

Year 8 Syllabus

Year Level Description

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

Students communicate in Italian, initiating and maintaining spoken and written interactions with peers and known adults to discuss and share ideas, views, opinions and experiences of special holidays and travel. They engage in tasks that involve planning, considering options, negotiating arrangements, solving problems and participating in transactions. Students summarise and share information from texts related to aspects of their personal and social worlds and present them in different formats for the intended audience. Students respond to a range of imaginative texts, analysing ideas and techniques used to entertain audiences and make connections with personal experiences and other imaginative texts in their own language and culture. They create and present a range of simple imaginative texts to enrich the visual or listening experience.

Students better understand the systems of the Italian language, recognising differences in tone and rhythm between statements and questions, exclamations and commands. They continue to extend their knowledge of context-related vocabulary and additional elements of grammar such as using modal verbs to express ability, possibility, likelihood and permission when encountered in familiar expressions and scaffolded language contexts. Students continue to build a metalanguage in Italian to describe

patterns, grammatical rules and variations in language structures.

Students are encouraged to participate in intercultural interactions with members of the Italian-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.

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. Italian language is being used in more extended and elaborated ways for classroom interactions and routines, task participation and structured discussion.

Communicating

SOCIALISING

Initiate and maintain spoken and written interactions with peers and known adults, using both rehearsed and spontaneous language to discuss and share ideas, views, opinions and experiences of special holidays and travel, for example, Dove sei andato/a per le vacanze?; Ti è piaciuto/a lo spettacolo/la gita ...?; Cosa pensi di...?; Secondo me...; Sono completamente d'accordo...; Vuoi venire alla mia festa di compleanno? Sì, certo!/Mi dispiace,

Understanding

SYSTEMS OF LANGUAGE

Recognise differences in tone and rhythm between statements and questions, exclamations and commands, when speaking, interacting and expressing emotion, for example, Vai a casa?; Va' a casa!; Oh!; E?; Che disastro!
[\(ACLITU070\)](#)

 Literacy

 Critical and creative thinking

Continue to extend knowledge of context-related vocabulary and

non posso/sono impegnato; Scusa se non vengo ...; Come festeggiate il Capodanno? Di solito ci riuniamo con i nostri parenti e amici per la cena. Quest'anno abbiamo giocato a carte fino a mezzanotte prima di uscire sul balcone a guardare i fuochi d'artificio

[\(ACLITC058\)](#)

 Literacy

 Critical and creative thinking


 Personal and social capability

 Intercultural understanding

Engage in tasks that involve planning experiences and activities such as a birthday party, Christmas or New Year's Eve festivities, preparing for a real or virtual event, trip or excursion, a sporting event or community festival, considering options, negotiating arrangements, solving problems and participating in transactions that include purchasing goods and services




[\(ACLITC059\)](#) [\(ACLITC060\)](#)

 Literacy

 Information and Communication Technology (ICT) capability

additional elements of grammar, including:

- beginning to use suffixes such as -etto/a, for example, casa-casetta
- recognising the use of direct object pronouns
- using articulated prepositions a, di, da, in, su plus article and prepositions that do not combine, for example, tra and per
- using adverbs to qualify verbs, for example, proprio, troppo, abbastanza, specialmente, spesso, nemmeno, purtroppo
- using negative constructions including the double negative, for example, Non c'è niente/nessuno...
- using verbs to express action in time
- using a range of regular and some irregular verbs in the


-  Critical and creative thinking
-  Personal and social capability
-  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

[\(ACLITC062\)](#)

 Literacy

 Information and Communication Technology (ICT) capability

 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 descriptive and expressive language to compare perspectives and experiences

[\(ACLITC063\)](#)

present, perfect and imperfect tenses

- using modal verbs to express ability, possibility, likelihood and permission

Continue to build a metalanguage to describe grammatical concepts and to organise learning resources
[\(ACLITU071\)](#)


 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

[\(ACLITU072\)](#)

 Literacy

 Information and Communication Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

LANGUAGE VARIATION AND CHANGE


Examine how elements of communication such as gestures,

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

CREATING

Respond to a range of imaginative texts, analysing ideas, themes, values and techniques used to engage and entertain audiences and make connections with personal experiences and other imaginative texts in their own language and culture

[\(ACLITC064\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Create and present a range of simple texts that involve imagined contexts and characters such as raps, poems, picture books or cartoons, selecting appropriate language, rhythms and images to enrich the visual or listening

facial expressions and choice of language vary according to context and situation

[\(ACLITU073\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Understand that Italian, like other languages, is constantly expanding to include new words and expressions in response to changing environments due to globalisation, language shifts and exchange, technology and intercultural experience

[\(ACLITU074\)](#) [\(ACLITU075\)](#)

 Literacy

 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 Italian and consider how this might be interpreted and responded to by members of the

experience

[\(ACLITC065\)](#)

 Literacy

 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 association and consider why there might be differences in interpretation and how language reflects elements of culture

[\(ACLITC066\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

REFLECTING


Participate in intercultural experiences with members of the Italian-speaking community to discuss cultural practices, demonstrating awareness of the importance of shared

community

[\(ACLITU076\)](#)

 Literacy

 Critical and creative thinking


 Personal and social capability


 Intercultural understanding

understanding and reflecting on adjustments made as a result of reactions and responses

[\(ACLITC068\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability


 Intercultural understanding

Consider how their own biography influences their identity and communication and shapes their own intercultural experiences

[\(ACLITC069\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Achievement standard

At standard, students initiate and maintain spoken and written interactions in Italian with others through collaborative tasks, activities and transactions to exchange information on special holidays and travel. They use mainly rehearsed and some spontaneous descriptive and expressive language to discuss occasionally and share ideas, views, opinions and experiences, such as *Di solito ci riuniamo con i nostri parenti e amici per la cena.* Quest'anno abbiamo giocato a carte fino a mezzanotte prima di uscire sul

balcone a guardare i fuochi d'artificio. Students engage in the planning of experiences and activities by considering options, negotiating arrangements and participating in transactions that include purchasing goods or services. They identify and share most key ideas, and some information, from a range of texts related to aspects of their personal and social worlds, presenting information and ideas in a given format for the intended audience. They organise and present most key information and ideas on texts related to aspects of their personal and social worlds, using mostly rehearsed descriptive and expressive language to make comparisons on perspectives and experiences. Students analyse ideas, themes, values and techniques used to engage and entertain audiences in a range of imaginative texts, making some connections with personal experiences and other imaginative texts in their own language and culture. They also create and present a range of simple texts with imagined contexts and characters, selecting mostly appropriate language, rhythms and images to enrich the visual or listening experience. Students translate and/or interpret texts, with some accuracy, including those use language with colloquial or cultural associations, noticing some differences in interpretation and impacts of culture on language. Students discuss cultural practices, and reflect on adjustments made as a result of reactions and responses, when participating in intercultural experiences with speakers of Italian.

Students recognise and apply, with a satisfactory level of accuracy, tone and rhythm to distinguish between statements, questions, exclamations and commands. They generate written and spoken texts by applying knowledge of familiar vocabulary and grammatical elements and some less familiar elements, with a satisfactory level of accuracy. Students recognise the use of direct object pronouns and begin to use suffixes. They use articulated prepositions, adverbs to qualify verbs, such as Sono completamente d'accordo, and negative constructions, including the double negative, such as Non c'è nessuno. Students use verbs to express action in time and modal verbs to express ability, such as Vuoi venire alla mia festa

di compleanno? Students describe how the Italian language works, using some relevant metalanguage to organise learning resources. They identify and apply most of the structures and conventions of a range of text types. They examine and sometimes vary elements of communication, such as gestures, facial expressions and choice of language according to context and situation. Students give examples of how Italian is constantly expanding to include new words and expressions in response to changing environments due to globalisation, language shifts and exchange, technology and intercultural experience.

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