

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

[http://www.lancs.ac.uk/fss/projects/grid/textpage.php?&mp=1&task\\_id=21&text\\_id=12](http://www.lancs.ac.uk/fss/projects/grid/textpage.php?&mp=1&task_id=21&text_id=12)

[http://www.lancs.ac.uk/fss/projects/grid/itempage.php?&task\\_id=21&item\\_id=11](http://www.lancs.ac.uk/fss/projects/grid/itempage.php?&task_id=21&item_id=11)

upraveno pro potřeby semináře, obsahově nezměněno

## The Dutch CEFR Grid Reading

### Characteristics of Input Text:

| Dimension   | Description   |   |  |
|---|---|---|--|
| <p><b>1. Text source</b></p> <p><i>(Taken from CEFR Table 5 pages 48/9)</i></p>   | <p><b>Reading:</b></p> <table border="1" data-bbox="576 925 1364 1736"> <tr> <td data-bbox="576 925 970 1736"> <ul style="list-style-type: none"> <li><input type="radio"/> Abstracts</li> <li><input type="radio"/> Advertising material</li> <li><input type="radio"/> Blackboard text</li> <li><input type="radio"/> Broadcast &amp; recorded spoken text</li> <li><input type="radio"/> Brochures</li> <li><input type="radio"/> Business letter</li> <li><input type="radio"/> Computer screen text</li> <li><input type="radio"/> Contracts</li> <li><input type="radio"/> Dictionaries</li> <li><input type="radio"/> Exercise materials</li> <li><input type="radio"/> Guarantees</li> <li><input type="radio"/> Instructional manuals</li> <li><input type="radio"/> Instructional material</li> <li><input type="radio"/> Job description</li> <li><input type="radio"/> Journal articles</li> <li><input type="radio"/> Junk mail</li> <li><input type="radio"/> Labeling and packaging</li> <li><input type="radio"/> Leaflets, graffiti</li> <li><input type="radio"/> Life safety notices</li> </ul> </td> <td data-bbox="970 925 1364 1736"> <ul style="list-style-type: none"> <li><input type="radio"/> Magazines</li> <li><input type="radio"/> Menus</li> <li><input type="radio"/> Newspapers</li> <li><input type="radio"/> Notices, regulations</li> <li><input type="radio"/> Novels</li> <li><input type="radio"/> OP text</li> <li><input type="radio"/> Personal letters</li> <li><input type="radio"/> Programmes</li> <li><input type="radio"/> Public announcements &amp; notices</li> <li><input type="radio"/> Recipes</li> <li><input type="radio"/> Reference books</li> <li><input type="radio"/> Regulations</li> <li><input type="radio"/> Report, memorandum</li> <li><input type="radio"/> Sacred texts, sermons, hymns</li> <li><input type="radio"/> Sign posting</li> <li><input type="radio"/> Teletext</li> <li><input type="radio"/> Textbooks, readers</li> <li><input type="radio"/> Tickets, timetables</li> <li><input type="radio"/> Videotext</li> <li><input type="radio"/> Visiting cards</li> </ul> </td> </tr> </table> | <ul style="list-style-type: none"> <li><input type="radio"/> Abstracts</li> <li><input type="radio"/> Advertising material</li> <li><input type="radio"/> Blackboard text</li> <li><input type="radio"/> Broadcast &amp; recorded spoken text</li> <li><input type="radio"/> Brochures</li> <li><input type="radio"/> Business letter</li> <li><input type="radio"/> Computer screen text</li> <li><input type="radio"/> Contracts</li> <li><input type="radio"/> Dictionaries</li> <li><input type="radio"/> Exercise materials</li> <li><input type="radio"/> Guarantees</li> <li><input type="radio"/> Instructional manuals</li> <li><input type="radio"/> Instructional material</li> <li><input type="radio"/> Job description</li> <li><input type="radio"/> Journal articles</li> <li><input type="radio"/> Junk mail</li> <li><input type="radio"/> Labeling and packaging</li> <li><input type="radio"/> Leaflets, graffiti</li> <li><input type="radio"/> Life safety notices</li> </ul> | <ul style="list-style-type: none"> <li><input type="radio"/> Magazines</li> <li><input type="radio"/> Menus</li> <li><input type="radio"/> Newspapers</li> <li><input type="radio"/> Notices, regulations</li> <li><input type="radio"/> Novels</li> <li><input type="radio"/> OP text</li> <li><input type="radio"/> Personal letters</li> <li><input type="radio"/> Programmes</li> <li><input type="radio"/> Public announcements &amp; notices</li> <li><input type="radio"/> Recipes</li> <li><input type="radio"/> Reference books</li> <li><input type="radio"/> Regulations</li> <li><input type="radio"/> Report, memorandum</li> <li><input type="radio"/> Sacred texts, sermons, hymns</li> <li><input type="radio"/> Sign posting</li> <li><input type="radio"/> Teletext</li> <li><input type="radio"/> Textbooks, readers</li> <li><input type="radio"/> Tickets, timetables</li> <li><input type="radio"/> Videotext</li> <li><input type="radio"/> Visiting cards</li> </ul> |
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| <b>2. Authenticity</b>   | <b>Input text appears to be:</b> please select <input type="checkbox"/>   |   |  |                        |                                   |  |                              |   |                        |                                |  |                           |  |         |  |   |             |                   |              |  |          |   |           |  |  |                       |  |  |   |                                    |                      |                    |
|--|---|---|--|------------------------|-----------------------------------|--|------------------------------|---|------------------------|--------------------------------|--|---------------------------|--|---------|--|---|-------------|-------------------|--------------|--|----------|---|-----------|--|--|-----------------------|--|--|---|------------------------------------|----------------------|--------------------|
| <b>3. Discourse type</b><br><br><i>(Source: DIALANG Assessment Specifications)</i> | <table border="1"> <thead> <tr> <th data-bbox="466 555 689 607"></th> <th data-bbox="689 555 954 607"><b>Discourse types</b></th> <th data-bbox="954 555 1358 607"><b>Examples (discourse types)</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="466 607 689 745" rowspan="2"><input type="radio"/> Mainly Descriptive</td> <td data-bbox="689 607 954 707">impressionistic descriptions</td> <td data-bbox="954 607 1358 707">e.g. sports commentaries, physical appearance, layout of room, house, landscape, places</td> </tr> <tr> <td data-bbox="689 707 954 745">technical descriptions</td> <td data-bbox="954 707 1358 745">e.g. presentation of a product</td> </tr> <tr> <td data-bbox="466 745 689 884" rowspan="2"><input type="radio"/> Mainly Narrative</td> <td data-bbox="689 745 954 815">stories, jokes, anecdotes</td> <td data-bbox="954 745 1358 815"></td> </tr> <tr> <td data-bbox="689 815 954 884">reports</td> <td data-bbox="954 815 1358 884">e.g. news reports, features, documentaries</td> </tr> <tr> <td data-bbox="466 884 689 1261" rowspan="4"><input type="radio"/> Mainly Expository</td> <td data-bbox="689 884 954 922">definitions</td> <td data-bbox="954 884 1358 922">brief definitions</td> </tr> <tr> <td data-bbox="689 922 954 1023">explications</td> <td data-bbox="954 922 1358 1023">broader accounts of (especially) abstract phenomena e.g. lectures, talks</td> </tr> <tr> <td data-bbox="689 1023 954 1093">outlines</td> <td data-bbox="954 1023 1358 1093">e.g. programme listings on the radio, time-tables</td> </tr> <tr> <td data-bbox="689 1093 954 1193">summaries</td> <td data-bbox="954 1093 1358 1193">e.g. an oral account of the plot of a book, summarising minutes of a meeting</td> </tr> <tr> <td data-bbox="466 1261 689 1330"><input type="radio"/> Mainly Instructive</td> <td data-bbox="689 1261 954 1330">personal instructions</td> <td data-bbox="954 1261 1358 1330">e.g. announcements, ads, propaganda, routine, commands</td> </tr> <tr> <td data-bbox="466 1330 689 1478" rowspan="2"><input type="radio"/> Mainly Argumentative</td> <td data-bbox="689 1330 954 1433">comments, pros and cons of an issue, opinions</td> <td data-bbox="954 1330 1358 1433">by any individual in any situation</td> </tr> <tr> <td data-bbox="689 1433 954 1478">formal argumentation</td> <td data-bbox="954 1433 1358 1478">e.g. formal debate</td> </tr> </tbody> </table> |   |  | <b>Discourse types</b> | <b>Examples (discourse types)</b> | <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 Narrative | stories, jokes, anecdotes |  | reports | e.g. news reports, features, documentaries | <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 | <input type="radio"/> Mainly Instructive | personal instructions | e.g. announcements, ads, propaganda, routine, commands | <input type="radio"/> Mainly Argumentative | comments, pros and cons of an issue, opinions | by any individual in any situation | formal argumentation | e.g. formal debate |
|  | <b>Discourse types</b>  | <b>Examples (discourse types)</b>   |  |                        |                                   |  |                              |   |                        |                                |  |                           |  |         |  |   |             |                   |              |  |          |   |           |  |  |                       |  |  |   |                                    |                      |                    |
| <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 Narrative   | stories, jokes, anecdotes   |   |  |                        |                                   |  |                              |   |                        |                                |  |                           |  |         |  |   |             |                   |              |  |          |   |           |  |  |                       |  |  |   |                                    |                      |                    |
|  | reports   | e.g. news reports, features, documentaries  |  |                        |                                   |  |                              |   |                        |                                |  |                           |  |         |  |   |             |                   |              |  |          |   |           |  |  |                       |  |  |   |                                    |                      |                    |
| <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            |  |                        |                                   |  |                              |   |                        |                                |  |                           |  |         |  |   |             |                   |              |  |          |   |           |  |  |                       |  |  |   |                                    |                      |                    |
| <input type="radio"/> Mainly Instructive   | personal instructions   | e.g. announcements, ads, propaganda, routine, commands                                  |  |                        |                                   |  |                              |   |                        |                                |  |                           |  |         |  |   |             |                   |              |  |          |   |           |  |  |                       |  |  |   |                                    |                      |                    |
| <input type="radio"/> Mainly Argumentative   | comments, pros and cons of an issue, opinions   | by any individual in any situation  |  |                        |                                   |  |                              |   |                        |                                |  |                           |  |         |  |   |             |                   |              |  |          |   |           |  |  |                       |  |  |   |                                    |                      |                    |
|  | formal argumentation  | e.g. formal debate  |  |                        |                                   |  |                              |   |                        |                                |  |                           |  |         |  |   |             |                   |              |  |          |   |           |  |  |                       |  |  |   |                                    |                      |                    |

|  |   |
|--|---|
| <p><b>4. Domain</b></p> <p><i>(Source: CEFR, page 45)</i></p> <p><i>NB. In many situations, more than one domain may be involved</i></p> | <p><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.</p> <p><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.</p> <p><input type="checkbox"/> <b>Occupational:</b> Domain in which the person concerned is engaged in his or her job or profession.</p> <p><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> |
|--|---|

**5. Topic**

*(Source = CEFR page 52)*

1. Personal identification
2. House and home, environment
3. Daily life
4. Free time, entertainment
5. Travel
6. Relations with other people
7. Health and bodycare
8. Education
9. Shopping
10. Food and drink
11. Services
12. Places
13. Language
14. Weather
15. Other: (please specify) \_\_\_\_\_

|                                       |  |
|---------------------------------------|--|
| <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 words</p> | <div style="border: 1px solid black; width: 150px; height: 20px;"></div>   |
| <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>                  |
|                                       | <ul style="list-style-type: none"> <li>• only simple structures</li> </ul>   |

|  |   |
|--|---|
| <b>9. Grammar</b>  | <ul style="list-style-type: none"><li>• <b>mainly simple structures</b></li><li>• <b>limited range of complex structures</b></li><li>• <b>wide range of complex structures</b></li></ul>  |
| <b>10. Text likely to be comprehensible by learner at CEFR Level</b> | <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> |