

**Zdroj: The Dutch CEFR Grid Reading/Listening**

[http://www.lancs.ac.uk/fss/projects/grid/textpage.php?&mp=1&task\\_id=47&text\\_id=37](http://www.lancs.ac.uk/fss/projects/grid/textpage.php?&mp=1&task_id=47&text_id=37)

[http://www.lancs.ac.uk/fss/projects/grid/itempage.php?&task\\_id=47&item\\_id=35](http://www.lancs.ac.uk/fss/projects/grid/itempage.php?&task_id=47&item_id=35)

upraveno pro potřeby semináře, obsahově nezměněno

## The Dutch CEFR Grid Listening

### Characteristics of Input Text:

Dimension	Description
<b>1. Text source</b> <i>(Taken from CEFR Table 5 pages 48/9)</i>	<ul style="list-style-type: none"><li><input type="radio"/> Debates and discussions (both live and on the media)</li><li><input type="radio"/> Entertainment (drama, shows, readings, songs)</li><li><input type="radio"/> Interpersonal dialogues and conversations</li><li><input type="radio"/> Interviews (both live and on the media)</li><li><input type="radio"/> News broadcasts</li><li><input type="radio"/> Public announcements and instructions</li><li><input type="radio"/> Public speeches, lectures, presentations, sermons</li><li><input type="radio"/> Publicity texts (e.g. radio, TV, supermarkets)</li><li><input type="radio"/> Radio phone-in</li><li><input type="radio"/> Recorded Tourist information</li><li><input type="radio"/> Rituals (ceremonies, formal religious services)</li><li><input type="radio"/> Routine commands (instructions/ direction by police, customs officials, airline personnel, etc)</li><li><input type="radio"/> Sports commentaries (football, cricket, boxing, horse racing, etc)</li><li><input type="radio"/> Songs and poems</li><li><input type="radio"/> Telephone conversations</li><li><input type="radio"/> Telephone information (automatic answering devices, weather, traffic conditions etc.</li><li><input type="radio"/> Traffic information</li><li><input type="radio"/> TV/ radio documentaries</li><li><input type="radio"/> Weather forecasts</li></ul>
<b>2. Authenticity</b>	<b>Input text appears to be genuine:</b> <input type="checkbox"/> please select <input type="checkbox"/>

3. Discourse type  (Source: DIALANG Assessment Specifications)	Discourse types		Examples (discourse types)
	<input type="radio"/> Mainly Argumentative	comments	by any individual in any situation, pros and cons of an issue, opinions
formal argumentation		e.g. formal debate	
<input type="radio"/> Mainly Descriptive	impressionistic descriptions	e.g. sports commentaries, physical appearance, layout of room, house, landscape, places	
	technical descriptions	e.g. presentation of a product	
<input type="radio"/> Mainly Expository	definitions	brief definitions	
	explications	broader accounts of (especially) abstract phenomena e.g. lectures, talks	
	outlines	e.g. programme listings on the radio, time-tables	
	summaries	e.g. an oral account of the plot of a book, summarising minutes of a meeting	
	interpretations	e.g. describing a book, an article etc.	
<input type="radio"/> Mainly Instructive	personal instructions	e.g. announcements, ads, propaganda, routine, commands	
<input type="radio"/> Mainly Narrative	stories, jokes, anecdotes		
	reports	e.g. news reports, features, documentaries	
<input type="radio"/> Mainly Phatic		e.g. establishing communication, chatting, small talk, etc.	

4. Domain  (Source: CEFR, page 45)  <i>NB. In many situations, more than one domain may be involved</i>
<input type="checkbox"/> <b>Personal:</b> Domain in which the person concerned lives as a private individual, centres on home life with family and friends and engages in individual practices such as reading for pleasure, keeping a personal diary, pursuing a special interest or hobby, etc.
<input type="checkbox"/> <b>Public:</b> Domain in which the person concerned acts as a member of the general public or of some organisation and is engaged in transactions of various kinds for a variety of purposes.
<input type="checkbox"/> <b>Occupational:</b> Domain in which the person concerned is engaged in his or her job or profession.
<input type="checkbox"/> <b>Educational:</b> Domain in which the person concerned is engaged in organised learning, especially but not necessarily within an educational institution.



<p><b>5. Topic</b> <i>(Source = CEFR page 52)</i></p>	<ol style="list-style-type: none"> <li>1. Personal identification</li> <li>2. House and home, environment</li> <li>3. Daily life</li> <li>4. Free time, entertainment</li> <li>5. Travel</li> <li>6. Relations with other people</li> <li>7. Health and bodycare</li> <li>8. Education</li> <li>9. Shopping</li> <li>10. Food and drink</li> <li>11. Services</li> <li>12. Places</li> <li>13. Language</li> <li>14. Weather</li> <li>15. Other: (please specify) _____</li> </ol>
<p><b>6. Nature of Content</b></p>	<ul style="list-style-type: none"> <li>• only concrete content</li> <li>• mostly concrete content</li> <li>• fairly abstract content</li> <li>• mainly abstract content</li> </ul>
<p><b>7. Text Length</b> in minutes and seconds</p>	<p><input type="text"/> mins <input type="text"/> secs</p>
<p><b>8. Vocabulary</b></p>	<ul style="list-style-type: none"> <li>• only frequent vocabulary</li> <li>• mostly frequent vocabulary</li> <li>• rather extended</li> <li>• extended</li> </ul>
<p><b>9. Grammar</b></p>	<ul style="list-style-type: none"> <li>• only simple structures</li> <li>• mainly simple structures</li> <li>• limited range of complex structures</li> <li>• wide range of complex structures</li> </ul>
<p><b>10. Text speed</b> (overall impression)</p>	<ul style="list-style-type: none"> <li>• artificially slow</li> <li>• slow</li> <li>• normal</li> <li>• fast</li> </ul>
<p><b>11. # of participants</b></p>	<ul style="list-style-type: none"> <li>• one</li> <li>• two</li> <li>• more than two</li> </ul>

<p><b>12. Accent/standard</b></p>	<table> <thead> <tr> <th><b>Participant 1</b></th> <th><b>Participant 2</b></th> <th><b>Others</b></th> </tr> </thead> <tbody> <tr> <td>standard accent</td> <td>standard accent</td> <td>standard accent</td> </tr> <tr> <td>slight regional acc.</td> <td>slight regional acc.</td> <td>slight regional acc.</td> </tr> <tr> <td>strong regional acc.</td> <td>strong regional acc.</td> <td>strong regional acc.</td> </tr> <tr> <td>non-native acc.</td> <td>non-native acc.</td> <td>non-native acc.</td> </tr> </tbody> </table>	<b>Participant 1</b>	<b>Participant 2</b>	<b>Others</b>	standard accent	standard accent	standard accent	slight regional acc.	slight regional acc.	slight regional acc.	strong regional acc.	strong regional acc.	strong regional acc.	non-native acc.	non-native acc.	non-native acc.
<b>Participant 1</b>	<b>Participant 2</b>	<b>Others</b>														
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slight regional acc.	slight regional acc.	slight regional acc.														
strong regional acc.	strong regional acc.	strong regional acc.														
non-native acc.	non-native acc.	non-native acc.														
<p><b>13. clarity of articulation</b> (overall impression)</p>	<ul style="list-style-type: none"> <li>• <b>artificially articulated</b></li> <li>• <b>clearly articulated</b></li> <li>• <b>normally articulated</b></li> <li>• <b>sometimes unclearly articulated</b></li> </ul>															
<p><b>14. How often played</b></p>	<ul style="list-style-type: none"> <li>• <b>played once</b></li> <li>• <b>played twice</b></li> <li>• <b>played three times</b></li> <li>• <b>played more than three times</b></li> </ul>															
<p><b>15. Text likely to be comprehensible by learner at CEFR Level</b></p>	<ul style="list-style-type: none"> <li>• <b>below A1</b></li> <li>• <b>A1</b></li> <li>• <b>A1/A2</b></li> <li>• <b>A2</b></li> <li>• <b>A2/B1</b></li> <li>• <b>B1</b></li> <li>• <b>B1/B2</b></li> <li>• <b>B2</b></li> <li>• <b>B2/C1</b></li> <li>• <b>C1</b></li> <li>• <b>C1/C2</b></li> <li>• <b>C2</b></li> <li>• <b>beyond C2</b></li> </ul>															