

Pacific French Intermediate Workbook

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This freely available French language ebook seeks to develop Pacific-literacy by highlighting the languages and cultures of the Francophone Islands of New Caledonia, Vanuatu, Wallis & Futuna and French Polynesia. It will be of value to university French language students, high school students and teachers both in Australia and overseas.

FLORENCE BOULARD

JAMES COOK UNIVERSITY



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About The Workbook:



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This workbook is designed for learners of French who possess some prior knowledge in the target language (minimum of A2 on CEFR).

This workbook was originally written for students of French who enrolled in a semester (twelve weeks) of Intermediate French within the College of Arts, Society and Education at James Cook University. As a university, we aspire to create a brighter future for life in the tropics world-wide through graduates and discoveries that make a positive difference.

As a result, the aim of this freely available French workbook is not only to provide students with intermediate knowledge of the target language, but it also seeks to develop Pacific Literacy amongst its users by purposefully focusing some of its content on the Francophone Islands of New Caledonia, Vanuatu, Wallis & Futuna and French Polynesia.

Accessibility Statement

Accessibility Statement for JCU Pressbooks

Accessibility features of this resource

The Pacific French Intermediate Workbook has been designed with accessibility in mind by incorporating the following features:

- It has been optimized for people who use screen-reader technology:
 - all content can be navigated using a keyboard
 - links, headings, tables, and images have been designed to work with screen readers.

Other file formats available

In addition to the web/HTML version, this book is available in a number of file formats, including PDF, EPUB (for eReaders).

Accessibility standards

The web version of this resource has been designed to meet Web Content Accessibility Guidelines 2.0, level AA.

Let us know if you are having problems accessing this textbook

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About The Author



Dr Florence Boulard is the Associate Dean Learning and Teaching for the College of Arts, Society and Education at James Cook University (Townsville). She is also a senior lecturer (Humanities & Education) and the director of the Academy of Modern Languages at James Cook University. Her areas of expertise are in French Language, Education and Pacific Studies.

In sharing her passion for languages and cultures, Florence works in partnership with a range of schools in Queensland and in the South Pacific. She is the Vice-President of the Modern Language Teachers' Association of Queensland and volunteers on the board of the Australian Alliance of Associations in Education. Her community engagement work is led by her desire to build stronger internationally-minded communities.

Eager to continue improving her practice as an educator and develop herself as a researcher, she completed her PhD in Education in 2018. Her thesis is entitled *Making Australia's East Side Neighbours Visible*. Through her research, she aspires to develop a Pacific literate nation to help transform the imagery of the Pacific and better connect with all people in our region.

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Acknowledgements

This freely available learning and teaching resource would not have been possible without the generous support and encouragement of Alice Luetchford (Liaison Librarian, JCU) and Sharon Bryan (Blended Learning Librarian, JCU). Acknowledgement must also go to past colleague, Dr Chris Mann who has continuously shared his deep knowledge of the target language and has contributed to this teaching and learning resource.

Thank you to the Queensland Department of Education International and DFAT New Colombo Plan scholarships, which to date have allowed for over 80 students and educators to participate in our James Cook University Pacific-French study abroad program.

Sincere thanks to French teachers across Queensland and beyond who have demonstrated their support for this curriculum transformation. In particular, Lorraine Thomas, Nadya Millecam and Ana Brandler.

I would also like to take to this opportunity to acknowledge and thank all Pacific Islander people whom each year welcome our students and educators into their country and generously share their culture and language with passion.

Finally, I thank all past, present and future French language students for choosing to take on the challenge of studying another language.

Merci beaucoup, tangyu tumas, oleti, malo tou ofa, māuruuru!

Acknowledgement of Country

James Cook University is committed to building strong and mutually beneficial partnerships that work towards closing the employment, health and education gap for Australian Aboriginal and Torres Strait Islander peoples. Our students come from many backgrounds, promoting a rich cultural and experiential diversity on campus. We acknowledge the Aboriginal and Torres Strait Islander peoples as the Traditional Custodians of the Australian lands and waters where our staff and students live, learn and work. We honour the unique cultural and spiritual relationship to the land, waters and seas of First Australian peoples and their continuing and rich contribution to James Cook University and Australian society. We also pay respect to ancestors and Elders past and present.



Kassandra Savage (JCU Alumni), 'Coming Together and Respecting Difference', acrylic on canvas, 2014, 90cm x 90cm. © Kassandra Savage, reproduced with permission of the artist

Module 1

La grammaire: Le passé simple

LE PASSÉ SIMPLE

The “passé simple” is a written tense that is rarely used when speaking but it is often found in written form, whether in literature or in newspapers. It is said to replace the past tense “passé composé”. For example, it is used to talk about an action or a series of actions that are completed and unrelated to the present.

It translates into English as one word: ‘took’, ‘signed’, ‘entered’. The past simple never translates to ‘has taken’, ‘has signed’ etc...

Forms of the simple past:

At the root of the infinitive of regular verbs, we must add the endings below for regular verbs:

-er		-ir
-consonne + re		
je regard ai (regarder)		je fin is (finir)
j’entend is (entendre)		
tu	as	is
is		
il/elle	a	it
it		
nous	âmes	îmes
îmes		
vous	âtes	îtes
îtes		
ils/elles	èrent	irent
irent		

-oir, oire (recevoir)

je reçois

tu

us

il/elle

ut

nous

ûmes

vous

ûtes

ils/elles

urent

Notez que pour former le passé simple des verbes qui se termine en -oir, -oire, il faut partir du participe passé. Par exemple on prend le verbe **avoir**, son participe passé est **eu**, et donc au passé simple cela donne **j'eus**.

D'autres exemples : boire, bu, je bus ; croire, cru, je crus ; lire, lu, je lus. De la même façon, le verbe connaître se transforme en connu, je connus. Notez toutefois que le verbe voir est vu, mais la conjugaison au passé simple est *je vis*.

Good news: There are a large number of irregular verbs that have a regular simple past tense, for example:



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However, there are still some verbs which are irregular: faire, je fis; être, je fus.

Also note that verbs like « finir » and « dire » look exactly the time in the indicative présent and the passé simple.

Other examples of verbs conjugated in the passé simple:



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- En 1767 le Capitaine anglais Samuel Wallis découvrit Tahiti.
- Le politicien Jean-Marie Tjibaou prit son stylo et signa les Accords de Matignon en 1988.
- Ils entrèrent dans la case Kanak en silence.
- La jeune femme ouvrit les noix de coco et appela ses amies pour faire un lap-lap.

A vous : Conjugate the verbs in the passé simple and translate the sentences into English.

Nous (aller) en vacances à Lifou.

Vous (écouter) le dernier album de Gulaan.

Ils (avoir) des amis qui (habiter) en haut du Ouen Toro.

Des centaines d'américains (arriver) en Nouvelle-Calédonie pendant la guerre du Pacifique.

Les archéologues (chercher) des informations sur le Lapita.

Research Activity

Choose three words/terms underlined above in green then write a summary in French or in English to explain them. You can also later share your findings aloud with the rest of your class.

Listening Activity: Documentary about the Americans in New Caledonia between 1942-1945



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Sentence Building Activity: *La Guerre du Pacifique*

Improve your writing skills by building and expanding on the sentences below:

1. La guerre du Pacifique...
2. La Seconde Guerre mondiale en Nouvelle-Calédonie...
3. Les rapports entre les pays...
4. L'attaque de Pearl Harbor...
5. Les pilotes
6. Le bataillon du Pacifique...

Find the Words



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Analyse & Discuss: Analyse the images and describe them in French.



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360 Pacific French Adventure: La Vie

en Tribu



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Voices of the Pacific French: *Madame Malo*

Watch this video clip and discuss with a partner what you understand and see:



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view them online here: <https://jcu.pressbooks.pub/pacificfrench/?p=42#oembed-2>

“Dans ce clip vidéo, nous pouvons voir[continuez]” ; “Cette chanson parle de....[continuez]”.

If you want to work on your pronunciation, you will be able to find the lyrics of this song online by using the title of the song and the name of the band: Madame Malo de Natural Gang.

Module 2

La grammaire: Le passé composé

LE PASSÉ COMPOSÉ

When to use it and what is its equivalence in English:

In English, this past tense “passé-composé” can be translated into three forms:

To do = I have done, I did do, I did;

To eat = I have eaten, I did eat, I ate;

To arrive = I have arrived, I did arrive, I arrived;

In general, we say that this past tense is used to talk about an action that has taken place only once in the past.

However, there are some variations of meaning within these three forms of the “passé-composé”:

(a) I have done, I have eaten, I have arrived: this particular form with ‘have’ suggests that the action in the past tense continues to have consequences in the present: *I have done it* i.e. It is done and doesn’t have to be done again; *I have eaten* ie I’m not hungry now and don’t need to eat any more; *I have arrived in Nouméa* ie I’m in Nouméa now.

(b) I did do, I did eat, I did arrive, I did get up: this form with ‘did’ emphasizes that the action has definitely been accomplished: I did do it i.e. I’m not lying, I did it, and so on for other actions.

(c) I did, I ate, I arrived, I got up: this form without ‘have’ nor ‘did’ speaks quite simply of the finished action, without saying if the action has consequences on the present nor insisting on the veracity of what we say. This form can situate an action in a series of other actions: He came, he saw, he conquered.

Despite the fact that the “passé-composé” can be

interpreted in three different ways, its form does not change even if the meaning varies.

For example:

I have eaten = j'ai mangé

I did eat = j'ai mangé

I ate = j'ai mangé.

How Do We Form It?

The “passé-composé” is what we call “a compound tense”. This means that this past tense is formed from two verbs. The first verb is known as the auxiliary. There are two auxiliary verbs in French “Etre” and “Avoir”. Then, we also need to add the past participle which is the verb that specifies the accomplished action (for example “eaten”). Therefore, the rule you must remember to conjugate a verb in the “passé-composé” is:

**Sujet + Auxiliaire (Être ou Avoir au présent de l'indicatif) +
Participe Passé**

Which Auxiliary Do I Need to Use?

There are two auxiliary verbs in French « Etre » and « Avoir. The good news is that the majority of verbs in French will take « Avoir » as the « helping verb » when trying to conjugate a verb in the «passé-composé» (or any other compound tense). As a result, we recommend that you focus on learning the verbs that will need « Etre » as the « helping verb ».

The verbs that are using « Etre » :

Aller/venir/revenir/devenir/survenir/parvenir

Arriver/partir/repartir

Entrer/rentre/sortir/ressortir

Monter/remonter/descendre/redescendre

Naître/renaître/mourir

Rester/tomber/retomber/ retourner/passé/repasser

Let's look at the form of the past participle

In English, the equivalent of this form tends to end in '-ed': I have arrived. However, there are often exceptions: I have done, I have eaten, I have got up.

In French, the past participle form tends to follow a predictable pattern, depending on which group of verbs, the verb we want to conjugate belongs to. You will remember, no doubt, from your Foundation French studies that there are three main group of verbs in French. Those are the verbs ending in **ER**, **IR** and **RE**.

While some verbs have past participles which are quite predictable, others (as you could have predicted, I am sure) are unfortunately to be learned by heart as they do not follow any particular pattern.

- All regular « ER » verbs (and rest reassured that there are many) will simply require that you drop the « er » and add 'é' on the past participle.

Manger/mangé

Arriver/arrivé

(Se) lever/levé

The list is extensive for “ER” verbs as the majority of French verbs fall into this category.

- Regular « IR » verbs will require that you drop the « IR » and put an « i » at the end of the past participle.

For example :

- finir / fini « Elle **a fini** le tressage de la natte hier. »
- choisir / choisi
- réussir / réussi
- obéir / obéi
- maigrir / maigri
- embellir / embelli
- mentir / menti

- partir / parti
- sortir / sorti,
- fuir / fui
- bâtir / bâti

- The third category of verbs is a little bit more complicated.
The « RE » verbs would usually require to drop the « RE »
and add « u ».

For example :

To lose/perdre/perdu
 To wait/attendre/attendu
 To hear/entendre/entendu
 To go down/descendre/descendu
 To bite/mordre/mordu
 To melt/fondre/fondu
 To beat/battre/battu
 To believe/croire/cru
 To drink/boire/bu

Of course, there will also be some irregular past participles and it is recommended that you learn them by heart. Below are some examples only. The more you can remember, the better :

To put/mettre/mis
 To come/venir/venu
 To allow/permettre/permis
 To become/devenir/devenu
 To hold/tenir/tenu
 To take/prendre/pris
 To understand/comprendre/compris
 To learn/apprendre/appris
 To surprise/surprendre/surpris

To drive/conduire/conduit
To offer/offrir/offert
To construct/construire/construit
To open/ouvrir/ouvert
To destroy/détruire/détruit
To cover/couvrir/couvert
To introduce/introduire/introduit
To produce/produire/produit
To translate/traduire/traduit
To die/mourir/mort
To read/lire/lu
To know/connaître/connu
To do/faire/fait
To be born/naître/né
To be/être/été
To tell/dire/dit
To write/écrire/écrit
To laugh/rire/ri
To smile/sourire/souri
To follow/suivre/suivi

Reminder: What does the passé composé look like?

We must conjugate the auxiliary *avoir* or *être* in the present of the indicative form + add the correct past participle (remember that the ending will change depending on whether it is a ER, IR or RE verb but also if it is a regular or irregular verb).

It is always a good idea to break it down in this way :

Step 1: Ask yourself, what is the infinitive (also known as the plain form of the verb) of the verb that I am trying to conjugate?

Step 2: L'infinitif could be Regarder, Finir, Attendre, Voir etc.

Step 3: Do you know what is the « participe passé » of these four verbs above?

More examples: Le passé composé avec Avoir

REGARDER

J'ai regardé

Tu as regardé

Elle/Il/On a regardé

Nous avons regardé

Vous avez regardé

Ils/Elles ont regardé

As a general rule we say that if the auxiliary verb is « Avoir » it does not need agreement. For example the past participle does not agree with its subject : **Elle a regardé.**

However, the past participle agrees with its direct object if there is one (la/her or les/them).

For example :

Elle les a regardé(e)s.

Je l'ai embrassée.

Le négatif : Elle ne les a pas regardé(e)s. Je ne l'ai pas embrassée.

Le passé composé avec Etre

ALLER

Je suis allé(e) **nous** sommes allés (es)

tu es allé(e) **vous** êtes allé (s) (e) (es)

il est allé **ils** sont allés

elle est allée **elles** sont allées

on est allé (s) (es)

Le négatif : Je ne suis pas allé(e). Je n'y suis pas allé(e).

L'interrogatif : Est-ce que tu es allé(e) ? Es-tu allé(e) ... ? Tu es allé(e) ... ?

The verbs that will take « Etre » as an auxiliary verb must agree with the past participle in gender and number. For example : *Elle est allée au cinéma. Ils sont restés trois jours à Papeete.*

Sometimes intransitive verbs that normally require to be

conjugated with 'être' can become transitive, that means they are acting on the world, describe actions rather than the state of something. They are then conjugated with the auxiliary verb 'to have'. These verbs are:

Monter, Descendre, Retourner, Sortir, Rentrer, Passer

Can you spot the differences between these examples? How would you translate the sentences below?



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– Mon cousin **a monté** des courses pour son grand-père en brousse hier matin. **vs** Mon cousin **est monté** en brousse hier matin pour déposer des courses à son grand-père.

– Il **a sorti** un fusil et il a tiré sur le cerf. **vs** Il **est sorti** hier soir pour chasser.

– Elle **a passé** trois semaines à Tahiti. **vs** Elle **est passée** trois fois chez toi hier après-midi.

A vous : Mettez au passé composé et recherchez les termes qui sont soulignés :



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1. Nous finissons la coutume avec le discours du grand chef.
2. Elle regarde passer les bus dans Port Vila.
3. Ils entendent les bruits des roussettes dans les manguiers.
4. Ces contes mélanésiens? Je ne les raconte jamais à mes petits-enfants.
5. Bois-tu beaucoup de kava ?

A vous: Mettez au passé composé avec 'avoir' ou 'être' et recherchez les termes qui sont soulignés :



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1. Ils montent ensemble à Makatea.
2. Tu montres tes jouets à Manatea ?
3. Elle vient vous voir à Bourail.
4. Je ne pars pas seule à l'Île-des-Pins
5. Il marche à l'Anse Vata.

Activité de Recherche

Choisissez trois mots/termes soulignés ci-dessus en vert puis rédigez un résumé en français ou en anglais pour les expliquer. Vous pouvez également par la suite partager vos découvertes à voix haute avec le reste de votre classe.

Listening Activity: La littérature en

Polynésie Française.



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Learn more about the literature of French Polynesia.

Sentence Building Activity: La littérature du Pacifique

Improve your writing skills by building and expanding on the sentences below:

1. Cette légende raconte...
2. Les contes sont
3. Les cultures océaniques offrent...
4. Dans le Pacifique, il y a beaucoup de....
5. La littérature orale polynésienne....
6. Les auteurs du Pacifique expliquent ...

Find the Words



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Analyse et discussion: Analysez les images et décrivez-les en français.



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360 Pacific French Adventure: La

Librairie



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Voices of the Pacific French: 'la Ora Na

Watch this video clip and discuss with a partner what you understand and see:



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Tahitian is known as one of the indigenous Polynesian languages spoken in French Polynesia. Unlike French, in Tahitian, all letters are pronounced. Learn some Tahitian.

Below are the lyrics of the song above in Tahitian (Reo Tahiti). The singer's name is Ken Carlier. His songs are available on Youtube and he sings in both French and Tahitian. Singing is a great way to exercise the muscles in your mouth which will help improve your overall speaking skills, including clearer pronunciation of the target language. Sing along and do some research to find the translation in French of the lyrics below:

IA ORA NA NA NA NA NA NA E (x4)

Ia Ora, Manava, Maeva, ia 'oe

E Fenua Nehenehe

Ua riro 'oia, ei moemoea

ra'a na te mau ratere

No te 'una 'una te moana

Te mau fa'a

Ua riro 'oia , ei te'ote'o ra'a,

no te mau, ma'ohi

Aue Aue

Ua Totara te moa

Ua Haha Te Mama

Haere mai !

IA ORA NA NA NA NA NA NA NA E (x4)

Module 3

La grammaire: Les verbes pronominaux

En anglais :

(a) *verbes réfléchis* (self): je me suis **lavé(e)** : I have **washed** (*myself*), I did **wash** (*myself*), I **washed** (*myself*).

(b) *verbes réciproques* (each other):

Nous nous sommes **vus** plusieurs fois sur [Wallis](#): we have **seen** each other several times on Wallis, we did **see** each other several times on Wallis, we **saw** each other several times on Wallis;

Nous nous sommes **parlé** en [Wallisien](#) : we have **spoken** to each other in Wallisian, we did **speak** to each other in Wallisian, we **spoke** to each other in Wallisian.

Quels sont ces verbes ?

(a) *Les verbes réfléchis*, où l'action se retourne sur le sujet:

s'appeler, se laver, se coucher, s'habiller, se maquiller, se raser, se réveiller, se lever, se déshabiller, s'endormir, s'occuper, se dépêcher, se marier, s'installer, s'asseoir... La plupart des verbes avec 'se' sont des verbes réfléchis.

(b) *Les verbes réciproques*, où au moins deux personnes agissent l'une sur l'autre de la même façon :

Se rencontrer au [nakamal](#), se parler en [Drehu](#), se téléphoner, se voir, s'embrasser...

Quelle est leur forme au passé composé?

The pronominal verb forms its past tense with **être**. The **participe passé** agrees with the direct object that precedes the verb.

Pronoms sujets

Pronoms réfléchis

Je	me	suis couché(e)
Tu	t' [te]	es couché (e)
Il	s' [se]	est couché
Elle	s' [se]	est couchée
_____On_____	_____s'_[se]_	est couché (s) (es)
Nous	nous	sommes couché(e)s
Vous	vous	êtes couché (e) (es) (s)
Ils	se	sont couchés
_____Elles_____	_____se_____	sont couchées

	Pronoms	sujets	Pronoms
récioproques			
On	s' [se]	est rencontré(e)s	
Nous	nous	sommes rencontré(e)s	
Vous	vous	êtes rencontré(e)s	
Ils	se	sont rencontrés	
Elles	se	sont rencontrées	

Le singulier (je, tu, il, elle) n'existe pas pour les verbes réciproques. 'On' est possible comme sujet d'un verbe réciproque quand 'on' veut dire 'we', ce qui est fréquent à l'oral en français.

A noter également que pour les verbes pronominaux, le participe passé ne s'accorde qu'avec le complément d'objet *direct* :

Exemples

(a) *verbes réfléchis* :

– Kiaora s'est lavée les cheveux hier soir. ['se' est le complément d'objet *direct* : 'herself']

Mais :

– Kiaora se les est lavés hier soir. ['les' est le complément d'objet *direct*.]

– Kiaora a lavé ses cheveux hier soir. [n'oubliez pas ici il n'y pas de verbe réfléchi et donc pas d'accord nécessaire]

(b) *verbes réciproques* :

– Nous nous sommes rencontrés ['nous' est le complément d'objet *direct* : 'each other'].

– Nous nous sommes parlé ['nous' n'est plus le complément d'objet *direct* ; il est *indirect* : 'to each other' (parler à)]

Le négatif : Je ne me suis pas levé(e) ;

L'interrogatif : Est-ce que tu t'es levé(e) ? T'es-tu levé(e) ... ?
Tu t'es levé(e) ... ?

La plupart des verbes pronominaux peuvent exister comme verbes sans pronom. Ils cessent alors d'être réfléchis ou réciproques, et se conjuguent avec 'avoir' au passé composé.

Exemples :

– se laver, laver

Elle s'est lavée / Elle a lavé sa voiture.

– se rencontrer, rencontrer

Nous nous *sommes* rencontrés / Nous *avons* rencontré des amis au nakamal.

A vous : Mettez au passé composé et recherchez les mots qui sont soulignés en vert.



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1. Elle s'habille en robe mission pour le mariage.
2. Ils se tressent les cheveux.
3. Nous ne nous rencontrons pas le 26 juillet à cause de la fête du territoire.
5. Elles se sont parlé en futunien mais lui, il ne parle que wallisien.

A vous : Conjuguez les verbes au passé-composé avec *avoir* ou *être*, en faisant l'accord quand il le faut:



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1. Maeva se réveille à sept heures.
2. Je me maquille tout de suite pour la cérémonie coutumière.
3. Nous regardons le cagou dans le parc de la rivière bleue.
4. Elle voit le couché du soleil à la Baie des citrons.
5. Ils prennent un café à l'Anse Vata.
6. Ils se parlent en Tahitien.
7. Ils s'aiment entre voisins du Pacifique.
8. Elle part travailler à la SLN.
9. Ils rentrent sur Moorea tous les soirs.
10. Jean-Bastien réveille les enfants à sept heures dix pour aller au cours de tamouré.

Activité de Recherche

Choisissez trois mots/termes soulignés ci-dessus en vert puis rédigez un résumé en français ou en anglais pour les expliquer. Vous pouvez également par la suite partager vos découvertes à voix haute avec le reste de votre classe.

Listening Activity: Le Cagou Oiseau

Endémique



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Sentence Building Activity: Les Animaux du Pacifique

Improve your writing skills by building and expanding on the sentences below.

1. [Le cagou](#) n'est pas...
2. [Le tricot rayé](#) se trouve...
3. A [Wallis](#), le cochon sauvage occupe...
4. Les [roussettes](#) étaient ...
5. Saviez-vous que [le nautou](#)...
6. Les animaux du Pacifique...

Find the Words



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Analyse et discussion: Analysez les images et décrivez-les en français.



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Voices of the Pacific French: Petit Biscuit by Julia Paul

Watch this video clip and discuss with a partner what you understand and see:



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Module 4

La grammaire: Pendant, pour, depuis : trois expressions temporelles françaises pour 'for'

Pendant indicates the extension of a duration – the activity of the verb can continue for the duration announced (also indicate full duration of a completed activity).

Past >>>>> Past = **Pendant**

Exemples :

- Le capitaine est resté seul **pendant** sa première nuit en mer ['rester' peut continuer pendant toute la nuit].
- Elle va étudier à Port-Vila **pendant** trois ans ['étudier' peut continuer pendant trois ans même si le futur proche semble indiquer une intention].

Pour indicates a project, an intention – the activity of the verb cannot continue for the announced duration (anticipated amount of time).

Present >>>>> Futur = **Pour**

Exemples :

- Elle part à **Port-Vila** **pour** trois ans ['partir' ne peut pas continuer pendant trois ans].
- Des salles aménagées en appartement permettent aux prisonniers de recevoir, une fois par trimestre, **pour** six à quarante-huit heures, conjoints, enfants et proches ['recevoir' ne peut pas continuer pendant six à quarante-huit heures].
- Nous allons quitter **le Caillou** **pour** toujours ['quitter' ne peut pas continuer pendant toujours].

Depuis indicates the amount of time of a duration that started in the past tense and is still continuing.

Past >>>>> Present = **Depuis**

Example :

– Emmanuel Macron est [has been and still is] président **depuis** trois ans.

Pendant, pour et *depuis* have other possible meanings in English but these words should not lead to too much confusion: *pendant* can also mean 'during', *pour* 'in order to' and *depuis* 'since'.

À vous : Discuss which word would be most appropriate for each sentence (*pendant, pour* ou *depuis*). There might be more than one possible option depending on your interpretation of the sentence.



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1. Le devoir de français était un peu difficile. J'ai travaillé dessus _____ deux heures.
2. Cette étudiante espère aller en Polynésie Française _____ sept mois comme assistante de langue anglaise.
3. Il habite à Farino _____ trois mois.
4. Je serai chez mes parents _____ les vacances.
5. Elle appréciera la communauté d'Ambrym _____ toujours.
6. Elles sont venues à Malekula _____ trois ans puis elles sont reparties.

7. Kevin et Oriane se connaissent _____ le collège Baudoux.
8. Demain, vous partez en vacances à Ouvéa _____ une semaine.
9. Il faut que tu réserves un hôtel sur Tanna _____ deux nuits si tu veux voir Yasur.
10. J'étudie le bichelamar _____ six mois.

See if you can spot more examples in authentic texts. Visit the websites of *Nouvelles-Calédoniennes* and *La Dépêche de Tahiti* and look for examples in the news articles of the use of *for*, *during* and *since*.

Activité de Recherche

Choisissez trois mots/termes soulignés ci-dessus en vert puis rédigez un résumé en français ou en anglais pour les expliquer. Vous pouvez également par la suite partager vos découvertes à voix haute avec le reste de votre classe.

Activité d'écoute: La Jeunesse sur Wallis et Futuna



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Activité de construction de phrases: Les Jeunes.

Améliorez vos compétences en écriture en construisant et en développant les phrases ci-dessous:

1. La rentrée à Nouméa commence ...
2. Les jeunes aiment...
3. Les études sont...
4. Souvent, les étudiants...
5. La classe de
6. Ce sont les devoirs...

Find the Words



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Analyse et discussion: Analysez les images et décrivez-les en français.



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Voices of the Pacific French: Chanteuses du Pacifique Francophone

Watch this video clip and discuss with a partner what you understand and see:

Although French is spoken in New Caledonia, there are also many other languages spoken in this island country. For example, there are about 28 Kanak languages. To learn more about Kanak languages, please visit L'Académie des Langues Kanak.

Indigenous languages are fascinating. If you would like to learn a Kanak language, why not try Nengone.



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Module 5

La grammaire : L'imparfait

L'imparfait can be translated into four different forms **en anglais** :

To do = I was doing, I used to do/I would do/I did ;

To dance= I was dancing, I used to dance/I would dance/I danced;

To leave = I was leaving, I used to leave/would leave/I left;

To get up = I was getting up, I used to get up/would get up/I got up;

To think = I was thinking, I used to think/would think/*thought;

These four ways of expressing oneself in English can all be translate into French via the use of the "imparfait".

Also keep in mind that it can be translated as:

I used to have/would have/*had;

I used to be /would be/*was

(a) I was doing, I was dancing, I was leaving, I was getting up: When using this form, we imagine ourselves (or we imagine someone) reliving an action or a situation that happened in the past and that has continued for a while.

(b) I used to do/I would do/I did, I used to dance/I would dance/I danced, I used to leave/would leave/I left, I used to get up/would get up/I got up. In this context, we are talking about an action that was repeated in the past. "Would" has several meanings in English; the meaning we are interested in here is when "would" = "used to".

Likewise, "did", "danced", "left", "got up" have several

meanings (I left once, I left repeatedly). It is the 'left' that is a repetition that interests us here.

Notez que pour *thought, *was, *had, on parle quelquefois d'un état (a state of mind, of being, of having) qui a continué pendant un certain temps au passé.

How to form l'imparfait :

A part from the verb *être*, all the verbs are formed in the same way. For example, let's look at some regular verbs from the three types of verb groups (er/ir/re).

If you want to conjugate the verb «regarder» in the imparfait :

(Step 1) Prenez la première personne du pluriel, **nous**, du présent de l'indicatif, *nous regardons*.

(Step 2) Supprimez **-ons-** *regard-*

(Step 3) Ajoutez les terminaisons : **-ais, -ais, ait, ions, iez, aient.**

Exemple:

L'imparfait du verbe regarder:

Je	regardais
tu	regardais
elle/il/on	regardait
nous	regardions
vous	regardiez
ils/elles	regardaient

D'autres exemples:

(Step 1) L'infinitif: danser/ finir/attendre

(Step 2) Conjuguez avec *nous* au présent : dans**ons** / finis**sons** / attend**ons**

A vous: Conjuguez ces trois verbes a l'imparfait comme le verbe regarder ci-dessus.

A vous : Identifiez les verbes dans les phrases ci-dessous et mettez ces verbes à l'imparfait:



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1. Nous réussissons toujours à gagner la course de va'a.
2. Il va partir de la baie de Prony.
3. Ils viennent de passer sur la place des cocotiers.
4. Je crois que c'est possible de faire un umu.
5. On aime beaucoup habiter à Mata Utu.

Explication supplémentaire:

Les verbes en –oir/oire ne se constituent pas en groupe à l'imparfait mais se conforment à la règle générale pour leur formation : voir, nous voyons, je voyais ; boire, nous buvons, je buvais ; vouloir, nous voulons, je voulais ; avoir, nous avons, j'avais ...

Le seul verbe dont la racine à l'imparfait est irrégulière, c'est être : j'**étais**.

Notez toutefois :

- étudier = j'étudiais, tu étudiais, il étudiait, nous étudiiions, vous étudiiiez, ils étudiaient ;
- les verbes avec un 'g' comme dernière lettre de la racine – manger, nager, neiger (il) ...- qui ajoutent un 'e' devant le 'a' : manger ◇ je mangeais, tu mangeais, elle mangeait, nous mangions, vous mangiez, elles mangeaient ;
- de la même façon, 'c' met une cédille – commencer, tancer, lancer, pincer ... : commencer ◇ je commençais, tu

commençais, on commençait, nous commençons, vous commencez, ils commençaient ;

- il y a beaucoup de verbes en -ir qui ne se conjuguent pas comme finir – sortir, partir, mentir, venir, sentir : je sortais, je parlais, je mentais, je venais, je sentais...
- les verbes en *e + consonne + er* ou en *é + consonne + er* qui, au présent, varient l'orthographe du premier e (e/è ou é/è) ne varient pas à l'imparfait : je me levais, tu te levais, il se levait, nous nous levions, vous vous leviez, ils se levaient ; j'espérais, tu espérais, elle espérait, nous espérions, vous espériez, ils espé

Le négatif : Je ne regardais pas, je ne me levais pas ;

L'interrogatif : Est-ce que tu regardais ? Regardais-tu ... ? Tu regardais ... ?

COMPARAISON

Les sens du passé composé et de l'imparfait, résumons :

(a) The past tense (passé composé):

We are talking about an action that took place once in the past. Imagine taking a photo with your camera.

(b) The imperfect (imparfait):

We imagine someone reliving an action or situation that happened in the past and that has continued for a while. Imagine recording a movie with your camera.

Moreover, when we use the imperfect, we are talking about a state of being in the past or a state of mind in the past. Examples of verbs that describe a state of mind: to think, to believe, to want, to hope, to know, to fear / to be afraid, to be happy ...

We can also note another use of the imperfect which will change the relation to reality during one's speech.

(a) by reducing the strength of a demand:

For example :

– Je venais vous demander si vous vouliez m'accorder un petit rendez-vous.

(b) by reducing the impact of an unpleasant truth:

For example :

– Le 17 juin 2017 [Baldwin Lonsdale](#) s'éteignait à [Port Vila](#).

(c) by emphasizing the dramatic side of an event by putting the reader back to the heart of the action:

For example:

– Le 6 mars 2015 [le Vanuatu](#) entraient en alerte numéro 5 à cause du [cyclone Pam](#).

A vous : Complétez avec le *passé composé* ou l'*imparfait* en utilisant les verbes entre parenthèses et en faisant tout autre changement que vous jugez nécessaire. Discuter de votre choix avec vos camarades de classe :

Il _____ (partir) parce qu'il _____ (ne pas avoir envie) de voir perdre son équipe, [Les Cagous OFC](#). Au moment où il _____ (quitter) le stade son équipe _____ (avoir) deux buts de moins que ses adversaires et il ne _____ (rester)

que cinq minutes à jouer. Toutefois, quand il _____ (attendre) son bus à l'extérieur du stade, il _____ (entendre) crier plusieurs fois les spectateurs mais il _____ (ne pas savoir) ce qu'ils _____ (applaudir). Le soir sur [télé NC](#) un reportage _____ (annoncer) la victoire étonnante des Cagous sur [les Bula Boys](#) de quatre buts à deux.

Activité de Recherche

Choisissez trois mots/termes soulignés ci-dessus en vert puis rédigez un résumé en français ou en anglais pour les expliquer.

Vous pouvez également par la suite partager vos découvertes à voix haute avec le reste de votre classe.

Activité d'écoute: Les Sports Traditionnels de Polynésie



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Activité de construction de phrases: Le Sport.

Améliorez vos compétences en écriture en construisant et en développant les phrases ci-dessous:

1. Le football est...
2. Les joueurs étaient ...
3. En principe, le match de ...
4. Les équipes ...
5. Le stade n'avait pas...
6. Je joue ...

Find the Words



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Analyse et discussion: Analysez les images et décrivez-les en français. Vous êtes encouragés à utiliser des verbes au passé-composé et à l'imparfait dans vos descriptions.



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Voices of the Pacific French: Desaccords Communs NC

Watch this video clip and discuss with a partner what you understand and see:

Learn more about Le Destin Commun du Caillou (aka New-Caledonia).





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Version	Date	Change	Affected Web Page
1.0	21 September 2021	Added eBook to JCU Open eBooks Collection.	
1.2	13 December 2022	Added Accessibility Statement, Removed JCU Open eBook details	
1.3	12 January 2023	Added Versioning History	

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