

# Y13 Curriculum Plan: German

## Procedural knowledge

- a. Weekly vocab test to increase vocabulary
- b. Grammar
- c. Doing summaries of written and listening texts (how to identify relevant information and how to paraphrase using own language)
- d. Writing essays (structuring: intro, 2/3 themed paragraphs with Point Example Evidence [analysis], Conclusion)
- e. Improving listening skills (identifying information)
- f. Reading/comprehension skills
- g. Oral skills (learning the ideas for the oral card topics; researching, learning and presenting the IRP and being able to discuss it)
- h. Translation into English/German (understand the balance between how close to the target language you should try to be and how idiomatic it should sound in English; identify the German grammar that the translation is testing)
- i. Collaboration skills
- j. Revision techniques (eg. mind maps)

## Disciplinary knowledge:

Spend 4 lessons on each sub topic eg. 8.1 integration = 4 lessons etc – this is in BLACK

Der Vorleser: 29.5 lessons over yr (6 wks) in Yr 13 + 5 lessons in Yr 12 (=34.5 lessons in total) – this is in BLUE

Goodbye Lenin: 6 lessons over yr (interleaving from Y12) – this is in GREEN

NB: Intervention sessions run from week 2 to: reinforce lesson content  
develop speaking skills  
monitor IRP research

No. of lessons:	Disciplinary Knowledge sequence	Disciplinary knowledge, that this interleaves with	Procedural knowledge progression	RS revision knowledge topic	HW focus and actions	Assessment (topic and skills assessed)
5	Often lost to student induction					
5	<b>Unit 8.1 Integration</b> (talk about experiences of various migration groups)- 3 lessons	Social demographics in Germany	<b>A, g, e, f, g, l, j, h</b> Revise: present tense (wk / strong	Mindmap on integration	IRP: Discussion to identify research topic, and to find a question by wk 6  <b>1.</b> learn vocab, make grammar cards –	2023 Theme 1 read & list (Musik, Jugendkultur, Architektur, Familie)

	<p>Where do immigrants come from, their experiences; How do immigrants contribute to German society? What jobs do they do – and which economic sectors depend heavily on immigrant labour? Why do certain sectors attract immigrant labour?</p> <p>Lesson 6-7 (lesson 1-5 done in Y12): Der Vorleser -theme of love (sexual, domineering, Amorbach)</p>	Historical context of WWII	<p>vbs/separable vbs) /Perfect tense (haben/sein)</p> <p>(Revise: Cases + der/ein (compare word order – dative then accusative in German;</p> <p>Use passive with werden/sein) * Perfect tense with modal verbs</p> <p>(Use set phrases in KI for indirect speech)</p>	Mindmap on love	<p>passive &amp; perfect tense &amp; modals + perfect tense + learn</p> <ol style="list-style-type: none"> <li>2. Read Oxford p. 30 (PRINT) &amp; Hodder p. 179 6A – make a list of how Germany is trying to integrate migrants and refugees in German</li> <li>3. Hodder, p. 179 ex 5 translation from German into English</li> <li>4. Revise imperfect for wk/str vbs – make grammar cards</li> <li>5. Nancy Thuleen &gt; grammar &gt; <b><u>Arbeitsblatt: Passiv Präsens und Präteritum</u></b> HO exercises A and B</li> <li>6.</li> </ol>	B, C, e, f, h, j
5	<p><b>Unit 8.1 Integration</b> (talk about experiences of various migration groups)- 1 lesson</p> <p><b>Unit 8.2 Ein Volk, viele Einflüsse</b> (1 nation, many influences) barriers to Integration)- 2 lessons</p> <p>Barriers/how to break them down</p> <p>Lesson 8-9 Der Vorleser – love ritual, contamination, cleansing</p> <p><b>0.5 lesson: IRP discussion – where are students with their research/question?</b></p>	<p>Social stereotypes</p> <p>Historical context of WWII</p>	<p><b>A, g, e, f, g, l, j, d</b></p> <p>Revise: Imperfect</p> <p>Revise: Adjectival endings + der/ein/-</p> <p>Revise: perfect with modal verbs</p> <p><b>Passive (present tense) – werden &amp; sein</b></p> <p><b>Passive (imperfect tense)- sein &amp; werden</b></p>	<p>Mindmap on integration</p> <p>Mindmap on love cont</p>	<ol style="list-style-type: none"> <li>1. Oxford p. 31 ex 2b – translation into German</li> <li>2. Learn vocab</li> <li>3. A2 Listening booklet p. 8 Frau Nolde</li> <li>4. How do you form the perfect and pluperfect of the werden-passive – write notes FOR FRI</li> <li>5. Oxford p10 and do 2A– read and list reasons for migration</li> <li>6. Prep oral card G Flucht vor Krieg und Terror (in exam = 5 min prep) &amp; think of 5 extra questions on the topic</li> </ol>	<p>Essay: Inwiefern kann den Roman „Der Vorleser“ als Liebesgeschichte Betrachten?</p> <p>d</p>

5	<p><b>Unit 8.2 Ein Volk, viele Einflüsse</b> (1 nation, many influences: barriers to Integration; citizenship test)- 2 lessons</p> <p><b>Unit 8.3 Radio Multikulti (multiculturalism)</b> (Does Germany do enough to integrate foreigners. How does German government promote integration; eg of Meesut Ozil – 1 lesson</p> <p>Lesson 10-11: Der Vorleser Topic 6: Hanna's guilt – 2 lessons</p>	<p>Immigrants' problems/experiences</p> <p>Historical context of WWII/theme of guilt</p>	<p><b>A, g, e, f, g, l, j, d, h</b></p> <p>Revise future/pluperfect</p>	<p>Mindmap on barriers to integration</p> <p>Mindmap on guilt</p>	<ol style="list-style-type: none"> <li>1. Revise modal particles – what are they? What do they mean? PPT modal particles – first half... make flashcards with eg sentences... and make notes on 2<sup>nd</sup> half too....</li> <li>2. Research a racist attack in Germany and tell class about it – make PPT Was ist passiert? Wo war das? Wer war das? Wie haben die Opfer reagiert? Wie haben die Medien reagiert? Was ist deine Meinung dazu?</li> <li>3. Oxford p. 53 ex 4 translation into German</li> <li>4. PPT imperative form – make notes to explain to class</li> </ol>	<p>Essay: Der Vorleser <b>ANALYSIEREN SIE DIE BEDEUTUNG DER FAHRRADTOUR NACH AMORBACH.</b> d</p>
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	<p><b>Unit 8.3 Radio Multikulti-(multiculturalism) 3 lessons</b></p> <ul style="list-style-type: none"> <li>- Initiatives to encourage integration through eg films/projects</li> <li>-</li> </ul> <p>Lesson 12-13.5: Der Vorleser Topic 6: Michael's guilt (2 lesson)</p>	<p>Integration – solutions</p> <p>Historical context of WWII; theme of guilt</p>	<p><b>A, g, e, f, g, l, j, h</b> Revise relative pronouns/clauses</p> <p>Revise future &amp; future perfect</p> <p>Revise word order: main/subordinate clauses, nicht, adverbs, pronouns, &amp; emphasis</p> <p><b>REVISE relative/interrogative pronouns &amp; clauses</b></p>	<p>Mindmap on initiatives for integration</p> <p>Mindmap on guilt cont</p>	<ol style="list-style-type: none"> <li>1. Listening Hodder p. 184 (9.1) Antiziganismus in Deutschland  Then use transcript to identify new vocab</li> <li>2. p. 184 ex 4B – translation into German</li> <li>3. Vocab</li> <li>4. Learn ideas on racism etc</li> </ol>	
5	<p><b>Unit 9: Rassismus</b></p> <p><b>Unit 9.1: Alltagsrassismus</b> (learn about the victims of racism and their experiences)- 2 lessons (1 lesson = essay practice or as hwk)</p> <p>Who are the racist groups in Germany? How big a threat are they? What kind of actions do they undertake? What initiatives exist to welcome and integrate immigrants – and how successful are they? Is there a link between racism</p>	<p>Stereotypes</p>	<p><b>A, g, e, f, g, l, j, d</b></p> <p>Revise: perfect, pluperfect, future perfect</p> <p>Revise adjectival endings +der/ein/-</p> <p>(Question formation)</p> <p><b>NEW : Modal particles – do 2nd half of</b></p>	<p>Mindmap on racism</p>	<p>(I send off IRP questions to AQA for approval)</p> <p>HWk: Essay planning in detail – <b>DIE VERGANGENHEIT BEEINFLUSST DIE GEGENWART</b> Break down by themes; PEEs</p>	<p>Essay: Goodbye Lenin:</p> <p><b>Wie ändert sich das Leben für Alex nach dem Fall der Mauer? Inwiefern wird alles besser für ihn?</b></p> <p>d</p>

	<p>and terrorism? To what extent does terrorism threaten Germany?</p> <p>Discuss the impact of racism on the victims and the support available</p> <p><b>0.5 lesson IRP- discuss question titles</b></p> <p>Lesson 13.5-16: Der Vorleser Who should judge the guilty ones? + essay practice</p>	<p>Historical context of WWII; theme of guilt</p>	<p><b>PPT</b></p> <p><b>Revise: Infinitive clauses + zu</b></p> <p>Give set phrases with subjunctive in indirect speech</p> <p>Practise summary strategies: identify info and use complex language to paraphrase (relative, subordinate clauses etc)</p> <p>Essay planning practise: Inwiefern spielt die Schuldfrage eine wichtige Rolle im Roman? Then individuals write 1 paragraph in full</p>	<p>Mindmap on guilt cont</p>		
5	<p><b>Unit 9.1: Alltagsrassismus</b> (learn about the victims of racism; forms of violence)- 2 lessons</p> <p>Lesson 17-18: Der Vorleser Topic 6: theme 2: coming to terms with the past – 2 lessons</p>	<p>Immigration</p> <p>Historical context of WWII</p>	<p><b>A, g, e, f, g, I, j, d</b></p> <p>Revise werden passive: perfect/pluperfet</p> <p>Revise: Gender: sg/pl</p>	<p>Mindmap on victims of racism</p> <p>Mindmap on coming to terms with the past</p>	<p>Write 2 min monologue of IRP for wk 10</p> <p>HO phrasal verbs 2. Oxford p. 54-55 read text and do: 2a (answer in full sentences), and 2c summary (maybe omit) 3. Listening Hodder p. 188 (9.2) – on causes of racism</p>	<p>Essay: Der Vorleser – Analysieren Sie die Gerichtsverhandlung und deren Folgen für Michaels Leben.</p> <p>d</p>

	<p>1 lesson GL FILM-essay:  <b>Welche Rolle spielen die Nebenfiguren in diesem Film? Wie wichtig sind sie?</b></p>	<p>Revision of the film from Y12 (Goodbye Lenin) - techniques</p>	<p>PPT prepositional objects (NEW) – phrasal verbs + noun/object</p> <p>Revise: KII (wuerde &amp; simple past of wk/str verbs)</p> <p>Brainstorm the essay plan on the film in class (reminder to use HO essay structures for structure and Intro bk for complex language); focus on key words in title and identify themes and PEEs</p>		<p>4.learn ideas/practise oral qs on racism  5. Oxford p. 60 was bedeutet Zivilcourage? Ex 2  6. Oxford p.61 ex 5a – gapfill on Zivilcourage</p>	
5	<p><b>Unit 9.2: Die Ursprünge des Rassismus – 3 lesson (causes of racism: colonialism, Neo-Nazi ideology, right wing extremism)</b></p> <p>Lesson 19 Der Vorleser - coming to terms with the past – 1 lesson</p> <p><b>IRP – 1 lesson – discuss</b></p>	<p>History of Germany re immigrants</p> <p>Historical context of WWII</p>		<p>Mindmap on causes of racism</p> <p>Mindmap on coming to terms with the past cont</p>		

	<b>question title</b> Over half term decide on title /research IRP (I send off titles)					
	Holiday					
5	<p><b>Unit 9.2: Die Ursprünge des Rassismus (causes of racism)– 1 lesson</b></p> <p><b>Unit 9.3: Der Kampf gegen den Rassismus – 2 lesson</b> The fight against racism: Discuss how people resist racism and show moral courage to fight it</p> <p>2 lesson: Der Vorleser : lesson 20-21 illiteracy</p>	<p>Campaigns, Initiatives</p> <p>Historical context of WWII</p>	<p><b>A, g, e, f, g, l, j, h</b></p> <p>Revise adjectival endings + no article</p> <p><b>Revise relative pronouns (der, was, prep)</b></p> <p><b>Introduce: Phrasal verbs</b></p> <p><b>+ clause</b></p> <p><b>Then do relative pronouns + phrasal verbs (see PPT relative pronouns after prepositions and then extend to phrasal verbs)</b></p> <p>Timed exam-condition practice of summary (20</p>	<p>Mindmap on how to stop racism</p> <p>Mindmap on illiteracy</p>	<p>1.SONG: die toten Hosen?? OR Research terrorism acts – eg Utrecht 2019</p> <p>2.Debatte – 2 Gruppen: Albert Einstein (1879-1955) meinte: „Es ist leichter ein Atom zu spalten, als ein Vorurteil”. Sind Sie damit einverstanden? Warum (nicht)?</p> <p>3.Karte I Der Kampf gegen Rassismus im Fussball</p> <p>4.learn ideas on racism/vocab</p> <p>5. listening Hodder p. 192 (9.3) ex 4A</p> <p>6. Translation into German Hodder p. 193 ex 4B</p>	<p>Oral card: Racism (H, I)</p> <p><b>optional extra</b> g</p>

			min) – can they use passives now?			
5	<p><b>Unit 9.3: Der Kampf gegen den Rassismus – 2 lesson</b> (fight against racism: egs of initiatives)</p> <p><b>Theme 3: Multiculturalism</b> <b>1 Einwandering (multiculturalism and immigration)– 1 lesson</b> Gründe für Migration (reasons for migration)</p> <p>Reasons for migration; how did the Gastarbeiter come to BDR; experiences of migrant groups</p> <p>Lesson 22: Der Vorleser Topic 7: illiteracy (1 lesson)</p> <p><b>1 lesson IRP – in groups discuss your structure/themes</b></p>	Campaigns	<p><b>A, g, e, f, g, l, j, h</b></p> <p>Revise and use adjectival endings</p> <p><b>Object pronouns (DO + IO) &amp; word order (compare difference with DO/IO noun word order)</b></p> <p>Timed exam-condition practice of summary – include passives?</p> <p>Essay practice in class – brainstorm plan and write up for hwk: Beurteilen Sie die Bedeutung des Streits in Amorbach als eine Schluesselstelle im Roman</p>	<p>Mindmap on reasons for migration</p> <p>Mindmap on illiteracy</p>	<ol style="list-style-type: none"> <li>1. Passive bk p. 9 – future passive</li> <li>2. Learn arguments on pros/cons of immigration &amp; vocab</li> <li>3. German.net future perfect exercises – print and finish off odd numbers</li> </ol> <p>HO translation Schweiz in Hodder (into German)</p>	<p>2021 Theme 3 read &amp; list (Feste, Berlin , Kunst) B, C, e, f, h, j</p>
		Historical				



		context of WWII				
5	<p><b>Theme 3: Multiculturalism</b>  <b>1 Einwandering – 3 lesson (multiculturalism and immigration: refugee crisis)</b></p> <p>Lesson 23 Der Vorleser essay test. Lesson 24 Michael's trip – 2 lessons</p>	<p>Causes and problems of integration</p> <p>Historical context of WWII</p>	<p><b>A, g, e, f, g, l, j, c</b>  <b>Perfect/pluper perfect /future passive</b></p> <p>Revise comparatives/superlatives</p> <p>Class practice of summary strategies - + brainstorm how to increase language mark with more complex language from y13</p>	<p>Mindmap on refugee crisis</p> <p>Mindmap on Michael's trip</p>	<p>Start to write 2 min monologue for IRP (to present in December mocks) – ie bring breakdown of its structure</p>	<p><b>Essay on Der Vorleser: Hannas Leben ist ein einziger Kampf gegen ihrer Schwäche</b></p> <p>d</p>
5	<p><b>2. Vor und Nachteile der Einwanderung- 3 lesson (pros and cons of immigration)</b></p> <p>Lesson 25-26: Der Vorleser family relationships (2 lessons)</p>	<p>Integration</p> <p>Historical context of WWII</p>	<p><b>A, g, e, f, g, l, j,</b>  <b>Future perfect</b></p> <p>Revise: Imperfect wk/str vbs</p>	<p>Mindmap on pros and cons of immigration</p> <p>Mindmap on family relationships</p>	<p>Write 2 min monologue</p>	
5	<p><b>2. Vor und Nachteile der Einwanderung- 1 lesson</b></p> <p><b>3. Migrationspolitik – 2 lesson (migration policy)</b></p> <p>Examine issues affecting a country's migration policy; what is the policy in Germany?</p>	<p>Regional perspective of integration</p>	<p><b>A, g, e, f, g, l, j, d</b>  <b>Werden</b>  <b>Passive: future perfect (will have + pp)</b></p> <p>Revise: KII (würde &amp; simple past of wk/str verbs)</p>	<p>Mindmap on migration policies</p>	<p>Learn 2 min monologue of IRP for mock oral exams; peer assess IRP and ask classmates to ask you 5 questions</p>	<p>Essay: Alex sagt: „Mama, ich hab' dich Lieb.“ Inwiefern prägen diese Worte den ganzen Film?</p> <p>d</p>

	<p><b>1 lesson: IRP – discuss themes</b></p> <p>Over XMAS write IRP presentation</p> <p>1 lesson : Revise FILM with essay planning practice:  <b>Essay: Alex meint, die falsche DDR, die er für seine Mutter schafft, sei die DDR, die er sich in der Realität immer gewünscht hat. Wie stehen Sie zu dieser Meinung?</b></p>	Revision of the film	<p><b>Werden-passive with modals</b></p> <p>Use of the prepositional adverb (<i>da(r)</i> + preposition, <i>egdarauf</i>) to anticipate <i>dass</i> clauses and dependent infinitive clauses</p> <p>Essay planning practice on GL in class and then each group writes 1 paragraph in full</p>			
	Y 13 mocks					
5	<p><b>3. Migrationspolitik – 2 lesson</b></p> <p>-migration policy in Switzerland</p> <p>Examine issues affecting a country's migration policy</p> <p><b>Unit 10.3 Die Rolle Deutschlands in Europa</b> (the role of Germany in</p>	Policies of migration	<p><b>A, g, e, f, g, l, j, h, d</b></p> <p>KII: Conditional of regular/irregular /mixed verbs and wuerde form (with and without wenn)</p> <p>Revise prepositions + cases (prepositional objects)</p> <p>Essay and</p>	Mindmap on more migration policies	<p>Improve 2 min monologue by wk 19 (after hols); redraft it; think of 30 questions you might be asked; decide on 10 headings (2 sources)</p> <ol style="list-style-type: none"> <li>1. HO modal passives p. 2 ex 2</li> <li>2. Learn all passives for test!</li> <li>3. Hodder p. 159 ex 5 translation into English</li> <li>4. Learn vocab</li> <li>5. Learn arguments for integration topic; revise!</li> <li>6. Print Oxford p. 68-69 – read about EU; answer questions 2A-2B and research answers to 3A</li> </ol>	<p>Essay on Der Vorleser: Erklären Sie, warum Michaels Familienverhältnisse in diesem Roman wichtig sind.</p> <p>d</p>

	<p>Europe; what is the EU, pros and cons of the EU in Germany)- <b>1 lesson</b></p> <p>1 lesson: Exam feedback – essay &amp; summaries in particular</p> <p><a href="#">Der Vorleser lesson 27 Michael's relationships – 1 lesson</a></p>	Historical context of WWII	summary focus – common errors/strategies	Mindmap on Michael's relationships	<p><a href="https://ec.europa.eu/germany/node/332_de">https://ec.europa.eu/germany/node/332_de</a> - Ihre Rechte in der EU</p> <p>7. Read PDF ich und EU and look up new vocab; be able to translate into English benefits of being in EU for individual</p> <p>8. Revise conditional with 'WUERDE' – for all pronouns &amp; imperfect tense (regular / irregular verbs)</p>	
	<b>Holiday</b>					
5	<p><b>Unit 10.3 Die Rolle Deutschlands in Europa</b> (pros and cons of the EU in Germany)- <b>3 lesson (Oxford 4.1)</b></p> <p>What are the benefits of the Euro/EU? What does Germany contribute on the international stage?</p> <p><b>Unit 10.1 Vor und Nachteile der EU für Deutschland - 1 lesson</b></p> <p><b>1 lesson : IRP – pairs swap IRPs and write 10 questions for their partner to consider answering</b></p>	Role of Germany/EU	<p><b>A, g, e, f, g, l, j, ddKII:</b></p> <p>Conditional of regular/irregular /mixed verbs and wuerde form (with and without wenn)</p> <p>Revise pronouns in NAD and order (vs nouns)</p>	Mindmap on Germany's role in Europe	<p>Begin preparing the discussion element of IRP (write 150 words per heading) (to be finished by wk 25)</p> <ol style="list-style-type: none"> <li>Hodder p. 213- reading 'Online-Umfrage...'and do ex 2A-C</li> <li>Hodder p. 214 : word order exercise: ex 3</li> <li>Hodder p. 215: translation into German</li> <li>Vocab</li> <li>Use transcript to find arguments for the statement: 'nur gemeinsam sind wir wirklich stark und ueberzeugend':</li> </ol> <p>Then brainstorm some counter-arguments against EU EG: man kann auch alleine statk sein; zB man seine eigene nationale Identiät besser</p>	<p>Essay on Der Vorleser: Analysieren Sie die Symbolik im ersten Teil dieses Romans. d</p>

					schützen, England glaubt zB dass sie alleine stärker werden > die EU verlassen (Gründe: Schutz vor Terrorismus, Einwanderung eindämmen; nationale Identität; die Euro-Krise 2008)	
5	<p><b>Unit 10.1 Vor und Nachteile der EU für Deutschland</b>  <b>3 lesson</b>  <b>(pros and cons of the EU for Germany; initiatives for young people in Europe)</b></p> <p>Der Vorleser: lesson 28 essay test; lesson 29 style and structure - 2 lesson</p>	<p>The importance of the EU</p> <p>Historical context of WWII</p>	<p><b>A, g, e, f, g, l, j, c</b></p> <p>KII: Conditional + conditional Perfect (would have + pp) (with and without wenn)</p> <p>Revise Demonstrative pronouns (dieser, jener, welcher)</p> <p>Essay planning/writing : <b>Erklären Sie, warum Michaels Familienverhältnisse in diesem Roman wichtig sind.</b></p>	<p>Mindmap on pros and cons of the EU for Germany</p> <p>Mindmap on style and structure</p>	<ol style="list-style-type: none"> <li>1. Conditional bk p. 10 – 1-5 and p. 11 ex 1-2 (conditional and cond perf)</li> <li>2. Learn conditional and conditional perfect</li> <li>3. Revise modals + perfect – flashcards</li> <li>4. Listening – Hodder p. 206 ex 3b</li> <li>5. Are there specific pros/cons of EU for Germany?? Research... bring 5 of each to class</li> </ol> <p>What are pros/cons of Brexit for UK – read article and make notes  <a href="https://www.insidetrading.de/brexit-vorteile-nachteile-und-chancen-fuer-deutschland/">https://www.insidetrading.de/brexit-vorteile-nachteile-und-chancen-fuer-deutschland/</a></p>	<p>2021 Theme 2 R and L (Zuwanderer, Aussiedler, Fremdenfeindlichkeit) B, C, e, f, h, j</p>
5	<p><b>Unit 10.2 Die Auswirkungen der EU-Erweiterung auf Deutschland – 4 lesson</b></p> <p>- effect of the EU expansion on</p>	<p>Pros and cons of EU</p>	<p><b>A, g, e, f, g, l, j, h, c</b></p> <p>KII: Conditional Perfect + modals</p> <p>Revise cases + vbs</p>	<p>Mindmap on the effects of EU expansion on</p>	<ol style="list-style-type: none"> <li>1. Conditional bk p. 14</li> <li>2. Oral card – Hodder Karte J Deutschland im Herzen Europas</li> <li>3. Hodder p. 209 reading: Die Geschichte der EU (summarise events for each yr – in German) and</li> </ol>	<p>Oral card – Hodder Karte J Deutschland im Herzen Europas G (<b>optional extra</b>)</p>

	<p>Germany- positive and negative</p> <ul style="list-style-type: none"> <li>- Expansion into Eastern Europe; pros and cons</li> </ul> <p><b>1 lesson: IRP – pairs swap IRPs and write 10 questions for each other to answer/consider</b></p>		<p>Summary practice in class. Can they include passive and KII to increase complexity?</p>	Germany	<p>2A</p> <ol style="list-style-type: none"> <li>4. Translation Oxford p. 81 ex 4 (answers PPT 4.3B Ausweitung slide 7)</li> <li>5. Look up haben/sein/werden in KI (Verbix)</li> </ol>	
5	<p><b>Unit 11.1 Mach mit</b> (how German youth participates in the democratic process; what they get involved with; Under 18 vote; cons of politicians) – 3 lesson</p> <p>Lesson 30-1 Der Vorleser: style and structure – 2 lesson</p>	<p>Political parties in Germany</p> <p>Historical context of WWII</p>	<p><b>A, g, e, f, g, l, j, c</b> KI: Indirect Speech Rule 1 (present, perfect, future)</p> <p>Revise: Prepositional adverbs (<i>da(r)+preposition</i>, eg <i>darauf</i>)</p> <p>Summary practice – can they include passive, KII and KI?</p>	<p>Mindmap on young people and politics</p> <p>Mindmap on style and structure cont</p>	<p>Finish preparing discussion element of IRP by Feb mocks (wk 25)</p> <ol style="list-style-type: none"> <li>1. Research a German political party (CDU; SPD; die Grünen; die Linke; FDP; AfD; NPD) and make a PPT on it. Use the 2 sites &amp; PPT below for your research:  <a href="https://www.kindersache.de/bereiche/wissen/politik/parteien-deutschland-0">https://www.kindersache.de/bereiche/wissen/politik/parteien-deutschland-0</a>   <a href="https://kinder.wdr.de/tv/neuneinhalb/mehrwissen/extras/extra-brd-wahlen-in-deutschland100.html">https://kinder.wdr.de/tv/neuneinhalb/mehrwissen/extras/extra-brd-wahlen-in-deutschland100.html</a> </li> </ol> <p>Also send students PPT politische Parteien</p> <p>Answer the following:</p> <ol style="list-style-type: none"> <li>a. Geschichte und Größe (Gründung, Anzahl der Mitglieder, Abgeordneten)</li> <li>b. Hauptziele der Partei</li> <li>c. Was die Partei fuer die Jugend macht</li> <li>d. Was Sie von dieser Partei</li> </ol>	

					<p>halten</p> <ol style="list-style-type: none"> <li>2. Bklet Konjunktiv p. 3 ex 2</li> <li>3. Debatte vorbereiten prep for and against to 1 of these statements <ol style="list-style-type: none"> <li>a. Es ist nicht nur das Recht, sondern auch die Verantwortung des Einzelnen, am demokratischen Prozess teilzunehmen</li> <li>b. Es ist kein Wunder, dass die Jugend sich kaum fuer Politik interessiert. Die Politiker interessieren sich kaum fuer sie.</li> <li>c. Unterschriftenkampagnen, Demonstrationen sind eine Zeitverschwendung – die Politiker machen sowieso was sie wollen</li> </ol> </li> </ol> <p>Listening Hodder p. 220-21</p>	
5	<p><b>Unit 11.1 Mach mit</b> (how German youth participates in the democratic process) – 1 lesson</p> <p>3 lesson: Der Vorleser – lesson 32 motifs and symbols ; lesson 33-4 reflexion &amp; analysis (+ plan essay on symbolism)</p> <p>1 lesson <b>FILM – essay</b> „<b>Ariane blickt nach vorne in die Zukunft, Alex blickt zurück</b>“. <b>Inwiefern bist du auch dieser Meinung, und</b></p>	<p>Historical context of WWII</p> <p>Revision of the film from Y12</p>	<p><b>A, g, e, f, g, l, j, d, c</b></p> <p>KI: Indirect Speech Rule 2 (imperfect, conditional, pluperfect tense)</p> <p>Use of zu + infinitive</p> <p>Summary practice of listening exercise – compare with reading exercises for strategies and</p>	<p>Mindmap on symbols and relexion</p>		<p>GBL Essay: „<b>Ariane blickt nach vorne in Zukunft, Alex blickt zurück</b>“. <b>Inwiefern bist du auch dieser Meinung, und wie zeigt das der Film?</b></p> <p><b>d</b></p>

	<b>wie zeigt das der Film?</b>		<p>difficulty</p> <p>Class discussion / brainstorm of how to plan the essay for GL; they then write 1 paragraph in class and finish for hwk</p> <p>Class planning of Der Vorleser essay: Analysieren Sie die Symbolik im ersten Teil dieses Romans.</p>			
5	<p><b>Unit 11.2 Engagier dich – 4 lesson</b></p> <ul style="list-style-type: none"> <li>- Political topics that interest young people</li> <li>- Projects for young people</li> </ul> <p><b>1 lesson: Practise IRP – pairs practise IRP and ask each other questions</b></p>	Political topics	<p><b>A, g, e, f, g, l, j,</b> KI: Indirect Speech Rule 2 (imperfect, conditional, pluperfect tense)</p> <p>Revise cases + adjectival endings</p> <p>Revise Use of long adjectival phrases (recognition only)</p>	Mindmap on projects for young people	<p>Practise IRP with classmates; ask them to give you 5 questions &amp; check your accuracy</p> <ol style="list-style-type: none"> <li>1. Bklet Konjunktiv p. 4-5 – KI</li> <li>2. Learn KI and KII – make flash cards – for TEST</li> <li>3. Oral card Hodder K Neues Jugendparlament in der Schweiz</li> <li>4. Research: gibt es ein Jugendparlament in deiner Gegend? Würdest du daran teilnehmen? Warum (nicht)? Use KII and KI (&amp; incorporate into oral card)</li> <li>5. Oxford p. 100 – read text ‘Interessenverbände’ and do ex 1-2, and then write a summary of the 3 interest groups: their aims &amp; actions- be able to talk about these groups</li> </ol>	<p>Oral card Hodder K Neues Jugendparlament in der Schweiz</p> <p><b>(optional extra)</b></p>

	Holiday					
5	<p><b>Unit 11.3 Werte und Ideale/Wehrpflicht : ja oder nein (values and ideals/conscription- yes or no?)– 4 lesson</b></p> <p>Pros and cons of voluntary social work; pros and cons of conscription; 1 lesson – IRP practice</p>		<p><b>A, g, e, f, g, l, j, c</b> Commands/ Questions</p> <p>Weak masculine nouns</p> <p>Passive</p> <p>Timed exam-condition practice of summary (20 min)</p>	Mindmap on voluntary work/conscription	Improve IRP monologue and discussion elements; think of more possible questions; develop ideas for headings where needed	
5	Yr 13 mocks					
5	<p><b>Unit 12.1 Die Friedliche Revolution in der DDR- 4 lessons (peaceful revolution in the DDR)</b></p> <ul style="list-style-type: none"> <li>- Why the Berlin Wall was erected</li> <li>- Pros and cons of life in DDR</li> <li>- Protests against the DDR</li> </ul> <p>1 lesson: exam feedback</p>	Berlin Wall Life in the DDR	<p><b>A, g, e, f, g, l, j, c, d</b> Separable &amp; inseparable verb prefixes</p> <p>Exam feedback to focus on strategies for summary and also translation – what are they testing grammar wise?</p>	Mindmap on DDR protests	<ol style="list-style-type: none"> <li>1. Oxford p. 97 translation – answers in PPT 5.2 B</li> <li>2. Learn weak masculine nouns – AQA Grammar and translation wkbk p. 50 ex 1-2</li> <li>3. Hodder p. 226-7: Wehrpflicht: Ja oder nein?: ex 2A and B and summarise military service requirements in Austria, Germany, Switzerland</li> <li>4. Listening Hodder p. 229 – ex 4A and 4B ,Zivildienst im Altersheim</li> <li>5. Revise adjectival endings – HO adjectival endings</li> </ol>	Essay on Der Vorleser Erklären Sie die Wirkung auf Michael von dem Wiedersehen mit Hanna im Gefängnis im Dritten Teil des Romans d



5	<p><b>Unit 12.2 Wie vereinigt ist D überhaupt? - how unified is Germany? 4 lesson</b></p> <ul style="list-style-type: none"> <li>- The Wall in the mind</li> <li>- Pros and cons of reunification</li> <li>- Pros and cons for West / East Germany</li> </ul> <p>IRP practice – 1 lesson – pairs practise and ask new qs</p>	Berlin Wall	<p><b>A, g, e, f, g, l, j, c</b></p> <p>Use of long adjectival phrases (recognition only)</p> <p>Class practice of summary skills</p>	Mindmap on reunification	<ol style="list-style-type: none"> <li>1. HO Particip Präsens als Adjektiv</li> <li>2. (Adjectival endings practice – HO Adjectival endings EXT)</li> <li>3. Hodder p. 237 and do 2A, B, C and summarise text in own words – about the tax that East and West had to pay to rebuild E Germany</li> <li>4. Hodder p. 233 ex 2C – translation into German</li> <li>5. Oxford p. 111 ex 3 – use KII conditional perfect</li> </ol> <p>Oxford p. 112 ex 3 - KI</p>	<p>Oral card Karte L: 25 Jahre Freiheit (spec paper) – <b>optional extra g</b></p> <p>2021 Theme 4 R and L (Umweltengagement, Wiedervereinigung, E B, C, e, f, h, j)</p>
5	<p><b>Unit 12.3 Alte und Neue bundesländer – Kultur und Identität – 3 lesson (old and new federal states – culture and identity)</b></p> <ul style="list-style-type: none"> <li>- Similarities between old and new federal states</li> <li>- Ostalgie</li> </ul> <p><b>Oral practice – 2 lessons (cards on Yr 12 material + IRP and discussion)</b></p>	Ostalgie	<p><b>A, g, e, f, g, l, j, dAdjectival nouns</b></p> <p><b>Infinitival nouns</b></p> <p>Word order: main/subord clauses</p> <p>(inc reflexives /separable verbs)</p> <p>Cases + der/ein: position of DO/IO pronouns vs nouns</p> <p><b>Revise Modal particles??</b></p> <p>Demonstrative / interrogative pronouns</p>	Mindmap on old and new federal states	<ol style="list-style-type: none"> <li>1. HO questions exercises</li> <li>2. revision: mindmaps of all topics / grammar points</li> <li>3. Listening Hodder p. 242-3: 4a, b</li> <li>4. modal particles presentation/practice - German gra and trans bk p. 68</li> </ol>	<p>Essay on film: Inwieweit sind die politischen und gesellschaftlichen Verhältnisse in der DDR zur Zeit der Wende von Bedeutung im Film? d</p>

			Timed exam - condition practice of summary exercise (20 min)			
5	<b>Oral practice: Yr 12 and Yr 13 cards (all topics) + IRP and discussion</b>		<b>G, b, j Questions</b>  Tenses: all (esp perfect, pluperfect, future perfect, conditional perfect)  Prepositions – single/dual  Revise: Infinitive clauses  Revise: word order			Practise oral exam in class
5						
5						
5	<b>Revision</b> – oral cards (all topics for yr 12 and 13) + IRP and discussion		G, b, j Revise Passive  Revise adjectival nouns/infinitival nouns/weak masculine nouns		Essay as hwk on Der Vorleser: „Die Vergangenheit lässt uns nie los.“ Inwiefern ist die Vergangenheit ein wichtiges Thema in diesem Roman?	
5	<b>Revision</b> – oral cards (all topics for yr 12 and 13) + IRP and discussion		G, b, j KII – conditional (perfect) KI Revise relative		Give students full list of essay titles to plan essays around as they revise when on study leave  From this point on students can stop	

	ORAL EXAM THIS OR NEXT WEEK		clauses		learning vocab for family and art/architecture	
5	<p>2 lesson: strategies for Listening revision /summaries / translation – practise LWR paper (omit Familie and art/architecture vocab as not on LWR paper)</p> <p><b>1 lesson – film – essay: Inwiefern ist Christiane ein Symbol der sterbenden DDR?</b></p> <p>1 lesson : Timed Essay on Der Vorleser:  OR: „Hanna behandelt Michael schlecht. Sie liebt ihn nicht und sieht nur ihren eigenen Vorteil.“ Inwiefern bist du auch dieser Meinung?  OR: „<b>Der Vorleser stellt das Scheitern menschlicher Beziehungen dar.</b>“  <b>Erklären Sie, warum Sie dieser Aussage zustimmen oder nicht.</b>  Or: „<b>Hannas Leben ist ein einziger Kampf mit ihrer Schwäche.</b>“ <b>Wie stehen Sie zu dieser Aussage? Begründen Sie Ihre Antwort.</b></p>		H, c, j, d, e, f			
5	LWR paper practice- – summary strategies, true/false, n/a strategies, translation practice		H, c, j, d, e, f			

