Modern Languages 2, MODMOD02, 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, for students familiar topics, interests and activities, people and places, everyday situations, facts and events, thoughts, opinions, experiences and feelings.
- Daily life, lifestyles and social relations in different contexts and areas where the language is used.

Reception

- Clearly spoken language and texts that are instructional, descriptive, narrative and outreach, including film and other media.
- Dialogues, interviews and discussions.
- Stories and other fiction, even in spoken or dramatized as well as songs and poems.
- Information and communications, such as advertising, schedules and announcements.
- Strategies to perceive significant word, context and to adapt the listening and reading to the Form and content.
- Strategies for searching, selecting and understanding the contents of the texts and spoken language.
- Linguistic phenomena, such as pronunciation, intonation, grammatical structures, spelling and punctuation, and fixed linguistic expressions, in the language students encounter.
- How different formulations are used to initiate and complete various types of requests and calls.

Production and interaction

- Presentations of self and others, instructions, messages, stories and descriptions of coherent speech and writing. Call and write the contact and communication.
- Strategies that reformulations, questions, and supportive phrases to solve language problems in discussions and written communications and to participate in and contribute to the conversation.
- Development of linguistic certainty in the case, for example, pronunciation and intonation, polite phrases, and other fixed linguistic expressions and grammatical structures, improved transparency and alignment with purpose and context.

Knowledge requirements

Grade E	Grade C	Grade A
Pupils understand **common words and simple phrases,** in clearly spoken, simple language in a relaxed tempo on familiar topics and in simple everyday texts, even with the support of strategies for listening and reading.	Pupils understand the **main content and perceive details,** in clearly spoken, simple language in a relaxed tempo on familiar topics and in simple everyday texts, even with the support of strategies for listening and reading.	Pupils understand the **whole content and details,** in clearly spoken, simple language in a relaxed tempo on familiar topics and in simple everyday texts, even with the support of strategies for listening and reading.
The students report and comment on the contents of the target language in **a** comprehensive way, and by acting upon them **with some certainty.**	The students report and comment on the contents of the target language in an **informed** manner, and by acting upon the contents **with certainty.**	The students report and comment on the contents of the target language in an **informed and nuanced** way, and by acting upon the contents **with complete certainty.**
Students select from a few straightforward recordings or texts from various media, and use them, **to a limited extent,** in the content of their own production.	Students select from a few straightforward recordings or texts from various media, and use **pertinent content** from them, in their own production.	Students select from a few straightforward recordings or texts from various media, and use them relevantly **and effectively** in their own production.
Pupils formulate themselves in an **understandable, simple and concise** manner in oral and written form with **phrases and sentences.** In addition, students make **occasional and simple** improvements on request.	Pupils formulate themselves in the target language **simply, clearly and with some context** in speech and writing and **to some extent adapted** to the purpose. In addition, students make **simple** improvements on request.	Pupils formulate themselves in the target language **simply, coherently and clearly** in speech and writing, and **with some adaptation** to purpose, recipients and situations. In addition, students make **simple** improvements on request.
Pupils communicate in the target language in spoken and written form **clearly and simply with words, phrases and sentences.** 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 **to some extent adapted** to the purpose. In addition, pupils use **some** strategies to solve **simple** linguistic communication problems.	Pupils communicate in the target language in speech and writing **actively, clearly and simply,** and **with some adaptation to purpose, recipients and situations.** 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 students to make **easy** comparisons with their own experiences and knowledge.	Pupils comment in the target language in **informed** manner, a few things in different contexts and areas where the language is used. Students make **valid** comparisons with their own experiences and knowledge.	Pupils comment in the target language **in detail and in informed** manner, a few things in different contexts and areas where the language is used. Students make **valid** comparisons with their own experiences and knowledge.

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.