Modern Languages 4, MODMOD04, 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

- Current and familiar subjects, interests and activities, everyday situations, facts and events, relationships and ethical issues, ideas, opinions, experiences, feelings and ambitions.
- Living conditions, traditions, social relations and cultural phenomena in context and the language is used.

Reception

- Spoken language, although with some regional and social staining. Texts that are instructional, descriptive, narrative, discursive, argumentative and outreach, including through film and other media.
- Call and continuous spoken language, such as dialogues and interviews.
- Fiction and other fiction, even in spoken and dramatized form, and songs and poems.
- Non-fiction of various kinds and with different purposes, such as news articles and features.
- Strategies for understanding the details and context, and to adapt the listening and reading to the scaffold form, content and purpose.
- Strategies for searching, selecting and evaluating the content of texts and spoken language.
- Linguistic phenomena, such as pronunciation, intonation, grammatical structures and sentence structure and words with different style, value and fixed linguistic expressions, in the language students encounter.
- How connective words and expressions used to create structure and linguistically coherent utterances.

Production and interaction

- For instructions, narratives and descriptions of coherent speech and writing. Talks, discussions and arguments for communication and contact 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 providing confirmation, ask supplementary questions and initiate new issues or topics.
- Development of linguistic certainty in the case, for example, pronunciation, intonation, fixed linguistic expressions and sentence structure, the clarity, variation and fluency.
- The processing of own and others' oral and written requests to vary, clarify, refine and adapt 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 and accessible texts in different genres, even with the support of **some** 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, and 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 and accessible texts in different genres, even with the support of **different** 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 **both whole and details of** spoken language in a relaxed tempo and accessible texts in various genres, including the application of **various effective** 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 **of safety.**
Pupils search and select **with some certainty** texts and spoken language from various media and use pertinent content on 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 on their own production.	Pupils search and select **with security** texts and spoken language from different media and use them, in an **effective and critical** way on their own production.
Pupils formulate themselves in the target language **simple, relatively coherent and clear** in speech and writing in different genres and **to some extent adapted to the purpose.** In addition, the student makes **simple** improvements on request.	Pupils formulate themselves in the target language **coherently, clearly and with some fluency** in speaking and writing in various genres and **with some adaptation to purpose, recipients and situations.** In addition, the student makes **informed** improvements on request.	Pupils formulate themselves in the target language **coherently, clearly, fluently and with variety** in speaking and writing in various genres and **with adaptation to purpose, recipients and situations.** In addition, the student makes **informed** improvements on request.
Pupils communicate in the target language in speech and writing in different contexts, **comprehensible and easily,** and **with some adaptation** to purpose, recipients and situations. In addition, pupils use a few strategies to solve **simple** problems in communication.	Pupils communicate in the target language in speech and writing in different contexts, **actively, clearly and with some adaptation** to purpose, recipients and situations. In addition, pupils use a few strategies that can solve **various** problems in communication **and contribute to the interaction.**	Pupils communicate in the target language in speech and writing in different contexts, **actively, clearly, and with variety, with adaptation** to purpose, recipients and situations. In addition, pupils use a few strategies that **effectively solve** problems in communication **and contribute to the interaction, taken forward in a constructive way.**
Pupils discuss in the target language **overview of** some phenomena in different contexts and areas where the language is used. Students make **easy** comparisons with their own experiences and knowledge.	Pupils discuss in the target language **in a detailed and informed** way a few things in different contexts and areas where the language is used. Students make **valid** comparisons with their own experiences and knowledge.	Pupils discuss in the target language **in a detailed, informed and nuanced** in different contexts and areas where the language is used. 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.