

SEC SYLLABUS (2022)

ITALIAN

SEC 20

SYLLABUS

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(Not Available in September)

Syllabus Paper 1: Oral (10 mins), Aural (40 mins) & Written (1hr 15 mins) + Paper II (2 hrs)

1. AIMS

The aims of a course in Italian leading to the award of the Secondary Education Certificate are to:

- (a) develop the ability to use the language effectively for purposes of practical communication: this entails the development of the four basic skills and of a sound linguistic competence;
- (b) develop the ability to use learning strategies (learning how to learn) and to evaluate one's own learning: this entails fostering positive attitudes towards study, work and leisure;
- (c) offer insights into Italian culture and civilisation in order to develop linguistic competencies and to foster respect for others;
- (d) contribute to the cognitive and affective development of the candidate and enhance self-esteem;
- (e) provide enjoyment and develop interest towards Italian while stimulating one's intellectual abilities.

2. ASSESSMENT OBJECTIVES

SPEAKING – Candidates should be able to:

- (a) give descriptions of aspects related to everyday life;
- (b) exchange relevant information on familiar and social matters;
- (c) discuss practical issues;
- (d) express personal opinions on common issues;
- (e) make simple communicative exchanges in social situations;
- (f) understand information provided to them and respond to it;
- (g) respond adequately in a direct interview, using compensation strategies when in difficulty.

LISTENING – Candidates should be able to:

- (a) understand short texts which mainly include words and phrases frequently used in the language. These may include announcements, news broadcasts, short stories, directions, radio and television programmes, reports which may contain different opinions and different points of view, etc.;
- (b) understand and identify the main point/s of short, clear texts;

READING – Candidates should be able to:

- (a) read and understand Italian texts that include words and phrases frequently used in the language;
- (b) elicit the overall meaning of texts, possibly also containing some unfamiliar words: this implies reading and understanding emails, letters, advertisements, instructions, menus, lists, notices, signs, brochures, short newspaper articles, etc.;
- (c) understand and identify specific information;
- (d) understand direct regulations, simple instructions and short descriptions.

WRITING – Candidates should be able to:

- (a) write about common events and experiences;
- (b) write simple narratives;
- (c) express ideas, opinions, and emotions in emails, letters, notes and messages;
- (d) show coherence, cohesion and organisation and a sense of audience and purpose;
- (e) show competence in the following:
 - i) spelling, ii) punctuation, iii) range of vocabulary, iv) application of grammar rules,
 - v) syntax, vi) use of basic tenses, vii) using a dictionary.

SUBJECT CONTENT

3.1 Grammatica e Strutture

The grammatical notions marked with an asterisk (*) are considered to be fundamental in order to sit for the SEC examination successfully. Other notions are also necessary, but are mainly required in order to improve and perfect one's language competence.

Both forms and functions of these grammatical notions are necessary (i.e. they may be tested through language exercises, but also in reading and in written and spoken language production).

3.1.1 Alfabeto, punteggiatura e ortografia

(*) L'Alfabeto, punteggiatura, uso delle maiuscole.

(*) Regole ortografiche basiche (es. l'uso dell' *h* nelle sillabe *chi, che, ghi, ghe*; della *i* nelle sillabe *cio, cia, gio, gia*, ecc; l'uso del trigramma *gli* e del digramma *gn* [in parole come *famiglia, campagna*, ecc]; distinzione tra *a/ha, o/ho*, ecc.)

(*) L'accento grafico.

3.1.2 Nomi, articoli, preposizioni e congiunzioni

(*) Nome: femminile e maschile, singolare e plurale (compresi quelli irregolari più comuni); formazione dei nomi femminili.

(*) Articolo determinativo e indeterminativo.

(*) Preposizioni semplici e articolate.

(*) Le congiunzioni di uso comune (*e, ma, o, perché, quando, se*, ecc.)

Nomi alterati.

3.1.3 Aggettivi e avverbi

(*) Aggettivi qualificativi e determinativi: uso, formazione di e posizione; indefiniti, dimostrativi, interrogativi, possessivi (compreso l'uso con nomi di parentela); numerali.

3.1.1 The Alphabet, punctuation and spelling

(*) The Alphabet, punctuation, use of capital letters.

(*) Basic spelling rules (ex. the use of the *h* in the following syllables *chi, che, ghi, ghe*; of the *i* in the syllables *cio, cia, gio, gia*, etc; the use of *gli* and *gn* [in words like *famiglia, campagna*, etc]; distinction between *a/ha, o/ho*, etc.)

(*) The accent.

3.1.2 Nouns, articles, prepositions and conjunctions

(*) Noun: fem./ masc., sing. / plural (including the more common irregular ones); formation of feminine nouns.

(*) The definite and indefinite article.

(*) Simple and compound prepositions.

(*) Common conjunctions (*e, ma, o, perché, quando, se*, etc.)

Nouns with affixes.

3.1.3 Adjectives and adverbs

(*) Adjectives, formation of and their placing; indefinite, demonstrative; interrogative; possessive (including use of before names of relatives); numerical.

(*) Avverbi: uso, formazione di e posizione.

Di modo, di tempo, di luogo, di giudizio, di quantità, interrogativi.

(*) Gradi dell'aggettivo e dell'avverbio: comparativo dell'aggettivo e dell'avverbio. Gradi comparativi di maggioranza, minoranza e uguaglianza (comprese le forme irregolari più usate).

(*) Superlativo assoluto e relativo.

Aggettivi alterati.

3.1.4 Verbi

(*) Infinito.

(*) Indicativo presente, passato prossimo, imperfetto e trapassato prossimo, futuro semplice e anteriore.

(*) Participio passato. Accordo del participio passato con l'oggetto.

(*) Condizionale semplice.

(*) Condizionale composto.

(*) Concordanza dei tempi (specialmente Forma perifrastica: *stare per* + infinito; le forme dell'indicativo).

(*) Gerundio: presente e con il verbo *stare*.

(*) Imperativo e imperativo negativo.

(*) La forma impersonale.

(*) Verbi riflessivi.

(*) Verbi modali *dovere, volere, potere* ai tempi e ai modi elencati sopra.

(*) Adverbs: use, formation and position.

Adverbs expressing time, place, judgement, quantity, questions.

(*) Adjectives and adverbs: Comparatives of adjectives and adverbs. Comparative forms (including the most commonly used irregular forms).

(*) Superlative: absolute and relative.

Adjectives with affixes.

3.1.4 Verbs

(*) The Infinitive.

(*) The *presente indicativo, passato prossimo, imperfetto* and *trapassato prossimo, futuro semplice* and *anteriore*.

(*) The Past Participle. Agreement of past participle with the object.

(*) Present conditional.

(*) Past conditional.

(*) Agreement of tenses (especially in Progressive construction: *stare per* + *infinitive*; construction with the *infinito*).

(*)The Gerund: present and with the verb *stare*.

(*) The imperative mood and negative form of the imperative.

(*) The impersonal construction.

(*) Reflexive verbs.

(*)The modal verbs *dovere, volere, potere* in the tenses mentioned above.

Congiuntivo presente, passato e imperfetto.	Subjunctive, present, past and imperfect.
Infinito in funzione di imperativo.	The infinitive used as imperative.
Periodo ipotetico con l'indicativo (presente, futuro e imperfetto).	Conditional clauses with the indicative (present, future and imperfect).
Periodo ipotetico con il congiuntivo imperfetto.	Conditional clauses with the subjunctive (imperfect).
Forma passiva.	Passive voice.

3.1.5 Pronomi e particelle

(*) *Ci, vi, ne* nei vari usi.

(*) Pronomi personali soggetto (*io, tu, lui, lei, noi, voi, loro*).

(*) Pronomi possessivi.

(*) Pronomi dimostrativi *questo, quello* (anche al femminile e al plurale).

(*) Pronomi interrogativi *quale, quanto* (anche al femminile e al plurale; *chi, che*).

(*) Pronomi relativi *che, cui* e *chi*.

(*) Pronomi indefiniti di uso comune (es. *Alcuno, ciascuno, nessuno, troppo, molto, poco, tanto, tutto*, ecc; anche al femminile e al plurale; *qualcuno, ognuno*, ecc; anche al femminile; *qualcosa, niente, nulla*, ecc.)

(*) Pronomi riflessivi.

(*) Pronomi diretti e indiretti.

Di, uso partitivo.

Pronomi combinati.

3.1.6 Registri

(*) Forma di cortesia: l'uso del 'tu' e del 'Lei'.

3.1.5 Pronouns and particles

(*) *Ci, vi, ne* and their uses.

(*) Subject personal pronouns (*io, tu, lui, lei, noi, voi, loro*).

(*) Possessive pronouns.

(*) Demonstrative pronouns *questo, quello* (also in the feminine and the plural form).

(*) Interrogative pronouns *quale, quanto* (also in the feminine and plural form; *chi, che*).

(*) Relative pronouns *che, cui* and *chi*.

(*) Common indefinite pronouns (ex. *Alcuno, ciascuno, nessuno, troppo, molto, poco, tanto, tutto*, etc; also in the feminine and plural form; *qualcuno, ognuno*, etc; even in the feminine; *qualcosa, niente, nulla*, etc.)

(*) Reflexive pronouns.

(*) Direct and Indirect pronouns.

Use of the partitive *Di*.

Conjunctive and Disjunctive pronouns.

3.1.6 Discourse registers

(*) The use of the polite form: *tu* and *lei*.

3.1.7 Modi di dire / Idiomatic expressions

Candidates should know the meanings of the following expressions and how to use them in a sentence:

1. Acqua in bocca
2. Amici per la pelle
3. Andare a ruba
4. Andare d'accordo
5. Avere a portata di mano
6. Avere buone gambe
7. Avere la testa fra le nuvole
8. Avere la testa sulle spalle
9. Avere le mani bucate
10. Avere le mani in pasta
11. Avere le mani legate
12. Avere un cuore grande come una casa
13. Camminare a testa alta
14. Cercare per mare e per terra
15. Chiudersi in casa
16. Chiudere/ Non chiudere un occhio
17. Da capo a piedi
18. Dare alla luce
19. Dare il cambio
20. Difendere a denti stretti
21. Di punto in bianco
22. Essere al verde
23. Essere con l'acqua alla gola
24. Essere in gamba
25. Fare bella figura
26. Fare/essere l'avvocato del diavolo
27. Fare in tempo a
28. Fare marcia indietro
29. Gettare acqua sul fuoco
30. Guardare con la coda dell'occhio
31. Lavarsene le mani
32. Mettere i bastoni fra le ruote
33. Mettere qualcosa sotto i denti
34. Mettere una mano sul fuoco
35. Montarsi la testa
36. Parlare a quattr'occhi
37. Passare una notte in bianco
38. Perdere la testa
39. Perdersi in un bicchier d'acqua
40. Portare acqua al mare
41. Prendere due piccioni con una fava
42. Restare a bocca asciutta
43. Rompere il ghiaccio
44. Salire al settimo cielo
45. Scoppiare di salute
46. Sognare ad occhi aperti
47. Stare al gioco

48. Stare con le mani in mano
49. Versare lacrime di cocodrillo
50. Vuotare il sacco

3.2 Socio-linguistic components

Notions

Candidates are expected to be able to express themselves and express views on the matters related to:

- 3.2.1 Personal identification:** Say who they are, spell their names, state their address, give their telephone number, say when and where they were born, state their age, sex, and nationality, speak of their family and their relatives, state their likes and dislikes, say what other people are like, refer to personal relations (friend, boy/girl-friend, acquaintance, stranger), participate in social life, deal with matters of correspondence. They are also to elicit / understand similar information from others (this includes jobs and professions).
- 3.2.2 House and home, environment:** Describe a house or a flat, the rooms in it and their contents. Describe the natural environment (including plants and animals) and provide brief information about environmental issues (e.g. Pollution).
- 3.2.3 Daily life:** Describe their daily routines, at home and at school and speak of their prospects. Describe some events in the present and in the past.
- 3.2.4 Free time and entertainment:** Say when they are free and what they do in their spare time with reference to hobbies and interests, entertainment and private pursuits, radio, TV, gadgets, cinema, sports, reading and youth groups.
- 3.2.5 Travel:** Use and refer to means of transport; travel by road, rail, sea and air for holiday purposes (includes the basic vocabulary necessary in hotels/pensions, luggage, entering and leaving a country, travel documents).
- 3.2.6 Health and body care:** Refer to personal matters, stating whether they feel well, are hungry, tired, etc. Refer to matters of personal hygiene, matters of health and illness.
- 3.2.7 Education:** Refer to the school environment and to educational matters, including different levels of education, school subjects and qualifications.
- 3.2.8 Shopping:** Make use of shopping facilities, particularly buying foodstuffs, clothes, household articles, etc.
- 3.2.9 Food and drink:** Refer to and order various kinds of food and beverages in a café, a restaurant, etc. Refer to the basic vocabulary regarding weights and measures.

