

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/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>1. Text source</p> <p><i>(Taken from CEFR Table 5 pages 48/9)</i></p>	<p>Reading:</p> <table border="1" data-bbox="576 927 1364 1733"> <tr> <td data-bbox="576 927 970 1733"> <ul style="list-style-type: none"> <input type="radio"/> Abstracts <input type="radio"/> Advertising material <input type="radio"/> Blackboard text <input type="radio"/> Broadcast & recorded spoken text <input type="radio"/> Brochures <input type="radio"/> Business letter <input type="radio"/> Computer screen text <input type="radio"/> Contracts <input type="radio"/> Dictionaries <input type="radio"/> Exercise materials <input type="radio"/> Guarantees <input type="radio"/> Instructional manuals <input type="radio"/> Instructional material <input type="radio"/> Job description <input type="radio"/> Journal articles <input type="radio"/> Junk mail <input type="radio"/> Labeling and packaging <input type="radio"/> Leaflets, graffiti <input type="radio"/> Life safety notices </td> <td data-bbox="970 927 1364 1733"> <ul style="list-style-type: none"> <input type="radio"/> Magazines <input type="radio"/> Menus <input type="radio"/> Newspapers <input type="radio"/> Notices, regulations <input type="radio"/> Novels <input type="radio"/> OP text <input type="radio"/> Personal letters <input type="radio"/> Programmes <input type="radio"/> Public announcements & notices <input type="radio"/> Recipes <input type="radio"/> Reference books <input type="radio"/> Regulations <input type="radio"/> Report, memorandum <input type="radio"/> Sacred texts, sermons, hymns <input type="radio"/> Sign posting <input type="radio"/> Teletext <input type="radio"/> Textbooks, readers <input type="radio"/> Tickets, timetables <input type="radio"/> Videotext <input type="radio"/> Visiting cards </td> </tr> </table>	<ul style="list-style-type: none"> <input type="radio"/> Abstracts <input type="radio"/> Advertising material <input type="radio"/> Blackboard text <input type="radio"/> Broadcast & recorded spoken text <input type="radio"/> Brochures <input type="radio"/> Business letter <input type="radio"/> Computer screen text <input type="radio"/> Contracts <input type="radio"/> Dictionaries <input type="radio"/> Exercise materials <input type="radio"/> Guarantees <input type="radio"/> Instructional manuals <input type="radio"/> Instructional material <input type="radio"/> Job description <input type="radio"/> Journal articles <input type="radio"/> Junk mail <input type="radio"/> Labeling and packaging <input type="radio"/> Leaflets, graffiti <input type="radio"/> Life safety notices 	<ul style="list-style-type: none"> <input type="radio"/> Magazines <input type="radio"/> Menus <input type="radio"/> Newspapers <input type="radio"/> Notices, regulations <input type="radio"/> Novels <input type="radio"/> OP text <input type="radio"/> Personal letters <input type="radio"/> Programmes <input type="radio"/> Public announcements & notices <input type="radio"/> Recipes <input type="radio"/> Reference books <input type="radio"/> Regulations <input type="radio"/> Report, memorandum <input type="radio"/> Sacred texts, sermons, hymns <input type="radio"/> Sign posting <input type="radio"/> Teletext <input type="radio"/> Textbooks, readers <input type="radio"/> Tickets, timetables <input type="radio"/> Videotext <input type="radio"/> Visiting cards
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2. Authenticity	Input text appears to be: please select <input type="checkbox"/>																															
3. Discourse type <i>(Source: DIALANG Assessment Specifications)</i>	<table border="1"> <thead> <tr> <th data-bbox="467 555 691 607"></th> <th data-bbox="691 555 954 607">Discourse types</th> <th data-bbox="954 555 1358 607">Examples (discourse types)</th> </tr> </thead> <tbody> <tr> <td data-bbox="467 607 691 745" rowspan="2"> <input type="radio"/> Mainly Descriptive </td> <td data-bbox="691 607 954 703">impressionistic descriptions</td> <td data-bbox="954 607 1358 703">e.g. sports commentaries, physical appearance, layout of room, house, landscape, places</td> </tr> <tr> <td data-bbox="691 703 954 745">technical descriptions</td> <td data-bbox="954 703 1358 745">e.g. presentation of a product</td> </tr> <tr> <td data-bbox="467 745 691 884" rowspan="2"> <input type="radio"/> Mainly Narrative </td> <td data-bbox="691 745 954 813">stories, jokes, anecdotes</td> <td data-bbox="954 745 1358 813"></td> </tr> <tr> <td data-bbox="691 813 954 884">reports</td> <td data-bbox="954 813 1358 884">e.g. news reports, features, documentaries</td> </tr> <tr> <td data-bbox="467 884 691 1261" rowspan="4"> <input type="radio"/> Mainly Expository </td> <td data-bbox="691 884 954 927">definitions</td> <td data-bbox="954 884 1358 927">brief definitions</td> </tr> <tr> <td data-bbox="691 927 954 1023">explications</td> <td data-bbox="954 927 1358 1023">broader accounts of (especially) abstract phenomena e.g. lectures, talks</td> </tr> <tr> <td data-bbox="691 1023 954 1090">outlines</td> <td data-bbox="954 1023 1358 1090">e.g. programme listings on the radio, time-tables</td> </tr> <tr> <td data-bbox="691 1090 954 1187">summaries</td> <td data-bbox="954 1090 1358 1187">e.g. an oral account of the plot of a book, summarising minutes of a meeting</td> </tr> <tr> <td data-bbox="467 1261 691 1328"> <input type="radio"/> Mainly Instructive </td> <td data-bbox="691 1261 954 1328">personal instructions</td> <td data-bbox="954 1261 1358 1328">e.g. announcements, ads, propaganda, routine, commands</td> </tr> <tr> <td data-bbox="467 1328 691 1478" rowspan="2"> <input type="radio"/> Mainly Argumentative </td> <td data-bbox="691 1328 954 1440">comments, pros and cons of an issue, opinions</td> <td data-bbox="954 1328 1358 1440">by any individual in any situation</td> </tr> <tr> <td data-bbox="691 1440 954 1478">formal argumentation</td> <td data-bbox="954 1440 1358 1478">e.g. formal debate</td> </tr> </tbody> </table>			Discourse types	Examples (discourse types)	<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
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<p>4. Domain</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"/> Personal: 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"/> Public: 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"/> Occupational: Domain in which the person concerned is engaged in his or her job or profession.</p> <p><input type="checkbox"/> Educational: Domain in which the person concerned is engaged in organised learning, especially but not necessarily within an educational institution.</p>
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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>6. Nature of Content</p>	<ul style="list-style-type: none"> • only concrete content • mostly concrete content • fairly abstract content • mainly abstract content
<p>7. Text Length in words</p>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
<p>8. Vocabulary</p>	<ul style="list-style-type: none"> • only frequent vocabulary • mostly frequent vocabulary • rather extended • extended
<p></p>	<ul style="list-style-type: none"> • only simple structures

9. Grammar	<ul style="list-style-type: none">• mainly simple structures• limited range of complex structures• wide range of complex structures
10. Text likely to be comprehensible by learner at CEFR Level	<ul style="list-style-type: none">• below A1• A1• A1/A2• A2• A2/B1• B1• B1/B2• B2• B2/C1• C1• C1/C2• C2• beyond C2