

The QCA scheme of work and *Équipe 1, 2 and 3*

The QCA scheme of work is optional and was prepared to show how the National Curriculum programme of study can be translated into practical plans. It is not intended to replace your existing scheme of work but is simply provided as a guide to standards and requirements.

This booklet shows how the *Équipe* course follows the National Curriculum programme of study in line with QCA requirements.

These tables provide a unit by unit overview of QCA's exemplar scheme of work for French in key stage 3. There are 18 units: units 1–6 are intended to be taught in year 7, units 7–12 in year 8, and units 13–18 in year 9. Each QCA unit is expected to last approximately 12–15 hours.

All the grammar, contexts and skills suggested in QCA's scheme of work are covered by the *Équipe* course. The following tables aim to show this by cross-referencing the contents of each unit to the point at which they are taught in *Équipe 1, 2 and 3*. Please note, however, that the *Équipe* cross-references given here do not include revision, recycling of grammar or reinforcement and extension material – they show only the main points at which material is introduced and developed.

The tables also show some of the skills that are particularly highlighted by activities in each QCA unit, together with an indication of how these skills are developed in the *Équipe* course. For a complete overview of coverage of the programme of study and grammar/skills progression through years 7–9 in *Équipe 1, 2 and 3*, please refer to the tables on pages 21–24.

QCA Unit 1 : <i>C'est parti!</i>	<i>Équipe</i> reference
Grammar and language content	
indefinite article	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 1, page 19
definite article	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 2, page 26 • <i>Équipe 1</i>, Unit 3, page 37, <i>Guide pratique</i>
numbers 1–31	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 1, page 14 (numbers 1–20) • <i>Équipe 1</i>, Unit 1, page 16 (numbers 21–31)
<i>il y a</i>	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 5, pages 64–5
regular plurals	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 1, page 19 • <i>Équipe 1</i>, Unit 7, page 89 (includes some irregular plurals)
possession using <i>de</i>	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 1 onwards (receptive use) <p>There are numerous opportunities in the early stages of <i>Équipe 1</i> to focus more specifically on this point, e.g.</p> <ul style="list-style-type: none"> • Unit 1, pages 18–20 (<i>c'est le frère/le chat de Nathalie</i>) • Unit 2, pages 24–5 (<i>c'est le sac d'Antoine</i>) See also: • <i>Équipe 1</i>, Unit 4, page 52 (possessives)
Contexts	
meeting and greeting people	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 1, pages 12–13
the date, age and birthdays	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 1, pages 16–17 (date/months, age and birthdays) • <i>Équipe 1</i>, Unit 2, pages 28–9 (days of the week)
classroom objects	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 2, pages 24–5
the alphabet	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 1, page 13
Skills	
asking and answering simple questions	<p>Throughout <i>Équipe 1</i>, pupils are introduced to a range of question words and techniques, e.g. <i>Comment?</i>, <i>Où?</i>, <i>Quand?</i>, <i>Qu'est-ce que ...?</i>, <i>Est-ce que ...?</i>, <i>Qui?</i>, <i>Quel/Quelle?</i>, <i>Combien?</i>, <i>Combien de ...?</i>, and intonation in questions. See also:</p> <ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 6, page 81, <i>Guide pratique</i> (focus on different ways of asking questions)
basic pronunciation and spelling rules	<p>All units in <i>Équipe 1</i>, 2 and 3 contain a <i>Ça se dit comme ça!</i> section, focusing on different aspects of pronunciation.</p>
classroom instructions	<p>Throughout the course. See also:</p> <ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 2, pages 30–1 (introduction to classroom language, including phrases that students can use themselves, e.g. <i>c'est mon tour, j'ai fini, je ne comprends pas, je suis en retard, je n'ai pas de ..., j'ai perdu ...</i>, etc.)
techniques for memorizing words	<ul style="list-style-type: none"> • Tips are offered in some of the <i>Guide pratique</i> sections, e.g. invent rhymes and raps, draw symbols to represent new words, work with a partner, note down nouns according to gender to help with learning and revision. • Opportunities occur throughout for a range of activities to aid learning, e.g. guessing games, memory games, songs and poems, associating words and pictures, etc.

QCA Unit 2 : <i>En famille</i>	Équipe reference
Grammar and language content	
negatives	<ul style="list-style-type: none"> • Équipe 1, Unit 1, pages 18–19 (<i>je n'ai pas de/d'...</i>) • Équipe 1, Unit 2, page 26 (<i>je/il/elle n'aime pas</i>) • Équipe 1, Unit 2, page 31 (<i>ne/n'... pas</i> + other verbs)
subject pronouns	<ul style="list-style-type: none"> • Équipe 1, Unit 1 (<i>je/j'</i> and <i>tu</i>) • Équipe 1, Unit 2 (<i>il</i> and <i>elle</i>) • Équipe 1, Unit 6 (<i>on</i>) • Équipe 1, Unit 7 (<i>nous</i> and <i>vous</i>) • Équipe 1, Unit 9 (<i>ils</i> and <i>elles</i>)
present tense of <i>avoir</i>	<ul style="list-style-type: none"> • Équipe 1, Unit 1 (<i>j'ai, tu as</i>) • Équipe 1, Unit 4 (<i>il/elle a</i>) • Équipe 1, Unit 7 (<i>nous avons, vous avez</i>) • Équipe 1, Unit 8 (<i>on a</i>) • Équipe 1, Unit 9 (<i>ils/elles ont</i>) • Équipe 1, page 146 (full paradigm)
present tense of <i>être</i>	<ul style="list-style-type: none"> • Équipe 1, Unit 1 (<i>c'est</i>) • Équipe 1, Unit 4 (<i>je suis, tu es, il/elle est</i>) • Équipe 1, Unit 8 (<i>on est, nous sommes, vous êtes</i>) • Équipe 1, Unit 9 (<i>ils/elles sont</i>) • Équipe 1, page 146 (full paradigm)
possessive adjectives (first, second and third person singular)	<ul style="list-style-type: none"> • Équipe 1, Unit 4, page 52 (<i>mon, ma, mes</i>) • Équipe 1, Unit 5, page 69 (<i>ton, ta, tes, son, sa, ses</i>) • See also Équipe 3, Unit 2, page 31 (<i>leur, leurs</i>)
prepositions	<ul style="list-style-type: none"> • Équipe 1, Unit 5, pages 64–5 (<i>chez moi/toi</i>) • Équipe 1, Unit 5, page 67 (<i>sur, sous, dans, devant, entre</i>)
agreement of adjectives	<ul style="list-style-type: none"> • Équipe 1, Unit 4, pages 54–7 (masculine/feminine, some plural) • Équipe 1, Unit 9, page 120 (plural) • Équipe 2, Unit 5, page 63 (irregular adjectives)
numbers 32–69	<ul style="list-style-type: none"> • Équipe 1, Unit 6, page 82
Contexts	
family	<ul style="list-style-type: none"> • Équipe 1, Unit 1, pages 18–19 (brothers and sisters) • Équipe 1, Unit 4, pages 50–61 (extended family) • Équipe 3, Unit 1, pages 16–17 (includes jobs of family members) • Équipe 3, Unit 6, pages 96–101 (relationships within the family, discussing what you are/are not allowed to do)
pets	<ul style="list-style-type: none"> • Équipe 1, Unit 1, pages 18–20
Skills	
more pronunciation/spelling rules	<ul style="list-style-type: none"> • All units throughout (<i>Ça se dit comme ça!</i> sections)
further classroom instructions	<ul style="list-style-type: none"> • Throughout

QCA Unit 3 : <i>Chez moi</i>	<i>Équipe</i> reference
Grammar and language content	
Questions with <i>Où?</i> and <i>Qui?</i>	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 1, page 15 (<i>Où?</i>) • <i>Équipe 1</i>, Unit 4, page 50 (<i>Qui?</i>)
à + town	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 1, page 15
à + hour	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 2, pages 28–9
further use of <i>il y a</i>	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 6, pages 78–9 (includes <i>il n'y a pas de/d'...</i>) • <i>Équipe 1</i>, Unit 8, pages 102–3 (<i>Est-ce qu'il y a ...?</i> and <i>Qu'est-ce qu'il y a à [+ town]?</i>)
regular –er verbs	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 2, page 27 (<i>je/j', tu, il/elle</i>) • <i>Équipe 1</i>, Unit 6, page 80 (<i>on</i>) • <i>Équipe 1</i>, Unit 7, page 95 (<i>nous, vous</i>) • <i>Équipe 1</i>, Unit 9, page 117 (<i>ils/elles</i>) • <i>Équipe 1</i>, page 146 (full paradigm) • <i>Équipe 2</i>, Unit 1, page 17 (<i>Le patchwork des verbes réguliers en –er</i>)
Contexts	
where you live (location, type of dwelling, rooms, furniture)	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 5, pages 62–7 • <i>Équipe 3</i>, Unit 4, pages 62–3
telling the time	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 9, pages 118–19 • <i>Équipe 2</i>, Unit 2, pages 24–5 (24-hour clock)
Skills	
more pronunciation/spelling rules	<ul style="list-style-type: none"> • All units throughout (<i>Ça se dit comme ça!</i> sections)
an introduction to English/French and French/English glossaries	<p>In <i>Équipe 1</i>, some of the <i>Guide pratique</i> sections focus on dictionary skills, e.g.</p> <ul style="list-style-type: none"> • Unit 4, page 58 (an introduction to the French/English glossary at the back of the book) • Unit 5, page 63 (focus on masculine and feminine nouns) • Unit 7, page 96 (choosing the correct translation when a word has several different senses) • Unit 9, page 117 (using the infinitive to find a verb in a dictionary) <p>See also QCA Units 5 and 13 for further dictionary work in <i>Équipe 2</i> and 3.</p>
beginning to reuse and adapt prior learning in new contexts	<p>Pupils begin to develop this skill from the early stages of <i>Équipe 1</i>, e.g.</p> <ul style="list-style-type: none"> • in Unit 1 they use <i>j'ai/je n'ai pas de/tu</i> as in the context of brothers, sisters and pets, and they reuse this grammar in Unit 2 in the context of school equipment • in Unit 5, pupils use <i>il y a</i> to talk/write about rooms in their house; <i>il y a/il n'y a pas de</i> is later reused in the context of food (Unit 6) and places in town (Unit 8)

QCA Unit 4 : <i>Comme d'habitude</i>	<i>Équipe</i> reference
Grammar and language content	
<i>aller</i>	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 3 (<i>je vais, tu vas</i>) • <i>Équipe 1</i>, Unit 7 (<i>on va, nous allons, vous allez</i>) • <i>Équipe 1</i>, Unit 9 (<i>ils/elles vont</i>) • <i>Équipe 1</i>, page 146 (full paradigm)
à + definite article	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 3, page 41 (<i>au/à la</i>) • <i>Équipe 1</i>, Unit 7, page 90 (<i>au/à l'/à la/aux</i>)
common irregular verbs (e.g. <i>faire, prendre</i>)	<p>The present tense of <i>faire, prendre</i> and other verbs (e.g. <i>dormir, sortir, boire, lire, écrire</i>) is introduced gradually in <i>Équipe 1</i>. Full paradigms of all these verbs are given on pages 146–7. See also:</p> <ul style="list-style-type: none"> • Unit 8, page 105 (<i>Zoom sur ... les verbes irréguliers</i>)
asking questions with <i>Qu'est-ce que ...?</i> and <i>Est-ce que ...?</i>	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 2, pages 24–5 (<i>Qu'est-ce que ...?</i>) • <i>Équipe 1</i>, Unit 8, pages 102–3 (<i>Est-ce que ...?</i>)
expressing simple opinions	<p><i>Équipe 1</i> introduces various ways of expressing opinions:</p> <ul style="list-style-type: none"> • Unit 2 (<i>c'est nul/super/génial/intéressant/fatigant/pas marrant/difficile/amusant, j'aime/je n'aime pas, etc.</i>) • Unit 3 (<i>mon passe-temps préféré c'est ..., j'adore/déteste</i>) • Unit 6 (<i>je préfère</i>) • Unit 7 (<i>je suis d'accord, je ne suis pas d'accord</i>) <p>See also QCA Units 5 and 15 for more complex ways of giving/asking for opinions in <i>Équipe 2</i> and 3.</p>
imperative	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 7, pages 92–3
Contexts	
activities in the home/daily routine and domestic tasks	<ul style="list-style-type: none"> • <i>Équipe 2</i>, Unit 4, pages 48–57
Skills	
introduction to independent reading	<ul style="list-style-type: none"> • The <i>Équipe-Magazine</i> sections (all units throughout) offer a variety of reading material, e.g. cartoon strips, magazine and newspaper articles, songs, poems, advertisements). • The <i>Équipe</i> website has links to a range of French sites where pupils can read for information or pleasure on a range of topics.
beginning to deal with the unfamiliar	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 2, pages 30–1 (pupils are taught how to ask for help, e.g. <i>Ça se dit comment en français/anglais?, je ne comprends pas, etc.</i>) <p>See also some of the <i>Guide pratique</i> sections throughout, e.g.</p> <ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 4, page 58 (cognates, asking for help, using a glossary) • <i>Équipe 2</i>, Unit 2, page 24 (concentrating on key words) • <i>Équipe 2</i>, Unit 8, page 103, <i>Dictionnaire</i> section (using context to work out meaning)
more pronunciation/spelling rules	<ul style="list-style-type: none"> • All units throughout (<i>Ça se dit comme ça!</i> sections)

QCA Unit 5 : <i>Une journée</i>	<i>Équipe</i> reference
Grammar and language content	
more on negatives (<i>ne/n'... pas</i>)	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 2, page 31 (<i>ne/n'... pas</i> + other verbs) <p>This builds on <i>je n'ai pas de/d'...</i> and <i>je/il/elle n'aime pas</i>, which have already been introduced: see QCA Unit 2.</p>
asking for and giving simple opinions and reasons using <i>pourquoi?</i> and <i>parce que/qu'</i>	<p>In <i>Équipe 2</i>:</p> <ul style="list-style-type: none"> • Unit 1 (<i>c'est pratique/sympa/moche, je suis pour, je suis contre</i>) • Unit 2 (<i>j'aime</i> + infinitive, <i>j'aime ... mais je préfère ...</i>) • Unit 7 (<i>pourquoi?</i> and <i>parce que</i>) <p>See also QCA Units 4 and 15 for ways of expressing opinions taught in <i>Équipe 1</i> and 3.</p>
quantifiers (<i>très, assez, trop, un peu</i>)	<p>Throughout, e.g.</p> <ul style="list-style-type: none"> • <i>Équipe 1</i> (<i>très, assez, beaucoup</i>) • <i>Équipe 2</i>, (<i>trop, vraiment</i>) • <i>Équipe 3</i> (<i>plutôt, un peu, carrément, surtout, pas du tout, pas tellement</i>)
numbers 70–100	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 6, page 82
<i>combien de?</i>	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 6, page 81, <i>Guide pratique</i>
introduction to reflexive verbs	<ul style="list-style-type: none"> • <i>Équipe 2</i>, Unit 4, pages 48–51 (includes negatives)
Contexts	
school	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 2, pages 24–35 (classroom objects, school subjects, timetables, classroom language) • <i>Équipe 2</i>, Unit 8, pages 98–9 (discussing different ways of learning a foreign language) • <i>Équipe 3</i>, Unit 5, pages 80–93 (strengths/weaknesses in subjects, opinions, earlier school days, future plans)
Skills	
more pronunciation/spelling rules	<ul style="list-style-type: none"> • All units throughout (<i>Ça se dit comme ça!</i> sections)
dictionary use	<p>In <i>Équipe 2</i>, all units include activities designed to help pupils practise their dictionary skills. See also the specific guidance in the <i>Dictionnaire</i> sections:</p> <ul style="list-style-type: none"> • Unit 2, page 28 (bilingual dictionaries) • Unit 3, page 39 (using the infinitive to find past participles) • Unit 4, page 50 (using the infinitive to find reflexive verbs) • Unit 4, page 50, <i>Guide pratique</i> (non-literal translations) • Unit 5, page 64 (when not to use a dictionary, using cognates to work out meaning) • Unit 6, page 78 (recognizing <i>faux amis</i>) • Unit 8, page 103 (using context to work out meaning instead of always using a dictionary) <p>See also QCA Units 3 and 13 for dictionary work in <i>Équipe 1</i> and 3.</p>
applying prior learning to new contexts	<ul style="list-style-type: none"> • Throughout

QCA Unit 6 : <i>Comment tu t’amuses?</i>	<i>Équipe</i> reference
Grammar and language content	
<i>jouer à</i> and <i>de</i> + definite article	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 3, pages 42–3 (<i>je joue aux cartes</i> only) • <i>Équipe 3</i>, Unit 1, pages 18–19 (<i>jouer au</i> + sports) • <i>Équipe 1</i>, Unit 5, page 68 (<i>je joue de la guitare</i> only) • <i>Équipe 3</i>, Unit 2, pages 32–3 (<i>jouer du/de la</i> + musical instruments) • See also <i>Équipe 1</i>, Unit 7, pages 94–5 (<i>faire du/de l’/de la</i> + sports)
use of infinitive after <i>aimer</i> and other verbs	<ul style="list-style-type: none"> • <i>Équipe 2</i>, Unit 2, pages 22–3 (<i>aimer, adorer, détester, préférer</i> + infinitive) • See also QCA Unit 9: modal verbs
adverbs of time and frequency	<p>Pupils meet a range of adverbs of time/frequency and other time expressions throughout the course:</p> <ul style="list-style-type: none"> • <i>Équipe 1</i> (e.g. <i>aujourd’hui, en général, le week-end, à midi, le matin, l’après-midi, le soir</i>) • <i>Équipe 2</i> (e.g. <i>demain, hier, régulièrement, après, d’abord, tous les jours/soirs/matins/week-ends, le week-end dernier, la semaine dernière, pendant la semaine/les vacances</i>) • <i>Équipe 3</i> (e.g. <i>souvent, de temps en temps, toujours, quelquefois, rarement, jamais, ensuite, l’année prochaine</i>)
combining sentences with conjunctions	<ul style="list-style-type: none"> • Introduced gradually throughout, e.g. <i>et, ou, mais, donc, parce que</i> <p>See also:</p> <ul style="list-style-type: none"> • <i>Équipe 3</i>, Unit 1, page 19, <i>Guide pratique</i> (<i>Pour faire des phrases plus intéressantes</i>)
Contexts	
sports and hobbies, musical instruments	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 3, pages 36–47 (simple opinions and present tense phrases with <i>je</i>) • <i>Équipe 1</i>, Unit 7, pages 94–6 (focus on sport) • <i>Équipe 2</i>, Unit 7, pages 86–91 (includes spending pocket money and earning/saving to pay for leisure activities) • <i>Équipe 3</i>, Unit 1, pages 18–19 (more complex sentences and opinions about sports and hobbies) • <i>Équipe 3</i>, Unit 2, pages 26–41 (music)
Skills	
beginning to learn strategies for skimming and scanning texts	<p>Activities occur throughout. Specific guidance is also given in some of the <i>Guide pratique</i> sections, e.g.</p> <ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 3, page 38 (<i>Un texte long? Ne panique pas!</i>) • <i>Équipe 2</i>, Unit 2, page 24 (<i>Tu cherches une information spécifique dans un texte?</i>)
writing an informal letter	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 1, pages 18–19 (pupils write their first informal letter) <p>Opportunities occur throughout <i>Équipe 1</i>. Pupils use phrases such as <i>cher/chère, à bientôt, écris-moi vite, amitiés</i>.</p>

QCA Unit 7 : <i>Les autres pays</i>	<i>Équipe</i> reference
Grammar and language content	
<i>en/au/aux</i> + country	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 9, pages 112–13
numbers above 100	<ul style="list-style-type: none"> • <i>Équipe 2</i>, Unit 6, page 78 (prices with numbers over 100) • <i>Équipe 2</i>, page 153 (full list of numbers) • <i>Équipe 3</i>, Unit 4, pages 68–9 (comparing countries and geographical features in terms of size, population, longest rivers, highest mountains, etc.)
<i>on</i> + verb in present tense	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 6, pages 76–7 and page 80 (<i>on mange, on boit, on aime, on préfère, on fait</i>) • <i>Équipe 1</i>, Unit 7, pages 94–5 (<i>on peut</i> + infinitive) • <i>Équipe 1</i>, Unit 8, pages 104–5 (<i>on</i> + other verbs)
complex sentences using <i>quand/si/mais</i>	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 9, pages 114–15 (<i>quand il fait beau, je ...</i>) • <i>Équipe 2</i>, Unit 2, page 23 (<i>mais</i>) <p>See also the <i>Guide pratique</i> sections on the following pages:</p> <ul style="list-style-type: none"> • <i>Équipe 2</i>, Unit 6, page 77 (<i>Pour donner une réponse détaillée</i>) • <i>Équipe 3</i>, Unit 1, page 19 (<i>Pour faire des phrases plus intéressantes</i>)
Contexts	
countries and their capitals	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 9, pages 112–13 • <i>Équipe 3</i>, Unit 1, pages 10–11 and page 25 (Paris) • <i>Équipe 3</i>, Unit 4, pages 68–9
languages and nationalities	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 9, page 120
French-speaking countries and areas	<p><i>Équipe 1</i> and <i>2</i> are set in Dieppe, so there are numerous references to aspects of the town, French life and culture throughout. See also:</p> <ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 9 (other French-speaking areas, e.g. Burkina Faso, Québec, Rwanda, Nouvelle-Calédonie) • <i>Équipe 2</i>, Unit 5 (festivals in France and elsewhere) • <i>Équipe 3</i> (each unit focuses on a different area) <p>The <i>Équipe</i> website gives links to a wide range of French sites where pupils can read about French-speaking areas.</p>
weather and seasons	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 9, pages 114–15
Skills	
developing independence through simulation and oral presentation	<p>Role-plays: all units throughout provide opportunities for a variety of speaking activities, including role-plays. As the course progresses, pupils are encouraged to become more creative and independent in their use of language, e.g.</p> <ul style="list-style-type: none"> • <i>Équipe 2</i>, Unit 2, page 42 (pupils work in groups to prepare and perform a short play set in a café, inventing moods/personalities for the various characters) <p>Oral presentation: opportunities occur throughout, e.g.</p> <ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 9, page 115 (<i>Pour faire un mini-exposé</i>) • <i>Équipe 3</i>, Unit 3, pages 56–7 (extended oral presentation)

QCA Unit 8 : <i>Fais ceci ... Faites cela!</i>	<i>Équipe</i> reference
Grammar and language content	
prepositions + <i>de</i>	<ul style="list-style-type: none"> • <i>Équipe 2</i>, Unit 9, page 112 (<i>près/à côté/en face/au bout/à droite/à gauche + du/del'/de la/des</i>)
ordinal numbers	<ul style="list-style-type: none"> • <i>Équipe 2</i>, Unit 2, page 22
imperative (<i>tu</i> and <i>vous</i> forms, including negatives)	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 7, pages 92–3 (<i>tu</i> and <i>vous</i>, negatives) • <i>Équipe 1</i>, Unit 8, pages 106–7 (giving directions)
regular <i>–ir</i> and <i>–re</i> verbs	<p>Pupils are gradually introduced to a range of <i>–ir</i> and <i>–re</i> verbs throughout the course, e.g. <i>réponds, choisis/choisissez, j'ai fini, j'ai perdu, je m'entends bien avec ...</i></p> <p>See also:</p> <ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 9, page 117, <i>Guide pratique</i> (focus on the infinitive of <i>–er, –ir, –re</i> verbs) • <i>Équipe 2</i>, page 145 (full paradigm of <i>–ir</i> verbs) <p>Note that the full paradigm of <i>–re</i> verbs is given in <i>Équipe 4</i>.</p>
Contexts	
locations in town/country	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 3, page 40 and Unit 8, pages 102–4 • <i>Équipe 1</i>, Unit 5, pages 62–3 • <i>Équipe 3</i>, Unit 4, pages 62–7 (describing own area in more detail and suggesting improvements)
finding the way	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 8, pages 106–7
distance	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 8, pages 106–7 (<i>c'est loin, c'est près</i>, etc. could be introduced when teaching directions) • <i>Équipe 3</i>, Unit 4, pages 68–9 (distance, length, height, etc. in kilometres)
modes of transport	<ul style="list-style-type: none"> • <i>Équipe 2</i>, Unit 6, pages 72–3 and page 78
Skills	
beginning to use verb tables	<p>See the <i>Zoom sur ...</i> sections throughout, many of which focus on verb patterns, e.g.</p> <ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 2, page 27 (<i>les verbes en –er</i>) • <i>Équipe 1</i>, Unit 8, page 105 (<i>les verbes irréguliers</i>) • <i>Équipe 2</i>, Unit 1, page 17 (<i>les verbes au présent</i>) • <i>Équipe 3</i>, Unit 5, page 85 (<i>l'imparfait</i>) <p>See also the grammar pages at the back of <i>Équipe 1, 2</i> and <i>3</i> for further activities designed to help pupils practise verb patterns, use of verb tables and other grammar points.</p>
writing and speaking at greater length	<p>See the <i>Guide pratique</i> sections throughout, e.g.</p> <ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 9, page 115 (<i>Pour faire un mini-exposé</i>) • <i>Équipe 2</i>, Unit 4, pages 54–5 (adapting a text) • <i>Équipe 2</i>, Unit 6, page 77 (<i>Pour donner une réponse détaillée</i>) • <i>Équipe 3</i>, Unit 1, page 19 (<i>Pour faire des phrases plus intéressantes</i>) • <i>Équipe 3</i>, Unit 3, pages 54–5 (adapting a model)

QCA Unit 9 : <i>Qu'est-ce qu'on va faire?</i>	<i>Équipe</i> reference
Grammar and language content	
the immediate future (<i>aller</i> + infinitive)	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 6, page 80 (<i>je vais acheter</i> only) • <i>Équipe 2</i>, Unit 2, page 25 (full paradigm of <i>aller</i> + infinitive) See QCA Unit 15 for further work on the immediate future.
modal verbs (<i>pouvoir, devoir, vouloir</i>)	Introduced gradually throughout the <i>Équipe</i> course: <u><i>pouvoir</i></u> <ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 7 (<i>on peut</i> + infinitive) • <i>Équipe 2</i>, Unit 2, page 27 (present tense, full paradigm) <u><i>vouloir</i></u> <ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 6 (<i>je veux/je voudrais, tu veux/tu voudrais</i> + noun) • <i>Équipe 1</i>, Unit 9 (<i>je voudrais, tu voudrais</i> + infinitive) • <i>Équipe 2</i>, Unit 2, page 27 (present tense, full paradigm) <u><i>devoir</i></u> <ul style="list-style-type: none"> • <i>Équipe 2</i>, Unit 3 (<i>je dois</i> + infinitive) • <i>Équipe 2</i>, page 146 (present tense, full paradigm)
Contexts	
making and discussing arrangements (social and transactional)	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 8, pages 104–5 • <i>Équipe 2</i>, Unit 3, pages 34–7 (<i>on se retrouve où?/à quelle heure?, making excuses</i>)
negotiating and stating future plans and intentions	See above under <i>aller</i> + infinitive. Also: <ul style="list-style-type: none"> • <i>Équipe 2</i>, Unit 7, pages 86–7 (<i>pour</i> + infinitive, e.g. <i>je mets de l'argent de côté pour acheter ...</i>) • <i>Équipe 3</i>, Unit 2, pages 34–5 and Unit 5, pages 88–9 (future plans and ambitions)
Skills	
writing a formal letter	<ul style="list-style-type: none"> • <i>Équipe 2</i>, Unit 8, pages 104–5 • <i>Équipe 2</i>, Unit 9, page 115 (formal and informal letters) After writing informal letters in <i>Équipe 1</i> , pupils are now introduced to formal letter-writing conventions, e.g. <i>Monsieur/Madame</i> instead of <i>Cher/Chère</i> , use of <i>vous</i> instead of <i>tu</i> , polite expressions including <i>Veillez agréer l'expression de mes sentiments respectueux</i> .
redrafting own work	Some of the <i>Guide pratique</i> sections give guidance on preparing rough drafts, checking own work critically, correcting and rewriting. Advice is given on the type of mistakes to look out for (e.g. accents, agreement of verbs/past participles, spellings) and on possible improvements to make (e.g. does the work include plenty of opinions?, have linking words, adverbs, conjunctions, etc. been used to make the work more interesting?) See the <i>Guide pratique</i> sections on the following pages: <ul style="list-style-type: none"> • <i>Équipe 2</i>, Unit 9, page 115 • <i>Équipe 3</i>, Unit 3, pages 54–5

QCA Unit 10 : <i>Qu'est-ce qu'on mange?</i>	<i>Équipe</i> reference
Grammar and language content	
partitive article	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 6, pages 76–9 (<i>du/de l'/de la/des</i>; also includes <i>de</i> after negatives)
size, quantity and measures	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 6, pages 80–1
introduction to the perfect tense with <i>avoir</i>	<ul style="list-style-type: none"> • <i>Équipe 2</i>, Unit 3, pages 38–9 (<i>je/tu/il/elle/on + avoir + regular –er verbs</i>; also includes the past participle <i>fait</i>)
Contexts	
following and devising recipes	<ul style="list-style-type: none"> • Any of the <i>Équipe</i> units on food could provide an appropriate context for following and devising recipes: see below under 'preparing a menu'. • The <i>Équipe</i> website has links to French sites where recipes may be found.
preparing a menu	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 6, page 84 and Unit 6 <i>En plus</i>, page 131 (includes food associated with different festivals) • <i>Équipe 1</i>, Unit 7 <i>En plus</i>, page 133 (healthy menus) • <i>Équipe 2</i>, Unit 3, page 42 • <i>Équipe 2</i>, Unit 5, page 69 (festival foods) • <i>Équipe 3</i>, Unit 3 <i>En plus</i>, pages 128–9
buying food and drink in shops, cafés and restaurants	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 6, pages 74–7 and pages 80–5 • <i>Équipe 2</i>, Unit 3, pages 40–3
Skills	
adapting prior learning to new contexts	The imperative (introduced in <i>Équipe 1</i> , Unit 7, pages 92–3: giving advice on how to stay healthy) could be reused in the context of writing simple recipes.

QCA Unit 11 : <i>À la mode</i>	<i>Équipe</i> reference
Grammar and language content	
demonstrative adjectives	<ul style="list-style-type: none"> • <i>Équipe</i> 2, Unit 1, pages 14–15 (<i>ce, cet, cette, ces</i>)
comparisons	<ul style="list-style-type: none"> • <i>Équipe</i> 2, Unit 8, page 99 • <i>Équipe</i> 3, Unit 4, pages 68–9
further work on the perfect tense	<ul style="list-style-type: none"> • <i>Équipe</i> 2, Unit 4, pages 52–5 (includes negatives)
Contexts	
clothes and fashion, styles and materials	<ul style="list-style-type: none"> • <i>Équipe</i> 2, Unit 1, pages 10–19 • <i>Équipe</i> 2, Unit 2 <i>Encore/En plus</i>, pages 122–3
Skills	
reading for information and pleasure	<ul style="list-style-type: none"> • The <i>Équipe-Magazine</i> sections (all units throughout) offer a variety of reading material, e.g. cartoon strips, magazine and newspaper articles, songs and poems, advertisements, etc. • The <i>Équipe</i> website has links to a range of French sites where pupils can read for information or pleasure.

QCA Unit 12 : <i>Invitations</i>	<i>Équipe</i> reference
Grammar and language content	
<i>il faut</i> + noun/verb	<ul style="list-style-type: none"> • <i>Équipe 2</i>, Unit 8, pages 102–3 • <i>Équipe 3</i>, Unit 4, pages 70–1 (includes <i>il ne faut pas</i>)
direct object pronouns, <i>le/la/l'/les</i>	<ul style="list-style-type: none"> • <i>Équipe 3</i>, Unit 1, pages 20–1
<i>c'était</i> as a lexical item	<ul style="list-style-type: none"> • <i>Équipe 2</i>, Unit 9, pages 114–15 (<i>c'était</i>+ adjective) • <i>Équipe 3</i>, Unit 2, page 36 (<i>c'était quand?/où?/comment?</i>, etc.)
Contexts	
being and receiving a guest	<ul style="list-style-type: none"> • <i>Équipe 2</i>, Unit 9, pages 112–13 and <i>En plus</i>, page 139 • <i>Équipe 3</i>, Unit 3, pages 46–53
expressing thanks and appreciation	<ul style="list-style-type: none"> • <i>Équipe 2</i>, Unit 9, pages 114–15
Skills	
varying language to suit context, audience and purpose	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 7, page 91 (<i>tu ou vous?</i>) • <i>Équipe 1</i>, Unit 7, page 95 (<i>on ou nous?</i>) • <i>Équipe 1</i>, Unit 7, page 99 (informal phrases, e.g. <i>c'est le pied, il est casse-pieds, il joue comme un pied</i>) • <i>Équipe 1</i>, Unit 8, page 105 (giving tactful opinions) • <i>Équipe 2</i>, Unit 1, page 15 (more tactful opinions) • <i>Équipe 2</i>, Unit 8, pages 104–5 (formal and informal letter-writing conventions) • <i>Équipe 2</i>, Unit 9, page 115 (<i>Expressions-clés</i>: polite and informal phrases) • <i>Équipe 3</i>, Unit 6, pages 100–1 (informal phrases, e.g. <i>mes parents me prennent la tête avec ..., ils sont cool pour ...</i>) • <i>Équipe 3</i>, Unit 6, page 109 (<i>Comment fais-tu pour parler à tes parents?</i> – an article about teenagers and their parents in the French-speaking countries of Africa)

QCA Unit 13 : <i>Ça va?</i>	<i>Équipe</i> reference
Grammar and language content	
expressions with <i>avoir</i> and <i>être</i>	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 7, pages 90–1 (<i>j'ai faim/soif, j'ai chaud/froid, j'ai envie de ..., j'ai mal au/à l'/à la/aux ...</i>) • <i>Équipe 3</i>, Unit 4, pages 66–7 (<i>on a besoin de</i> + noun)
<i>depuis</i> + present tense	<ul style="list-style-type: none"> • <i>Équipe 3</i>, Unit 2, pages 32–3
adverbs of time	<ul style="list-style-type: none"> • See QCA Unit 6: adverbs of time and frequency
an introduction to verbs taking <i>à</i> or <i>de</i> + infinitive	<ul style="list-style-type: none"> • <i>Équipe 3</i>, Unit 5, page 84 (<i>j'apprenais à</i> + infinitive) <p>Note that pupils will already have encountered other verbs taking <i>à</i> or <i>de</i> + infinitive in reading texts, e.g. <i>aider à, oublier de, demander à qn de, décider de, essayer de</i>.</p> <p>See also:</p> <ul style="list-style-type: none"> • <i>Équipe 3</i>, Unit 6, pages 100–1 (<i>avoir/n'avoir pas le droit de</i> + infinitive)
Contexts	
illnesses (problems, remedies)	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 7, pages 88–91
healthy lifestyle (past, present, future)	<ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 7, pages 92–3 (present, imperative) <p>Towards the end of <i>Équipe 3</i>, when pupils have been taught the immediate future and the imperfect tense, they could write/talk about their current eating/exercise habits compared with what they used to eat/do when they were younger, and they could give resolutions for the future.</p>
Skills	
developing independence through open-ended role-play situations, using language creatively and imaginatively	<p>As the <i>Équipe</i> course progresses, role-plays and other speaking activities (e.g. interviews, surveys) become more open-ended, allowing students to become increasingly independent in their use of language. The following examples encourage pupils to invent moods/personalities/emotions for the role-play characters:</p> <ul style="list-style-type: none"> • <i>Équipe 2</i>, Unit 2, page 42 (pupils work in groups to prepare and perform a short play set in a café) • <i>Équipe 2</i>, Unit 4 <i>En plus</i>, page 129 (here, the task instructions set the scene for the role-play and pupils are asked to imagine/act out what happens next: a teenager has spent the day at home while the parents are out at work – the parents return to find the house in a mess – they are furious – what happens next?) • <i>Équipe 3</i>, Unit 3, page 46 (pupils work in small groups to create/act out a 'sketch' about someone arriving for a stay with a French family)
further use of dictionaries	<p>In <i>Équipe 3</i>, all units include activities designed to help pupils develop their dictionary skills. See also the specific guidance in the <i>Dictionnaire</i> sections on the following pages:</p> <ul style="list-style-type: none"> • <i>Équipe 3</i>, Unit 3, page 49 (compound nouns) • <i>Équipe 3</i>, Unit 4, page 67 (choosing the correct translation when a word has several different senses) <p>See QCA Units 3 and 5 for dictionary use in <i>Équipe 1</i> and 2.</p>

QCA Unit 14 : <i>Déjà</i>	<i>Équipe</i> reference
Grammar and language content	
perfect tense of verbs with <i>avoir</i> (all persons and types of verb other than <i>-er</i> verbs)	<ul style="list-style-type: none"> • By the end of <i>Équipe 2</i>, pupils have been introduced to the perfect tense with <i>avoir</i> and <i>être</i>, using all persons of the verb. • Past participles of verbs other than <i>-er</i> verbs are introduced gradually during <i>Équipe 2</i> and <i>3</i>, e.g. <i>mis, pris, parti(e), venu(e), bu, lu, eu, perdu</i>, etc.
words and phrases referring to the past	<ul style="list-style-type: none"> • Introduced gradually in <i>Équipe 2</i> and <i>3</i>, e.g. <i>hier, hier soir, le week-end dernier, la semaine dernière, l'année dernière, samedi dernier</i>, etc. <p>See also:</p> <ul style="list-style-type: none"> • <i>Équipe 3</i>, Unit 5, pages 84–5 (<i>quand j'étais petit(e), je ...</i>)
further work on the perfect tense, including <i>être</i> verbs and reflexive verbs	<ul style="list-style-type: none"> • <i>Équipe 2</i>, Unit 5, pages 64–5 (<i>être</i> verbs, including agreement of past participle) • <i>Équipe 2</i>, Unit 6, pages 74–7 (<i>être</i> verbs, all persons of verb) • <i>Équipe 2</i>, Unit 7, page 89 (<i>avoir</i> and <i>être</i> verbs together) <p>Note that the perfect tense with reflexive verbs is covered fully in <i>Équipe 4</i>. However, individual phrases are introduced in <i>Équipe 3</i>, e.g. <i>on s'est bien amusés, il/elle s'est remarié(e)</i>.</p>
Contexts	
past birthday or other special occasion	<ul style="list-style-type: none"> • <i>Équipe 2</i>, Unit 5, pages 60–9 and <i>Encore/En plus</i> on pages 130–1 (includes festivals, present and past) • <i>Équipe 2</i>, Unit 7, pages 92–3 (past tense preparations for a party) • <i>Équipe 3</i>, Unit 6, pages 102–3 (imperfect and perfect tense together)
recent events in the wider world (via the news)	<ul style="list-style-type: none"> • Newspapers, magazines, TV and radio broadcasts, Internet material can be used according to individual interests, available resources, etc. <p>See also:</p> <ul style="list-style-type: none"> • <i>Équipe 3</i>, Unit 4, pages 70–1 (environmental issues)
Skills	
developing the ability to cope with an increasingly complex range of reading and listening stimuli	<p>Many of the <i>Guide pratique</i> sections give advice on reading and listening strategies, e.g.</p> <ul style="list-style-type: none"> • <i>Équipe 2</i>, Unit 2, page 24 (when reading, concentrate on key words instead of trying to understand the whole text) • <i>Équipe 2</i>, Unit 8, page 103 (listen to tone of voice to help with understanding) • <i>Équipe 2</i>, Unit 8, page 103, <i>Dictionnaire</i> section (use context to help work out meaning) • <i>Équipe 2</i>, Unit 9, page 111 (in listening tasks, try to predict possible answers by reading the questions before the tape begins, concentrate on key words/main points) • <i>Équipe 3</i>, Unit 2, page 35 (techniques for giving more detailed replies to reading comprehension questions) • <i>Équipe 3</i>, Unit 5, page 82 (how to take notes when listening by using abbreviations, symbols, key words, etc.)

QCA Unit 15 : <i>Une visite</i>	<i>Équipe</i> reference
Grammar and language content	
contrasting tenses	<ul style="list-style-type: none"> • <i>Équipe 2</i>, Unit 3, page 38 (pronunciation of <i>je joue</i> and <i>j'ai joué</i>, and helps pupils to distinguish between the present and the perfect tense) • <i>Équipe 2</i>, Unit 9, page 115 (<i>c'est ou c'était?</i>) • <i>Équipe 3</i>, Unit 2, page 35 (the difference between <i>je vais</i> and <i>je voudrais</i> + infinitive) • <i>Équipe 3</i>, Unit 5, page 91 (pupils use a range of tenses to talk/write about their early years at primary school, what they are doing now at school, and their future hopes and plans) • <i>Équipe 3</i>, Unit 6, pages 102–3 (<i>passé composé ou imparfait?</i>)
superlatives	<ul style="list-style-type: none"> • <i>Équipe 3</i>, Unit 4, pages 68–9
further work on <i>aller</i> + infinitive in more complex sentences	<ul style="list-style-type: none"> • <i>Équipe 3</i>, Unit 2, pages 34–5 • <i>Équipe 3</i>, Unit 5, pages 88–9
Contexts	
school trip or other visit/holiday abroad or in this country	<ul style="list-style-type: none"> • <i>Équipe 2</i>, Unit 6, pages 74–81 • <i>Équipe 3</i>, Unit 3, pages 46–59
visits by foreign nationals here	<ul style="list-style-type: none"> • <i>Équipe 2</i>, Unit 9, pages 112–13 and page 118
Skills	
expressing a wider range of preferences and opinions	<p>In <i>Équipe 3</i>, the following pages in particular focus on new ways of expressing opinions:</p> <ul style="list-style-type: none"> • Unit 1, page 19 (further use of <i>parce que</i> and <i>mais</i>) • Unit 2, pages 28–9 (<i>par contre</i> and <i>surtout</i>, e.g. <i>j'aime la musique, surtout le reggae</i>, and <i>je n'aime pas le reggae – par contre, j'adore le rap</i>) • Unit 4, pages 66–7 (<i>je pense que ...</i>) • Unit 5, pages 80–1 (<i>je trouve ça intéressant/utile</i>, etc.) <p>See QCA Units 4 and 5 for ways of expressing opinions already introduced in <i>Équipe 1</i> and 2.</p>
dealing with unpredictable elements at a simple level	<p>See the <i>Guide pratique</i> sections, e.g.</p> <ul style="list-style-type: none"> • <i>Équipe 1</i>, Unit 7, page 89 (using tone of voice, gestures, facial expressions to help understand what someone is saying) • <i>Équipe 1</i>, Unit 8, page 103 (<i>Parle sans paniquer!</i> – using hesitation techniques to give yourself more time to think when speaking) • <i>Équipe 2</i>, Unit 2, page 24 (picking out key words when reading instead of trying to understand the whole text) • <i>Équipe 2</i>, Unit 8, page 103, <i>Dictionnaire</i> section (using context to work out meaning instead of looking up every unknown word in a dictionary) • <i>Équipe 3</i>, Unit 3, page 49 (when speaking, how to 'explain' an unknown word or phrase through mime, paraphrase, describing or defining the word, etc.)

QCA Unit 16 : <i>Notre monde</i>	<i>Équipe</i> reference
Grammar and language content	
further work on direct object pronouns	• <i>Équipe</i> 3, Unit 2, page 30 (<i>me, te</i>)
negatives other than <i>ne ... pas</i>	• <i>Équipe</i> 2, Unit 7, page 91 (<i>ne ... rien/plus/jamais</i>)
Contexts	
town and country	• <i>Équipe</i> 3, Unit 4, pages 62–7
regions of France	• See QCA Unit 7: French-speaking countries and areas
aspects of the environment	• <i>Équipe</i> 3, Unit 4, pages 70–1
Skills	
independent reading	See the <i>Équipe-Magazine</i> sections in each unit throughout, and the <i>Équipe</i> website.

QCA Unit 17 : <i>À mon avis</i>	<i>Équipe</i> reference
Grammar and language content	
relative pronouns <i>qui</i> and <i>que</i>	<ul style="list-style-type: none"> • <i>Équipe 2</i>, Unit 8, page 102 (<i>qui</i>) <p>Note that <i>que</i> appears in reading texts throughout but is not covered fully until <i>Équipe 4</i>.</p>
use of imperfect tense in descriptions and opinions	<ul style="list-style-type: none"> • <i>Équipe 3</i>, Unit 3, page 55 (imperfect of <i>être</i>) • <i>Équipe 3</i>, Unit 5, pages 84–7 (imperfect of other verbs)
Contexts	
TV, films, understanding reviews	<ul style="list-style-type: none"> • <i>Équipe 2</i>, Unit 2, pages 22–31
Skills	
summarizing and recounting	<p>The following types of activity occur frequently in <i>Équipe 2</i> and 3, and are effective in helping pupils to develop these skills:</p> <ul style="list-style-type: none"> • <i>Équipe 2</i>, Unit 1, page 9 (pupils rearrange jumbled phrases in the correct order to produce a summary of the text) • <i>Équipe 2</i>, Unit 5, page 59 (pupils are given two summaries and must choose the one that most accurately represents the original text) • <i>Équipe 2</i>, Unit 6, page 71 (pupils fill in the missing words to create a summary of the original text) • <i>Équipe 3</i>, Unit 5, page 82 (the <i>Guide pratique</i> gives guidance on how to take notes when listening) • <i>Équipe 3</i>, Unit 6, page 99 (pupils listen, take notes and summarize)
listening, reading and viewing for pleasure	See the <i>Équipe-Magazine</i> sections in each unit throughout, and the <i>Équipe</i> website.
producing and understanding more complex sentences	<p>See:</p> <ul style="list-style-type: none"> • QCA Unit 8: writing and speaking at greater length • QCA Unit 14: coping with an increasingly complex range of reading and listening stimuli

QCA Unit 18 : <i>Chez nous, chez vous</i>	<i>Équipe</i> reference
Grammar and language content	
<i>y</i>	<ul style="list-style-type: none"> • <i>Équipe</i> 3, Unit 4, pages 64–5 (to replace à + place)
specific new language structures or points of grammar may arise within texts heard or read	<ul style="list-style-type: none"> • Opportunities occur throughout
Contexts	
focus on one or more French-speaking countries or regions	<ul style="list-style-type: none"> • See below and QCA Unit 7: French-speaking countries and areas
Skills	
using French for the real purpose of finding out factual information	<p>Many opportunities occur throughout, e.g.</p> <ul style="list-style-type: none"> • <i>Équipe</i> 1, Unit 7, page 99 (<i>la pétanque</i>) • <i>Équipe</i> 1, Unit 9, page 116 (life in Burkina Faso) • <i>Équipe</i> 1, Unit 9, page 120 (inventions from around the world) • <i>Équipe</i> 2, Unit 2, page 31 (information about cable TV) • <i>Équipe</i> 2, Unit 5, page 69 (food specialities associated with different festivals) • <i>Équipe</i> 2, Unit 8, pages 100–7 and page 137 (French phone numbers, instructions for sending e-mail messages, how to use a phone card, other telecommunications and computer information) • <i>Équipe</i> 3, Unit 2, pages 40–1 (<i>Les coulisses d'un méga-concert</i> gives information about the equipment and people involved in organizing a large-scale music event) • <i>Équipe</i> 3, all units (each unit focuses on a different area of France or French-speaking country) • See also the <i>Équipe</i> website

Coverage of the programme of study

This table relates the *Équipe* key stage 3 scheme of work to the statements in the programme of study, showing where opportunities occur for coverage of each statement. Note that * indicates a further comment in the notes following the table.

	<i>Équipe 1</i> units 1–9									<i>Équipe 2</i> units 1–9									<i>Équipe 3</i> units 1–6					
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6
1a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
1b	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
1c	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
2a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
2b	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
2c	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
2d	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
2e						✓	✓	✓		✓						✓	✓			✓		✓		
2f	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
2g		✓		✓	✓		✓	✓	✓		✓					✓	✓			✓				
2h			✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
2i									✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
2j												✓		✓	✓	✓	✓	✓	✓	✓		✓		
3a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
3b	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
3c	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
3d	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
3e	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
4a*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
4b*																								
4c*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
4d*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
5a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
5b		✓																		✓				
5c		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	
5d*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
5e*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
5f	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
5g*	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
5h	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
5i	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

Notes to the programme of study

Pupils should be taught about different countries and cultures by:

- 4a** *working with authentic materials in the target language, including some from ICT-based sources*
- 4c** *considering their own culture and comparing it with the cultures of the countries and communities where the target language is spoken*
- 4d** *considering the experiences and perspectives of people in these countries and communities*
- The *Équipe* website (www.oup.co.uk/equipe) is a rich source of authentic material, providing links to a variety of French sites where pupils can read for information or pleasure – if pupils have access to computers and the Internet, the opportunity to meet the requirements of statements 4a, 4c and 4d exists throughout the course.
 - The *Équipe* coursebooks themselves offer a range of information, some of it in the form of authentic texts, about different aspects of life in French-speaking countries.

Pupils should be taught about different countries and cultures by:

- 4b** *communicating with native speakers*
- Coverage of this statement will depend largely on the resources and contacts available to individual schools, e.g. does the school have access to a foreign language assistant or any links with schools in French-speaking countries?

Pupils should be taught the knowledge, skills and understanding through:

- 5d** *producing and responding to different types of spoken and written language, including texts produced using ICT*
- 5e** *using a range of resources, including ICT, for accessing and communicating information*
- The *Équipe Informatique* software package provides activities suitable for pupils at all stages of the course.
 - The *Équipe* website features a range of interactive grammar and vocabulary-based activities, quizzes, etc. based on the contents of each unit of work.
 - The website also offers pupils the opportunity to write for an audience: teachers are invited to submit their pupils' work for inclusion on the site.
- 5g** *listening, reading or viewing for personal interest and enjoyment, as well as for information*
- Throughout the coursebooks, the *Équipe-Magazine* sections provide reading material on a wide range of topics.
 - See also the *Équipe* website for links to a variety of French sites.

Grammar and skills progression

These last two tables provide an overview of grammar and skills progression during years 7, 8 and 9 in the *Équipe* key stage 3 scheme of work.

Grammatical progression			
	Year 7 : <i>Équipe 1</i>	Year 8 : <i>Équipe 2</i>	Year 9 : <i>Équipe 3</i>
Nouns and pronouns	<ul style="list-style-type: none"> Articles (definite and indefinite) Gender Singular and plural Subject pronouns Partitive article (<i>du/de l'/de la/des</i>) 	<ul style="list-style-type: none"> The relative pronoun <i>qui</i> 	<ul style="list-style-type: none"> Direct object pronouns (<i>me/te</i> and <i>le/l'/la/les</i>) Absence of article when referring to jobs Masculine and feminine forms of jobs <i>y</i> Emphatic pronouns (<i>lui/elle/eux/elles</i>)
Adjectives	<ul style="list-style-type: none"> Agreement and position Possessives (first, second and third person singular) 	<ul style="list-style-type: none"> Irregular adjectives Adjectives that go before the noun Demonstratives (<i>ce/cet/cette/ces</i>) Comparatives (<i>plus</i> + adjective) 	<ul style="list-style-type: none"> Comparatives and superlatives Possessives (<i>leur/leurs</i>)
Verbs	<ul style="list-style-type: none"> Present tense Regular <i>-er</i> verbs Phrases using <i>-ir</i> and <i>-re</i> verbs (e.g. <i>je lis, je dors, je bois, je sors</i>) Common irregular verbs (e.g. <i>avoir, être, aller, faire</i>) Negatives (<i>ne ... pas</i>) Imperative, including negatives Question forms Introduction to phrases with modal verbs (e.g. <i>on peut/je voudrais</i> + infinitive) 	<ul style="list-style-type: none"> Immediate future Perfect tense with <i>avoir</i> and <i>être</i>, including negatives Reflexive verbs, including negatives More <i>-ir</i> and <i>-re</i> verbs Verb + infinitive (<i>aimer</i>) Modal verbs + infinitive (full paradigm of <i>pouvoir</i> and <i>vouloir</i>) <i>Il faut</i> and <i>je dois</i> + infinitive <i>Pour</i> + infinitive More negatives (<i>ne ... plus/rien/jamais</i>) <i>C'était</i> + adjective 	<ul style="list-style-type: none"> Imperfect tense Introduction to verbs with <i>à</i> or <i>de</i> + infinitive (e.g. <i>apprendre à, avoir le droit de</i>) Contrasting tenses
Structural features	<ul style="list-style-type: none"> <i>Il y a</i> Prepositions, including <i>au/à l'/à la/aux</i> Question words Quantifiers Simple adverbs of time/time phrases Conjunctions Complex sentences using <i>quand</i> 	<ul style="list-style-type: none"> Prepositions + <i>de</i> (e.g. <i>à côté/en face/près</i> + <i>du/de l'/de la/des</i>) More quantifiers More adverbs of time/time phrases Complex sentences with <i>mais</i> and <i>parce que</i> 	<ul style="list-style-type: none"> <i>Depuis</i> + present tense More adverbs of time/time phrases
Other features	<ul style="list-style-type: none"> Alphabet Numbers 1–100 	<ul style="list-style-type: none"> Ordinal numbers Numbers above 100 	

Skills progression			
	Year 7 : <i>Équipe 1</i>	Year 8 : <i>Équipe 2</i>	Year 9 : <i>Équipe 3</i>
Application of knowledge	<ul style="list-style-type: none"> • Pronounce words/phrases • Use correct intonation for questions and statements • Make simple sentences • Ask and answer questions • Understand instructions • Express simple opinions and reasons • Begin to vary the target language to suit context, audience and purpose (e.g. by using <i>tu</i> and <i>vous</i> appropriately, giving tactful opinions, learning simple polite phrases) • Write an informal letter • Give a short oral presentation • Early steps in independent reading • Substitute words from memory • Apply knowledge at a simple level (e.g. verb paradigms, spelling and pronunciation rules) 	<ul style="list-style-type: none"> • Give longer and more detailed responses in speaking and writing • Further ways of asking questions • Volunteer more detailed opinions and reasons, express agreement and disagreement • Use formal or informal language, depending on context, audience and purpose • Write a formal letter • Develop more independence in speaking (e.g. through open-ended role-plays) • Make notes when listening • Read longer texts for information and pleasure • Begin to summarize the main points of spoken and written text 	<ul style="list-style-type: none"> • Cope with increased complexity in listening, speaking, reading and writing • Apply knowledge of language (e.g. word families, grammar) across a range of contexts • Make notes when listening or reading • Use own notes to summarize and recount the main points of spoken and written texts • Give a longer oral presentation • Compare and discuss a wider range of ideas and opinions • Read more complex texts for information and pleasure
Study skills and learning strategies	<ul style="list-style-type: none"> • Ways of learning vocabulary and phrases (e.g. rhymes and raps, pronouncing and repeating, guessing games, memory games) • Begin to make and refer to notes (e.g. by copying accurately, colour-coding nouns according to gender, etc.) • Begin to deal with the unfamiliar (e.g. ask for help, use body language to help understanding, use hesitation techniques when speaking, pick out key words in listening and reading, use cognates) 	<ul style="list-style-type: none"> • Ways of learning longer texts, verb paradigms, etc. • Revision techniques • Make more detailed notes to aid learning/revision • Develop more independence by using reference materials (e.g. textbooks, dictionaries, own notes) • Adapt a written model, begin to draft and redraft own work • Cope with the unknown and the unpredictable (e.g. use context and cognates to work out meaning, try to predict responses when listening) 	<ul style="list-style-type: none"> • Revision techniques • Adapt a written model to produce own independent response • Draft, redraft and check own work critically, using a range of reference materials • Use a variety of techniques for dealing with the unknown and the unpredictable (context, cognates, other clues in the text, key words, miming or 'explaining' unknown words when speaking, using tone of voice to help with understanding, predicting possible responses)
Dictionary use	<ul style="list-style-type: none"> • How to find gender • How to look for verbs using the infinitive • How to choose the correct dictionary definition when a word has several different senses 	<ul style="list-style-type: none"> • When not to use a dictionary (cognates, context, etc.) • How to locate past participles and reflexive verbs using the infinitive • Non-literal translations • <i>Faux amis</i> 	<ul style="list-style-type: none"> • Compound nouns • More work on choosing between alternatives when a word has several different senses • Recognize word families (e.g. nouns and verbs with the same root)

