Year 8 Syllabus

Year Level Description

Year 8 Tamil: Second Language builds on the skills, knowledge and understanding required to communicate in the Tamil language developed in Year 7 and focuses on extending students' oral and written communication skills and their understanding of Tamil language and culture. Students may need encouragement to take risks in learning a language at this stage of social development and to consider how the experience impacts on the norms associated with their first language and culture.

In Year 8, students communicate in Tamil, initiating and participating in interactions with peers and known adults to discuss and share ideas, opinions and experiences of special holidays and travel. They engage in individual and collaborative tasks that involve planning experiences and activities by considering options, negotiating arrangements, solving problems and participating in transactions. Students access, summarise and share key ideas and information from a range of texts related to their personal and social worlds. They organise and present information and ideas to raise awareness of and inform others about texts, using language and modes of presentation to compare perspectives and experiences. Students respond to imaginative texts, analysing the ideas, themes, values and techniques used to engage audiences, and make connections with personal experiences. They create and present a range of simple imaginative texts, selecting appropriate language, rhythms and images to enrich the visual or listening experience.

Students better understand the systems of the Tamil language when encountered in simple spoken and written texts. They use the features of the Tamil sound and writing systems to develop proficiency in reading and writing sentences and short texts written in Tamil letters. They generate language for purposeful interaction in spoken and written texts by

demonstrating increased control of context-related vocabulary and grammatical elements, including using double negative forms, different tenses and conjunctions such as □□□□, □□□□, □□□□□ to express a range of ideas and experiences. Students continue to build a metalanguage in Tamil to describe grammatical concepts and to organise learning.

Students widen their social networks, experiences and communication repertoires in Tamil. They are encouraged to investigate the nature and extent of Tamil language use in both Australian and global contexts, reflect on different aspects of the cultural dimension of learning and using Tamil, and consider how this might be interpreted and responded to by members of the community.

In Year 8, students are supported to develop increasing autonomy as language learners and users, to self-monitor and peer-monitor, and to adjust language in response to their experiences in different contexts. Students use Tamil language in more extended and elaborated ways for classroom interactions and routines, task participation and structured discussion.

Communicating

SOCIALISING

Initiate and participate in interactions with peers and known adults orally and in writing to discuss and share ideas, opinions and experiences of special holidays and travel; for example, □□□□□ □□□□□□□□□□□□ □□□□ □□□□□□□□? / □□□□□□□□□□□□ □□□□ □□□□□□? □□□□□□□□□□□□□□□□□□□□□□□

Understanding

SYSTEMS OF LANGUAGE

Recognise and enunciate words and combine them to construct sentences; for example, □□□□□□ □□□□, □□□ □□□□□.

Recognise the specific sound difference between consonants, and the correct pronunciation of the same, to avoid distorting the meaning of the word (□□□□□□□□□)

□□□□□□□□□□□□□□□□□□□ □□□□ □□□□□□□□; □□□□□□□□□□□□ □□□□□□□□□□□□□ □□□□□□□□?/□□ □□□□□□□□ □□□□□□□□□□□□ □□□□□□□?; □□□□□□□□□□□□□□□ □□□□□ □□□□□□□□ □□□□□ □□□□□□; □□□□□□□□□□□ □□□□□□□□□□ □□□□□ □□□□□ □□□□□□□□□□□?/□□□□□□□□□□□; □□□□□□□□□□□□□□□□□□ □□□□□□□□□□□□□□□□□□□□ □□□□ □□□□ □□□□□□□□□□□□; □□□□□□□□□□□□□□□□□□□□ □□□□□□□ □□□□□□□□□□□□ □□□□□ □□□□□□□□□□□□□□□□□□ □□□□ □□□□□□□□□□□□□□□□□□

📖 Literacy

⠅ Information and Communication Technology (ICT) capability

🅒 Critical and creative thinking

👥 Personal and social capability

🖬 Ethical understanding

🔗 Intercultural understanding

Engage in individual and collaborative tasks that involve planning experiences and activities, considering options, negotiating arrangements, solving problems and participating in transactions in Tamil where the meanings of the words differ; for example, □□□, □□□, □□□, □□□, □□□, □□□

📖 Literacy

🅒 Critical and creative thinking

Recognise and use □□□□□□□□□ □□□□□□□□□when joining words; for example, □□, □□, □□, □□, □□, □□; □□□□□+□□□□ □□□□□□□□□□□□ (□□□□□□□□□□□□□□□□□□□)

Consolidate the use of punctuation to make meaning when understanding and creating Tamil texts

📖 Literacy

🅒 Critical and creative thinking

Generate language for a range of purposes in spoken and written texts by using context-related vocabulary and applying elements of the Tamil grammatical system, including:

- indicating quantity using □□□□□□□, □□□□□□□□□□
- using classifiers; for example, □□□□, □□□□, □□□□□□□□□□

that include purchasing goods and services; for example, a birthday party, Christmas or New Year's Eve festivities, preparing for a real or virtual event or trip, an excursion to a South Indian restaurant, a sporting event or community festival, such as Pongal Festival

▤ Literacy

▦ Numeracy

⋮⋰ Information and Communication Technology (ICT) capability

◉ Critical and creative thinking

⫶⫶ Personal and social capability

⇥ Ethical understanding

⟲ Intercultural understanding

INFORMING

Access, summarise and share key ideas and information from a range of texts related to aspects of their personal and social worlds, and present them in different formats for the intended audience

▤ Literacy

▦ Numeracy

⋮⋰ Information and Communication Technology (ICT) capability

- using indefinite terms; for example, □□, □□□

- specifying place and location; for example, □□□□, □□□□, □□□□, □□□

- comparing and contrasting; for example, □□□□□□, □□□□□□□ □□□□□□□□□□□□□□□□□□□

- using articulated prepositions □□□□□□□, □□□□□□□□□□□□ plus article, □□□, □□□

- expressing emotions; for example, □□□□□□□□, □□□□□□□□!, □□□!, □□□□ □□□□□□□, □□□□

- using adverbs to qualify verbs; for example, □□□□□□□□□□□ □□□□□□□□, □□□□□□□□, □□□□□□□□□

- locating events in time, such as days, dates and months; for example, □□□□□□ □□□□□ □□□□□□□□□□□□□□ □□□□□□□□□□□□referring to the

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

Organise and present information and ideas to raise awareness of and inform others about texts related to aspects of their personal and social worlds, using language and modes of presentation to compare perspectives and experiences

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

CREATING

Respond to imaginative texts, such asraps, poems, picture books or cartoons, analysing ideas, themes, values and techniques used to engage and entertain audiences, and make connections with personal experiences and other imaginative texts in own language

past and future using time indicators, such as □□□□□, □□□□□, □□□□□, □□□□

- seeking information using interrogatives; for example, □□□□□□ □□□□□?, □□□□□ □□□?, □□□□□□□□?

- referring to length of time; for example, □□□□ □□□□□□□ □□□□ □□□ □□□□□

- beginning to refer to events and time using frequency markers; for example, □□□ □□□□□□□□□ □□□□□□□□□□□□□□□□□□, □□□ □□□□, □□□□□□□□□, □□ □□□□, □□□ □□□□□□□□□□ □□□□, □□□□□□□□□□□□□□□□

- using information-gathering questions, such as □□□□? □□□□□□? □□□ □□□□? □□□□□□□□?

- accepting or declining invitations; for example, □□□□□□□□□ □□□□, □□□□□□□□□□□□□□□□□□□ □□□□□.

and culture

▤ Literacy

⠌ Information and Communication Technology (ICT) capability

◉ Critical and creative thinking

⚌ Personal and social capability

↻ Intercultural understanding

Create and present a range of simple texts that involve imagined contexts and characters, selecting appropriate language, rhythms and images to enrich the visual or listening experience

▤ Literacy

⠌ Information and Communication Technology (ICT) capability

◉ Critical and creative thinking

⚌ Personal and social capability

↻ Intercultural understanding

TRANSLATING

Translate and/or interpret texts, including those that use language with colloquial or cultural associations, and consider why there might be differences in interpretation and how language

- using negative constructions including the double negative; for example, □□□□□ □□□□□□, □□□□□□□ □□□□□□□□□

- using the subject-object-verb construction when writing sentences; for example, □□□□□□ □□□□ □□□□□□□□□□

- using verbs in past, present and future tenses; for example, □□□□□□□□□□□□□□□□□□□□ □□□□□□□□□

- using verbs to express action and time; for example, □□□□ □□□□□□□□□□□□□□□□□□□□ □□□□□□□□□□□□□□□□□□□□□□ □□□□ □□□□□□□□□□□□□□, □□□□□□□□□□□□□□□ □□□□□ □□□□□□□□□

- indicating negation; for example, □□□□□□, □□□□□□□□, □□□□□□

- expressing modality; for example, □□□□□□□□□□□□□□□□□ □□□□□□□□

reflects elements of culture

- 🗒 Literacy

- ⦂⃗ Information and Communication Technology (ICT) capability

- 🅖 Critical and creative thinking

- 👥 Personal and social capability

- 🌐 Intercultural understanding

REFLECTING

Participate in intercultural interactions with members of the Tamil-speaking community to discuss cultural practices, demonstrating awareness of the importance of shared understanding and reflecting on adjustments made as a result of reactions and responses

- 🗒 Literacy

- ⦂⃗ Information and Communication Technology (ICT) capability

- 🅖 Critical and creative thinking

- 👥 Personal and social capability

- 🌐 Intercultural understanding

Consider how their own biography influences their identity and communication, and shapes their

- describing a state of action; for example, □□□□□□□□□, □□□□□□□□□□

- using modal verbs to express ability, possibility, likelihood and permission; for example, □□□□□□□□□□□□□□□□□□□□□□□□, □□□□□□□

- creating cohesion using conjunctions; for example, □□□

- creating compound and complex sentences by using conjunctions; for example, □□□□□□□□□□□□□□□□□□□□□□□□□□□□□□ □□□□□□□□□□□□□□□□□□□ □□□□□□□□□□□□□□□□□□□□□

- recognising and using synonyms (□□□ □□□□□□) such as □□□□, □□□□□□□, and antonyms (□□□□□□□□□□) such as

own intercultural experiences

□□□□□□□；□□□□□□□□□□□□□□，□□□□□□□

- adding cases (□□□□□□□□□) such as □□□□□，□□□□□，□□□，□□，□□□□□□□，□□□□，□□□□□□□, for example, □□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□ □□□□□□□□.

- using joining words with change (□□□□□□□□□□□□□); for example

  - appear (□□□□□)

    - □□□□ ＋ □□□□□ □□□+□□□=□□□□□□□□

    - □□□□ ＋ □□□□ □□□□+□□□□ □□□□□□□□□□

- understanding the use of active and passive voice according to the context; for example, □□□□□□□□□□□□□□□□□□□□□□; □□□□□□□□□□□□□□□□□□□□□□□.

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

☰ Literacy

◉ Critical and creative thinking

Apply the structures and conventions associated with a range of text types and identify key features and functions of the different genres

☰ Literacy

✦ Information and Communication Technology (ICT) capability

◉ Critical and creative thinking

⚇ Personal and social capability

♺ Intercultural understanding

LANGUAGE VARIATION AND CHANGE

Examine how elements of communication, such asgestures, 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

Investigate the nature and extent of Tamil language use in both Australian and global contexts

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

ROLE OF LANGUAGE AND CULTURE

Reflect on different aspects of the cultural dimension of learning and using Tamil, and consider how this might be interpreted and responded to by members of the community

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

Achievement standard

At standard, students use mostly familiar language when participating in

spoken and written interactions to exchange information on special holidays and travel and to collaborate on tasks, activities and transactions. They access, summarise and share key ideas and information from texts and present them in different formats for their intended audiences. Students analyse key ideas, themes, values and techniques in imaginative texts and make some connections with other imaginative texts in their own language and culture. They also create and present simple texts with imagined contexts and characters, selecting mostly appropriate language, rhythms and images to enrich the experience. Students translate and/or interpret texts, with some accuracy and consider why there might be differences in interpretation. They consider how their biography influences their identity and communication, and shapes their intercultural experiences.

Students better understand the Tamil sound and writing systems, using familiar vocabulary related to special holidays and travel, and applying elements of grammar in spoken and written texts, with a satisfactory level of accuracy. They apply most of the structures and conventions of a range of text types and identify most key features and functions of the different genres. Students discuss the nature and extent of Tamil language use in both Australian and global contexts and explain the different cultural aspects of learning and using Tamil, considering how this might be interpreted and responded to by members of the community.

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norms associated with their first language and culture.

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