

## English

The English language surrounds us in our daily lives and is used in such diverse areas as politics, education and economics. Knowledge of English increases the individual's opportunities to participate in different social and cultural contexts, as well as in global studies and working life. Knowledge of English can also provide new perspectives on the surrounding world, enhanced opportunities to create contacts, and greater understanding of different ways of living.

### Aim of the subject

Teaching of English should aim at helping students to develop knowledge of language and the surrounding world so that they have the ability, desire and confidence to use English 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 all-round communicative skills. These skills cover both reception, which means understanding spoken language and texts, and production and interaction, which means expressing oneself and interacting with others in speech and writing, as well as adapting their language to different situations, purposes and recipients. Through teaching students should also be given the opportunity to develop correctness in their use of language in speech and writing, and also the ability to express themselves with variation and complexity. In addition, students should be given the opportunity to develop their ability to use different strategies to support communication and to solve problems when language skills are inadequate.

Students should be given the opportunity to develop knowledge of living conditions, social issues and cultural features in different contexts and parts of the world where English is used. Teaching should encourage students' curiosity in language and culture, and give them the opportunity to develop plurilingualism where skills in different languages interact and support each other. Teaching should also help students develop language awareness and knowledge of how a language is learned through and outside teaching contexts.

Teaching should as far as possible be conducted in English. In teaching students should meet written and spoken English of different kinds, and relate the content to their own experiences and knowledge. Students should be given the opportunity to interact in speech and writing, and to produce spoken language and texts of different kinds, both on their own and together with others, using different aids and media. Teaching should make use of the surrounding world as a resource for contacts, information and learning, and help students develop an understanding of how to

search for, evaluate, select and assimilate content from multiple sources of information, knowledge and experiences.

**Teaching in the subject of English should give students the opportunities to develop the following:**

- 1) Understanding of spoken and written English, and also the ability to interpret content.
- 2) The ability to express oneself and communicate in English in speech and writing.
- 3) The ability to use different language strategies in different contexts.
- 4) The ability to adapt language to different purposes, recipients and situations.
- 5) The ability to discuss and reflect on living conditions, social issues and cultural features in different contexts and parts of the world where English is used.

## **Courses in the subject**

- English 5, 100 credits, which builds on knowledge from the compulsory school or equivalent.
- English 6, 100 credits, which builds on the course English 5.
- English 7, 100 credits, which builds on the course English 6.

## English 5

The course English 5 covers points 1–5 under the heading Aim of the subject.

### Core content

Teaching in the course should cover the following core content:

#### Content of communication

- Subject areas related to students' education, and societal and working life; current issues; events and processes; thoughts, opinions, ideas, experiences and feelings; relationships and ethical issues.
- Content and form in different kinds of fiction.
- Living conditions, attitudes, values and traditions, as well as social, political and cultural conditions in different contexts and parts of the world where English is used. The spread of English and its position in the world.

#### Reception

- Spoken language, also with different social and dialect features, and texts that instruct, relate, summarise, explain, discuss, report and argue, also via film and other media.
- Coherent spoken language and conversations of different kinds, such as interviews.
- Literature and other fiction.
- Texts of different kinds and for different purposes, such as manuals, popular science texts and reports.
- Strategies for listening and reading in different ways and for different purposes.
- Different ways of searching for, selecting and evaluating texts and spoken language.
- How words and phrases in oral and written communications create structure and context by clarifying introduction, causal connection, time aspects, and conclusions.

#### Production and interaction

- Oral and written production and interaction of various kinds, also in more formal settings, where students instruct, narrate, summarise, explain, comment, assess, give reasons for their opinions, discuss and argue.
- Strategies for contributing to and actively participating in discussions related to societal and working life.
- Processing of their own and others' oral and written communications in order to vary, clarify and specify, as well as to create structure and adapt these to their purpose and situation. This covers the use of words and phrases that clarify causal connections and time aspects.

## KNOWLEDGE REQUIREMENTS

### Grade E

Pupils can understand **the main content and basic details** of English spoken at a varying speed and in clearly expressed written English in various genres. Students show their understanding by **in basic terms** giving an account of, discussing and commenting on content and details, and with **acceptable** results act on the basis of the message and instructions in the content.

Students can choose and **with some certainty** use strategies to assimilate and evaluate the content of spoken and written English.

Students choose texts and spoken language from different media and in a relevant way use the material selected in their own production and interaction.

In oral and written communications of various genres, students can express themselves in **relatively** varied ways, **relatively** clearly and **relatively** coherently. Students can express themselves with **some** fluency and **to some extent adapted** to purpose, recipient and situation. Students work on and make improvements to their own communications.

In oral and written interaction in various, and more formal contexts, students can express themselves clearly and with **some** fluency and **some** adaptation to purpose, recipient and situation. In addition, students can choose and use **essentially** functional strategies which **to some extent** solve problems and improve their interaction.

Students discuss **in basic terms** some features in different contexts and parts of the world where English is used, and can also make **simple** comparisons with their own experiences and knowledge.

## Grade D

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

## Grade C

Students can understand **the main content and essential details** of English spoken at a varying speed and in clearly expressed written English in various genres. Students show their understanding by **in a well grounded way** giving an account of, discussing and commenting on content and details, and with **satisfactory** results act on the basis of the message and instructions in the content.

Students can choose and **with some certainty** use strategies to assimilate and evaluate the content of spoken and written English.

Students choose texts and spoken language from different media and in a relevant **and effective** way use the selected material in their own production and interaction.

In oral and written communications of various genres, students can express themselves in a way that is **relatively** varied, clear, coherent and **relatively structured**. Students can also express themselves with fluency and **some adaptation** to purpose, recipient and situation. Students work on and make **well grounded** improvements to their own communications.

In oral and written interaction in various, and more formal contexts, students can express themselves clearly with fluency, and with **some** adaptation to purpose, recipient and situation. In addition, students can choose and use functional strategies to solve problems and improve their interaction.

Students discuss **in detail** some features in different contexts and parts of the world where English is used, and can also make **well developed** comparisons with their own experiences and knowledge.

## Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

## Grade A

Students can understand **both the whole and details** of English spoken at a varying speed and in clearly expressed written English in various genres. Students show their understanding by **in a well grounded and balanced way** giving an account of, discussing and commenting on content and details, and with **good** results act on the basis of the message and instructions in the content.

Students can choose and **with certainty** use strategies to assimilate and evaluate the content of spoken and written English.

Students choose texts and spoken language from different media and in a relevant, **effective and critical** way use the selected material in their own production and interaction.

In oral and written communications of various genres, students can express themselves in ways that are varied, clear, coherent **and structured**. Students can also express themselves with fluency and **some adaptation** to purpose, recipient and situation. Students work on and make **well grounded and balanced** improvements to their own communications.

In oral and written interaction in various, and more formal contexts, students express themselves clearly, **relative freely** and with fluency, and also with adaptation to purpose, recipient and situation. In addition, students can choose and use **well** functioning strategies to solve problems and improve their interaction, **and take it forward in a constructive way**.

Students discuss **in detail and in a balanced way** some features in different contexts and parts of the world where English is used, and can also make **well developed and balanced** comparisons with their own experiences and knowledge.

## English 6

The course English 6 covers points 1–5 under the heading Aim of the subject.

### Core content

Teaching in the course should cover the following core content:

#### Content of communication

- Concrete and abstract subject areas related to students' education and societal and working life; current issues; thoughts, opinions, ideas, experiences and feelings; ethical and existential issues.
- Themes, ideas, form and content in film and literature; authors and literary periods.
- Living conditions, attitudes, values, traditions, social issues as well as cultural, historical, political and cultural conditions in different contexts and parts of the world where English is used.

#### Reception

- Spoken language, also with different social and dialect features, and texts, including complex and formal texts, which relate, discuss, argue, report and provide descriptions, also via film and other media.
- Coherent spoken language and conversations of different kinds, such as debates, lectures and interviews.
- Contemporary and older literature, poetry, drama and songs.
- Texts of different kinds and for different purposes, such as formal letters, popular science texts and reviews.
- Strategies for source-critical approaches when listening to and reading communications from different sources and in different media.
- Strategies to search for relevant information in larger amounts of text or longer sequences of spoken language and to understand perspectives and implied meaning.
- How structure and context are built up and how attitudes, perspectives and style are expressed in spoken and written language in various genres.
- How language, picture and sound are used to express influence in such areas as political debate and advertising.

## Production and interaction

- Oral and written production and interaction in different situations and for different purposes where students argue, report, apply, reason, summarise, comment on, assess and give reasons for their views.
- Strategies for contributing to and actively participating in argumentation, debates and discussions related to societal and working life.
- Different ways of commenting on and taking notes when listening to and reading communications from different sources.
- Processing of language and structure in their own and others' oral and written communications, and also in formal contexts. Adaptation to genre, situation and purpose.

## KNOWLEDGE REQUIREMENTS

### Grade E

Students can understand the **main content and basic details** of English spoken **at a relatively rapid pace**, and in written English in various genres, and in more formal contexts. Students show their understanding by **in basic terms** giving an account of, discussing, commenting, and drawing conclusions on content and details, and with **acceptable** results act on the basis of the message and instructions in the content.

Students can choose and **with some certainty** use strategies to search for relevant information and assess the reliability of different sources.

Students choose texts and spoken language from different media and in a relevant way use the material selected in their own production and interaction.

In oral and written communications of various genres, students can express themselves in a way that is **relatively** varied, clear, and **relatively** structured. Students can also express themselves with fluency and **some** adaptation to purpose, recipient and situation. Students work on and make **simple** improvements to their own communications.

In oral and written interaction in various, and more formal and complex contexts, students can express themselves clearly with fluency, and with **some** adaptation to purpose, recipient and situation. In addition, students can choose and use **essentially** functional strategies which **to some extent** solve problems and improve their interaction.



Students discuss **in basic terms** some features in different contexts and parts of the world where English is used, and can also make **simple** comparisons with their own experiences and knowledge.

## Grade D

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

## Grade C

Students can understand the **main content and essential details** of English spoken **at a relatively rapid pace**, and in written English in various genres, and in more formal contexts. Students show their understanding by **in a well grounded way** giving an account of, discussing, commenting and drawing conclusions on content and details, and also with **satisfactory** results act on the basis of the message and instructions in the content.

Students can choose and **with some certainty** use strategies to search for relevant information and assess the reliability of different sources.

Students choose texts and spoken language from different media and in a relevant **and effective** way use the selected material in their own production and interaction.

In oral and written communications of various genres, students can express themselves in ways that are varied, clear and structured. Students can also express themselves with fluency and **some** adaptation to purpose, recipient and situation. Students work on and make **well grounded** improvements to their own communications.

In oral and written interaction in various, and more formal and complex contexts, students can express themselves clearly, **relative freely** and with fluency, and with adaptation to purpose, recipient and situation. In addition, students can choose and use functional strategies to solve problems and improve their interaction.

Students discuss **in detail** some features in different contexts and parts of the world where English is used, and can also make **well developed** comparisons with their own experiences and knowledge.

## Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

## Grade A

Students can understand **both the whole and details** of English spoken **at a rapid pace**, and in written English in various genres, and in more formal contexts. Students show their understanding by **in a well grounded and balanced way** giving an account of, discussing, commenting and drawing conclusions on content and details, and with **good** results act on the basis of the message and instructions in the content.

Students can choose and **with certainty** use strategies to search for relevant information and assess the reliability of different sources.

Students choose texts and spoken language from different media and in a relevant, **effective and critical** way use the selected material in their own production and interaction.

In oral and written communications of various genres, students can express themselves in ways that are varied, **balanced**, clear and structured. Students can also express themselves with fluency and adaptation to purpose, recipient and situation. Students work on and make **well grounded and balanced** improvements to their own communications.

In oral and written interaction in various, and more formal and complex contexts, students can express themselves clearly, **freely** and with fluency, and with adaptation to purpose, recipient and situation. In addition, students can choose and use **well** functioning strategies to solve problems and improve their interaction, **and take it forward in a constructive way**.

Students discuss **in detail and in a balanced way** some features in different contexts and parts of the world where English is used, and can also make **well developed and balanced** comparisons with their own experiences and knowledge.

## English 7

The course English 7 covers points 1–5 under the heading Aim of the subject.

### Core content

Teaching in the course should cover the following core content:

#### Content of communication

- Theoretical and complex subject areas, also of a more scientific nature, related to students' education, chosen specialisation area, societal issues and working life ; thoughts, opinions, ideas, experiences and feelings; cultural expressions in modern times and historically, such as literary periods.
- Societal issues, cultural, historical, political and social conditions, and also ethical and existential issues in different contexts and parts of the world where English is used.

#### Reception

- Spoken language, also with different social and dialect features, and texts, including complex and formal texts which relate, discuss, argue, report, describe and investigate, also via film and other media.
- Coherent spoken language and conversations of different kinds, such as debates, in-depth reports and lectures.
- Contemporary and older literature and other fiction in various genres such as drama.
- Texts of different kinds and for different purposes, such as agreements, in-depth articles and scientific texts.
- Strategies to take in and structure information in larger amounts of text or longer sequences of spoken language.
- Strategies for drawing conclusions about the spoken language and texts in terms of attitudes, perspectives, purposes and values, and to understand implied meaning.
- How oral and written communications in different genres are built up. How stylistics and rhetorical devices are used for different purposes and how language is used as an instrument to exercise power.

#### Production and interaction

- Oral and written production and interaction in different situations and for different purposes where students argue from different perspectives, apply, reason, assess, investigate, negotiate and give reasons for their views.
- Oral and written communications in a chosen specialisation area.
- Strategies for using different types of sources, with source-critical awareness and established ways of citing sources within the chosen specialisation area and in other areas.
- Strategies and modern technology to participate in, lead and document conversations and written communications in various media, such as in work processes and negotiation situations related to social and working life.
- Use of basic stylistic and rhetorical concepts.
- Processing of language and structure in their own and others' communications, in formal and complex contexts, and to create adaptation to genre, style and purpose.

## KNOWLEDGE REQUIREMENTS

### Grade E

Students can understand the **main content and essential details**, and **with some certainty**, also implied meaning, of English spoken at a relatively rapid pace, and in written English in various genres of an advanced nature. Students show their understanding by **in basic terms** giving an account of, discussing, commenting, and drawing conclusions on content and details, and with **acceptable** results act on the basis of the message and instructions in the content.

Students can choose and **with some certainty** use strategies to search for relevant information, structure it and assess the reliability of different sources.

Students choose texts and spoken language from different media and in a relevant way can use the material selected in their own production and interaction.

In oral and written communications of various genres, students can express themselves in ways that are varied, clear and **structured**. Students can also express themselves with fluency and **some** adaptation to purpose, recipient and situation. Students work on and make **well grounded** improvements to their own communications.

In oral and written interaction in various, and more formal and complex contexts, students can express themselves clearly, **relative** freely and with fluency, and with adaptation to purpose, recipient and situation. In addition, students can choose and use **essentially functional** strategies which **to some extent** solve problems and improve their interaction.

Students discuss **in basic terms** some features in different contexts and parts of the world where English is used, and can also make **simple** comparisons with their own experiences and knowledge.

## Grade D

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

## Grade C

Students can understand the **main content and essential details**, and **with some certainty**, also implied meaning, of English spoken at a relatively rapid pace, and in written English in various genres of an advanced nature. Students show their understanding by **in a well grounded way** giving an account of, discussing, commenting and drawing conclusions on content and details, and also with **satisfactory** results act on the basis of the message and instructions in the content.

Students can choose and **with some certainty** use strategies to search for relevant information, structure it and assess the reliability of different sources.

Students choose texts and spoken language from different media and in a relevant and **effective** way use the selected material in their own production and interaction.

In oral and written communications of various genres, students can express themselves in ways that are varied, **balanced**, clear and **structured**. Students can also express themselves with fluency and adaptation to purpose, recipient and situation. Students work on and make **well grounded and balanced** improvements to their own communications.

In oral and written interaction in various, and more formal and complex contexts, students can express themselves clearly, freely and with fluency, and with adaptation to purpose, recipient and situation. In addition, students can choose and use **functional** strategies to solve problems and improve their interaction.

Students discuss **in detail** some features in different contexts and parts of the world where English is used, and can also make **well developed** comparisons with their own experiences and knowledge.

## Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

## Grade A

Students can understand **both the whole and details**, and also implied meaning of English spoken at a rapid pace, and written English in various genres of an advanced nature. Students show their understanding by **in a well grounded and balanced way** giving an account of, discussing, commenting and drawing conclusions on content and details, and with **good** results act on the basis of the message and instructions in the content.

Students can choose and **with certainty** use strategies to search for relevant information, structure it and assess the reliability of different sources.

Students choose texts and spoken language from different media and in a relevant, **effective and critical** way use the selected material in their own production and interaction.

In oral and written communications of various genres, students can express themselves with **good precision**, in ways that are varied, **balanced**, clear and **well structured**. Students can also express themselves with fluency and **good** adaptation to purpose, recipient and situation. Students work on and make **well grounded and balanced** improvements to their own communications.

In oral and written interaction in various, and more formal and complex contexts, students can express themselves clearly, freely and with fluency, and **with flexible and effective** adaptation to purpose, recipient and situation. In addition, students can choose and use **well functioning** strategies to solve problems and improve their interaction, **and take it forward in a constructive way**.

Students discuss **in detail and in a balanced way** some features in different contexts and parts of the world where English is used, and can also make **well developed and balanced** comparisons with their own experiences and knowledge.