

## UNIT 2



We Bretons at heart love our country

# Bro gozh ma zadoù gant Perynn



title

**EUROPE OF LANGUAGES NETWORK:  
TEACHER TRAINING FOR INCLUSION THROUGH MINORITY LANGUAGES 2020-1-ES01-KA201-082144**

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# Bro gozh ma zadoù gant Perynn

<https://www.youtube.com/watch?v=q7L5OrBsDaA>

## Integration into the TITLE project:

- Proposal 2 (vindictive music for high school: lyrics, music, vindictive themes, reflection on social issues) or 3 (song for high school tradition> the fable> the song> the rap).

## LYRICS

1. Ni Breizhiz a galon  
Karomp hon gwir vro  
Karomp ar broioù all  
A liamm kenetrezo  
Va sevenadur din  
A zo ganet amañ  
Diwanet eo 'lec'h all  
Pinvidikoc'h bremañ

1. We Bretons at heart  
love our country,  
also love others,  
the link that unites them  
my own culture  
was born here  
it is born somewhere else  
and is all the richer for it

2. Petra eo bezañ Breton ?  
Gwad glan, yezh-vamm, gwriziennoù don  
Bezañ anvet Malo ha ganet e Roazhon  
Pegsunioù war ar c'harr  
Ur banniel gwenn-ha-du  
Kendirvi e Lambaol  
Chouchenn ha pik echu

2. What does it mean to be Breton?  
Pure blood, mother tongue, deep roots  
to be called Malo and born in Rennes?  
stickers on your car  
a gwenn ha du flag  
cousins in Lambaol  
chouchen and that's it?

3. An neb a gar a zo er gêr e Breizh Un  
harzh war an douar  
Ur vevenn en da benn  
N'eus ket deus ur gwir vro  
Nag eus unan gaou  
Ma c'hallfes kompren an dra-se e vefe  
nebeutoc'h a c'hlav

3. Whoever wants it is at home in Brittany  
a border on the ground,  
a limit in your head  
there is no country that is  
more real than another  
if you could understand  
it would probably rain less

4. Breizh, douar ar sent kozh  
Douar ar varzhed  
Douar ar moc'h, douar saotret  
Amoko, Erika, Torey Canyon chepakwa  
Douar dister, mat da netra  
Douar dizolo, distrujet, goloet, dismantret  
Simant war an traezh  
Douar disec'h, dour beuz  
Ha tizh war an hentoù-treuz

4. Brittany, land of old saints,  
land of bards  
land of pigs, polluted land  
Amoco, Erika, Torrey Canyon, whatever  
land of misery, good for nothing  
land laid bare, destroyed, covered, in  
ruins, concrete on the sand  
land of misery, flooded  
crossed at full speed

5. Disrannet dre ar c'hoant  
War un dro enoriñ  
Tonioù, sonioù, kanoù hon hendadoù  
Ha war un dro all ne vije ket fall  
Distaliañ an daol  
Ha tañva d'ur pladad all

5. Torn between the desire  
to pay tribute  
to the songs, the sounds,  
the tunes of our fathers and at the same  
time it would not be bad  
to clear the table  
and try another dish

6. Ar Vretoned a zo tud kalet ha kreñv  
Met n'eus ket peadra da vezañ fier eus an  
dra-se Ar pezh zo graet zo graet  
N'eus ket tu mont war an tu all  
Na sell ket en a-dreñv  
Na chom ket da dortal  
Poaniañ evit padout  
Gounit da vuhez  
Sevel mintin abred  
Kregiñ 'barzh ha setu tout

6. The Bretons are rough  
and strong people  
there is nothing to be proud of  
what is done is done  
you can't change the past  
don't look back  
don't stay and play  
Endure to last  
Earning a living  
Get up early  
Work hard and that's it

7. Gerioù-stur ar re gozh  
A dro em fenn e-pad an noz  
Ha ma tibaban paouez  
Nac'hañ dont da vezañ kozh  
Ma tibaban un hent all  
Ha pa vefe evit faziañ  
En en gavout war un hent fall  
Ha redek betek kouezhañ  
Dilezet talvoud al labour  
Ha nac'hañ da vezañ den-gour  
Bugel laosk, fleb e lost  
Hanter-gousket, krapet war e bost  
O vagaan soñjoù du, o hunvreal  
En ur c'hortoz

7. The mottos of the ancients  
run through my head all night long  
and if I decided to stop  
I refuse to grow up  
if I choose another road  
even if it means going the wrong way  
go the wrong way  
and run until I fall  
No more work value  
I refuse to grow up  
Indolent child, impotent  
sleepy, clinging to his post  
he broods, he dreams  
while waiting

# BASIC LEVEL

## REMEMBERING & UNDERSTANDING

This teaching unit can be used early in the year. It could be also a reinforcement and applying module..

### COMPETENCES

Mainly oral expression.

### NOTIONS IN USE

1. Who is she / are they?
2. Where is she / are they?
3. What is she / are they doing ?

### CULTURAL KNOWLEDGE

The Breton national anthem Clichés about Brittany

#### Step 1 - Look at the clip

1. Do they know this tune ?
2. Are the lyrics the same ?
3. What is unusual in this version?

#### Step 2 - Pictures and clichés

Describe the images taken from the film



People, clothes, places, activities

Clichés about Brittany	Clichés about rap

### Step 3 – Who is Perynn ?

You can offer your friend a Breton passport

<https://www.coop-breizh.fr/6606-passeport-breton-tremen-hent-435001-2147483647.html>



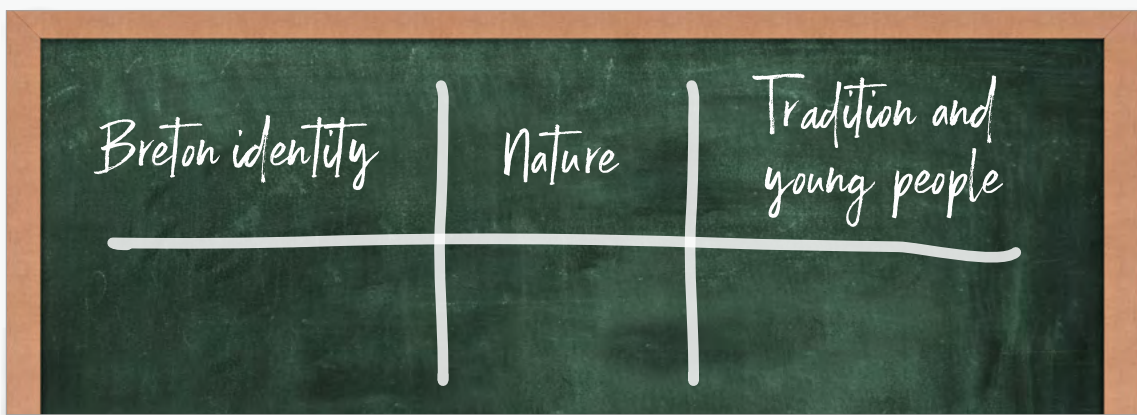
# INTERMEDIATE LEVEL

## APPLYING

- It is necessary that the students know a bit of the original Breton anthem before this lesson. We will work on oral comprehension and expression.

### Step 1 - Look at the clip

1. Note the words common to both versions.
2. Search for new themes (global comprehension) and note them on the blackboard.



### Step 2 - Watch parts of the clip

1. Listen to the passage related to each theme and pick-up understood words and expressions. Fill in the blanks exercise.
2. Fill in the table above and construct sentences orally.

### Step 3 - Set up three groups

1. Give each group a theme: fine understanding.
2. Slam. Work on pronunciation and prosody.

## ORAL ASSESSMENT

Ar slam.

# ADVANCED

## EVALUATING

- It is necessary that the students know a bit of the original Breton anthem before this lesson. We will work on oral comprehension and expression.

### Step 1 - Look at the clip

1. Note the words common to both versions.
2. Search for new themes (global comprehension) and note them on the blackboard.



### Step 2 - Watch parts of the clip

1. Listen to the passage related to each theme and pick-up understood words and expressions. Fill in the blanks exercise.
2. Fill in the table above and construct sentences orally.

### Step 3 - Analyzing an evaluating

1. Set up groups. A discussion will be organized within each group.
  2. Give each group a topic for discussion.
- How does Perynn play with clichés about Brittany and rap in her video?
  - What does being Breton mean to you today?
  - What do you think of the reproaches that the “ elders “ make to the “ young “ people according to the song?
  - Do we have the right to hijack and make fun of national anthems (Gainsbourg’s ‘La Marseillaise’, the Sex Pistols’ ‘God save the queen’, etc.)?



## ORAL ASSESSMENT

Each group should organise the discussion (moderator, distribute the arguments among the group members).

Each discussion will be played out in front of the rest of the class.



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