Year 2 Syllabus

Year Level Description

Year 2 Italian: Second Language builds on the skills, knowledge and understanding required to communicate in the Italian language developed in Year 1 and focuses on extending the oral communication skills of students.

Students communicate in Italian, interacting with their teacher and peers in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year. They participate in guided group activities, taking turns, exchanging and negotiating, or respond to teacher talk and instruction in Italian. Students identify specific points of information from familiar types of simple spoken, written or digital texts to complete guided tasks and convey factual information about their personal worlds. They engage with a range of imaginative texts through shared reading, collaborative retelling and performance and create stories and perform imaginative scenarios.

Students become familiar with the systems of the Italian language, noticing similarities and differences with English in pronunciation and intonation. They recognise and begin to write high-frequency words and expressions in familiar contexts. Students notice and use context-related vocabulary and understand some first elements of grammar such using simple verbs to describe actions in formulaic expressions to generate Italian for a range of purposeful interactions.

In Year 2 students recognise that all languages, including Italian, continuously change over time through contact with each other and through changes in society. They understand similarities and differences between aspects of Italian and Australian cultural practices and related language use.

Students learn Italian in the early years through rich language input. At this stage, play and imaginative activities, music, movement and familiar routines, opportunities to revisit, recycle and review, and continuous feedback, provide the essential scaffolding to assist students in the language learning process.

Communicating

SOCIALISING

Interact with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year, for example, Martedì, io vado al cinema; Il mio compleanno è il venticinque marzo; Buon compleanno Mauro! Tanti auguri!; Buon Natale!; Oggi fa bel tempo/piove
(ACLITC001)

Participate in guided group activities, simple tasks, transactions and games, taking turns, exchanging and negotiating, using simple language
(ACLITC002)

Understanding

SYSTEMS OF LANGUAGE

Reproduce the sounds and intonation patterns of the Italian language, noticing that words with accents stress the final letter such as Papà and città

Notice similarities and differences with English in pronunciation and intonation
(ACLITU013)

🗎 Literacy

🅖 Critical and creative thinking

Recognise and begin to write high-frequency words and expressions in familiar contexts
(ACLITU032)

🗎 Literacy

🅖 Critical and creative thinking

- 📄 Literacy
- ⊞ Numeracy
- 🌐 Critical and creative thinking
- 👥 Personal and social capability
- 🔗 Intercultural understanding

Respond to teacher talk and instruction, for example, Siediti/Sedetevi, per favore; Apri il quaderno!; Chiudi/Chiudete la porta!; Tira la palla; Tocca a te! [(ACLITC003)](ACLITC003)

- 📄 Literacy
- ⊞ Numeracy
- 🌐 Critical and creative thinking
- 👥 Personal and social capability
- 🔗 Intercultural understanding

INFORMING

Identify specific points of information from familiar types of simple spoken, written or digital texts to complete guided tasks related to their personal worlds [(ACLITC005)](ACLITC005)

- 📄 Literacy
- ⠿ Information and Communication Technology (ICT) capability

Notice and use context-related vocabulary and understand some first elements of grammar to generate language for a range of purposes, including:

- noticing and using definite and indefinite articles with nouns
- noticing that adjectives are used to describe people, objects or places and are usually placed after the noun, for example, la giornata lunga; la torta grande/deliziosa
- exploring how to use singular and plural forms
- understanding different words for asking questions, for example, Chi?; Quando?; Quanti?
- identifying people using pronouns, for example, io, tu, lui, lei
- learning simple verbs to describe actions and using them in formulaic expressions, for example, Mi piace ballare; Ti

- Critical and creative thinking
- Personal and social capability
- Intercultural understanding

Convey factual information about their personal worlds using familiar words and phrases, simple statements and modelled language [(ACLITC006)](#)

- Literacy
- Critical and creative thinking
- Personal and social capability
- Intercultural understanding

CREATING

Participate in listening to, viewing and reading a range of imaginative texts and responding through action, performance, shared reading and collaborative retelling [(ACLITC007)](#)

- Literacy
- Information and Communication Technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Intercultural understanding

piace andare al parco?

- using simple conjunctions such as e
- responding to imperatives, for example, Silenzio!; Alzate la mano!
- using cardinal numbers for dates and ages
- using vocabulary for months of the year
- developing number knowledge for numbers 0–50

[(ACLITU014)](#)

- Literacy
- Numeracy
- Critical and creative thinking

Understand that language is organised as 'text' that takes different forms and uses different structures and features to achieve its purpose [(ACLITU015)](#)

- Literacy

Create stories and perform imaginative scenarios, through role-play, mime, drawing, oral discussion or scaffolded writing activities, using familiar words and modelled language (ACLITC008)

📄 Literacy

🔘 Critical and creative thinking

👥 Personal and social capability

🔗 Intercultural understanding

TRANSLATING

Translate for others what they can express in Italian, interpreting simple expressions and songs and explaining how meanings are similar or different in English or other known languages (ACLITC009)

📄 Literacy

🔘 Critical and creative thinking

👥 Personal and social capability

🔗 Intercultural understanding

REFLECTING

Recognise similarities and differences between aspects of

🔘 Critical and creative thinking

LANGUAGE VARIATION AND CHANGE

Understand that Italian speakers use language differently in different situations and according to cultural norms such as when at home with the family or in the classroom, for example, Mi scusi signor Falcone; Mi dispiace ... (ACLITU016)

📄 Literacy

🔘 Critical and creative thinking

👥 Personal and social capability

🔗 Intercultural understanding

ROLE OF LANGUAGE AND CULTURE

Recognise that all languages, including Italian, change continuously through contact with each other and through changes in society (ACLITU018)

📄 Literacy

🔘 Critical and creative thinking

👥 Personal and social capability

🔗 Intercultural understanding

Italian and Australian cultural practices and related language use [(ACLITC011)](ACLITC011)

▤ Literacy

ⓒ Critical and creative thinking

👥 Personal and social capability

ↄ Intercultural understanding

Achievement standard

At standard, students interact in Italian using simple descriptive or expressive modelled language and gestures to participate in tasks or activities, to ask each other how they are, offer wishes and to talk about events in the day and over the year, such as Martedì, io vado al cinema. Students identify some specific points of information in simple texts and they listen to, view and read imaginative texts and respond through shared performance. They use familiar words, phrases and modelled language to convey factual information and to create stories and perform imaginative scenarios. Students translate for others some of what they can express in Italian, and state how meanings are similar or different. They talk about some of the similarities and differences between Italian and Australian cultural practices and use of language.

Students reproduce the sounds and intonation patterns of spoken Italian with a satisfactory level of accuracy, stressing the final letter of familiar words that end with an accent, such as papà and città. They use familiar vocabulary and expressions and some first elements of grammar to convey simple information and write simple texts, such as lists, captions and descriptions, with a satisfactory level of accuracy. Students identify people using subject pronouns and they are aware that adjectives are usually

placed after the noun, such as la torta deliziosa. They use simple conjunctions, such as e, singular and plural forms of definite and indefinite articles with familiar nouns, and simple verbs in formulaic expressions, such as Mi piace la danza e il cricket. They experiment with different question words, numbers 0–50 and cardinal numbers for dates and ages. They identify some different forms of texts and some of the different structures and features of familiar text types. They identify some ways Italian speakers use language differently in different situations and between different people. They identify some ways in which languages can change over time through contact with other languages and changes in society.

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