

Modern Languages 1, MODMOD01, 100 p

The teaching of modern languages should be aimed at students to develop their language and world knowledge so that they can, want and dare to use language in different situations and for different purposes. Students should be given the opportunity, through the use of language in functional and meaningful contexts, to develop comprehensive communications skills. This ability includes understanding spoken language and subtitles, and production and interaction, adapting their language to different situations, purposes and audiences. By teaching the students also have the opportunity to develop correctness in speech and writing and the ability to express themselves with greater variation and complexity. In addition, students are given the opportunity to develop the ability to use various strategies to support communication and to resolve problems when language ability is not sufficient.

Students should be given the opportunity to develop skills for living conditions, social and cultural phenomena in different contexts and areas where the language is used. The course will stimulate students' curiosity about language and culture and give them the opportunity to develop multilingualism in which knowledge of different languages interact and support each other. The course will also help students develop linguistic awareness and knowledge of how language is learned in and outside of teaching.

In education, students get to meet the spoken and written language of various kinds, and have put the contents in relation to their own experiences and knowledge. Students will get to interact in speech, writing, producing spoken language and various texts, both alone and with others, and supported by various means and media. Teaching must take advantage of the outside world as a resource for contacts, information and learning and help students develop an understanding of how to search, evaluate, select and acquire content from various sources of information, knowledge and experiences.

The teaching of the subject of modern languages will provide students with opportunities to develop the following:

1. Understanding of the target language in written and spoken form and ability to interpret the content.
2. Ability to express themselves and communicate in the target language in speech and writing.
3. Ability to use language strategies in different contexts.
4. Ability to adapt language for different purposes, recipients and situations.
5. Ability to discuss and reflect on living conditions, social and cultural phenomena in different contexts and areas in which language is used.

Central content

Content of a communication

- Personal information, relating to students' familiar topics and interests, people and places, everyday situations, facts, ideas, opinions and feelings.
- Daily life and lifestyles in different contexts and areas where the language is used.

Reception

- Clearly spoken language and texts that are instructional, descriptive, narrative and communicative, including the media, and in combination with illustrations, such as films.
- Dialogues and talks.
- Stories and other fiction, even in spoken or dramatized form, and songs.
- Information and communication, such as signs and advertising.
- Strategies to perceive significant words and draw conclusions about the content, for example by means of prior understanding or inference.
- Strategies to choose from and acquaint themselves with the content of texts and spoken language.
- Linguistic phenomena, such as pronunciation, intonation, spelling and punctuation, in the language students encounter.
- How words and fixed linguistic expressions are used in spoken language and subtitles in different situations.

Production and interaction

- Presentations of self and others, instructions, notices and descriptions of coherent speech and writing. Recall and transcribe the communication.
- Strategies to solve language problems in conversation, such as reformulations, gestures and questions.
- Development of linguistic certainty, for example, pronunciation and intonation, vocabulary, polite phrases, and other solid verbal expressions.

Knowledge requirements

Grade E	Grade C	Grade A
The student understands common words and simple phrases , in clearly spoken, simple language in a relaxed tempo about simple and familiar topics, as well as in simple and everyday texts, even with the support of strategies for listening and reading.	Pupils understand the main contents and perceive fine detail , in clearly spoken, simple language in a relaxed tempo about simple and familiar topics, as well as in simple and everyday texts, even with the support of strategies for listening and reading.	Pupils understand the main content and perceived every detail , in clearly spoken, simple language in a relaxed tempo about simple and familiar topics, as well as in simple and everyday texts, even with the support of strategies for listening and reading.
Students comment on the contents of the target language in a comprehensive way and by acting upon the contents with some certainty .	Students comment on the contents of the target language in an informed manner and by acting upon the contents with some certainty .	Students comment on the contents of the target language in an informed and nuanced way and by acting upon the contents with total certainty .
Students select from a few straightforward recordings and texts from various media, and use the content in their own production to a limited extent .	Students select from a few straightforward recordings and texts from various media, and use pertinent content in their own production.	Students select from a few straightforward recordings and texts from various media, and use relevant content in their own production effectively .
Pupils express themselves in the target language in understandable, simple and concise speech and writing with single words and phrases .	Pupils express themselves in the target language simple and clear in speech and writing with phrases and sentences .	Pupils express themselves in the target language simply, clearly and with some context in speech and writing.
Pupils communicate in the target language in spoken and written form clearly and simply with single words and phrases . In addition, pupils use a strategy that solves a few simple linguistic communication problems.	Pupils communicate in the target language in spoken and written form clearly and simply with words, phrases and sentences . In addition, students use some strategies to solve simple linguistic communication problems.	Pupils communicate in the target language in spoken and written form clearly and simply with words, phrases and sentences . In addition, pupils use a few strategies that can solve various linguistic communication problems.
Pupils comment in the target language briefly some phenomena in different contexts and areas where the language is used. This allows the student easy comparisons with their own experiences and knowledge.	Pupils comment in the target language informing a few things in different contexts and areas where the language is used. This makes valid comparisons with the student's own experiences and knowledge.	Pupils comment in the target language in detail and informing a few things in different contexts and areas where the language is used. This means that valid comparisons with their own experiences and knowledge are made.

Grade D means that the knowledge requirements for E and for the most part of C are satisfied.

Grade B means that the knowledge requirements for C and for the most part of A are met.

This grading system conforms to the new curriculum Gy11.