

**Collins**

# Mission: français

Key Stage 3 French

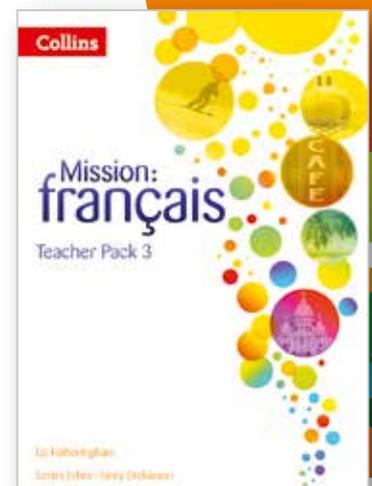
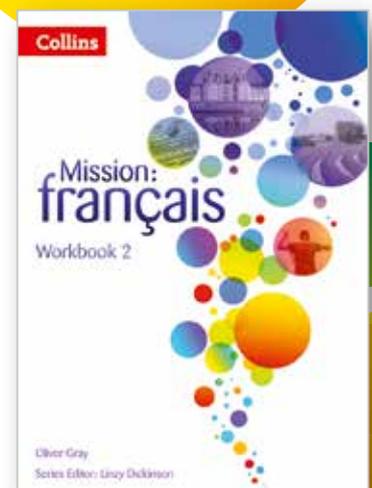
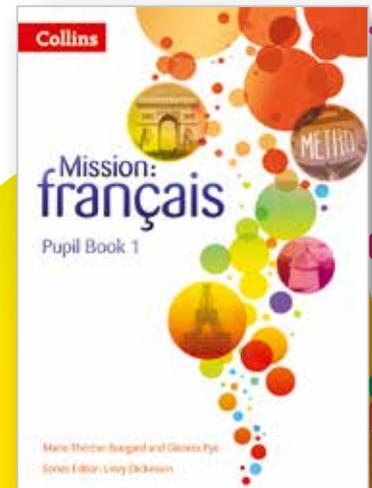
## A fresh approach to teaching French

- Cover the new Key Stage 3 Programme of Study with a cumulative language learning approach that brings grammar to the fore
- Help all your pupils progress with a simple, non-tiered course structure with extension and support built in
- Teach French the way you want to with a range of resources that can be used flexibly and have been written by an expert author team who understand what works for Key Stage 3 learners

All  
resources  
out now!

Series editor: Linzy Dickinson

Authors: Marie-Thérèse Bougard, Glennis Pye,  
Oliver Gray, Ginny March, Liz Fotheringham



[www.collins.co.uk/mission](http://www.collins.co.uk/mission)

*En route pour  
une mission  
géniale.*

We hope you enjoy  
learning more about **Collins  
Mission: français**

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## About the authors

**Glennis Pye** teaches French and Spanish at secondary level. She is also a Modern Languages lecturer on the PGCE course at St Mary's University College, giving sessions on a range of methodological and pedagogical themes.

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**Linzy Dickinson** has over 25 years' experience in modern languages education and assessment, spanning all sectors from primary to degree level. She has designed award-winning language courses and now works as a publisher, author and consultant.

**Oliver Gray** is a teacher and writer of language resources, specialising in French and German. He has written materials for many publishers with particular expertise in workbooks.

**Ginny March**, after many years' experience as a secondary school teacher, is now an established author and editor of French teaching resources. She has worked on print and digital titles.

**Liz Fotheringham** has over twenty years' experience in teaching, including her most recent role as Head of Modern Languages at a successful secondary school. She now works as an independent language consultant and author.

**Collins** Connect

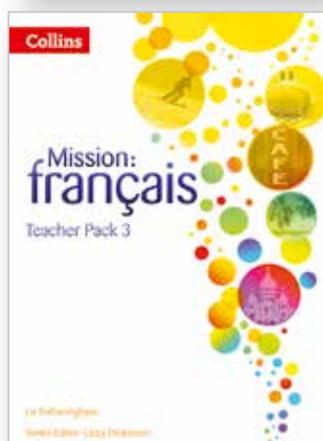
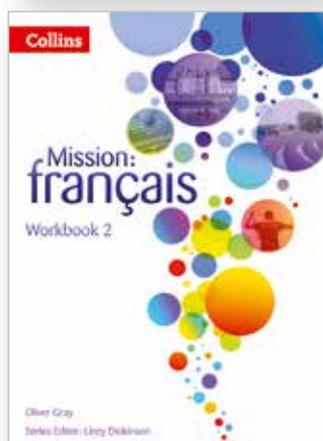
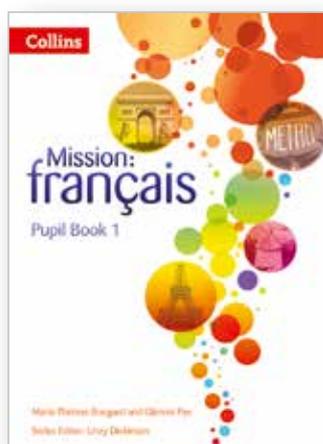
Explore **Mission: français** on Collins Connect and watch the how-to videos to learn more about our new platform.

<http://connect.collins.co.uk/>

# Discover Mission: français

## A fresh approach to teaching French

Collins is back with a brand new course for Key Stage 3 French – **Mission: français!** We've taken our experience in creating resources for Modern Languages and designed a course that has been written specifically for the 2014 Key Stage 3 Programme of Study.



## With Collins Mission: français you can:

- Help all pupils to progress with accessible materials and built-in opportunities for extension
- Engage pupils with a flexible, simple and easy-to-use course, with up-to-date and relevant topics
- Equip pupils to express themselves with confidence thanks to cumulative language support that brings grammar and language skills to the fore
- Teach the tools pupils need to think critically and engage with the language, using their linguistic skills to work through problems methodically
- Complete the course in two years by following the fast-track route provided
- Benefit from an affordable and easy-to-use approach thanks to the simple course structure

## The 2014 curriculum

The importance accorded to languages in the National Curriculum is growing with learning a language now a statutory entitlement at KS2 and a language GCSE being included in the new EBacc performance measure.

The 2014 Key Stage 3 Programme of Study includes the following changes:

- Grammatical structures and patterns now to include the appropriate use of voice and mood
- The inclusion of translation of prose to and from the target language
- A greater emphasis on rigour and accuracy
- Students now need to read literary texts in the foreign language as well as authentic texts from a variety of different sources

**Mission: français delivers engaging course content that matches the new Key Stage 3 curriculum in a straightforward 3 book format with integrated extension and support material embedded throughout.**

- Motivate your pupils and help them make links between modules with an engaging comic book story that runs throughout the course
- Equip pupils with an understanding of the mechanics of language with 'Stratégies linguistiques' sections
- Ensure pupils can access the course with carefully designed use of English and French language
- Help pupils to develop their translation skills progressively with plenty of practice exercises

**Fast track route provided to enable pupils to complete the course in 2 years**

1 Topic 1 Ça va?
Module 1 Topic 1

**Objectives**

- Say how I feel and ask other people
- Use the correct spelling of some adjectives

**Langue et grammaire**

**Asking someone how they are**  
There are three ways of asking this question:  
Ça va? To use with someone you know well  
Comment ça va? To use with friends or someone you know a little  
Comment allez-vous? To use with an adult who you don't know well

**Using verbs**  
Learning to use French verbs is very important. Regular verbs follow patterns you can learn. Those that don't follow these patterns are called irregular verbs. To talk about how you are feeling you can use the verb être (to be). It's an irregular verb. Look at how it works:

je suis	I am	il est	he is
tu es	you are	elle est	she is

**Using adjectives (describing words)**  
In French, the spelling of an adjective often changes depending on the person or thing it is describing. For example, many have an extra 'e' at the end to show that they are describing a girl or woman.

**Pronunciation**  
The cedilla mark under the letter c (ç) before the letters a, o, and u makes it sound like the letter s. It always sounds like the letter s in front of the letters e and i.  
A letter e with an acute accent (é) sounds like 'ay'.

**Vocabulaire**

Ça va?	How are you?
Ça va.	I'm well.
Ça va (super) bien.	I'm (really) well.
Ça va mal.	I'm not very well.
comment pas mal	how, what not bad/okay
comme ça	so-so
bof!	something to say if you're not bothered
salut	hi
bonjour	hello/good morning
fatigué(e)	tired
malade	ill
stressé(e)	stressed-out
triste	sad
pourquoi?	why?
parce que	because
très	very
merci	thank you, thanks
aujourd'hui	today
et toi?	and you?
ah bon	oh really?

**Écoute, écris la bonne lettre et dessine le bon symbole.**  
Listen, write the correct letter and draw the correct symbol.

Example 1 b ☹️

a Ça va bien, merci. Et toi?      d Ça va super bien.

b Ça va très mal aujourd'hui.      e Bof! Pas mal.

c Mmm, comme ci, comme ça.      f Ça va mal.

**Écoute et choisis la bonne image pour chaque personne.**  
Listen and choose the correct picture for each person.

Justine c      Sophie \_\_\_\_\_      Félix \_\_\_\_\_

Maeva \_\_\_\_\_      Abdou \_\_\_\_\_      Lucas \_\_\_\_\_

a      b      c      d      e      f

**3** Fais un sondage. Parle à 10 personnes. Écris un nom et coche le bon symbole pour chaque personne.  
Do a survey. Speak to 10 people. Write a name and tick the correct symbol for each person. Before you speak, listen again to the recording and notice how the speaker raises their voice when they ask a question. This is the easiest way to ask a question. Practise this with the question words in the vocabulary list and then try to do the same when you do your survey.

**Exemple**

A Salut Sophie!  
B Salut.  
A Ça va?  
B Ça va bien. Et toi?

Nom	😊	😐	☹️
Sophie	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**Voie express**  
Have you studied some of this language before? Do you know how to ask how someone is? That's great. Check with your teacher which exercises you should do. Then you may be able to move on to some more challenging ones. Make sure you learn all the words in the vocabulary list thoroughly and that you can use the verb être correctly to say how you are and how someone else is.

**4** Lis les conversations et trouve la différence dans la dernière ligne. Explique la différence à ton partenaire.  
Read the conversations and find the difference in the last line. Explain the difference to your partner.

L Salut Justine. Ça va?  
J Ça va, merci Lucas! Et toi?  
L Ça va mal.  
J Ah bon, pourquoi?  
L Je suis fatigué.

M Salut Abdou. Ça va?  
A Ça va, merci Maeva! Et toi?  
M Ça va mal.  
A Ah bon, pourquoi?  
M Je suis fatigué.

**5** Regarde les images et écris des conversations comme celles de l'exercice 4. Attention aux adjectifs! ★  
Look at the pictures and write conversations like those in exercise 4. Be careful with the adjectives!

**6** À deux, choisissez un de vos dialogues et lisez-le à haute voix. ★  
In pairs, choose one of your dialogues and read it out loud.

**Challenging activities at the end of each spread highlighted with a star**

Intro vidéo



- La France
- L'Europe
- Capitale: Paris
- Population: 65 635 000

- Le Sénégal
- L'Afrique
- Capitale: Dakar
- Population: 12 855 153

- Le Canada
- L'Amérique du nord
- Capitale: Ottawa
- Population: 35 002 447

- La Martinique
- L'Amérique du nord
- Capitale: Fort de France
- Population: 394 173

Découverte du Monde

The French-speaking world – le monde francophone – is made up of many countries in different parts of the world. These countries have lots in common apart from the French language, but they are also different in many ways. If you visited all the French-speaking countries of the world you'd see a whole range of landscapes. You'd experience many different ways of life as well as many rich cultures and traditions. As you learn the French language, you'll discover some of these places and all that they have to offer.

Le saviez-vous?

- More than 200 million people speak French.
- French is spoken on five continents.
- 60% of French speakers are under the age of 30.
- Every year on 20 March, people all around the world celebrate la Journée internationale de la Francophonie (International Francophone Day).

1 Parle à quatre personnes dans ta classe. Speak to four people in your class.

Exemple

A Salut! Comment tu t'appelles?

B Je m'appelle \_\_\_\_\_. Et toi, comment tu t'appelles?

2 Associe les mots anglais et les mots français pour les continents. Match the English and French words for the continents.

- |                    |               |
|--------------------|---------------|
| l'Europe           | Asia          |
| l'Asie             | South America |
| l'Amérique du nord | Europe        |
| l'Amérique du sud  | Australia     |
| l'Antarctique      | Africa        |
| l'Australie        | North America |
| l'Afrique          | Antarctica    |

3 À deux, faites une liste de pays francophones. In pairs, make a list of French-speaking countries.

Module 1: Ta mission ...

- Say how I feel and ask other people
- Use the correct spelling of some adjectives
- Describe myself and other people
- Make negative sentences
- Use adjectives correctly
- Talk about my family
- Say how old I am and how old other people are
- Talk about countries, nationalities and languages
- Use the correct form of a regular -er verb
- Talk about the place I live in
- Use un, une and des

Un festival dans notre quartier!

Use the pictures to help you work out what the friends are talking about. When you think you have a good idea of what the conversation is about, try to understand the main points in the text on the opposite page. Use a dictionary to help you.

1 AU CAFÉ ...

BONJOUR JUSTINE!

2 REGARDE, IL Y A UN FESTIVAL! MA SŒUR A DES BILLETS. SUPER!

ET C'EST DANS LE PARC!

3 AH, TA SŒUR EST TRÈS COOL, JUSTINE!

4 ABDOU ET LA SŒUR DE JUSTINE!

5

6 Tout le monde est au festival de musique!

ELLE EST CANADIENNE MAIS ELLE HABITE EN ALGÉRIE.

ET IL HABITE OÙ?

WAOUH! IL EST SÉNÉGALAIS!

7 LA FEMME BLONDE S'APPELLE MME HÉROS. ELLE EST TRÈS GENTILLE.

C'EST VRAI!

LE MONSIEUR AUX CHEVEUX NOIRS S'APPELLE M. VILAIN.

AH, IL N'EST PAS SYMPA!

8 MAIS C'EST TROP CHER!

9 CE N'EST PAS DIFFICILE!

Résumé

Les amis sont dans un café. Dans un journal, il y a une annonce pour un festival de musique dans le parc. C'est un grand festival avec des groupes de différents pays. Les amis sont très excités!

Il y a aussi des portraits dans le journal. Mme Héros a les cheveux blonds et bouclés. Justine pense qu'elle est gentille.

Le monsieur s'appelle M. Vilain. Il n'est vraiment pas sympa!

Le festival est cher et Lucas pense à l'argent. Sophie a une idée ... À SUIVRE

Activité

Write a summary of the story in English. Include answers to the following questions:

- What are the friends excited about?
- Why is Lucas worried?
- What does Sophie think he should do?

Videos are a central feature of the course with video based activities at the start of each module

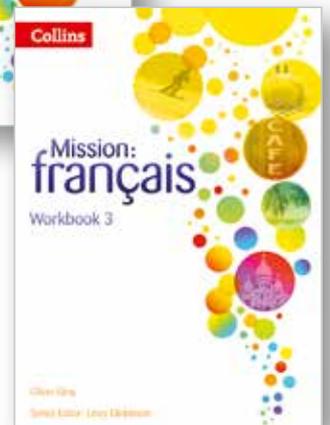
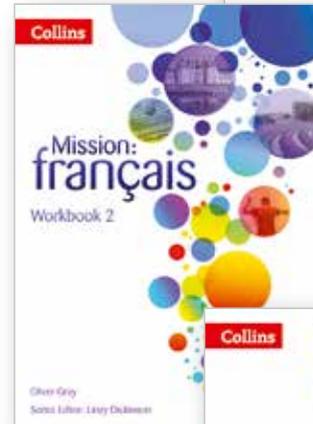
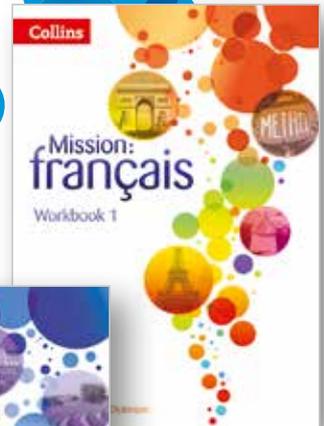
References to Francophone countries integrated throughout, showing the use of French around the world

The course includes a wide variety of different reading texts, including many from authentic sources

# Workbooks

Encourage pupils to develop their grammar skills with:

- An attractive full-colour design to appeal to pupils
- Full explanation of all grammar points covered
- Plenty of practice questions to reinforce learning



Module 1 Topic 1

6 Translate these words into English.

- 1 merci \_\_\_\_\_
- 2 pourquoi? \_\_\_\_\_
- 3 très \_\_\_\_\_
- 4 et toi? \_\_\_\_\_
- 5 pas mal \_\_\_\_\_
- 6 parce que \_\_\_\_\_

7 Are these statements true or false? ★

- 1 Estelle is talking today. True
- 2 Estelle is ill. \_\_\_\_\_
- 3 She's feeling happy. \_\_\_\_\_
- 4 She's stressed out. \_\_\_\_\_
- 5 She isn't tired. \_\_\_\_\_
- 6 She asks how you are. \_\_\_\_\_

Bonjour. Ça va? Moi, je suis Estelle. Aujourd'hui, ça va mal. Je suis fatiguée et je suis stressée. Pourquoi? Parce que je suis malade.

8 Write this information in French. ★

- 1 You're feeling great. Ça va super bien.
- 2 You're feeling bad. \_\_\_\_\_
- 3 You're feeling good. \_\_\_\_\_
- 4 You're feeling sad. \_\_\_\_\_
- 5 You're feeling stressed. \_\_\_\_\_

Mission accomplie!

I can ...

- Say how I feel and ask other people
- Use the correct

Pupils can write answers directly into workbooks

Grammar summary boxes to support pupils in independent study

8 huit

1 Topic 1 Ça va?

• Pupil Book pages 8-9

Aujourd'hui est \_\_\_\_\_ . Il est \_\_\_\_\_ .

**Langue et Grammaire**

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tu es	you are	elle est	she is

**Using adjectives (describing words)**  
In French, the spelling of an adjective often changes depending on the person or thing it is describing. For example, many have an extra 's' at the end to show that they are describing a girl or woman.

**Pronunciation**  
The cedilla mark under the letter c (ç) before the letters a, o, and u makes it sound like the letter s. It always sounds like the letter s in front of the letters e and i.  
A letter e with an acute accent (é) sounds like 'ay'.

3 Choose the correct French expression for each picture.

a b c d e

- 1 Ça va super bien. \_\_\_\_\_
- 2 Boff! Pas mal. \_\_\_\_\_
- 3 Comme ci, comme ça. \_\_\_\_\_
- 4 Ça va très mal aujourd'hui. \_\_\_\_\_
- 5 Ça va bien, merci. \_\_\_\_\_

4 Fill in the gaps in the conversation with words from the list.

suis va ça très toi que

Exemple Amina Salut Paul. Ça \_\_\_\_\_ va \_\_\_\_\_ ?  
Paul Ça va bien, merci, Amina! Et \_\_\_\_\_ ?  
Amina \_\_\_\_\_ va \_\_\_\_\_ mal aujourd'hui.  
Paul Ah bon, pourquoi?  
Amina Parce \_\_\_\_\_ je \_\_\_\_\_ fatiguée.

5 Write down how these people feel.

Exemple 1 Chloé only got two hours' sleep last night.  
Chloé est \_\_\_\_\_ fatiguée \_\_\_\_\_ .

- 2 Louis has got a rotten cold.  
Louis est \_\_\_\_\_ .
- 3 Sarah has had some bad news.  
Sarah est \_\_\_\_\_ .
- 4 Everything has gone wrong today for Emma.  
Emma est \_\_\_\_\_ .
- 5 Hugo didn't get to bed till very late.  
Hugo est \_\_\_\_\_ .
- 6 Maëlle has toothache.  
Maëlle est \_\_\_\_\_ .

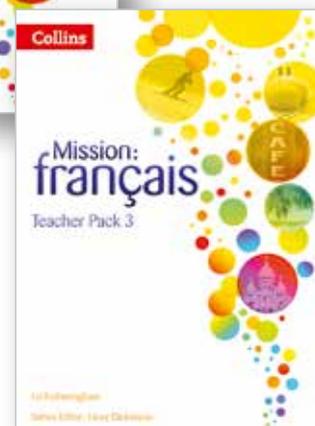
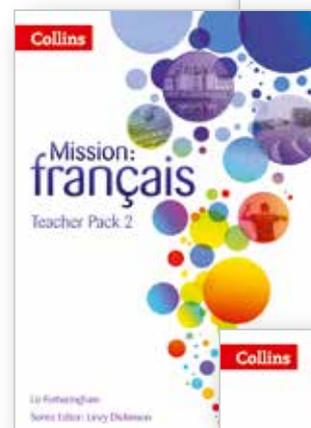
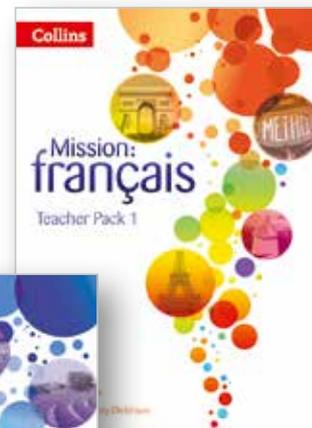
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sept 7

# Teacher Packs

Comprehensive support for teachers with ready-to-use lesson plans to help save time and inspire new ideas for the classroom.

- Be inspired with concise topic lesson plans that are matched to the Pupil Book and digital content with Languages Ladder grades provided throughout
- Deliver focused language learning to pupils with skills-based lesson plans
- Make the most of the ICT opportunities throughout the course with detailed guidance
- Schemes of Work are provided for teaching the course over 2 or 3 years



## Stratégies linguistiques

Pupil Book links	Scheme of Work links	
Pages 28–29	Weeks 7–8	
Stratégies linguistiques	Collins resource links	
<ul style="list-style-type: none"> <li>Reasons for learning a language</li> <li>Reasons for learning French</li> </ul>	Language skills presentation PS 1	
Topic introduction	Resources	Skills
Show pupils some pictures of some well-known personalities who have linguistic skills (internet search on 'celebrity linguists' or look at a website such as <a href="http://www.thirdyearabroad.com">www.thirdyearabroad.com</a> ) and either ask pupils what these people have in common, or list the language(s) they speak/studied at university and match them to photos. Feedback on this could be in French: <i>X (name) parle... Je pense que...</i>	List of celebrity linguists Photos of celebrities who can speak languages	S
Classroom activities	Resources	Skills
Write <i>Pourquoi apprendre une langue?</i> on the board and give pupils a sticky note. Ask them to think of as many reasons as they can for learning a language and write these down ( <b>exercise 1</b> ). Ask them to talk to their partner and compare what they have written down. Finally they should share this with another pair and compare notes. Feedback from groups could be partly in French: <i>Il y a ... raisons d'apprendre une langue</i> . Alternatively pupils could work in groups and record their reasons on A3 or flipchart paper.	Sticky notes Large sheets of paper	S
Pupils do the quiz ( <b>exercise 2</b> ) in pairs or in the groups already formed. Ask groups/pairs to feed back their answers and then discuss the statistics briefly. Can they add any further reasons to their list from exercise 1?		R
Pupils look at the symbols in <b>exercise 3</b> and predict what the young people interviewed are going to say about the benefits of learning languages. Once they have listened to the interviews, ask pupils how many of these reasons are on their list already. Are there any they hadn't thought of?		L
Pupils could carry out a survey in the class to find out what languages are spoken at home or in the school community.		
Pupils are now challenged to think why they should learn French. Ask pupils to think of the vocabulary they have learned so far and which words have been easy to learn and why. Before pupils read the text in <b>exercise 4</b> remind them of the word <i>le monde</i> from the video opener. Pupils read the text to find the French for the English words listed. Then they discuss what strategies they used. The concept of gender, the use of the definite article and spellings of adjectives could all be reinforced at this point.		R S

## Topic 1 Ça va

Pupil Book links	Workbook links	Scheme of Work links	
Pages 8–9	Pages 6–8	Week 1	
Learning outcomes	Collins resource links		
<ul style="list-style-type: none"> <li>Say how I feel and ask other people</li> <li>Use the correct spelling of some adjectives</li> </ul>	Language presentation PL1.1 Vocabulary presentation PV1.1 Image presentation P11.1 Video V1.1 Interactive I1.1		
Language and grammar focus			
<ul style="list-style-type: none"> <li>Asking how someone is</li> <li>Telling someone how you are</li> <li>Using verbs</li> <li>Using adjectives</li> <li>Pronunciation</li> </ul>			
Topic focus			
<ul style="list-style-type: none"> <li>Making introductions</li> <li>Talking about how you feel</li> </ul>			
Topic introduction	Resources	Skills	
If pupils have seen the video opener, show pictures of people with speech bubbles containing <i>B...</i> , <i>S...</i> and <i>J... m... a...</i> and elicit from pupils what these stand for ( <i>Bonjour, Salut et Je m'appelle</i> ). Otherwise write these on the board and introduce yourself to the class. Practise the pronunciation and then ask pupils to form two concentric circles (each with an equal number of pupils), the inner one facing out and the outer one facing in. Pupils greet each other and then the inner circle stays put and the outer circle moves round. Explain to pupils that in France people normally greet each other with <i>la bise</i> . They could be shown either a picture or a video demonstrating this.	Images of people with speech bubbles. Picture or video illustrating <i>la bise</i> (search online for <i>L'art de la bise</i> or <i>les gestes des français</i> )	S L	
Classroom activities	Resources	Skills	
Present emoticons or pictures illustrating <i>Ça va bien/mal</i> and <i>comme ci, comme ça</i> to pupils in terms of <i>positif, négatif</i> and <i>ni positif, ni négatif</i> . Pupils should write down the numbers 1–6, listen to the short dialogues in <b>exercise 1</b> , note down which of speech bubbles a–f corresponds to what has been said and draw the appropriate emoticon, listening to clues in the intonation of the speakers' voices. Pupils listen again and note the different ways of asking someone how they are: <i>Ça va?</i> and <i>Comment ça va?</i> Draw their attention to the explanations in the <i>Langue et grammaire</i> box. Use chorus repetition to drill the questions and answers, accompanied by gestures (thumbs up/down/horizontal).	Teacher-produced flashcards with emoticons on them Teacher-produced presentation with emoticons	L S	
Pupils copy the names in <b>exercise 2</b> and study the expressions on the faces of the characters before listening to the dialogues to match up the names with the pictures a–f. Use gestures and pictures to demonstrate to pupils that they are going to conduct a survey. Model the dialogue for conducting the survey ( <b>exercise 3</b> ) prior to pupils doing this for themselves.	Survey grids Picture illustrating the concept of a survey Survey grid on the board with the dialogue	L S	

# Audio Video Packs

New audio, video and transcript materials now available on CD-ROMs to accompany all the listening exercises in the Pupil Books.

- Save time by providing audio, video and transcripts together in one place
- Print off transcripts for easy distribution to students
- Easy access to the audio and video files offline



## Interactive Book, Audio, Video and Assessment Pack

### Collins Connect

Bring your French lessons to life with engaging, interactive resources delivered on our brand new platform, Collins Connect.

#### Each level includes:

- A **digital Pupil Book** provided online for easy access at school and at home
- **Audio, transcripts and exercises** from the Pupil Book downloadable for offline use
- **Videos** linked directly to relevant pages from the Pupil Book
- Customisable **PowerPoint slides** with in-depth explanation of grammar and language points
- **Interactive, fun activities** for the whole class with a large database of questions so activities can be used again and again

- A digital Pupil Book
- Videos, audio tracks and transcripts
- 30 language and grammar teaching PowerPoints
- 30 vocabulary and pronunciation teaching PowerPoints
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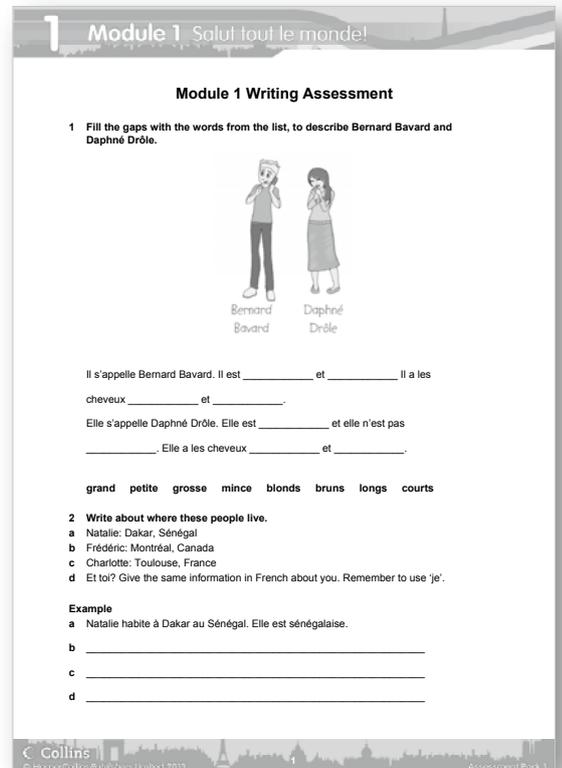
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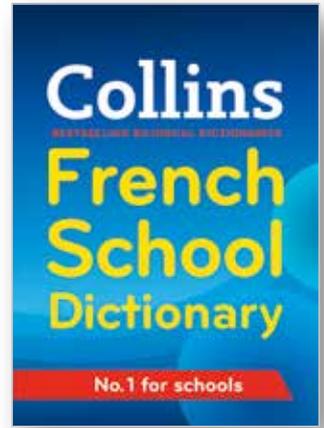
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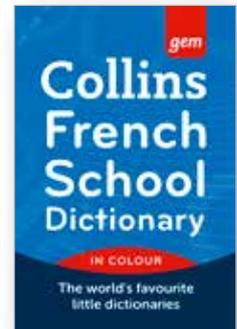
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**FRENCH - ENGLISH | FRANÇAIS - ANGLAIS**

**a**

Portugal > **habiter à la campagne** to live in the country > **au printemps** in the spring > **au mois de juin** in June  
 > **to** > **aller à Paris** to go to Paris  
 > **aller au Portugal** to go to Portugal  
 > **aller à la campagne** to go to the country > **donner quelque chose à quelqu'un** to give something to somebody > **Cette veste appartient à Marie.** This jacket belongs to Marie. > **Je n'ai rien à faire.** I've got nothing to do. > **Ce livre est à Paul.** This book is Paul's. > **Cette voiture est à nous.** This car is ours. > **by** > **à** > **bicyclette** by bicycle > **être payé à l'heure** to be paid by the hour; > **à pied** on foot; > **C'est à côté de chez moi.** It's near my house.

**C'est à dix kilomètres** from 10 kilometres from; > **dix minutes d'ici.** 10 minutes from here.; > **cent** kill 100; > **l'heure** 100 kilometres; > **À bientôt!** See you soon; > **See you tomorrow!** > **See you on Saturday!** > **l'heure!** See you later

**abandonner** [29] vi to abandon > **to give up** > **à abandonner** the nature decided to give up sth

**abelle** nf bee

**abimer** [29] vb to damage > **s'abimer** to get damaged > **abonnement** nm (to magazine) subs

**abonner** [29] vb to subscribe > **à une revue** to take a subscription to a mag

**a** should not be confused with the preposition **à**. See also **au** (=à+le) and **aux** (=à+les).

**à** > **être à la maison** to be at home > **à trois heures** at 3 o'clock  
 > **in** > **être à Paris** to be in Paris  
 > **habiter au Portugal** to live in

**FRENCH > ENGLISH** 31 | **canon**

**calculette** nf pocket calculator  
**cale** nf wedge  
**calé, e** adj (informal). Elle est calée en histoire. She's really good at history.  
**caleçon** nm > **boxer shorts** > **leggings**  
**calendrier** nm calendar  
**calepin** nm notebook  
**caler** [29] vb to stall  
**câlin, e** adj cuddly > **nm** cuddle  
**calmant** nm tranquilizer  
**calme** adj > **quiet** > **calm** > **nm** peace and quiet  
**calmer** [29] vb to soothe; **se calmer** to calm down > **Calme-toi!** Calm down!  
**calorie** nf calorie  
**camarade** nm friend; **un camarade de classe** a school friend  
**camouflage** nm burglary  
**cambricoleur** [29] vb to burglar  
**cambricoleur** (f/cambrioleuse) nm/f burglar  
**camélate** nf (informal) junk  
**caméra** nf (cinema, TV) camera; **une caméra numérique** a digital camera  
**caméscope** @ nm camcorder  
**camion** nm lorry  
**camionnette** nf van

**canon** [29] vb to camp  
**canpeur** (f/campeuse) nm/f camper  
**camping** nm camping > **faire du camping** to go camping; **un terrain de camping** a campsite  
**Canada** nm Canada; **au Canada** (f) in Canada (2) to Canada  
**canadien** (f/canadienne) adj Canadian  
**canadien** nm/f un Canadien (man) a Canadian; **une Canadienne** (woman) a Canadian  
**canal** (pl canaux) nm canal  
**canapé** nm > **sofa** > **open sandwich**  
**canard** nm duck  
**canari** nm canary  
**cancer** nm cancer; **le Cancer** Cancer  
**candidate** (f/candidate) nm/f (in exam, election) candidate > (for job) applicant  
**candidate** nf **poser sa candidature à un poste** to apply for a job  
**caneton** nm duckling  
**canette** nf **une canette de bière** a small bottle of beer  
**caniche** nm poodle  
**canicule** nf scorching heat  
**canif** nm penknife  
**caniveau** (pl caniveaux) nm gutter  
**canne** nf walking stick; **une canne à pêche** a fishing rod  
**cannelle** nf cinnamon  
**canoë** nm > **canoe** > **canon** nm > **gun** > **canon**

Table 27

to have to; to owe **devoir**

PRESENT	je	tu	il/elle/on	nous	vous	ils/elles
dois	dois	doit	devons	devez	doivent	

PRESENT SUBJUNCTIVE	je	tu	il/elle/on	nous	vous	ils/elles
doive	doives	doit	devions	deviez	doivent	

PERFECT	j'	ai	dû	tu	as	dû	il/elle/on	a	dû	nous	avons	dû	vous	avez	dû	ils/elles	ont	dû
PERFECT																		

FUTURE	je	tu	il/elle/on	nous	devrons	vous	devrez	ils/elles	devront
FUTURE									

IMPERATIVE	dois / devons / devez	devant
IMPERATIVE		

PRESENT PARTICIPLE	devant
PRESENT PARTICIPLE	

CONDITIONAL	je	tu	il/elle/on	nous	devrions	vous	devriez	ils/elles	devraient
CONDITIONAL									

PAST PARTICIPLE	dû (NB: due, dus, dues)
PAST PARTICIPLE	

**EXAMPLE PHRASES**

Je **dois** aller faire les courses ce matin.  
 À quelle heure est-ce que tu **dois** partir?  
 Il a **dû** faire ses devoirs hier soir.  
 Il **devait** prendre le train pour aller travailler.

I **have to do** the shopping this morning.  
 What time do you **have to** leave?  
 He **had to do** his homework last night.  
 He **had to go to** work by train.

## VERB TABLES

### Introduction

The verb tables in the following section contain 93 tables of French verbs (some regular and some irregular) in alphabetical order. Each table shows you the following form:

Present	eg je fais = I do or I'm doing
Present Subjunctive	eg je fasse = I do
Perfect	eg j'ai fait = I did or I have done
Imperfect	eg je faisais = I was doing or I did
Future	eg je ferai = I will do
Conditional	eg je ferais = I would do
Imperative	eg fais = do
Past Participle	eg fait = done
Present Participle	eg faisant = doing

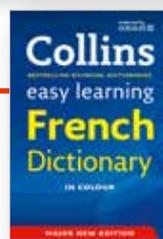
On the French-English side of the dictionary, all the French verbs are followed by a number (eg: donner [29] vb to give). This number corresponds to a page number in the Verb Tables. All the French verbs in this dictionary follow the pattern of one of these 93 verbs (eg: aimer [29] vb to love follows the same pattern as donner, shown on page 29).

In order to help you use the verbs shown in the Verb Tables correctly, there are also a number of example phrases at the bottom of each page to show the verb as it is used in context.

Remember:

je/je'	=	I
tu	=	you (to one person you know well)
il	=	he/it
elle	=	she/it
on	=	we/one
nous	=	we
vous	=	you (polite form or plural)
ils/elles	=	they

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