

Year 7 Syllabus

Year Level Description

Year 7 Tamil: Second Language builds on the skills, knowledge and understanding required to communicate in the Tamil language developed in Year 6 and focuses on extending students' oral and written communication skills and their understanding of Tamil language and culture. Some students begin Year 7 with proficiency in languages other than Tamil and bring existing language learning strategies and intercultural awareness to the new experience of learning Tamil. Students' growing textual knowledge, developed through English literacy, supports their developing Tamil literacy. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive.

In Year 7, students communicate in Tamil, initiating and participating in interactions with peers and known adults to exchange information about and share opinions, thoughts and feelings about people, social events and school experiences. They engage in individual and collaborative tasks that involve planning, considering options, negotiating arrangements and participating in transactions. Students access and summarise key information and supporting details from texts. They organise and present information and ideas in texts related to aspects of their personal and social worlds, using language and modes of presentation to suit different audiences and contexts. Students respond to imaginative texts by expressing opinions about the themes and key ideas, values and techniques used to engage and entertain audiences. They create and present simple individual and shared imaginative texts to entertain peers and younger audiences.

Students better understand the systems of the Tamil language when encountered in spoken and written texts. They recognise and experiment with the pattern of sounds for all vowels and consonants of Tamil by

🌐 Intercultural understanding

INFORMING

Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds

📖 Literacy

🌐 Information and Communication

Technology (ICT) capability

🧠 Critical and creative thinking

👥 Personal and social capability

🌐 Intercultural understanding

Organise and present information and ideas on texts related to aspects of their personal and social worlds, using language and modes of presentation to suit different audiences and contexts

📖 Literacy

🔢 Numeracy

🌐 Information and Communication

Technology (ICT) capability

🧠 Critical and creative thinking

👥 Personal and social capability

🌐 Intercultural understanding

- describing the various noun types (thing, place, period, part, abstract and gerund); for example,
 1. 描述各种名词类型 (事物、地点、时期、部分、抽象和动名词); 例如,
 2. 描述人们的质量使用形容词 of 性格和外观; 例如,
 3. 使用单数和复数 possessive 形容词; 例如,
 4. 描述 possession 使用 possessive pronouns 和 in noun-adjective phrases; 例如,
 5. 指示数量使用 plurals; 例如,

example, joining words without change, $ab + cd \rightarrow abcd$);

$abcd + ef \rightarrow abcdef$

$abcd + ef \rightarrow abcdef$

for example split words with out

change, $abcd + ef \rightarrow abcdef$

$+ gh \rightarrow abcdefgh$

Continue to build a metalanguage to describe grammatical concepts and to organise learning resources

 Literacy

 Critical and creative thinking

Understand the structures, conventions and purpose associated with a range of texts created for information exchange or social interaction

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding


LANGUAGE VARIATION AND CHANGE

Explore how elements of communication, such as gestures, facial expressions and choice of language, vary according to context and situation

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding


Reflect on changes in their own use of language(s) over time, noticing how and when new ways are adopted or existing ways adapted; for example, □□□□, □□□□

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

ROLE OF LANGUAGE AND CULTURE

Understand that language use reflects cultural expression, assumptions and perspectives; for

example, using culturally appropriate gestures when greeting

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Achievement standard

At standard, students use familiar language when initiating and participating in spoken and written interactions in Tamil to exchange information about people, social events and school experiences. Students engage, with guidance, in the planning of Tamil events or activities and participating in transactions. They access and summarise some key information and supporting details, and they organise and present information and ideas on texts related to aspects of their personal and social worlds, using language and modes of presentation to suit audience and context. They express simple opinions and describe some of the themes, key ideas and techniques used in imaginative texts, and create and present simple imaginative texts to entertain peers and younger audiences. They translate texts, with some inaccuracies, noticing when it is difficult to transfer meaning from one language to the other. Students interact with Tamil speakers to share and compare some aspects of culture that affect communication and notice how their own culture impacts on language use. They also consider how their own biography influences their identity and communication.

Students better understand the Tamil sound and writing systems, using familiar vocabulary related to people, social events and school experiences, and applying elements of grammar in spoken and written texts, with a satisfactory level of accuracy. They describe how the Tamil language works, using some relevant metalanguage to organise learning resources. Students apply the structures, conventions and purpose associated with a range of texts created for information exchange or social interaction. They discuss how elements of communication and choice of language vary according to context and situation and reflect on changes in their use of language/s over time, noticing how and when new ways are adopted, or existing ways adapted.

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information and ideas in texts related to aspects of their personal and social worlds, using language and modes of presentation to suit different audiences and contexts. Students respond to imaginative texts by expressing opinions about the themes and key ideas, values and techniques used to engage and entertain audiences. They create and present simple individual and shared imaginative texts to entertain peers and younger audiences.

Students better understand the systems of the Tamil language when encountered in spoken and written texts. They recognise and experiment with the pattern of sounds for all vowels and consonants of Tamil by reciting and repeating words and phrases in context. Students generate language for purposeful interaction in spoken and written texts by using context-related vocabulary and elements of grammar, such as using $\square\square\square\square$ $\square\square\square\square$ and becoming familiar with $\square\square\square\square$ and $\square\square\square\square$ when encountered in familiar expressions and scaffolded language contexts. They continue to build a metalanguage in Tamil to describe grammatical concepts and organise learning resources.

Students recognise that Tamil language is used differently according to the context and situation. They acknowledge that languages change over time and influence one another.

In Year 7, students reflect on changes in their own use of language/s over time, noticing how and when new ways are adopted, or existing ways adapted.