

# AC German 9.0 Years 7-8

## EP Curriculum Map

### Years 7-8

#### **Level Description – Years 07 and 08**

In Years 7 and 8, students are beginning their learning of German language, and this will be influenced by prior learning and experiences of language learning. Students use German language to describe their personal world and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking, reading and viewing, and writing activities are supported by scaffolding, modelling and feedback.

Students access authentic and purpose-developed spoken, written and multimodal resources which may include conversations, audio and video clips, textbooks, advertisements, blogs and magazines. They use their English literacy knowledge of metalanguage to reflect on similarities and differences between German and English language pronunciation, structures and features. They recognise that language choices reflect cultural values, beliefs and identity.

#### **Achievement Standard – Years 07 and 08**

By the end of Year 8, students use German language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in German or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices.

Students approximate German sound patterns, intonation and rhythms, and demonstrate understanding that German has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of German and English language structures and features, using metalanguage. They demonstrate awareness that the German language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.

# Content descriptions: Years 7 and 8

## Communicating in German:

Sub strand	Content descriptor	How can EP support this?
<b>Interacting in German</b>	<b>AC9LG8EC01</b>  Interact with others using modelled language to exchange information in familiar contexts about self and personal worlds	<ul style="list-style-type: none"> <li>• Each EP Languages unit is designed to support students to be able to interact with others to exchange information in familiar contexts about self and personal world.</li> <li>• Each unit begins with an introduction lesson to introduce key language and sentence patterns and this is followed by listening and reading comprehension lessons which model written and spoken interactions and provide students with comprehensible input. These are followed by writing and speaking lessons which support students to be able to interact in written and spoken language.</li> <li>• Each Education Perfect languages unit contains a speaking lesson where students listen to questions and record answers, listen to answers and record questions and conversation tasks with a partner to help build their interaction skills in familiar contexts.</li> <li>• Each Education Perfect Languages unit also contains an authentic task, some of which require the students to interact in spoken or written language.</li> <li>• The Getting Started and Beginner units focus on topics relating to self and personal world.</li> <li>• See the hyperlinked lessons in each unit in the content maps below.</li> </ul>
	<b>AC9LG8EC02</b>  Develop language to interact in exchanges, routine, tasks and responsibilities related to classroom and interests	<ul style="list-style-type: none"> <li>• EP Languages units are designed to introduce students to the necessary language to be able to interact in exchanges, routine, tasks and responsibilities related to the classroom.</li> <li>• Getting Started Unit 5 &amp; 6 and Beginner Unit 3 introduce expressions to support students to interact in the classroom. See the hyperlinked lessons in each unit in the content maps below.</li> </ul>
	<b>AC9LG8EC03</b>	<ul style="list-style-type: none"> <li>• In each of the reading and listening lessons in the EP Languages units, students are exposed to lots of written and spoken input where exchange of</li> </ul>

	Engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment	<p>information is modelled on the topic of organising activities relating to daily life and school environment.</p> <ul style="list-style-type: none"> <li>• In the writing and speaking lessons, students are provided with lots of activities to help students develop confidence to engage in written and verbal exchanges of information</li> </ul>
<b>Mediating meaning in and between languages</b>	<p><b>AC9LG8EC04</b></p> <p>Locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to culture, context, purpose and audience.</p> <p><b>AC9LG8EC05</b></p> <p>Develop and being to apply strategies to interpret, translate and convey meaning in German in familiar contexts</p>	<ul style="list-style-type: none"> <li>• In each Education Perfect Languages unit, there is a listening and reading lesson where students are presented with a number of different spoken, written and multimodal texts in authentic contexts and they are required to locate and process information and respond in different ways.</li> <li>• There is also a large bank of authentic video lessons accompanied by a wide variety of activities that require students to locate and process information and ideas.</li> <li>• The Getting Started and Beginner units cover familiar topics. These tasks require students to develop strategies to interpret and translate.</li> <li>• See the listening, reading and video lessons hyperlinked in the content maps of each unit below.</li> </ul>
<b>Creating text in German</b>	<p><b>AC9LG8EC06</b></p> <p>Create spoken, written and multimodal informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions</p>	<ul style="list-style-type: none"> <li>• In the speaking, writing and authentic tasks lessons within each unit, students are required to create different types of spoken and written texts using the language they have learned from a particular unit.</li> <li>• The authentic video lessons also provide tasks which require students to create written and recorded texts.</li> <li>• See the hyperlinked lessons in the content map below.</li> </ul>

## Understanding Language and Culture:

Sub strand	Content descriptor	How can EP support this?
<b>Understanding systems of language</b>	<p><b>AC9LG8EU01</b></p> <p>Recognise and use features of the German sound system, including pitch, rhythm, stress,</p>	<ul style="list-style-type: none"> <li>• In the EP Languages units, each unit has a listening comprehension section with 8-10 listening comprehension texts, recorded by native speakers. In these activities, students are exposed to features of the German sound</li> </ul>

	<p>pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts</p>	<p>system including pitch, rhythm, stress and intonation.</p> <ul style="list-style-type: none"> <li>• There is also a speaking section for each unit where students are required to complete a variety of speaking tasks. These tasks allow students to listen back to what they have recorded and moderate their own pronunciation.</li> <li>• The speaking lessons contain exercises to practise word level and sentence level pronunciation. The first stage of this is when students complete vocabulary lists in speaking mode, they are able to focus on the different aspects of German sound patterns as they can record their pronunciation of a word, then listen back to their recording, and compare it to a native speaker. They can repeat the word as many times as they choose in order to perfect their pronunciation. Students then complete a similar style of activity which focuses on sentence level pronunciation.</li> <li>• See the listening and speaking lessons in the hyperlinked lessons in the content map below.</li> </ul>
	<p><b>AC9LG8EU02</b></p> <p>Develop knowledge of, and use structures and features of, the German grammatical and writing systems to understand and create spoken, written and multimodal texts</p>	<ul style="list-style-type: none"> <li>• In each of the EP Languages units, there is a grammar section which introduces new points in each unit. In each of these grammar sections there is an introduction which explains the grammar point in detail, then there are extensive activities to practise the grammar point, starting with recognition and moving towards free production.</li> <li>• Students use this grammar knowledge to understand written and spoken text and to create their own spoken, written and multimodal texts. See the grammar lessons linked below in the content map.</li> </ul>
	<p><b>AC9LG8EU03</b></p> <p>Compare German language structures and features with English, using familiar metalanguage</p>	<ul style="list-style-type: none"> <li>• Within the EP grammar lessons, in-depth explanations are provided of each grammar point. The explanations help students to understand similarities and differences between German and English grammar.</li> </ul>
<p><b>Understanding the interrelationship of language and culture</b></p>	<p><b>AC9LG8EU04</b></p> <p>Reflect on and explain how identity is shaped by language(s), culture(s), beliefs, and values.</p>	<ul style="list-style-type: none"> <li>• Cultural references are embedded throughout the EP Languages units and activities and questions have been designed to help students understand the relationship between language and culture.</li> <li>• Teachers are encouraged to use the EP units as a springboard for further discussion about the relationship between language and culture.</li> </ul>

For **Year 7-8 German** we would recommend a combination of our **Getting Started and Beginner German courses** which support the suggested **Thematic Contexts for Language use** in the [Languages Support Resource for the ACARA 9.0 Curriculum](#). We would also recommend the beginner level video content. Teachers can still assign from higher level content if appropriate. Please see the course maps below:

## Getting Started with German: Self and Others

### Pre A1

EP Unit:	Lessons within each unit (linked with a hyperlink)
<b>Unit 01: Greetings and introductions</b>	<b>Course Material</b> <a href="#">Unit 01.1: Introductions</a> <a href="#">Unit 01.2: Greetings</a> <a href="#">Unit 01.3: Goodbyes</a> <a href="#">Unit 01.4: Practice</a> <a href="#">Unit 01.5: Extension</a> <a href="#">Unit 01.6: Speaking</a> <a href="#">Unit 01.7 Authentic Task</a>  <b>Assessment</b> <a href="#">Assessment Unit 1</a>
<b>Unit 02: Asking how you are</b>	<b>Course Material</b> <a href="#">Unit 02.1: Asking how you are</a> <a href="#">Unit 02.2: Saying how you are</a> <a href="#">Unit 02.3: Saying where you live</a>

	<a href="#">Unit 02.4: Practice</a> <a href="#">Unit 02.5: Extension</a> <a href="#">Unit 02.6: Speaking</a> <a href="#">Unit 02.7 Authentic Task</a>  <b>Assessment</b> <a href="#">Assessment Unit 2</a>
<b>Unit 03: Colours</b>	<b>Course Material</b> <a href="#">Unit 03.1: Colours</a> <a href="#">Unit 03.2: Favourite colours</a> <a href="#">Unit 03.3: Practice</a> <a href="#">Unit 03.4: Extension</a> <a href="#">Unit 03.5: Speaking</a> <a href="#">Unit 03.6: Authentic Task</a>  <b>Assessment</b> <a href="#">Assessment Unit 3</a>
<b>Unit 04: Numbers and Age</b>	<b>Course Material</b> <a href="#">1. Numbers 0 to 10 and Age</a> <a href="#">2. Numbers 11 to 50</a> <a href="#">3. Practice: Numbers and Age</a> <a href="#">4. Extension: Numbers and Age</a> <a href="#">5. Speaking: Numbers and Age</a> <a href="#">6. Authentic Task: Numbers and Age</a>  <b>Assessment</b> <a href="#">Assessment Unit 4</a>
<b>Unit 05: Classroom Objects</b>	<b>Course Material</b> <a href="#">1. Learn: Classroom Objects</a> <a href="#">2. Learn: In My School Bag</a> <a href="#">3. Practice: Classroom Objects</a> <a href="#">4. Extension: Classroom Objects</a>

	<p><a href="#">5. Speaking: Classroom Objects</a>  <a href="#">6. Authentic Task: Classroom Objects</a></p> <p><b>Assessment</b>  <a href="#">Assessment Unit 5</a></p>
<b>Unit 06: Classroom Commands</b>	<p><b>Course Material</b>  <a href="#">1. Learn: Classroom Commands</a>  <a href="#">2. Learn: Requests in Class</a>  <a href="#">3. Practice: Classroom Commands</a>  <a href="#">4. Extension: Classroom Commands</a>  <a href="#">5. Speaking: Classroom Commands</a>  <a href="#">6. Authentic Task: Classroom Commands</a></p> <p><b>Assessment</b>  <a href="#">Assessment Unit 6</a></p>
<b>Unit 07: Family</b>	<p><b>Course Material</b>  <a href="#">1. Learn: Siblings</a>  <a href="#">2. Learn: Parents and Extended Family</a>  <a href="#">3. Practice: Family</a>  <a href="#">4. Extension: Family</a>  <a href="#">5. Speaking: Family</a>  <a href="#">6. Authentic Task: Family</a></p> <p><b>Assessment</b>  <a href="#">Elementary Assessment Unit 7</a></p>
<b>Unit 08: Animals</b>	<p><b>Course Material</b>  <a href="#">Unit 08.1: Pets</a>  <a href="#">Unit 08.2: Farm animals</a>  <a href="#">Unit 08.3: Wild animals</a>  <a href="#">Unit 08.4: Practice</a>  <a href="#">Unit 08.5: Extension</a>  <a href="#">Unit 08.6: Speaking</a></p>

	<p><a href="#">Unit 08.7: Authentic Task: Animals</a></p> <p><b>Assessment</b>  <a href="#">Elementary Assessment Unit 8</a></p>
<p><b>Unit 09: Food</b></p>	<p><b>Course Material</b>  <a href="#">Unit 09.1: Foods</a>  <a href="#">Unit 09.2: Talking about food you like</a>  <a href="#">Unit 09.3: Talking about food you dislike</a>  <a href="#">Unit 09.4: Practice</a>  <a href="#">Unit 09.5: Extension</a>  <a href="#">Unit 09.6: Speaking</a>  <a href="#">Unit 09.7: Authentic Task: Food</a></p> <p><b>Assessment</b>  <a href="#">Elementary Assessment Unit 9</a></p>
<p><b>Unit 10: Activities and Weather</b></p>	<p><b>Course Material</b>  <a href="#">Unit 10.1: Days of the Week</a>  <a href="#">Unit 10.2: Activities</a>  <a href="#">Unit 10.3: Weather</a>  <a href="#">Unit 10.4: Practice</a>  <a href="#">Unit 10.5: Extension</a>  <a href="#">Unit 10.6: Speaking</a>  <a href="#">Unit 10.7: Authentic Task</a></p> <p><b>Assessment</b>  <a href="#">Elementary Assessment Unit 10</a></p>

# Beginner German: Self and Others

## A1

EP Unit:	Lessons within each unit (linked with a hyperlink)	
<b>Unit 01: Greetings and Introductions</b>	<b>Course Material</b>	<a href="#">1. Introduction: Greetings and Introductions</a> <a href="#">2. Vocabulary Practice: Greetings and Introductions</a> <a href="#">3. Listening Comprehension: Greetings and Introductions</a> <a href="#">4. Reading Comprehension: Greetings and Introductions</a> <a href="#">5. Writing: Greetings and Introductions</a> <a href="#">6. Speaking: Greetings and Introductions</a> <a href="#">7a. Grammar - Replacing Names with Pronouns: Greetings and Introductions</a> <a href="#">7b. Grammar - Verb Endings heißen, sein, gehen: Greetings and Introductions</a> <a href="#">8. Authentic Task: Greetings and Introductions</a>
	<b>Vocabulary lists</b>	<a href="#">Unit 1: Greeting and Introductions - Core Vocabulary</a> <a href="#">Unit 1: Greeting and Introductions - Extra Vocabulary</a> <a href="#">Unit 1: Greetings and Introductions - Grammar Vocabulary</a>
	<b>Assessments</b>	<a href="#">Beginner Assessment Unit 01 (Auto-marked)</a> <a href="#">Beginner Assessment Unit 01 (Manually marked)</a>

		<a href="#">Beginner Speaking Assessment Unit 01 (Manually marked)</a>
<b>Unit 02: Family and Pets</b>	<b>Course Material</b>	<a href="#">1. Introduction: Family and Pets</a> <a href="#">2. Vocabulary Practice: Family and Pets</a> <a href="#">3. Listening Comprehension: Family and Pets</a> <a href="#">4. Reading Comprehension: Family and Pets</a> <a href="#">5. Writing: Family and Pets</a> <a href="#">6. Speaking: Family and Pets</a> <a href="#">7a. Grammar - der/die/das: Family and Pets</a> <a href="#">7b. Grammar: ein/e and k/eine: Family and Pets</a> <a href="#">7c. Grammar - Compound Words: Family and Pets</a> <a href="#">8. Authentic Task: Family and Pets</a>
	<b>Vocabulary lists</b>	<a href="#">Unit 2: Family and Pets - Core Vocabulary</a> <a href="#">Unit 2: Family and Pets - Extra Vocabulary</a> <a href="#">Unit 2: Family and Pets - Grammar Vocabulary</a>
	<b>Assessments</b>	<a href="#">Beginner Assessment Unit 02 (Auto-marked)</a> <a href="#">Beginner Assessment Unit 02 (Manually marked)</a> <a href="#">Beginner Speaking Assessment Unit 02 (Manually marked)</a>
<b>Unit 03: The Classroom</b>	<b>Course Material</b>	<a href="#">1. Introduction: The Classroom</a> <a href="#">2. Vocabulary Practice: The Classroom</a> <a href="#">3. Listening Comprehension: The Classroom</a> <a href="#">4. Reading Comprehension: The Classroom</a> <a href="#">5. Writing: The Classroom</a> <a href="#">6. Speaking: The Classroom</a> <a href="#">7a. Grammar - Command Form/Imperative: The Classroom</a>

		<a href="#">7b. Grammar - Verb Endings for haben: The Classroom</a> <a href="#">7c. Grammar: dürfen oder können: The Classroom</a> <a href="#">8. Authentic Task: The Classroom</a>
	<b>Vocabulary lists</b>	<a href="#">Unit 3: The Classroom - Core Vocabulary</a> <a href="#">Unit 3: The Classroom - Extra Vocabulary</a>
	<b>Assessments</b>	<a href="#">Beginner Assessment Unit 03 (Auto-marked)</a> <a href="#">Beginner Assessment Unit 03 (Manually marked)</a> <a href="#">Beginner Speaking Assessment Unit 03 (Manually marked)</a>
<b>Unit 04: Dates and Birthdays</b>	<b>Course Material</b>	<a href="#">1. Introduction: Dates and Birthdays</a> <a href="#">2. Vocabulary Practice: Dates and Birthdays</a> <a href="#">3. Listening Comprehension: Dates and Birthdays</a> <a href="#">4. Reading Comprehension: Dates and Birthdays</a> <a href="#">5. Writing: Dates and Birthdays</a> <a href="#">6. Speaking: Dates and Birthdays</a> <a href="#">7a. Grammar- mein/e, dein/e, sein/e, ihr/e: Dates and Birthdays</a> <a href="#">7b. Grammar - Dates and Ages: Dates and Birthdays</a> <a href="#">7c. Grammar - Word Order in Statements and Questions: Dates and Birthdays</a> <a href="#">8. Authentic Task: Dates and Birthdays</a>
	<b>Vocabulary lists</b>	<a href="#">Unit 4: Dates and Birthdays - Core Vocabulary</a> <a href="#">Unit 4: Dates and Birthdays - Extra Vocabulary</a>

		<a href="#">Unit 4: Dates and Birthdays - Grammar Vocabulary</a>
	<b>Assessments</b>	<a href="#">Beginner Assessment Unit 04 (Auto-marked)</a> <a href="#">Beginner Assessment Unit 04 (Manually marked)</a> <a href="#">Beginner Speaking Assessment Unit 04 (Manually marked)</a>
<b>Unit 05: Countries and Nationalities</b>	<b>Course Material</b>	<a href="#">1. Introduction: Countries and Nationalities</a> <a href="#">2. Vocabulary Practice: Countries and Nationalities</a> <a href="#">3. Listening Comprehension: Countries and Nationalities</a> <a href="#">4. Reading Comprehension: Countries and Nationalities</a> <a href="#">5. Writing: Countries and Nationality</a> <a href="#">6. Speaking: Countries and Nationalities</a> <a href="#">7a. Grammar - Country, People, Language: Countries and Nationalities</a> <a href="#">7b. Grammar - Regular -en Verbs and sprechen: Countries and Nationalities</a> <a href="#">7c. Grammar - Präteritum - Simple Past: Countries and Nationalities</a> <a href="#">8. Authentic Task: Countries and Nationalities</a>
	<b>Vocabulary lists</b>	<a href="#">Unit 5: Countries and Nationalities - Core Vocabulary</a> <a href="#">Unit 5: Countries and Nationalities - Extra Vocabulary</a>
	<b>Assessments</b>	<a href="#">Beginner Assessment Unit 05 (Auto-marked)</a> <a href="#">Beginner Assessment Unit 05 (Manually marked)</a>

		<a href="#">Beginner Speaking Assessment Unit 05 (Manually marked)</a>
<b>Unit 06: Talking About Meals</b>	<b>Course Material</b>	<a href="#">1. Introduction: Talking About Meals</a> <a href="#">2. Vocabulary Practice: Talking About Meals</a> <a href="#">3. Listening Comprehension: Talking About Meals</a> <a href="#">4. Reading Comprehension: Talking About Meals</a> <a href="#">5. Writing: Talking About Meals</a> <a href="#">6. Speaking: Talking About Meals</a> <a href="#">7a. Grammar - Verb Endings for mögen and möchten: Talking About Meals</a> <a href="#">7b. Grammar - Verb Endings for essen: Talking About Meals</a> <a href="#">7c. Grammar - Verb Endings for trinken: Talking About Meals</a> <a href="#">7d. Grammar - Plural Nouns: Talking About Meals</a> <a href="#">8. Authentic Task: Talking About Meals (Updated)</a>
	<b>Vocabulary lists</b>	<a href="#">Unit 6: Talking About Meals - Core Vocabulary</a> <a href="#">Unit 6: Talking About Meals - Extra Vocabulary</a> <a href="#">Unit 6: Talking about Meals - Grammar Vocabulary</a>
	<b>Assessments</b>	<a href="#">Beginner Assessment Unit 06 (Auto-marked)</a> <a href="#">Beginner Assessment Unit 06 (Manually marked)</a> <a href="#">Beginner Speaking Assessment Unit 06 (Manually marked)</a>
<b>Unit 07: Describing People</b>	<b>Course Material</b>	<a href="#">1. Introduction: Describing People</a>

		<a href="#">2. Vocabulary Practice: Describing People</a> <a href="#">3. Listening Comprehension: Describing People</a> <a href="#">4. Reading Comprehension: Describing People</a> <a href="#">5. Writing: Describing People</a> <a href="#">6. Speaking: Describing People</a> <a href="#">7a. Grammar - Adjective Endings: Describing People</a> <a href="#">7b. Grammar - Separable Verbs: Describing People</a> <a href="#">8. Authentic Task: Describing People (Updated)</a>
	<b>Vocabulary lists</b>	<a href="#">Unit 7: Describing People - Core Vocabulary</a> <a href="#">Unit 7: Describing People - Extra Vocabulary</a> <a href="#">Unit 7: Describing People - Grammar Vocabulary</a>
	<b>Assessments</b>	<a href="#">Beginner Assessment Unit 07 (Auto-marked)</a> <a href="#">Beginner Assessment Unit 07 (Manually marked)</a> <a href="#">Beginner Speaking Assessment Unit 07 (Manually marked)</a>
<b>Unit 08: School Subjects</b>	<b>Course Material</b>	<a href="#">1. Introduction: School Subjects</a> <a href="#">2. Vocabulary Practice: School Subjects</a> <a href="#">3. Listening Comprehension: School Subjects</a> <a href="#">4. Reading Comprehension: School Subjects</a> <a href="#">5. Writing: School Subjects</a> <a href="#">6. Speaking: School Subjects</a> <a href="#">7a. Grammar - Negation with nicht: School Subjects</a>

		<a href="#">7b. Grammar - Irregular Verb gefallen: School Subjects</a> <a href="#">8 Authentic Task: School Subjects (Updated)</a>
	<b>Vocabulary lists</b>	<a href="#">Unit 8: School Subjects - Core Vocabulary</a> <a href="#">Unit 8: School Subjects - Extra Vocabulary</a> <a href="#">Unit 8: School Subjects - Grammar Vocabulary</a>
	<b>Assessments</b>	<a href="#">Beginner Assessment Unit 08 (Auto-marked)</a> <a href="#">Beginner Assessment Unit 08 (Manually marked)</a> <a href="#">Beginner Speaking Assessment Unit 08 (Manually marked)</a>
<b>Unit 09: Leisure Activities</b>	<b>Course Material</b>	<a href="#">1. Introduction: Leisure Activities</a> <a href="#">2. Vocabulary Practice: Leisure Activities</a> <a href="#">3. Listening Comprehension: Leisure Activities</a> <a href="#">4. Reading Comprehension: Leisure Activities</a> <a href="#">5. Writing: Leisure Activities</a> <a href="#">6. Speaking: Leisure Activities</a> <a href="#">7a. Grammar - Irregular Verbs lesen, sehen, fahren: Leisure Activities</a> <a href="#">7b. Grammar - Sentence Structure and Word Order: Leisure Activities</a> <a href="#">8. Authentic Task: Leisure Activities (Updated)</a>
	<b>Vocabulary lists</b>	<a href="#">Unit 9: Leisure Activities - Core Vocabulary</a> <a href="#">Unit 9: Leisure Activities - Extra Vocabulary</a>
	<b>Assessments</b>	<a href="#">Beginner Assessment Unit 09 (Auto-marked)</a> <a href="#">Beginner Assessment Unit 09 (Manually marked)</a>

		<a href="#">Beginner Speaking Assessment Unit 09 (Manually marked)</a>
<b>Unit 10: My House</b>	<b>Course Material</b>	<a href="#">1. Introduction: My House</a> <a href="#">2. Vocabulary Practice: My House</a> <a href="#">3. Listening Comprehension: My House</a> <a href="#">4. Reading Comprehension: My House</a> <a href="#">5. Writing: My House</a> <a href="#">6. Speaking: My House</a> <a href="#">7a. Grammar - The Cases and der, die, das: My House</a> <a href="#">7b. Grammar - The Cases and ein, eine: My House</a> <a href="#">7c. Grammar - The Cases and mein, dein, sein, ihr</a> <a href="#">8. Authentic Task: My House (Updated)</a>
	<b>Vocabulary glossary</b>	<a href="#">Unit 10: My House - Core Vocabulary</a> <a href="#">Unit 10: My house - Extra Vocabulary</a> <a href="#">Unit 10: My House - Grammar Vocabulary</a>
	<b>Assessments</b>	<a href="#">Beginner Assessment Unit 10 (Auto-marked)</a> <a href="#">Beginner Assessment Unit 10 (Manually marked)</a> <a href="#">Beginner Speaking Assessment Unit 01 (Manually marked)</a>