

Danish as a Foreign Language: 10 step programme (English version)



Course Description

Aim:

- To be able to speak Danish at normal speed using age appropriate vocabulary and topics.
- To be able to understand Danish language spoken at normal speed with age appropriate vocabulary and topics.
- To use Danish reading and writing as tools to improve Danish language skills.

Purpose:

- To facilitate a route for pupils to learn to fully speak and understand Danish for the purpose of accessing Danish society (everyday life, further and higher education as well as professional life).

Course requirements:

- Pupils will be given a minimum of 3 formal lessons per week at ISIB.
- Pupils will need to supplement the lessons with a recommended 7 hours informal exposure to Danish every week.
- Speed of progress will vary and will depend on exposure to Danish, effort in class as well as personal ability to learn languages.

Routes:

- **Danish as foreign language:** This course is specifically designed to meet the needs of pupils learning Danish as a foreign language. It includes vocabulary, grammar, communication and pronunciation. The course takes pupils to C1 CEFR by the end of IG2 (based on starting at ISIB in Y1). It offers a clear route to the Lær Dansk system, the next step being DU3 prøven and subsequently Studieprøven. Studieprøven gives access to Higher Education courses in Denmark. No matter what step pupils finish on, the transfer to the Lær Dansk system will be simple, easy and taylor-made.
- **Danish Literacy and Literature.** Pupils might feasibly be able to access this course with adequate ability to speak and understand age appropriate Danish at normal speed. This course is built around Danish literacy and literature and does not focus on foreign language needs of vocabulary, grammar, communication and pronunciation. It is tested on ability to analyse and evaluate Danish literature, ability to read with speed and use appropriate reading strategies, ability to write in a variety of genres and ability to spell with accuracy.

ISIB Step Overview

| Year | Step | Module | CEFR ISIB adapted | NC Level | Speaking | Listening | Reading | Writing |
|------------------|------|----------|----------------------|------------------|----------|-----------|---------|---------|
| 1 st | 1 | Module 1 | A1 Start | 1C, 1B, 1A | | | | |
| 2 nd | 2 | Module 1 | A1 Achieved | 2C, 2B | | | | |
| 3 rd | 3 | Module 2 | A2 Start | 2A | | | | |
| 4 th | 4 | Module 2 | A2 Achieved | 3C, 3B | | | | |
| 5 th | 5 | Module 3 | B1 Start | 3A, 4C | | | | |
| 6 th | 6 | Module 3 | B1 Achieved | 4B | | | | |
| 7 th | 7 | Module 4 | B2 Start | 4A, 5C, 5B | | | | |
| 8 th | 8 | Module 4 | B2 Achieved | 5A, 6C | | | | |
| 9 th | 9 | Module 5 | C1 Start | E-A | | | | |
| 10 th | 10 | Module 5 | C1 Achieved | E-A | | | | |

Communicative standard

| ISIB Step | CEFR | Communicative standard/Spoken interaction |
|-----------|-------------|---|
| Step 1 | A1 Start | |
| Step 2 | A1 Achieved | I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me reformulate what I am trying to say. |
| Step 3 | A2 Start | |
| Step 4 | A2 Achieved | I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities when the other person speaks clearly, slowly and using standard speech. |
| Step 5 | B1 Start | |
| Step 6 | B1 Achieved | I can speak to several people at the same time about topics I know about if it is delivered in clear and standard speech at nearly normal speed. |
| Step 7 | B2 Start | I can begin to interact with a degree of fluency and spontaneity that makes regular interaction with native speakers nearly possible without much strain for either part. |
| Step 8 | B2 Achieved | I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either part. |
| Step 9 | C1 Start | |
| Step 10 | C1 Achieved | I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers. |

STEP 1 – 1st year: End of Year Targets with NC Levels

| 1 st year | Target (Module 1 – part 1) | 1C (a lot of support) | 1B (some support) | 1A (no support) |
|----------------------|---|-----------------------|-------------------|-----------------|
| Speaking | <ul style="list-style-type: none"> I can introduce myself. | | | |
| | <ul style="list-style-type: none"> I can use different daily greetings and expressions | | | |
| Listening | <ul style="list-style-type: none"> I can understand simple instructions in class. | | | |
| | <ul style="list-style-type: none"> I can understand short and simple questions | | | |

STEP 1 – Language Passport with adapted CEFR link

| | | | |
|--|-----------|--|--|
| 1st year | | <ul style="list-style-type: none"> • Topics | CEFR A1 – with a lot of support |
| Language Passport CEFR A1 | August | <ul style="list-style-type: none"> • Myself | |
| | September | <ul style="list-style-type: none"> • Food and clothes | |
| | October | <ul style="list-style-type: none"> • Weather | |
| | November | <ul style="list-style-type: none"> • People who help us | |
| | December | <ul style="list-style-type: none"> • Seasons, holidays and travel | |
| | January | <ul style="list-style-type: none"> • Transport and travel | |
| | February | <ul style="list-style-type: none"> • The local and wider community | |
| | March | <ul style="list-style-type: none"> • Time | |
| | April | <ul style="list-style-type: none"> • People and places in other countries | |
| | May | <ul style="list-style-type: none"> • Animals and plants | |
| | June | <ul style="list-style-type: none"> • Caring for my locality | |

STEP 2 – 2nd year: End of Year Targets with NC Levels

| 2 nd year | Target (Module 1 – part 2) | 2C (some support) | 2B (no support) |
|----------------------|---|-------------------|-----------------|
| Speaking | <ul style="list-style-type: none"> I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me reformulate what I am trying to say. | | |
| | <ul style="list-style-type: none"> I can answer short questions about myself. | | |
| | <ul style="list-style-type: none"> I can construct short questions. | | |
| Listening | <ul style="list-style-type: none"> I can understand short dialogues (ie. at the dinner table). | | |
| | <ul style="list-style-type: none"> I can recognize the numbers to 10. | | |

STEP 2 – Language Passport with adapted CEFR link

| | | | |
|--|-----------|--|--|
| 2nd year | | <ul style="list-style-type: none"> • Topics | CEFR A1 – with some or no support |
| Language Passport CEFR A1 | August | <ul style="list-style-type: none"> • Myself | |
| | September | <ul style="list-style-type: none"> • Food and clothes | |
| | October | <ul style="list-style-type: none"> • Weather | |
| | November | <ul style="list-style-type: none"> • People who help us | |
| | December | <ul style="list-style-type: none"> • Seasons, holidays and travel | |
| | January | <ul style="list-style-type: none"> • Transport and travel | |
| | February | <ul style="list-style-type: none"> • The local and wider community | |
| | March | <ul style="list-style-type: none"> • Time | |
| | April | <ul style="list-style-type: none"> • People and places in other countries | |
| | May | <ul style="list-style-type: none"> • Animals and plants | |
| | June | <ul style="list-style-type: none"> • Caring for my locality | |

STEP 3 – 3rd year: End of Year Targets with NC levels

| 3rd year | Target (Module 2 – part 1) | 2a (with no support) |
|----------------------------|---|-----------------------------|
| Speaking | I can talk about a subject I am familiar with and have prepared in advance. | |
| | I can answer questions about a subject. | |
| | I can ask when I don't understand a question. | |
| Listening | I can understand when someone spells a new word for me. | |
| | I can recognize the alphabet, numbers to 100, dates and time expressions in conversation. | |
| | I can understand short presentations by my classmates (ie. about their families). | |
| Reading | I can read a simple text, ie. Teo og Dy (Læsebog 1) | |
| Writing | I can write a simple text with words from ie. Teo og Dy | |

STEP 3 – Language Passport with adapted CEFR link

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|--|-----------|--|--|
| 3rd year | | <ul style="list-style-type: none"> • Topics | CEFR A2 – with a lot of support |
| Language Passport CEFR A2 | August | <ul style="list-style-type: none"> • Myself | |
| | September | <ul style="list-style-type: none"> • Food and clothes | |
| | October | <ul style="list-style-type: none"> • Weather | |
| | November | <ul style="list-style-type: none"> • People who help us | |
| | December | <ul style="list-style-type: none"> • Seasons, holidays and travel | |
| | January | <ul style="list-style-type: none"> • Transport and travel | |
| | February | <ul style="list-style-type: none"> • The local and wider community | |
| | March | <ul style="list-style-type: none"> • Time | |
| | April | <ul style="list-style-type: none"> • People and places in other countries | |
| | May | <ul style="list-style-type: none"> • Animals and plants | |
| | June | <ul style="list-style-type: none"> • Caring for my locality | |

STEP 4 – 4th year: End of Year Targets

| 4 th year | Target (Module 2) | 3C (some support) | 3B (no support) |
|----------------------|--|-------------------|-----------------|
| Speaking | <ul style="list-style-type: none"> I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities when the other person speaks slowly and clearly using standard speech. | | |
| | <ul style="list-style-type: none"> I can talk to people I don't know in a simple language – i.e. about my weekend or concrete and everyday matters. | | |
| | <ul style="list-style-type: none"> I can use many ordinary phrases, i.e. vi ses, held og lykke, tak for i dag. | | |
| | <ul style="list-style-type: none"> I can help keep a conversation going, i.e. det forstår jeg ikke helt... hvad betyder det?... hvad mener du med det? | | |
| | <ul style="list-style-type: none"> I can talk about a topic I know about. | | |
| | <ul style="list-style-type: none"> I can answer questions about a topic I know about. | | |
| Listening | <ul style="list-style-type: none"> I can understand the main points of a conversation when I know about the topic and if people speak slowly. | | |
| | <ul style="list-style-type: none"> I can understand many phrases and terms in simple dialogues in TV programmes. | | |
| | <ul style="list-style-type: none"> I can recognise words and phrases when two native speakers talk together slowly and clearly – but I cannot follow the conversation fully yet. | | |
| | <ul style="list-style-type: none"> I can understand concrete information in messages, i.e. opening hours, weather forecast, messages in the lesson. | | |
| | <ul style="list-style-type: none"> I can understand simple instructions outside of school. | | |
| Reading | <ul style="list-style-type: none"> I can read a simple text from i.e. SOS fra Kina (Læsebog 2) | | |
| Writing | <ul style="list-style-type: none"> I can write a simple text with words from i.e. SOS fra Kina | | |

STEP 4 – Language Passport with adapted CEFR link

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|--|-----------|--|----------------------------------|
| 4th year | | <ul style="list-style-type: none"> • Topics | CEFR A2 – with no support |
| Language Passport CEFR A2 | August | <ul style="list-style-type: none"> • Myself | |
| | September | <ul style="list-style-type: none"> • Food and clothes | |
| | October | <ul style="list-style-type: none"> • Weather | |
| | November | <ul style="list-style-type: none"> • People who help us | |
| | December | <ul style="list-style-type: none"> • Seasons, holidays and travel | |
| | January | <ul style="list-style-type: none"> • Transport and travel | |
| | February | <ul style="list-style-type: none"> • The local and wider community | |
| | March | <ul style="list-style-type: none"> • Time | |
| | April | <ul style="list-style-type: none"> • People and places in other countries | |
| | May | <ul style="list-style-type: none"> • Animals and plants | |
| | June | <ul style="list-style-type: none"> • Caring for my locality | |

STEP 5 – 5th year: End of Year Targets

| 5 th year | Target (Module 3 – part 1) | 3A (some support) | (no support) |
|----------------------|--|-------------------|--------------|
| Speaking | <ul style="list-style-type: none"> I can speak on the phone when the conversation is simple, but it is still difficult. | | |
| | <ul style="list-style-type: none"> I can use ordinary phrases such as: Tak i lige måde, tak for sidst, har du to minutter. | | |
| Listening | <ul style="list-style-type: none"> I can understand the main points of a conversation with some repetition of particular words and phrases. | | |
| | <ul style="list-style-type: none"> I can understand the main points in a TV programme. | | |
| Reading | <ul style="list-style-type: none"> I can find information in a longer overview, i.e. the sports results. | | |
| | <ul style="list-style-type: none"> I can follow simple instructions, i.e. recipes. | | |
| Writing | <ul style="list-style-type: none"> I can complete a form with personal details. | | |
| | <ul style="list-style-type: none"> I can take notes about simple and predictable messages, i.e. name, address, homework. | | |

STEP 5 – Language Passport with adapted CEFR link

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|--|-----------|--|---|
| 5th year | | <ul style="list-style-type: none"> • Topics | CEFR B1 – with a lot or some support |
| Language Passport CEFR B1 | August | <ul style="list-style-type: none"> • Myself | |
| | September | <ul style="list-style-type: none"> • Food and clothes | |
| | October | <ul style="list-style-type: none"> • Weather | |
| | November | <ul style="list-style-type: none"> • People who help us | |
| | December | <ul style="list-style-type: none"> • Seasons, holidays and travel | |
| | January | <ul style="list-style-type: none"> • Transport and travel | |
| | February | <ul style="list-style-type: none"> • The local and wider community | |
| | March | <ul style="list-style-type: none"> • Time | |
| | April | <ul style="list-style-type: none"> • People and places in other countries | |
| | May | <ul style="list-style-type: none"> • Animals and plants | |
| | June | <ul style="list-style-type: none"> • Caring for my locality | |

STEP 6 – 6th year: End of Year Targets

| 6 th year | Target (Module 3 – part 2) | 4B (some support) | 4A (no support) |
|----------------------|---|-------------------|-----------------|
| Speaking | <ul style="list-style-type: none"> I can speak to several people at the same time about topics I know about if it is delivered in clear and standard speech. | | |
| | <ul style="list-style-type: none"> I can express my opinions and argue my case in a simple language. | | |
| Listening | <ul style="list-style-type: none"> I can understand the details of extended conversations on familiar topics if delivered in clear and standard speech. | | |
| | <ul style="list-style-type: none"> I can understand a simple phone message. | | |
| Reading | <ul style="list-style-type: none"> I can understand short and simple news articles, i.e. on ultranyt.dk | | |
| | <ul style="list-style-type: none"> I can understand the main points of most simple papers. | | |
| | <ul style="list-style-type: none"> I can often understand new words, because I can understand the sentence the word is in. | | |
| Writing | <ul style="list-style-type: none"> I can write a short letter, a message or an e-mail in a language that is suitable for the recipient. | | |
| | <ul style="list-style-type: none"> I can write about experiences and about what it looks like in different places: i.e. travel experiences, a football match, a walk in the woods. | | |

STEP 6 – Language Passport with adapted CEFR link

| | | | |
|--|-----------|--|----------------------------------|
| 6th year | | <ul style="list-style-type: none"> • Topics | CEFR B1 – with no support |
| Language Passport CEFR B1 | August | <ul style="list-style-type: none"> • Myself | |
| | September | <ul style="list-style-type: none"> • Food and clothes | |
| | October | <ul style="list-style-type: none"> • Weather | |
| | November | <ul style="list-style-type: none"> • People who help us | |
| | December | <ul style="list-style-type: none"> • Seasons, holidays and travel | |
| | January | <ul style="list-style-type: none"> • Transport and travel | |
| | February | <ul style="list-style-type: none"> • The local and wider community | |
| | March | <ul style="list-style-type: none"> • Time | |
| | April | <ul style="list-style-type: none"> • People and places in other countries | |
| | May | <ul style="list-style-type: none"> • Animals and plants | |
| | June | <ul style="list-style-type: none"> • Caring for my locality | |

STEP 7 – 7th year: End of Year Targets

| 7th year | Target (Modul 4 – part 1) | 5C (some support) | 5B (no support) |
|------------------|---|-------------------|-----------------|
| Speaking | <ul style="list-style-type: none"> I can begin to interact with a degree of fluency and spontaneity that makes regular interaction with native speakers nearly possible without much strain for either part. | | |
| | <ul style="list-style-type: none"> Without preparation, I can participate in conversations about everyday topics or topics of personal interest. | | |
| | <ul style="list-style-type: none"> Without difficulty I can use phrases and terms, such as: Har du tid til at hjælpe et kort øjeblik, vil du være sød at åbne vinduet. | | |
| Listening | <ul style="list-style-type: none"> I can follow a conversation about a known topic. The rate of speech can nearly be normal, but I have to concentrate to follow this. | | |
| | <ul style="list-style-type: none"> I can understand messages and instructions, i.e. in class | | |
| Reading | <ul style="list-style-type: none"> I can understand texts that are written in everyday language. | | |
| | <ul style="list-style-type: none"> I can understand the main point in an information text, such as a news article. | | |
| | <ul style="list-style-type: none"> I can understand details in a book we are working with in class. | | |
| Writing | <ul style="list-style-type: none"> I can write a joined up message or a letter. | | |

STEP 7 – Language Passport with adapted CEFR link

| | | | |
|--|-----------|--|---|
| 7th year | | <ul style="list-style-type: none"> • Topics | CEFR B2 – with a lot or some support |
| Language Passport CEFR B2 | August | <ul style="list-style-type: none"> • Myself | |
| | September | <ul style="list-style-type: none"> • Food and clothes | |
| | October | <ul style="list-style-type: none"> • Weather | |
| | November | <ul style="list-style-type: none"> • People who help us | |
| | December | <ul style="list-style-type: none"> • Seasons, holidays and travel | |
| | January | <ul style="list-style-type: none"> • Transport and travel | |
| | February | <ul style="list-style-type: none"> • The local and wider community | |
| | March | <ul style="list-style-type: none"> • Time | |
| | April | <ul style="list-style-type: none"> • People and places in other countries | |
| | May | <ul style="list-style-type: none"> • Animals and plants | |
| | June | <ul style="list-style-type: none"> • Caring for my locality | |

STEP 8 – 8th year: End of Year Targets

| 8 th year | Target (Modul 4 – part 2) | 5A (some support) | 6C (no support) |
|----------------------|--|-------------------|-----------------|
| Speaking | <ul style="list-style-type: none"> I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either part. | | |
| | <ul style="list-style-type: none"> I can help keep a conversation going by asking clarifying questions such as: mener du at... Vil det sige at... | | |
| | <ul style="list-style-type: none"> I can speak on the phone about known topics with people I know well, but it is still hard to do it with strangers. | | |
| | <ul style="list-style-type: none"> I can talk in detail about my experiences, my dreams and my future plans. | | |
| Listening | <ul style="list-style-type: none"> I can understand the main point in the news, such as Ultra Nyt, when it is about a topic I know well. | | |
| | <ul style="list-style-type: none"> I can understand the main point in many films. | | |
| Reading | <ul style="list-style-type: none"> I can follow the subtitles on TV. | | |
| | <ul style="list-style-type: none"> I can quickly find information in longer texts. | | |
| | <ul style="list-style-type: none"> I can guess the meaning of words from the context it is in. | | |
| Writing | <ul style="list-style-type: none"> I can write while I listen, i.e. a phone message or take notes during lessons. | | |
| | <ul style="list-style-type: none"> I can express my points of view in writing and give reasons. | | |

STEP 8 – Language Passport with adapted CEFR link

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|--|-----------|--|----------------------------------|
| 8th year | | <ul style="list-style-type: none"> • Topics | CEFR B2 – with no support |
| Language Passport CEFR B2 | August | <ul style="list-style-type: none"> • Myself | |
| | September | <ul style="list-style-type: none"> • Food and clothes | |
| | October | <ul style="list-style-type: none"> • Weather | |
| | November | <ul style="list-style-type: none"> • People who help us | |
| | December | <ul style="list-style-type: none"> • Seasons, holidays and travel | |
| | January | <ul style="list-style-type: none"> • Transport and travel | |
| | February | <ul style="list-style-type: none"> • The local and wider community | |
| | March | <ul style="list-style-type: none"> • Time | |
| | April | <ul style="list-style-type: none"> • People and places in other countries | |
| | May | <ul style="list-style-type: none"> • Animals and plants | |
| | June | <ul style="list-style-type: none"> • Caring for my locality | |

STEP 9 – 9th year: End of Year Targets

| 9th year | Target (Module 5 – part 1) | E, D (a lot of support) | C (some support) | B, A (no support) |
|------------------|--|-------------------------|------------------|-------------------|
| Speaking | <ul style="list-style-type: none"> I can participate actively in group discussions about everyday and current topics and I can fairly fluently express my opinions and feelings: på den anden side kan jeg godt forstå..., især når man tænker på... jeg mener derimod ikke | | | |
| | <ul style="list-style-type: none"> I can change the topic of conversation: jeg kommer til at tænke på... men noget helt andet er... | | | |
| Listening | <ul style="list-style-type: none"> I can understand longer uninterrupted speech and I can follow a complex dialogue, if I know the topic well. | | | |
| | <ul style="list-style-type: none"> I can understand most news on Ultra Nyt. | | | |
| Reading | <ul style="list-style-type: none"> I can understand texts which are about concrete and abstract topics, if I know a little about the topic, i.e. articles, travel descriptions, easy Danish books. | | | |
| | <ul style="list-style-type: none"> I can sort and find the important parts in a text. | | | |
| | <ul style="list-style-type: none"> I can learn about a new topic by reading texts, if I am interested in the topic. | | | |
| Writing | <ul style="list-style-type: none"> Jeg kan skrive klare og detaljerede personlige breve eller e-mails til venner og familie om stort set alt der drejer sig om min hverdag. | | | |
| | <ul style="list-style-type: none"> Jeg kan skrive breve til forskellige modtagere, både formelt og uformelt. | | | |

STEP 9 – Language Passport with adapted CEFR link

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|--|-----------|--|---|
| 9th year | | <ul style="list-style-type: none"> • Topics | CEFR C1 – with a lot or some support |
| Language Passport CEFR C1 | August | <ul style="list-style-type: none"> • Myself | |
| | September | <ul style="list-style-type: none"> • Food and clothes | |
| | October | <ul style="list-style-type: none"> • Weather | |
| | November | <ul style="list-style-type: none"> • People who help us | |
| | December | <ul style="list-style-type: none"> • Seasons, holidays and travel | |
| | January | <ul style="list-style-type: none"> • Transport and travel | |
| | February | <ul style="list-style-type: none"> • The local and wider community | |
| | March | <ul style="list-style-type: none"> • Time | |
| | April | <ul style="list-style-type: none"> • People and places in other countries | |
| | May | <ul style="list-style-type: none"> • Animals and plants | |
| | June | <ul style="list-style-type: none"> • Caring for my locality | |

STEP 10 – 10th year: End of Year Targets

| 10 th year | Target (Module 5 – part 2) | 1C (a lot of support) | 1B (some support) | 1A (no support) |
|-----------------------|---|-----------------------|-------------------|-----------------|
| Speaking | <ul style="list-style-type: none"> I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers. | | | |
| | <ul style="list-style-type: none"> Jeg kan klart, detaljeret og i et sammenhængende sprog holde et oplæg om et alment emne. Bagefter kan jeg svare på spørgsmål. | | | |
| | <ul style="list-style-type: none"> Jeg kan gøre mig forståeligt. Når jeg kan se, at folk ikke forstår mig, kan jeg rette på mig selv eller formulere mig på en anden måde. | | | |
| | <ul style="list-style-type: none"> Jeg kan til en vis grad forstå og respondere på humor, ironi og idiomatiske udtryk, selvom jeg stadig synes det er svært. | | | |
| Listening | <ul style="list-style-type: none"> Jeg kan forstå de fleste film. | | | |
| | <ul style="list-style-type: none"> Jeg kan forstå og videregive de fleste beskeder. Det gælder også telefonbeskeder. | | | |
| Reading | <ul style="list-style-type: none"> Jeg kan hurtigt finde informationer i teksttunge oversigter, f.eks. brochurer og kataloger. | | | |
| | <ul style="list-style-type: none"> Jeg kan hurtigt finde relevante informationer på nettet. | | | |
| | <ul style="list-style-type: none"> Jeg kan ofte forstå nye ord ud fra den kontekst de figurerer i. | | | |
| Writing | <ul style="list-style-type: none"> Jeg kan skrive med rimelig grad af korrekthed og eg kan variere mit sprog, så det bliver komplekst, men danskere kan godt se at mine tekster ikke er skrevet af en modersmålstalende. | | | |

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|--|--|--|--|--|
| | <ul style="list-style-type: none">• Jeg kan skrive et resume og få alle relevante informationer med. | | | |
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STEP 10 – Language Passport with adapted CEFR link

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|--|-----------|--|----------------------------------|
| 10th year | | <ul style="list-style-type: none"> • Topics | CEFR C1 – with no support |
| Language Passport CEFR C1 | August | <ul style="list-style-type: none"> • Myself | |
| | September | <ul style="list-style-type: none"> • Food and clothes | |
| | October | <ul style="list-style-type: none"> • Weather | |
| | November | <ul style="list-style-type: none"> • People who help us | |
| | December | <ul style="list-style-type: none"> • Seasons, holidays and travel | |
| | January | <ul style="list-style-type: none"> • Transport and travel | |
| | February | <ul style="list-style-type: none"> • The local and wider community | |
| | March | <ul style="list-style-type: none"> • Time | |
| | April | <ul style="list-style-type: none"> • People and places in other countries | |
| | May | <ul style="list-style-type: none"> • Animals and plants | |
| | June | <ul style="list-style-type: none"> • Caring for my locality | |