

Respire

Song track, Introduction, Biography, Lyrics, Activities, Answers

from

Couleurs et parfums

Apprendre le français grâce à l'héritage de Carole Fredericks



Intermediate

DIGITAL VERSION

Carole D. Fredericks Foundation, Inc.

Your students' personal connection to contemporary French language and culture

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Introduction

Couleurs et parfums was the natural evolution of an American artist, Carole Fredericks, coming into her own. The music on the CD offers a collection of songs including pop-rock, dance tunes, rap and rhythm and blues.

Carole Fredericks emerged from the shadow of her brother, the legendary blues musician Taj Mahal to achieve fame and popularity in France and throughout the French-speaking world. As a premier background singer, Carole added her unique vocal style to albums by Johnny Hallyday, Patricia Kaas, Michel Berger, Mylène Farmer, Francis Cabrel and Céline Dion. Carole's successful musical collaboration with songwriter/musician, Jean-Jacques Goldman and singer/guitarist, Michael Jones resulted in the formation of Fredericks Goldman Jones, one of France's best known music groups. Carole infused gospel, rhythm and blues, and soul into the five chart-topping albums by Fredericks Goldman Jones and helped shape the musical taste of a new generation.

The story of Carole Fredericks and her rise to having a number one popular song in France is a tribute not only to her musical talent but also to her determination at becoming fluently bilingual. She was an African American woman who moved to France knowing few expressions beyond "Bonjour" and "Ça va?". Her fluency in French allowed her to achieve a successful musical career in France.

The accompanying activities provide teachers with ready-to-use activities for each song. The activities are varied: pre-listening, listening and post-listening activities to engage your students. It is not necessary to use all activities. Use activities that are appropriate to the needs, age and competency level of your students. The activities are designed to encourage students to respond to the rhythm of the music, to appreciate the songs in the French language, to develop listening skills etc. It is not necessary for students to understand all the lyrics. Develop your own activities as you see fit.

Together with your students enjoy Carole's music!

Other educational packages by Carole Fredericks:

Tant qu'elle chante elle vit ! DVD & Book (Secondary level)

Tant qu'elle chante elle vit ! DVD & Book (Intermediate level)

Couleurs et parfums CD & Book (Secondary level)

Respire

Activities and Teaching Suggestions

Pre-listening Activities

1. Pollution

The teacher may wish to begin the study of this song with a class discussion on pollution.

This discussion may include the following:

- Why is pollution a concern today?
- What types of pollution exist in our world today? (air, noise, water, garbage, etc.)
- Review the oxygen-carbon dioxide cycle.
- What causes air pollution?
- What are we doing about pollution today?

2. *La pollution*

Students should be encouraged to use a dictionary to find new words.

Listening Activities

1. *J'écoute bien*

The joy of Carole Fredericks is her music. The more the students listen to the song, **Respire**, the more it will become part of them. The teacher may wish to play this song throughout the year to begin or end a class. Most students will eventually try to sing along with the music.

This activity is intended to introduce the students to the rhythm of the song.

- Students should listen to the song before they see the words.
- The teacher may have the students listen for any of the words they used in the pre-listening activity, *La pollution*.
- On listening to the song again, the students may tap out the rhythm of the song with their pencils, pens, or fingers. They should be encouraged to tap lightly, so that the song can still be well heard.
- They should then listen for the chorus or refrain. When they identify it, they can raise their hands and clap with the rhythm.
- Students are then asked to listen for repeated phrases and to try to sing those phrases with Carole Fredericks. The most obvious repeated word is *Respire*. Some of the students may identify *À force de...*

2. *Les rimes*

This activity is designed to have students listen to the rhymes in the song **Respire**. After they have identified the sounds for part 2, the teacher should give the students the song lyrics, so that they can write the answers for part 3.

1. Students are to listen to the song **Respire** and identify the verses and the chorus or refrain.
2. Students are to identify the rhyming syllable at the end of each verse.
3. Students are to find the word in each line that rhymes.
4. Students check the sounds they wrote for part 2 with the words in part 3 to see if they had correctly identified the sounds.