles	Topics	Teaching ideas
2	ZIG ZAG	Real-life French Spiderman, street art, sea orbiter	Have students scan these two pages for new words, ones they have forgotten, or ones they think other students might not know. Have each student make flash cards for the chosen words, and then have them pair off to quiz each other.
4	BOUGE! 🎧	Christophe Lemaitre	What do your students do (or avoid doing) to get or stay healthy? Have students act out what they do and the rest of the class will generate the French expression for that action.
6	CULTURE DÉTECTIVE 🎧	Food and eating habits	Please go to page 7. See worksheet 2 on food and eating habits.
8	STAR 🎧 🎯	Abd Al Malik, Zaho, Cœur de Pirate	Please go to page 2. See worksheet 1 on the <i>passé composé</i> .
10	TON MONDE 🎧	Life without computer/TV/ cell phone, le/la/les/l'	Please go to page 7. See worksheet 3 on object pronouns.
12	LES ADOS	Dinner in a fancy restaurant	Tell one half they represent fruits and vegetables, and the other half that they represent meat and dairy. Call out ingredients and have students stand if they represent it.
14	JEUX	Games - vocabulary	Ask students to change the language on their cell phones, digital cameras, etc. What new technology words can they learn by doing this?
16	LA FRANCE VUE DE	Carcassonne	Brainstorm a new dish students think their city or school should become known for. Have them name their creations and the ingredients and how the dish is prepared. Then let students vote!

BACKGROUND

In Canada, 35% of music broadcast on the radio must be Canadian, that is, either composed by, written by, produced by, or performed by a Canadian. Canada has two official languages, however, so specific radio stations are designated for each language group. French language stations must devote between 55-65% of prime airtime to music in the French language. In France, the charts are dominated by both English and French language songs. Yet radio stations are required by law to dedicate forty percent of their prime airtime to French language songs. This is the market and exposure that francophone artists seek to capture. *Cœur de Pirate* is one such crossover success story. The album was nominated for Canada's prestigious Juno Awards francophone album of the year in 2009, and the hit single, *Comme des enfants*, made France's top five.

Web-tip For more information, go to:
http://www.media-awareness.ca/english/issues/cultural_policies/canadian_content_rules.cfm

🎧 You can listen to a theme related to this article on *BONJOUR* CD 2.

🎯 Activity for advanced students.

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- Look at our regularly updated list of upcoming *Bonjour* issues
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TEACHING IDEAS

PAGES 8 & 9

Star

OBJECTIVES

- improved writing and speaking ability with the *passé composé*
- reporting information in the *passé composé*
- increased familiarity with popular francophone singers

STARTER

Have students work together in small groups. Ask the class *Qu'est-ce que vous avez fait hier ?* Have each student share a response to the question with the group. Then practice the third person by having each student ask another what other group members did, and reporting their answers. Are any students willing to stand and share with the whole class what they and their group members all did yesterday? If many students want to volunteer, have some ask the questions.

TEXT ACQUISITION

Tell students to choose one artist's biography and rewrite it in the third person. Make sure they pay attention to gender and past participle agreement where necessary, and make sure they rewrite the questions as well as the answers. They will also need to modify possessives. When they are done, let all students who have worked on the same artist's biography get together and compare work. Have them discuss and try to explain any differences to each other before asking you for help. Collect and correct responses when they are done or go over all three rewritten biographies together as a class.

EXTENSION

Ask your students to imagine themselves as adults and respond to the question asked of Abd Al Malik, *Quel a été votre parcours ?* What things do they think they will have done at that point in their lives? If they need ideas, suggest that they address schooling, work, and family. Require them to use at least four verbs that take *avoir* (one ER, one IR, one RE, and one irregular), one that takes *être*, and one reflexive verb in their responses. Have them write their responses.

🌀 Once you have collected students' written responses, choose four or five and read them one at a time to the class. Make sure you state whose responses you are reading. Then check for comprehension. Circulate through the room and ask individual students specific questions based on what you read to see if they can answer in the *passé composé*. For example, *Qui a étudié à la Sorbonne ? Qui est devenu footballeur professionnel ?*

HOMEWORK

Have students search the internet to find a popular francophone singer, and to choose five facts about that singer's life to present to the class. Make sure students know to report only past tense information. They might include where the singer was born, what songs he or she wrote or sang, when awards were won, etc.

BACKGROUND

There is more to these francophone singers than meets the eye! For example, Abd Al Malik may be best known as a rapper, but he is also an author. In 2004, Abd Al Malik published *Qu'Allah bénisse la France*, a book where he discusses his spiritual journey through life, and his devotion and conversion to Islam. Abd Al Malik practices Sufism, a form of Islam focused on love, and he sings songs with messages of acceptance, understanding, and peace. His book even went on to win a literary prize in Belgium.

Beatrice Martin, who claims to owe her success to MySpace, in fact has more than one MySpace page. Cœur de Pirate is the name she uses when singing in French, but she's also started a project on another page entitled Pearls, where she sings in English. It is a work in progress, but has already received much positive feedback.

Web-tip For more information, go to: <http://news.bbc.co.uk/2/hi/europe/6670069.stm>
http://en.wikipedia.org/wiki/B%C3%A9atrice_Martin

WORKSHEET I

- *passé composé*



NOTES

Singers from other countries, cultures, or languages that I like:

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Feuille de travail | BONJOUR

Nom :

Classe :

Date :

A Les stars du monde

Voici quelques autres stars du monde. Sais-tu d'où ils viennent et ce qu'ils ont fait ? Choisis le pays et le verbe qui conviennent, et mets le verbe au passé composé.

Finlande, France, Colombie, Canada, Sénégal/États-Unis, Pays de Galles, la Barbade

naître, quitter, être, chanter, épouser, apprendre, partir

- Rihanna vient de _____, et elle _____ la chanson *Umbrella*.
- Shakira _____ à Barranquilla, en _____.
- Akon a grandi au _____ et aux _____, et il _____ nommé pour plusieurs prix.
- Avril Lavigne, qui est de _____, _____ Deryck Whibley en 2006.
- Les membres du groupe HIM viennent tous de _____. Récemment, ils _____ faire une tournée en Australie.
- Les parents de Faudel _____ leur pays, l'Algérie, pour déménager en _____.
- Naturellement, Duffy, qui vient du _____, _____ à parler l'anglais et le gallois.



B Être ou aller ?

Pour chaque paire de phrases, un verbe se conjugue avec *être* et l'autre avec *aller*. Décide comment conjuguer les verbes et puis remplis les phrases avec le passé composé des verbes.

- sortir, parler
Hélène _____ avec Jacques.
Hélène _____ avec Jacques.
- naître, voyager
Mon frère et moi, nous _____ en Algérie.
Mon frère et moi, nous _____ en Algérie.
- travailler, entrer
Je _____ dans la salle de classe.
J' _____ dans la salle de classe.

C À toi

Donne tes réponses personnelles.

- Qu'est-ce que tu as appris hier ?

- Tes amis et toi, où êtes-vous allés hier ?

Feuille de travail 2 BONJOUR

Nom :

Classe :

Date :

A Les plats du monde

Sais-tu d'où viennent les plats ou les aliments suivants ?

- | | |
|----------------------------|--------------------------|
| 1. le baba ganoush | a. l'Allemagne |
| 2. la paëlla | b. l'Arabie |
| 3. les lasagnes | c. l'Italie |
| 4. le sirop d'érable | d. les États-unis |
| 5. le sushi | e. l'Espagne |
| 6. le manioc | f. l'Afrique occidentale |
| 7. le beurre de cacahuètes | g. le Canada |
| 8. le gâteau forêt noire | h. le Japon |

B L'ordre

Mets un repas français dans l'ordre :

- ___ le dessert
 ___ le fromage
 ___ la salade
 ___ le café
 ___ le plat principal
 ___ l'entrée

C La cuisine française

Voici quatre listes d'ingrédients pour quatre plats français : *la tarte Tatin, la ratatouille, la bouillabaisse et le cassoulet*. Écris le nom du plat pour chaque liste.

poisson

tomate

oignon

épices

pommes de terre

huile d'olive

oignons

courgettes

poivrons verts

aubergines

tomates

huile d'olive

épices

pommes

sucre

beurre

pâte

haricots blancs

saucisse de porc

confit d'oie

lard

oignons

épices



D Les magasins

Les Français font souvent leurs achats dans des magasins spécialisés. Où vont-ils acheter les produits suivants ?

1. une baguette (ANGERBOULIE) _____
2. du bœuf (CHERBOUIE) _____
3. du fromage (CERÉRMIE) _____
4. des fruits et des légumes (CHMARÉ) _____
5. du saumon frais (PNEOIORIESS) _____
6. des bonbons (COERINFISE) _____
7. des gâteaux (PSERIÁTISE) _____

Feuille de travail 3 BONJOUR

Nom :

Classe :

Date :

A Les compléments d'objet direct

Pour chaque nom donné, écris deux phrases en utilisant des compléments d'objet direct. La première phrase est au présent et la deuxième est au passé composé. Suis le modèle. N'oublie pas l'accord du participe passé.

ex: l'addition (payer) Nous la payons. Nous l'avons payée.

1. ce pull (tricoter) Je _____. Je _____.
2. ces journaux (lire) Il _____. Il _____.
3. cette amie (inviter) Elles _____. Elles _____.
4. cette voiture (laver) Vous _____. Vous _____.
5. cet imperméable (acheter) Tu _____. Tu _____.
6. ces devoirs (faire) Ils _____. Ils _____.
7. ce restaurant (aimer) Nous _____. Nous _____.
8. cet horaire (consulter) Elle _____. Elle _____.

B Tes réponses

Donne des réponses aux questions suivantes en utilisant un complément d'objet direct.

1. Tu aimes ma voiture ?
Oui, _____
2. Elle a son passeport ?
Non, _____
3. Amélie et toi, vous avez fait vos devoirs ?
Oui, _____
4. Ils ont fait la vaisselle ?
Non, _____

C Nous l'aimons, la grammaire

Si tu voulais exprimer les phrases suivantes avec des compléments d'objet direct, lesquels choisirais-tu ?

1. J'aime ta chemise.
a. le b. la c. l' d. les
2. Vous avez vos billets ?
a. le b. la c. l' d. les
3. Nous étudions la chimie.
a. le b. la c. l' d. les
4. Tu as entendu le téléphone ?
a. le b. la c. l' d. les



Feuille de travail 4 BONJOUR



Nom :

Classe :

Date :

PISTE 1 — GARDER LA FORME

Écoute la piste 1 et choisis la bonne réponse.

- Martine fait du yoga :
a. depuis trois ans. b. depuis quatre ans.
- Pour Martine, le yoga est bon pour :
a. la récréation. b. la relaxation.
- Sarah fait :
a. du jazz. b. de la danse.
- Pierre fait du foot la semaine :
a. le dimanche après-midi. b. le mercredi après-midi.
- Hervé fait du vélo :
a. pour le cœur. b. pour l'endurance.



PISTE 2 — HABITUDES ALIMENTAIRES

Écoute la piste 2 et écris la réponse en chiffres.

- ___ des ados français ne prennent pas de petit-déjeuner.
- ___ adolescents sur ___ ne mangent aucun fruit par jour.
- ___ des jeunes françaises de ___ ans suivent un régime.

Choisis le bon mot en italique.

- Le hamburger *est/n'est* pas le plat préféré des adolescents français.

Et toi ?

- Je mange/je ne mange pas de fruits.

PISTE 3 — STARS FRANCOPHONES

Écoute la piste 3 et écris le nom des adolescents :
Laura ou Kevin.

- _____ préfère le RnB.
- _____ trouve Abd Al Malik mignon.
- _____ aime les chansons tristes.
- _____ adore la voix de Zaho.
- _____ aime les textes intelligents.

PISTE 4 — MA SEMAINE SANS TÉLÉ

Écoute la piste 4 et trouve si les phrases sont vraies (V) ou fausses (F).

- | | V | F |
|---|--------------------------|--------------------------|
| 1. Vivre sans télé est monstrueux. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Florian la regarde en faisant ses devoirs. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Florian s'est ennuyé au début. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Chloé n'est pas autorisée à la regarder. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Chloé a organisé une fête. | <input type="checkbox"/> | <input type="checkbox"/> |



TEACHING IDEAS

PAGES 6 & 7

Culture Détective

OBJECTIVES

- familiarity with French eating habits
- expansion of food related vocabulary

STARTER

What foods do students associate with France? What foods do students think represent their country? What might a French person think about meals in the students' country? Have students work in groups to express as many of these answers as possible in French.

TEXT ACQUISITION

Have students make four categories on their papers- meals, foods, utensils, and places to buy or eat food. As they read the article, have them use the vocabulary given to fill in their categories. Can they fill in any additional information?

EXTENSION

Bring in paper cups, plates, and napkins, and some plastic utensils. Help students to set their desks with typical French place settings. Then have students draw on the paper plate a meal they would like to order in a restaurant, and label the foods in French.

⊙ Now divide the class in two- diners and servers. The servers start by collecting their group's plates. The diners order what they drew, and the servers identify the correct plate and serve it. All should pay attention to pleasantries and formality.

HOMEWORK

Have students create a dish from France or another francophone country. Students should also be able to talk about their dish. Beginning students should be able to say the ingredients in French, and more advanced students can tell how to make it.

BACKGROUND

The French are known for insisting on the very highest quality. To this end, France has established the *Institut National des Appellations d'Origine*. This is the agency that bestows the coveted *appellation d'origine contrôlée* label. Originally only for wine, the label is now used for cheeses, honey, butter, lentils, lavender, and poultry. The label means that the food or wine has met strict qualifications: it must be produced in particular geographical area, must be aged in that same area, and must be made by an established set of traditional methods. The importance of geographical areas comes from the French belief that elements like soil and climate contribute to make a product unique.

Web-tip For more information, go to: http://en.wikipedia.org/wiki/Appellation_d%27origine_contr%C3%B4l%C3%A9e

WORKSHEET 2

- *foods and dining habits*



TEACHING IDEAS

PAGES 10-11

Ton Monde

OBJECTIVES

- ability to distinguish between *le/la/l'/les* used as articles and object pronouns
- develop skill in choosing correct object pronouns in spoken and written work

STARTER

Put students in pairs. Assign each pair a form of technology. Use the examples from the article and camera, car, video game system, mp3 player, etc. Have each pair generate either a spoken or written response to the concept of doing without this item for a week. Students might discuss how they feel or what they do with their time instead of using these items. Require students to use at least five object pronouns in their responses, and share with the class.

TEXT ACQUISITION

As your students read through the article, have them pay attention to the different

uses of *le/la/l'/les*. They should underline instances where *le/la/l'/les* are used as articles, and circle instances where they are used as object pronouns.

EXTENSION

Have students keep a two-column list for each paragraph, pointing out each object pronoun and the noun it is replacing. They should notice that sometimes the same noun is replaced by different object pronouns. Can students explain why this is?

HOMEWORK

Have students practice with object pronouns and past participle agreement. Give students the following list of words, and have them write which one they bought, read, watched, made, and told: *la vérité, le lit, la voiture, les magazines, les films.*

BACKGROUND

While the internet didn't achieve widespread use among average citizens till the mid 1990s, its precursor was established more than a decade prior in France. It's called the Minitel, and it was created in 1982. To help the technology catch on, France Télécom initially distributed millions of Minitels for free. Terminals were text based and used phone lines, but users could make purchases, search directories, and chat. Minitels are still used and available for rent or purchase. Of course, now the Minitel is also accessible via internet, and Minitel use has been steadily declining. France Télécom even debated ending Minitel service in early 2009.

Web-tip <http://en.wikipedia.org/wiki/Minitel>

WORKSHEET 3

- *object pronouns*



NOTES

I think the next big technological invention will be: _____

TEST

Look through this issue of *Bonjour* to find the answers to these quiz questions.

1. Alain Robert escalade
a. des murs. b. des montagnes. c. des gratte-ciels.
2. Le Sea Orbiter va être construit
a. pour étudier les océans. b. pour amuser les Français. c. parce que la France n'a pas assez de place pour ses habitants.
3. Christophe Lemaitre a commencé l'athlétisme en
a. 1995. b. 2005. c. 2000.
4. En 2009, Christophe Lemaitre a été champion d'Europe junior pour la course de
a. 100 m. b. 200 m. c. 1 km.
5. Christophe Lemaitre aime jouer aux jeux vidéo et au
a. hockey. b. foot. c. tennis.
6. Les Français passent combien de minutes par jour à table ?
a. 60 b. 120 c. 130
7. Qui a grandi en Algérie ?
a. Abd Al Malik b. Zaho c. Cœur de Pirate
8. Qui a vécu au Congo ?
a. Abd Al Malik b. Zaho c. Cœur de Pirate
9. Qui n'habite pas au Canada maintenant ?
a. Abd Al Malik b. Zaho c. Cœur de Pirate
10. Zaho a appris la guitare à quel âge ?
a. 10 ans b. 12 ans c. 7 ans
11. Cœur de Pirate aime la chanson française et
a. la musique folk. b. le jazz. c. le rock.
12. Qui a mieux survécu sa semaine sans technologie ?
a. Julien b. Carla c. Axelle
13. Carcassonne est dans _____ de la France.
a. le nord b. l'ouest c. le sud
14. Carcassonne est connu pour
a. ses magasins. b. ses industries. c. sa cité médiévale.
15. Lequel n'est pas un ingrédient du cassoulet ?
a. des tomates b. du canard c. du porc

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Editor: Jean-Christophe Haultecoeur
Author: Bethany New
Layout: David Dutch
Picture research: Emma Bree
Photos: Worksheet 1: Getty. Worksheet 2: iStock. Worksheet 3: iStock. Worksheet 4: Hemera/Photodisk.

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