



Pearson

International Advanced Level Modern Foreign Languages (German)

**Scheme of work
with grammar, structures and suggested resources**

Introduction

The following scheme of work provides an overview of the content of the International Advanced Level Modern Foreign Language specifications and shows how the content could be taught as an example approach only. Schools can adapt it to fit their timetabling and staffing arrangements. This scheme of work should be read in conjunction with the Pearson Edexcel [IAL German specification](#).

The scheme of work is based on an allocation of 5 hours per week or 10 hours per fortnight across timetables using a two-week cycle, with teaching divided between two teachers. The scheme of work is based on the assumption that the IAL level will comprise of 35 teaching weeks (or 175 hours) in each year. Provision is made for revision and preparation for the Unit 1 and Unit 2 examinations at the end of Year 1, and for revision and preparation for the Unit 3 and Unit 4 examinations at the end of Year 2. It is possible for the course to be taught as a linear course, with all four units taken at the end of the two year course.

Note that the number of guided learning hours for A level is 360. The total number of guided hours in this scheme of work is 350, which allows time for assessments and examination practice.

Grammar

The IAL specification requires students to develop knowledge of the grammatical structure of the language as detailed in the specification. Many of the grammatical points required will have already been met but will need to be revisited and reinforced during the course. The grammar requirements are outlined in the grammar list in the specification.

Vocabulary

There are no lists of prescribed vocabulary for IAL German. For each of the topics candidates are expected to have knowledge of a wide range of topic-specific vocabulary. Potential sources of vocabulary lists for topic areas are given in the "Resources" section of this scheme of work, but these should not be considered to be either prescriptive or exhaustive. Students should be encouraged to make their own lists of relevant vocabulary for each topic area. A good starting point for these would be the [Sample Assessment Material](#) and [past examination papers](#) for this specification, text books and texts studied in class.

Skills

The IAL German assessments require the following skills:

- Understand and respond to spoken German in spoken and written language
- Understand and respond to written German in spoken and written language
- Write an extended piece of writing in German responding critically to themes and ideas from the topic, text or film studied (Year 2)
- Discuss, in spoken German, one of the topic areas chosen for the Unit 1 test (Year 1 Unit 1)
- Discuss, in spoken German a chosen issue and further unpredictable issues (Year 2 Unit 3)
- Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.

All of these skills should be practised throughout the course, as appropriate. Teachers will find examples of question types in the Sample Assessment Material and past examination papers and further details of assessment types in the German.



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How to use this scheme of work

The prescribed topic areas for IAL MFL and the amount of time allocated to each in this scheme of work are:

Year 1

- Topic Area 1 – Youth matters (40 hours)
- Topic Area 2 – Lifestyle, health and fitness (40 hours)
- Topic Area 3 – Environment and travel (40 hours)
- Topic Area 4 – Education and Employment (40 hours)
- Revision and preparation for Unit 1 and Unit 2 exams (15 hours)

Year 2

- Topic Area 5 – Technology in the German speaking world (40 hours)
- Topic Area 6 – Society in the German speaking world (40 hours)
- Topic Area 7 – Ethics in the German speaking world (40 hours)
- Study of a topic, text or film (30 hours)
- Revision and preparation for the Unit 3 and Unit 4 exams (25 hours)

The columns in this lesson plan indicate:

- an overview of the time allocated to each topic/subtopic based on 175 teaching hours per year (in addition to the time allowed for exam revision and preparation)

- the grammar and structures to be covered at each point of the course

Why transferable skills?

In recent years, higher education institutions and global employers have consistently identified the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work. To support the design of our qualifications, we have mapped them to a transferable skills framework. The framework includes cognitive, intrapersonal skills and interpersonal skills and each skill has been interpreted for MFL to ensure they are appropriate. Further information on transferable skills is available on the [IAL webpage](#). These materials, including this scheme of work, will support you in identifying and developing these skills in your students.

Assessment Objectives

AO1 Understand and respond, in speech and writing, to spoken language.

AO2 Understand and respond, in speech and writing, to written language.

AO3 Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.

AO4 Respond critically to themes and ideas from selected topics, cultural texts or films.

General Topic Areas

Each of the seven topic areas is divided into a series of sub-topics as detailed below. Topic Areas 1, 2, 3 and 4 are tested in the AS units 1 and 2, all seven topic areas are tested in the A level units 3 and 4. All the topic areas should be studied in the context of the German speaking world.

Topic Area 1: Youth matters

Subtopics:

- Family relationships and friendships
- Peer pressure and role models
- Music and fashion
- Technology and communication

Topic Area 2: Lifestyle, health and fitness

Subtopics:

- Food and diet
- Sport and exercise
- Health issues
- Urban and rural life

Topic Area 3: Environment and travel

Subtopics:

- Tourism, travel and transport
- Natural disasters and weather
- Climate change and its impact
- Energy, pollution and recycling

Topic Area 4: Education and employment

Subtopics:

- Education systems and types of schooling
- Pupil/student life
- Volunteering and internships
- Jobs and unemployment

Topic Area 5: Technology in the German speaking world

Subtopics:

- Scientific advances
- Technological innovations
- Impact on life and environment

Topic Area 6: Society in the German speaking world

Subtopics:

- Migration
- Equality
- Politics
- Customs

Topic Area 7: Ethics in the German speaking world

Subtopics:

- Beliefs
- Law and order
- Moral issues (e.g. euthanasia, adoption, genetic modification)

IMPORTANT NOTE about the “Suggested areas for study”

Only the Topic Areas (1-7) and the **subtopics** of these areas (listed above) are prescribed by Pearson for examination. In this scheme of work, the “suggested areas for study” for each subtopic are provided to help teachers identify possible areas to explore further within the subtopics, but are in **no way definitive or prescriptive**.

YEAR 1 (Based on two teachers 2 with 5 hours per fortnight of teaching each)

Week	Teacher 1 – Topic Area	Teacher 1 – Grammar and structures	Teacher 2 – Topic Area	Teacher 2 – Grammar and structures
1-4 20 hours	<p>Topic Area 1 – Youth Matters</p> <p>Subtopic : Family relationships and friendships</p> <p>Suggested areas for study:</p> <ul style="list-style-type: none"> • Different types of family units • Relationships within the family • The influence of family on a young person’s decisions • Differences between generations • Attitudes to marriage and relationships • The importance of friendship • What makes a good friend 	<p>Grammar/structures:</p> <ul style="list-style-type: none"> • Gender of nouns • Singular and plural of nouns • Definite, indefinite and partitive articles including <i>kein</i> • Co-ordinating conjunctions (e.g. <i>und, oder, aber, denn</i>) • Subordinating conjunctions affecting word order(e.g. <i>weil, dass, wenn, als, obwohl, bis, da etc</i>) • Discourse markers (e.g. <i>im Gegenteil, in der Tat</i>) • Fillers (e.g. <i>zum Beispiel, also, gut, wohl, ja, nun, nicht wahr</i>) • The Case System: the nominative and accusative as subject and object 	<p>Topic Area 1 – Youth Matters</p> <p>Subtopic : Peer pressure and role models</p> <p>Suggested areas for study:</p> <ul style="list-style-type: none"> • Peer pressure in relation to music and fashion • Peer pressure in relation to behaviour and habits • How to deal with peer pressure • Pop stars, celebrities and sportspeople as role models • Family and friends as role models • Why young people need and how they choose role models 	<p>Grammar/structures:</p> <ul style="list-style-type: none"> • Personal subject pronouns, including <i>man</i> • Modes of address (i.e. <i>du, ihr, Sie</i>) • Present tense of verbs , modal verbs, principal irregular verbs (<i>sein, haben, wissen etc</i>), reflexive verbs) • Use of vocabulary suggesting negativity (e.g. <i>nicht, nie</i>) • Main clause word order including inversion
5-8 20 hours	<p>Topic Area 1 – Youth Matters</p> <p>Subtopic : Music and Fashion</p> <p>Suggested areas for study:</p>	<p>Grammar/structures:</p> <ul style="list-style-type: none"> • Simple prepositions using the Accusative (e.g. <i>bis, durch für, gegen, ohne um, entlang</i>) • Simple prepositions using the Dative (e.g. <i>aus, außer, bei, mit,</i> 	<p>Topic Area 1 – Youth Matters</p> <p>Subtopic : Technology and communication</p> <p>Suggested areas for study:</p>	<p>Grammar/structures:</p> <ul style="list-style-type: none"> • Imperative mood of verbs, including <i>wir</i> form • Future tense of verbs using <i>werden</i> • Verbs followed by an infinitive (with or without <i>zu</i>)

	<ul style="list-style-type: none"> • The importance of music and fashion in the lives of young people • German speaking musicians • The place of German language music in the world • What does it mean to be fashionable? • Is Munich the fashion capital of the world? • The importance of following fashion 	<p><i>nach seit, von, zu, entgegen, gegenüber)</i></p> <ul style="list-style-type: none"> • comparative and superlative adjectives • colours and their agreement and position • adjectives used as nouns (e.g. <i>der Alte, die Deutschen</i>) • quantifiers (<i>genug, viel, weniger, mehr, sehr, zu, soviel, fast, ganz</i>) 	<ul style="list-style-type: none"> • Different types of technology • The advantages and disadvantages of technology • The role of technology in entertainment • The role of technology in education and the work place • Are we too dependent on technology? 	<ul style="list-style-type: none"> • Conditional tense of verbs
9-12 20 hours	<p>Topic Area 2 – Lifestyle, Health and Fitness</p> <p>Subtopic : Food and Diet</p> <p>Suggested areas for study:</p> <ul style="list-style-type: none"> • Different types of food and meals • Food as a reflection of culture • The importance of food in society • The advantages and disadvantages of different diets (e.g. vegetarian diets, the Mediterranean diet) • What is a balanced diet? • The importance of knowing how to cook 	<p>Grammar/structures:</p> <ul style="list-style-type: none"> • Interrogative forms of verbs • Interrogative pronouns (e.g. <i>wer, was</i>) • Interrogative adjective (<i>welcher</i>) • Interrogative adverbs (including <i>wieviel, wie, wann, wo, warum</i>) • Inversion of verbs in interrogation, including with nouns 	<p>Topic Area 2 – Lifestyle, Health and Fitness</p> <p>Subtopic : Sport and Exercise</p> <p>Suggested areas for study:</p> <ul style="list-style-type: none"> • Different types of and the popularity of different types of sport and exercise • How to encourage people to take exercise and to play sport • Should sport be compulsory at school? • The importance of the Olympic Games and other major sporting events • Would you like to be a professional 	<p>Grammar/structures:</p> <ul style="list-style-type: none"> • Cardinal numbers • Ordinal numbers • Numerals in expressions of time and date • Perfect tense of verbs (including those using <i>sein</i> verbs) • Verb forms used as adjectives (e.g. <i>erleichtert, geschieden, entschlossen</i>)

			sportsman / sportswoman?	
13-16 20 hours	<p>Topic Area 2 – Lifestyle, Health and Fitness</p> <p>Subtopic : Health issues</p> <p>Suggested areas for study:</p> <ul style="list-style-type: none"> Major health issues in society The health service How can we help those with health issues? What is a healthy lifestyle? Is sleep important? The work/life balance 	<p>Grammar/structures:</p> <ul style="list-style-type: none"> Demonstrative adjectives (<i>dieser etc</i>) Indefinite adjectives (including <i>jeder, jener, solcher, andere</i>) Possessive adjectives (<i>mein etc etc.</i>) Exclamatory adjectives (<i>was für ... ! etc.</i>) agreement of adjectives in the nominative and accusative after <i>der, dieser, jeder, welcher, solcher</i> (gender and number) 	<p>Topic Area 2 – Lifestyle, Health and Fitness</p> <p>Subtopic : Urban and rural life</p> <p>Suggested areas for study:</p> <ul style="list-style-type: none"> The advantages and disadvantages of life in a town or city The advantages and disadvantages of life in the countryside Urban migration Issues facing rural communities Megapolis – can a city be too big? 	<p>Grammar/structures:</p> <ul style="list-style-type: none"> Comparative and superlative of adverbs Imperfect tense of verbs
17-20 20 hours	<p>Topic Area 3 – Environment and travel</p> <p>Subtopic : Tourism, travel and transport</p> <p>Suggested areas for study:</p> <ul style="list-style-type: none"> The advantages, disadvantages and popularity of different types of transport Public transport The importance of travel Different types of tourism The impact of tourism on a community 	<p>Grammar/structures:</p> <ul style="list-style-type: none"> The Case System : The Dative Direct object accusative pronouns Indirect object dative pronouns (e.g. <i>ihm, ihr, ihnen</i>) Position and order of object pronouns : Accusative before Dative (e.g <i>er hat es ihr gesagt</i>) Position of object nouns : Dative before Accusative (e.g <i>er hat dem Mann das Buch gegeben.</i>) 	<p>Topic Area 3 – Environment and travel</p> <p>Subtopic : Natural disasters and weather</p> <p>Suggested areas for study:</p> <ul style="list-style-type: none"> Different types of natural disasters Case study of the consequences of a natural disaster Can we manage natural disasters? Different types of weather The effects of different types of 	<p>Grammar/structures:</p> <ul style="list-style-type: none"> Use of <i>vor + dative (ago)</i> Present and imperfect tense use with <i>seit</i> Position of objects (e.g. pronoun before noun <i>er hat es dem Mann gesagt.</i>)

		<ul style="list-style-type: none"> Agreement of adjectives after <i>mein</i> etc 	weather on people and their ways of life	
21-24 20 hours	<p>Topic Area 3 – Environment and travel</p> <p>Subtopic : Climate change and its impact</p> <p>Suggested areas for study:</p> <ul style="list-style-type: none"> What is climate change? The causes of climate change The effect of climate change on communities The effect of climate change on the planet Can we manage and/or control climate change? 	<p>Grammar/structures:</p> <ul style="list-style-type: none"> Reflexive pronouns e.g. <i>sich</i> Disjunctive or emphatic pronouns as subject or object (e.g. <i>ich selber</i>, etc.) Quantifiers (e.g. <i>besonders, kaum, recht, sehr, wenn, ziemlich</i>) Weak nouns (e.g. <i>Herr, Junge, Mensch</i> etc) 	<p>Topic Area 3 – Environment and travel</p> <p>Subtopic : Energy, pollution and recycling</p> <p>Suggested areas for study:</p> <ul style="list-style-type: none"> Different types of energy (e.g. renewable energy / fossil fuels / nuclear energy) The future of energy The causes and consequences of pollution How can we reduce pollution? The importance and impact of recycling Schemes to encourage recycling 	<p>Grammar/structures:</p> <ul style="list-style-type: none"> Impersonal verbs (<i>es gibt, es geht, es scheint, es gelingt, es gefällt, es fehlt</i>) Perfect infinitive Passive voice in the present tense
25-28 20 hours	<p>Topic Area 4 – Education and employment</p> <p>Subtopic : Education systems and types of schooling</p> <p>Suggested areas for study:</p> <ul style="list-style-type: none"> Different subjects and programmes of study Different types of school The baccalaureate and other exams 	<p>Grammar/structures:</p> <ul style="list-style-type: none"> The Accusative and Dative with certain prepositions to show movement or position (e.g. <i>an, auf, hinter, in, neben, über, unter, vor, zwischen</i> etc) Simple relative pronouns (e.g. <i>der, die, das, welcher</i> etc, <i>was</i>) Demonstrative pronouns 	<p>Topic Area 4 – Education and employment</p> <p>Subtopic : Pupil/student life</p> <p>Suggested areas for study:</p> <ul style="list-style-type: none"> Issues at school (e.g. subject choices, homework, uniform, discipline) Extra-curricular opportunities 	<p>Grammar/structures:</p> <ul style="list-style-type: none"> Subjunctive mood in the present tense Common uses of the subjunctive mood Imperfect subjunctive of <i>mögen</i> and <i>können</i>

	<ul style="list-style-type: none"> • Education systems in German speaking countries • Single-sex versus mixed education 		<ul style="list-style-type: none"> • Studying at university, life as a student • Studying abroad • University funding and fees 	
29-32 20 hours	<p>Topic Area 4 – Education and employment</p> <p>Subtopic : Volunteering and internships</p> <p>Suggested areas for study:</p> <ul style="list-style-type: none"> • Different types of volunteering and volunteer organisations • The benefits of volunteering • Should everybody be encouraged to volunteer? • A case study of a voluntary organisation • The advantages of internships • Different types of internships 	<p>Grammar/structures:</p> <ul style="list-style-type: none"> • The Case System : The Genitive • The Genitive with certain prepositions (e.g. <i>statt, während, wegen, trotz, um...willen</i> etc) • Adverbs of time and place affecting word order • Common adverbial phrases 	<p>Topic Area 4 – Education and employment</p> <p>Subtopic : Jobs and unemployment</p> <p>Suggested areas for study:</p> <ul style="list-style-type: none"> • Opportunities for employment • Comparing different types of jobs and workplaces • How to find employment • The causes and consequences of unemployment • How to solve the problem of unemployment 	<p>Grammar/structures:</p> <ul style="list-style-type: none"> • Subjunctive mood in the perfect tense • The Genitive to show possession and after certain prepositions • Indefinite pronouns (<i>jemand, niemand</i>) • Possessive pronouns (<i>meiner, meine, meins</i>)
33-35 15 hours	Revision and preparation for Unit 1 and Unit 2 exams			

YEAR 2 (Based on two teachers 2 with 5 hours per fortnight of teaching each)

Week	Teacher 1 – Topic Area	Teacher 1 – Grammar and structures / Skills		Teacher 2 – Topic Area	Teacher 2 – Grammar and structures
1-12 30 hours	Study of topic, text or film	Skills: Preparation for writing the essay based on a topic, text or film for Unit 4: Section C	1-6 15 hours	Topic Area 5 – Technology in the German speaking world Subtopic : Scientific advances Suggested areas for study: <ul style="list-style-type: none"> • Advances in medicine • Space exploration and technology • The future of transport • Housing of the future 	Grammar/structures: <ul style="list-style-type: none"> • Prepositions used figuratively with a verb (e.g. <i>denken an + acc, beruhen auf + dat</i>) • Passive state e.g. <i>die Tür ist geöffnet</i> • Konjunktiv 2 (imperfect subjunctive of sein, haben and modals) • Quantifiers
			7-10 10 hours	Topic Area 5 – Technology in the German speaking world Subtopic : Technological innovations Suggested areas for study: <ul style="list-style-type: none"> • Satellite technology • The work of technological innovators • The future of the internet and digital technology 	Grammar/structures: <ul style="list-style-type: none"> • Acronyms used as nouns (e.g. <i>die DDR, der DFB, die NATO, die DB, die CDU, die AfD</i>) • More advanced prepositions (e.g. <i>unterhalb, oberhalb, binnen, außerhalb</i>)
13-16 10 hours	Topic Area 6 – Society in the German speaking world Subtopic : Migration Suggested areas for study: <ul style="list-style-type: none"> • Reasons for migration • Issues arising as a result of migration 	Grammar/structures: <ul style="list-style-type: none"> • Relative pronouns used in the Dative and accusative and with wo- (e.g. <i>dem, denen, dessen, deren, womit, wovon</i> etc) • Tense use with <i>seit</i> 	11-16 15 hours	Topic Area 5 – Technology in the German speaking world Subtopic : Impact on life and environment Suggested areas for study: <ul style="list-style-type: none"> • The impact of technology on the individual at home and at work 	Grammar/structures: <ul style="list-style-type: none"> • Strong or Group 3 adjectival endings after words and without a marker (e.g. <i>mit viel netter Hilfe, bei schlechtem Wetter</i> etc)

	<ul style="list-style-type: none"> Measures to facilitate integration The experience of migrants 			<ul style="list-style-type: none"> The impact of technology on society Cyber-security The impact of modern technological farming methods on the planet Opportunities provided by modern technology 	<ul style="list-style-type: none"> Adverbs of direction (e.g. <i>herunter, dorthin</i> etc.)
17-20 10 hours	<p>Topic Area 6 – Society in the German speaking world</p> <p>Subtopic : Equality</p> <p>Suggested areas for study:</p> <ul style="list-style-type: none"> The history of equal rights Current and changing attitudes to equality Do men and women have different roles in society? Do “men’s jobs” and “women’s jobs” exist? A case study of the fight for equal rights 	<p>Grammar/structures:</p> <ul style="list-style-type: none"> Dependent infinitives (e.g. <i>machen lassen</i>) Tenses of the passive voice other than present Translation of could, should have etc (e.g. <i>hätte machen müssen</i>) 	17-20 10 hours	<p>Topic Area 6 – Society in the German speaking world</p> <p>Subtopic : Politics</p> <p>Suggested areas for study:</p> <ul style="list-style-type: none"> The political system of a German speaking country / countries A career in politics Study of a famous political figure Are young people interested in politics Is it important to vote? 	<p>Grammar/structures:</p> <ul style="list-style-type: none"> Future perfect tense of verbs Conditional perfect tense of verbs Subordinating conjunctions <i>als ob, nachdem, bevor</i>
21-24 10 hours	<p>Topic Area 6 – Society in the German speaking world</p> <p>Subtopic : Customs</p> <p>Suggested areas for study:</p> <ul style="list-style-type: none"> Traditions and customs in a German speaking country / countries Reasons for and the origins of customs Changing attitudes to traditional customs 	<p>Grammar/structures:</p> <ul style="list-style-type: none"> Perfect tense of modal verbs (e.g. <i>er hat gehen wollen</i>) Future and conditional perfect (e.g. <i>ich werde gemacht haben, er würde gelesen haben</i> etc) 	21-26 15 hours	<p>Topic Area 7 – Ethics in the German speaking world</p> <p>Subtopic : Beliefs</p> <p>Suggested areas for study:</p> <ul style="list-style-type: none"> Spirituality Religion The place of spirituality and religion in society Superstition 	<p>Grammar/structures:</p> <ul style="list-style-type: none"> Interrogative adverbs (e.g. <i>weshalb, woher, woran, woraus, worüber, daran, daraus, darüber</i> etc) The subjunctive with <i>wenn</i> (e.g. <i>wenn er Zeit hätte, wenn du jünger wärest</i> ..etc)

	<ul style="list-style-type: none"> The importance of customs in a community 				
25-30 15 hours	<p>Topic Area 7 – Ethics in the German speaking world</p> <p>Subtopic : Law and order</p> <p>Suggested areas for study:</p> <ul style="list-style-type: none"> Systems of law and order Reasons for criminal behaviour Measures to reduce crime and reoffending Prison and alternatives to prison 	<p>Grammar/structures:</p> <ul style="list-style-type: none"> Pluperfect subjunctive in conditional clauses Inversion after adverbs (e.g. <i>vielleicht</i>) Impersonal verb constructions (<i>es geht um...</i>, <i>es handelt sich um...</i>, <i>es kommt auf.. an</i> etc) 	27-30 10 hours	<p>Topic Area 7 – Ethics in the German speaking world</p> <p>Subtopic : Moral issues</p> <p>Suggested areas for study:</p> <ul style="list-style-type: none"> Ethical issues related to medicine Cloning The arguments surrounding GM crops Wealth and poverty Homelessness 	<p>Grammar/structures:</p> <ul style="list-style-type: none"> Indirect speech and use of the subjunctive Word order in indirect speech (e.g. <i>er sagte, er sei...</i>)
31-35 25 hours	<p>Revision and preparation for Unit 3 and Unit 4 exams (including revision of Topic Areas 1 – 4 and the grammar and structures covered in Year 1)</p>				

Suggested Resources

The following text books and websites contain useful texts and teaching resources:

Textbooks and online courses

Edexcel German for A level Students' Book – Hodder (www.hoddereducation.co.uk) Edexcel A level German (includes AS) (www.hoddereducation.co.uk)

Zeitgeist – Oxford ([http:// global.oup.com/academic](http://global.oup.com/academic))

Grammar and vocabulary

Wort für Wort - www.hoddereducation.co.uk

Useful Websites

Websites for sources of texts etc. on A level topics:

www.languageresources.co.uk

www.tes.com/teaching-resource/german-a-level-essay-writing-phrases-6002566

www.sueddeutschezeitung.de

www.bild.de

www.rbb-online.de

www.zdf.de

www.dw.com

www.wort.lu

www.krone.at

www.nzz.ch

www.my.na

www.srf.ch

www.orf.at

<https://www.helles-koepfchen.de/>

<http://www.nachrichtenfuerkinder.de/nachrichten/>

<http://www1.wdr.de/kinder/radio/kiraka/index.html>

Websites for sources of grammar teaching and practice, and vocabulary practice:

www.german.net

www.alevelgerman.com/

www.deutschdrang.com

www.thestudentroom.co.uk/revision/german/a-level/as-german-grammar-and-vocab-exam-tips

www.tes.com/teaching-resources

www.goethe.de/en/spr/ueb.html

www.conjuguemos.com/activities/german/vocabulary/1

<https://zigzageducation.co.uk/>

Teaching topics, texts and film

www.zigzageducation.co.uk/ - material for teaching Geography and History topics

www.germanteacher.net

Modern Languages Study Guides : Der Besuch der Alten Dame: Literature study guides for A/AS German

www.dolanguages.com - material including "Die fetten Jahre sind vorbei", „Almanya“ and "Fundbüro"

www.cinepacks.co.uk – material including "Barbara", "Berlin 36", "Die fetten Jahre sind vorbei" and "Die Fälscher"

www.tes.com/teaching-resource/german-film-exploration-6140875

https://www.leeds.ac.uk/arts/download/3065/teaching_german_film... – material including „Zonenkinder“

NB: Correct at time of writing, but these publishers are adding new titles to the material they produce, so check for updates