

Modern Languages 3, MODMOD03, 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

- Known substances, interests and activities, people and places, everyday situations, facts and current events, thoughts, opinions, experiences and feelings.
- Way of life, social relationships and cultural phenomena in different contexts and areas where the language is used.

Reception

- Clearly spoken language, although with some regional variations. Texts that are instructional, descriptive, narrative, discussion and networking, also via film and other media.
- Call and continuous spoken language, such as dialogues and interviews.
- Stories and other fiction, even in spoken or dramatized form, and songs and poems.
- Non-fiction of various kinds and with different purposes, such as mail and news.
- Strategies to perceive details, significant word and context and to adapt listening and reading to the Form and content.
- Strategies for searching, selecting and assimilating contents of texts and spoken language.
- Linguistic phenomena, such as pronunciation, intonation and grammatical structures and fixed linguistic expressions, in the language students encounter.
- How texts and spoken language varies according to different purposes and contexts.

Production and interaction

- For instructions, narratives and descriptions of coherent speech and writing. Discussions, talks and writing for contact and communication in various situations.

- Strategies to solve language problems, for example by means of reformulating and explaining.
- Strategies for contributing to and actively participate in the call, for example, by initiating interaction, active listening and finish in a polite manner.
- Development of linguistic certainty in the case, for example, pronunciation, intonation, fixed linguistic expressions and grammatical structures, improved transparency, diversity and adaptation to the purpose, recipients and situations.

Knowledge requirements

Grade E	Grade C	Grade A
Pupils understand the main contents and perceive clear details of spoken language in a relaxed tempo on familiar subjects and in simple texts, even with the support of strategies for listening and reading. This is shown by the student presenting, discussing and commenting on the contents of the target language in a comprehensive way, by acting upon the contents with some certainty	Pupils understand the main contents and understand the essential features of spoken language in a relaxed tempo on familiar subjects and in simple texts, even with the support of strategies for listening and reading. This is shown by the student presenting, discussing and commenting on the contents of the target language in an informed manner, and by acting upon the contents with certainty .	Pupils understand the whole content and main details of spoken language in a relaxed tempo on familiar subjects and in simple texts, even with the support of strategies for listening and reading. This is shown by the student presenting, discussing and commenting on the contents of the target language in an informed and nuanced way, and by acting upon the contents with total certainty .
Pupils search and select with some certainty texts and spoken language from different media and use them in a relevant way in the content of its own production.	Pupils search and select with certainty texts and spoken language from different media and use them in a relevant and effective way in the content of their own production.	Pupils search and select with security texts and spoken language from different media and use them in a relevant and effective way in the content of their own production.
Pupils formulate themselves in the target language understandable, easily and with some context in speech and writing and to some extent adapted to the purpose. In addition, the student makes occasional simple improvements on request.	Pupils formulate themselves in the target language in a simple, coherent and clear manner in speech and writing, and with some adaptation to purpose, recipients and situations. In addition, the student makes simple improvements on request.	Pupils formulate themselves in the target language coherently, clearly and with some fluency in spoken and written form, and with some adaptation to purpose, recipients and situations. In addition the student makes informed improvements on request.
Pupils communicate in the target language in spoken and written form clearly and simply , and to some extent adapted to the purpose. In addition, pupils use some strategies to solve simple problems in communication.	Pupils communicate in the target language in spoken and written form simply and clearly and with some adaptation to purpose, recipients and situations. In addition, pupils use a few strategies which can solve various problems in communication and contribute to it.	Pupils communicate in the target language in speech and writing actively, clearly and with specific purpose , recipients and situations. In addition, pupils use a few strategies that effectively solve problems in communication and contribute to it in a constructive way .
Pupils discuss in the target language an overview of some phenomena in different contexts and areas where the language is used. In the discussion students make easy comparisons with their own experiences and knowledge.	Pupils discuss in the target language in detail and in an informed way , a few things in different contexts and areas where the language is used. In the discussion, students make valid comparisons with their own experiences and knowledge.	Pupils discuss in the target language in detail, an in an informed and nuanced way , a few things in different contexts and areas where the language is used. In the discussion, students make informed and nuanced 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.

This grading system conforms to the new curriculum Gy11.