

Tu es là

Song track, Introduction, Biography, Lyrics, Activities

from

Couleurs et parfums

Apprendre le français grâce à l'héritage de Carole Fredericks



Intermediate

DIGITAL VERSION

Carole D. Fredericks Foundation, Inc.

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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)

Tu es là

Activities and Teaching Suggestions

Pre-listening

Discuss

When approaching this song with younger students, you will probably want to avoid the theme of romantic love and focus rather on the people or even pets that the children can relate to.

Begin your discussion by talking about missing people (a great opportunity to teach or reinforce the backwards grammar of “il me manque”), how we feel when our friends and family are near us and how we feel if they have to go away. (Be prepared for the possibility of the topic of death.)

Themes: family, family separation, extended family, friends, long distance friendships, loved pets, reunions, feelings – love, happiness, sadness, missing, joy

Predict

After the children have a favorite loved one in mind, ask them when they are happiest – when the loved one is away, or when they are present.

Predict what the song will say to the loved one and try to guide them towards the phrase “tu es là”.

Predict what a song expressing a kind of gentle feeling might sound like.

Listening

Listen to the song once. Ask for feedback – ask if they think their loved one would enjoy the music. Ask which words they could hear. (Did they hear “I love you”?)

Targeted Listening

Ask students to count the number of times they hear “tu es là” (20)

Ask which instrument they hear playing a solo after the second chorus (saxophone). What kind of mood does it create? What else is happening in the music? (humming and vocalising). Invite the children to hum along with either the background music or the saxophone.

Composing

Make a list of nice things they like to say to people they care about, or what they wish they could say if they were there. Invite students to say a phrase one by one during the instrumental section.

Vocabulaire

Each line of the lyrics is a short phrase. For more conversant students, the lyrics work well in phrases and make the most sense this way; for more novice students, you may prefer to isolate some key words they can recognize. Remember that the song is a story, a poem – it can be best understood as a whole.