

# Kaai Djallemá

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

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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!

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### ***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)**

*Kaai Djallema*

## Activities and Teaching Suggestions

### Pre-listening Activity

Since this song is written partly in the language of Wolof, the teacher may have a general discussion on languages. The discussion may include languages the students are familiar with or that they have heard. Perhaps their parents or grandparents speak another language or perhaps the students, themselves, speak another language. Students may also wish to speak about languages their ancestors may have spoken. They may have heard of other languages in their neighborhoods, in their city, or on vacation. If students have learned a second language, they may want to give anecdotes on the trials and tribulations of learning a second language.

### Listening Activity

#### *J'écoute bien*

1. The students are to listen to **Kaai Djallema**.
2. The second time they listen to the song they should raise their hand when they hear the title of the song, **Kaai Djallema**, being sung. They will hear the words sung 12 times.
3. On the third time, they should try to sing **Kaai Djallema** when they hear it. They can then identify the meaning of **Kaai Djallema (Time after Time)** by matching to the English words sung to the same tune.
4. The teacher may then wish to hand out the lyrics and have students try to sing along with Carole Fredericks. The teacher may choose to have the students sing only the English or only the Wolof or both.
5. The teacher may then discuss Wolof sounds that are similar to French sounds, such as the 'é' at the end of 'yull' or 'è' as in 'Bèss', 'n' as in 'mugnuko', 'i' as in 'Bàyima', 'eu' as in 'Aan'.

### Post-Listening Activity

#### *Le wolof et l'Afrique française*

For students with less experience in French, the teacher may wish to translate the questions into English and allow students to answer in English. The teacher may want to choose to do some of these or all of these questions.

1. Wolof is spoken by the Wolof people of Senegal, The Gambia, and Mauritania. Students are asked to look up these countries in an atlas or on the Internet. If the teacher has a blackline master of Africa, s/he may have the students colour in those countries. Senegal is important because it was Carole's favorite vacation spot and the country where she died.
2. Students may use the Internet or an encyclopaedia to find the capitals of the three cities.
3. The Gambia is surrounded on three sides by Senegal, but people speak French in Senegal and English in the Gambia.
4. The teacher may have the students give the English or the French names of two countries in Africa where French is spoken. Examples: Le Maroc (Morocco), l'Algérie (Algeria), le