

Modern Languages 5, MODMOD05, 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.

Content of a communication

- Matters relating to pupils' education, social and working life; current areas: facts, events and sequences of events, thoughts, opinions, ideas, experiences and emotions, relationships and ethical issues; language in the world, and other forms of fiction.
- Living conditions, attitudes, values and traditions, and social, political and cultural conditions in different contexts and areas where the language is used.

Reception

- Spoken language, also with certain social and dialectal variety. Texts that are argumentative, narrative, discursive, explanatory, instructional, and reporting, through film and other media.
- Bundled spoken language and conversations of various kinds, such as interviews.
- Fiction, poetry, songs and other fiction.
- Non-fiction of various kinds and with different aims: manuals, news, portraits, popular science texts, reports.
- Strategies to listen and learn in different ways and with different purposes.
- Strategies for searching, selecting and critically examine texts and spoken language.
- Which words and phrases in oral and written requests create structure and context, expressing the start, cause, timing, and conclusion.

Production and interaction

- Oral and written production and interaction of various kinds, even in more formal settings, where students instruct, explain, summarize, explain, comment, evaluate, justify their opinions, discuss and debate.
- Strategies for contributing to and actively participate in discussions related to social and working life.
- The processing of own and others' oral and written requests to specify, clarify and differentiate and to create structure and adapt to the purpose and situation. This includes the use of words and phrases to clarify the causal and temporal aspects.

Knowledge requirements

Grade E	Grade C	Grade A
<p>Pupils understand the main contents and perceive clear details of spoken language in varying tempo and in the written language in various genres. This shows 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. In addition, pupils use a limited listening strategies and reading strategies in order to appreciate and critically examine the content of the spoken and written language.</p>	<p>Pupils understand whole content and some details of languages spoken in varying tempo and in the written language in various genres. This shows the student presenting, discussing and commenting on the contents of the target language in an informed way, and by acting upon the contents of safety. In addition, pupils use effectively some listening strategies and reading strategies in order to appreciate and critically examine the content of the spoken and written language.</p>	<p>Pupils understand both whole and details of languages spoken in varying tempo and in the written language in various genres. This shows the student by 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. In addition, pupils use effectively different listening strategies and reading strategies in order to appreciate and critically examine the content of the spoken and written language.</p>
<p>Students search and select with some certainty texts and spoken language from different media, evaluate and use them in a relevant way for content of their own production.</p>	<p>Students search and select with security texts and spoken language from various media and they evaluate them and use them in a relevant and effective way for content of their own production.</p>	<p>Students search and select with security texts and spoken language from various media and they evaluate them and use them in a relevant, effective and critical way for content of their own production.</p>
<p>Pupils formulate themselves in the target language in a coherent, clear way with some fluency in speaking and writing in various genres and with some adaptation to purpose, recipients and situations. In addition, the student will make simple improvements on request.</p>	<p>Pupils formulate themselves in the target language in a coherent, structured, clear way, with some variation and some fluency in speaking and writing in various genres and with some adaptation to purpose, recipients and situations. In addition, the student will make informed improvements on request.</p>	<p>Pupils formulate themselves in the target language in a coherent, structured, clear, free way, with variety and fluency in speaking and writing in different genres as well suited to the purpose, recipients and situations. In addition, the student will make informed and nuanced improvements on request.</p>
<p>Pupils communicate in the target language in spoken and written in different, even more formal, context, clearly and with some float, and with some adaptation to purpose, recipients and situations. In addition, pupils use some strategies to solve simple problems in communication.</p>	<p>Pupils communicate in the target language in spoken and written in different, even more formal, context, active, clear, varied and surface, and with some adaptation to purpose, recipients and situations. In addition, pupils use a few strategies that can solve various problems in communication and contributes to the interaction may be given surface.</p>	<p>Pupils communicate in the target language in spoken and written in different, even more formal, context, accessible, active, clear, varied and surface well suited to the purpose, recipients and situations. In addition, pupils use a few strategies that effectively solves problems in communication and contributes to the interaction may float and taken forward in a constructive way.</p>
<p>Pupils discuss in the target language the overview of some conditions of life, societal and cultural phenomena in different contexts and areas where the language is used. The discussion encourages students to make easy comparisons with their own experiences and knowledge.</p>	<p>Pupils discuss in the target language in detail and informed some living conditions, social or cultural phenomena in different contexts and areas where the language is used. The discussion encourages pupils to make valid comparisons with their own experiences and knowledge.</p>	<p>Pupils discuss in the target language in detail, informed and in a nuanced way, some living conditions, social or cultural phenomena in different contexts and areas where the language is used. The discussion allows students to make informed and nuanced comparisons with their own experiences and knowledge.</p>

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.