

**CONCORSO PUBBLICO, PER ESAMI, A N. 2 POSTI DI CATEGORIA D, POSIZIONE ECONOMICA D1, AREA TECNICA, TECNICO-SCIENTIFICA ED ELABORAZIONE DATI, PER LE ATTIVITÀ STRUMENTALI ALL'APPRENDIMENTO DELLA LINGUA ITALIANA PER STRANIERI, PER LE ESIGENZE DEL CENTRO LINGUISTICO DI ATENEIO DELL'UNIVERSITÀ DEGLI STUDI DI NAPOLI FEDERICO II (COD. RIF. 2245) DI CUI N. 1 POSTO RISERVATO ALLE CATEGORIE DI CUI AL D.LGS. N. 66 DEL 15 MARZO 2010, ARTT. 1014, COMMA 1, LETT. A) E 678, COMMA 9, IN POSSESSO DEI REQUISITI GENERALI E DEI REQUISITI SPECIFICI RIPORTATI NEI SUCCESSIVI ARTT. 2 E 3 INDETTO CON DECRETO DEL DIRETTORE GENERALE N. 1224 DEL 14/12/2022 E DEL QUALE È STATO DATO AVVISO SULLA GAZZETTA UFFICIALE IV SERIE SPECIALE - CONCORSI ED ESAMI N. 102 DEL 27/12/2022**

PROVA ORALE DEL 06/04/2023

Quesiti estratti

- 1.1 Costruire e incoraggiare l'interculturalità in ambiente universitario multietnico e plurilinguistico.
  - 1.2 Lettura e traduzione del brano allegato: CEFR - Common European Framework of Reference for Languages: learning, teaching, assessment, p. 36, par. 2.6. THE CEFR COMMON REFERENCE LEVELS.
  - 1.3 Quale programma del pacchetto office consente di preparare una presentazione su slide?
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- 2.1 Progettare e preparare materiali didattici di Italiano L2.
  - 2.2 Lettura e traduzione del brano allegato: CEFR Common European Framework of Reference for Languages: learning, teaching, assessment, pp. 47 e 48, par.3.1. RECEPTION 3.1.1. Reception activities 3.1.1.1. Oral comprehension.
  - 2.3 Quali software utilizza per una lezione di Italiano L2?
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- 3.1 Didattica e apprendimento di Italiano L2 negli Atenei.
  - 3.2 Lettura e traduzione del brano allegato: CEFR - Common European Framework of Reference for Languages: learning, teaching, assessment, pp. 53 e 54, par. 3.1.1.3. Reading comprehension.
  - 3.3 Didattica a distanza su piattaforma Microsoft Teams.
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- 4.1 Laboratori linguistici e Laboratori multimediali, tra esperienze in aula e modalità alternative.
- 4.2 Lettura e traduzione del brano allegato: CEFR - Common European Framework of Reference for Languages: learning, teaching, assessment, pp. 54 e 55, Reading for correspondence.

#### 4.3 Didattica a distanza su piattaforma Meet.

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- 7.1 Proposte per la cooperazione tra contesti multietnici nei corsi di Italiano L2 per studenti Erasmus.
  - 7.2 Lettura e traduzione del brano allegato: CEFR - Common European Framework of Reference for Languages: learning, teaching, assessment, p. 58, Reading instructions.
  - 7.3 Apparecchiature informatiche per la didattica di Italiano L2.
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- 8.1 Abilità linguistiche nella comprensione orale e scritta del livello A1 per Italiano L2.
  - 8.2 Lettura e traduzione del brano allegato: CEFR - Common European Framework of Reference for Languages: learning, teaching, assessment, pp. 58 e 59, Reading as a leisure activity.
  - 8.3 Strumenti digitali per la didattica.
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- 9.1 Abilità linguistiche nella comprensione orale e scritta del livello A2 per Italiano L2.
- 9.2 Lettura e traduzione del brano allegato: CEFR - Common European Framework of Reference for Languages: learning, teaching, assessment, pp. 59 e 60, par. 3.1.2. Reception strategies.
- 9.3 Didattica di Italiano L2 e strumenti informatici.

D'ordine del Presidente  
F.to Il Segretario  
Dott.ssa Antonietta Rea

Although the CEFR 2001 does not develop the concept of mediation to its full potential, it emphasises the two key notions of co-construction of meaning in interaction and constant movement between the individual and social level in language learning, mainly through its vision of the user/learner as a social agent. In addition, an emphasis on the mediator as an intermediary between interlocutors underlines the social vision of the CEFR. In this way, although it is not stated explicitly in the 2001 text, the CEFR descriptive scheme *de facto* gives mediation a key position in the action-oriented approach, similar to the role that a number of scholars now give it when they discuss the language learning process.

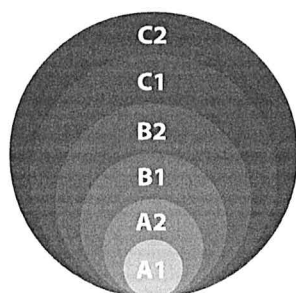
The approach taken to mediation in the 2014-17 project to extend the CEFR illustrative descriptors is thus wider than considering only cross-linguistic mediation. In addition to cross-linguistic mediation, it also encompasses mediation related to communication and learning as well as social and cultural mediation. This wider approach has been taken because of its relevance in increasingly diverse classrooms, in relation to the spread of CLIL (Content and Language Integrated Learning), and because mediation is increasingly seen as a part of all learning, but especially of all language learning.

The mediation descriptors are particularly relevant for the classroom in connection with small group, collaborative tasks. The tasks can be organised in such a way that learners have to share different inputs, explaining their information and working together in order to achieve a goal. They are even more relevant when this is undertaken in a CLIL context.

## 2.6. THE CEFR COMMON REFERENCE LEVELS - Q. 1.2

The CEFR has two axes: a horizontal axis of categories for describing different activities and aspects of competence, which were outlined above, and a vertical axis representing progress in proficiency in those categories. To facilitate the organisation of courses and to describe progress, the CEFR presents the six Common Reference Levels shown in Figure 3. This arrangement provides a roadmap that allows user/learners to engage with relevant aspects of the descriptive scheme in a progressive way. However, the six levels are not intended to be absolute. Firstly, they can be grouped into three broad categories: Basic user (A1 and A2), Independent user (B1 and B2) and Proficient user (C1 and C2). Secondly, the six reference levels, which represent very broad bands of language proficiency, are very often subdivided.

Figure 3 – CEFR Common Reference Levels

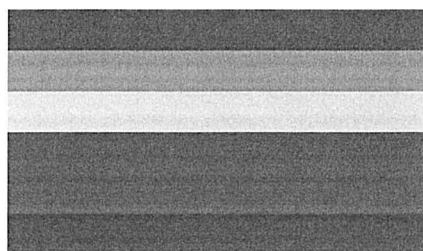


All categories in the humanities and liberal arts are in any case conventional, socially constructed concepts. Like the colours of the rainbow, language proficiency is actually a continuum. Yet, as with the rainbow, despite the fuzziness of the boundaries between colours, we tend to see some colours more than others, as in Figure 4. Yet, to communicate, we simplify and focus on six main colours, as in Figure 5.

Figure 4 – A rainbow



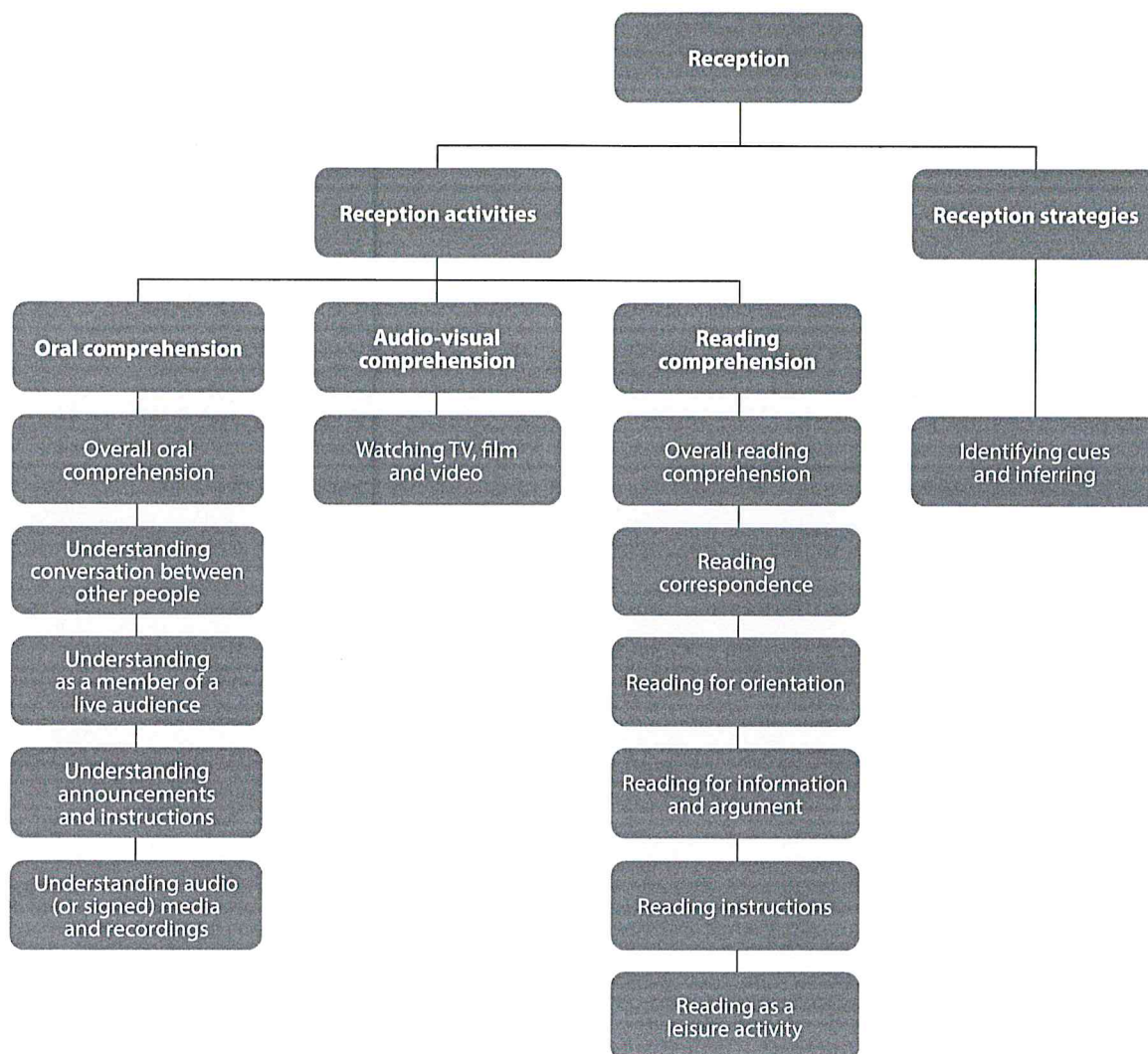
Figure 5 – The conventional six colours



## Chapter 3

# THE CEFR ILLUSTRATIVE DESCRIPTOR SCALES: COMMUNICATIVE LANGUAGE ACTIVITIES AND STRATEGIES

**Figure 11 – Reception activities and strategies**



### 3.1. RECEPTION

Q. 2.2

Reception involves receiving and processing input: activating what are thought to be appropriate schemata in order to build up a representation of the meaning being expressed and a hypothesis as to the communicative intention behind it. Incoming co-textual and contextual cues are checked to see if they “fit” the activated schema – or suggest that an alternative hypothesis is necessary. In “oral reception”, the language user receives and processes live or recorded input produced by one or more other people. In “visual reception” (reading and watching) activities the user receives and processes as input written and signed texts produced by one or more people. In “audio-visual comprehension”, for which one scale (watching TV and film) is provided, the user watches TV, video or a film and uses multimedia, with or without subtitles, voiceovers or signing.



### 3.1.1. Reception activities

#### 3.1.1.1. Oral comprehension

The expression “oral comprehension” covers comprehension in live, face-to-face communication and its remote and/or recorded equivalent. It thus includes visuo-gestural and audio-vocal modalities. The aspects of oral comprehension included here under reception are different kinds of one-way comprehension, excluding “Understanding an interlocutor” (as a participant in interaction), which is included under interaction. The approach is strongly influenced by the metaphor of concentric circles as one moves out from a role as participant in an interaction towards a one-way role of an overhearer or bystander, to being a member of a live audience, to being a member of an audience at a distance – via media. Scales are provided for “Understanding conversation between other people” (as an overhearer) and for “Understanding as a member of a live audience”. To these scales particular media are added, with “Understanding announcements and instructions”, and “Understanding audio (or signed) media and recordings.” There is also a separate scale for “Watching TV, film and video” included under audio-visual comprehension.

#### Overall oral comprehension

|               | Overall oral comprehension   |
|---------------|--|
| <b>C2</b>     | Can understand with ease virtually any kind of language, whether live or broadcast, delivered at fast natural speed.   |
| <b>C1</b>     | Can understand enough to follow extended discourse on abstract and complex topics beyond their own field, though they may need to confirm occasional details, especially if the variety is unfamiliar.<br>Can recognise a wide range of idiomatic expressions and colloquialisms, appreciating register shifts.<br>Can follow extended discourse even when it is not clearly structured and when relationships are only implied and not signalled explicitly.  |
| <b>B2</b>     | Can understand standard language or a familiar variety, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme [auditory/visual] background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.<br>Can understand the main ideas of propositionally and linguistically complex discourse on both concrete and abstract topics delivered in standard language or a familiar variety, including technical discussions in their field of specialisation.<br>Can follow extended discourse and complex lines of argument, provided the topic is reasonably familiar, and the direction of the argument is signposted by explicit markers. |
| <b>B1</b>     | Can understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided people articulate clearly in a generally familiar variety.<br>Can understand the main points made in clear standard language or a familiar variety on familiar matters regularly encountered at work, school, leisure, etc., including short narratives.  |
| <b>A2</b>     | Can understand enough to be able to meet needs of a concrete type, provided people articulate clearly and slowly.<br>Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided people articulate clearly and slowly.   |
| <b>A1</b>     | Can follow language which is very slow and carefully articulated, with long pauses for them to assimilate meaning.<br>Can recognise concrete information (e.g. places and times) on familiar topics encountered in everyday life, provided it is delivered slowly and clearly.   |
| <b>Pre-A1</b> | Can understand short, very simple questions and statements, provided they are delivered slowly and clearly and accompanied by visuals or manual gestures to support understanding and repeated if necessary.<br>Can recognise everyday, familiar words/signs, provided they are delivered clearly and slowly in a clearly defined, familiar everyday context.<br>Can recognise numbers, prices, dates and days of the week, provided they are delivered slowly and clearly in a defined, familiar everyday context.  |



|               | Watching TV, film and video   |
|---------------|---|
| <b>C2</b>     | <i>No descriptors available; see C1</i>   |
| <b>C1</b>     | <p>Can follow films employing a considerable degree of slang and idiomatic usage.</p> <p>Can understand in detail the arguments presented in demanding television broadcasts such as current affairs programmes, interviews, discussion programmes and chat shows.</p> <p>Can understand nuances and implied meaning in most films, plays and TV programmes, provided these are delivered in standard language or a familiar variety.</p>                           |
| <b>B2</b>     | <p>Can extract the main points from the arguments and discussions in news and current affairs programmes.</p> <p>Can understand most TV news and current affairs programmes.</p> <p>Can understand documentaries, live interviews, talk shows, plays and the majority of films in the standard form of the language or a familiar variety.</p>  |
| <b>B1</b>     | <p>Can understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures and news reports when the delivery is relatively slow and clear.</p> <p>Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language.</p> <p>Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.</p> |
| <b>A2</b>     | <p>Can identify the main point of TV news items reporting events, accidents, etc. where the visuals support the commentary.</p> <p>Can follow a TV commercial or a trailer for or scene from a film, understanding what topic(s) are concerned, provided the images are a great help in understanding and the delivery is clear and relatively slow.</p> <p>Can follow changes of topic of factual TV news items, and form an idea of the main content.</p>         |
| <b>A1</b>     | Can recognise familiar words/signs and phrases and identify the topics in headline news summaries and many of the products in advertisements, by exploiting visual information and general knowledge.   |
| <b>Pre-A1</b> | Can identify the subject of a video document on the basis of visual information and previous knowledge.   |

### 3.1.1.3. Reading comprehension

Q. 3.2

Reading comprehension is taken to include both written and signed texts. The categories for reading are a mixture between reading purpose and reading particular genres with specific functions. In terms of reading purpose, there is a fundamental difference between "Reading for orientation" and "Reading for information and argument". The former is sometimes called search reading and mainly takes two forms: firstly, reading a text "diagonally" at speed in order to decide whether to read (parts of) it properly (= "skimming"), and secondly, looking quickly through a text, searching for something specific – usually a piece of information (= "scanning"). The latter is the way one reads artefacts like bus or train timetables, but sometimes one searches through a long prose text looking for something in particular. Then there is a fundamental difference between "Reading for information and argument" and "Reading as a leisure activity". The latter may well involve non-fiction, but not necessarily literature. It will also encompass magazines and newspapers, vlogs/blogs, biographies, etc. – and possibly even texts that another person would read only for work or study purposes, depending on one's interests. Finally, there are texts that one reads in a particular way – like "Reading instructions", a specialised form of reading for information. "Reading correspondence" is different again, and this is offered first since the scales start in each category with interpersonal language use. "Reading as a leisure activity" is listed last purely because it was added in 2018.



## Overall reading comprehension

|               | Overall reading comprehension  |
|---------------|--|
| <b>C2</b>     | Can understand virtually all types of texts including abstract, structurally complex, or highly colloquial literary and non-literary writings.<br>Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.   |
| <b>C1</b>     | Can understand in detail lengthy, complex texts, whether or not these relate to their own area of speciality, provided they can reread difficult sections.<br>Can understand a wide variety of texts including literary writings, newspaper or magazine articles, and specialised academic or professional publications, provided there are opportunities for rereading and they have access to reference tools. |
| <b>B2</b>     | Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.   |
| <b>B1</b>     | Can read straightforward factual texts on subjects related to their field of interest with a satisfactory level of comprehension.  |
| <b>A2</b>     | Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.<br>Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.  |
| <b>A1</b>     | Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.   |
| <b>Pre-A1</b> | Can recognise familiar words/signs accompanied by pictures, such as a fast-food restaurant menu illustrated with photos or a picture book using familiar vocabulary.   |

## Reading correspondence

This scale encompasses reading both personal and formal correspondence. Key concepts operationalised in the scale include the following:

- ▶ length and complexity/simplicity of message;
- ▶ concreteness of information, whether it follows a routine format;
- ▶ the extent to which language is standard, colloquial, idiomatic;
- ▶ the extent to which the subject is an everyday one, or if it is related to interests, or specialised.

|           | Reading correspondence  |
|-----------|---|
| <b>C2</b> | Can understand specialised, formal correspondence on a complex topic.   |
| <b>C1</b> | Can understand any correspondence given the occasional use of a dictionary.<br>Can understand implicit as well as explicit attitudes, emotions and opinions expressed in e-mails, discussion forums, vlogs/blogs, etc., provided there are opportunities for rereading and they have access to reference tools.<br>Can understand slang, idiomatic expressions and jokes in private correspondence. |
| <b>B2</b> | Can read correspondence relating to their field of interest and readily grasp the essential meaning.<br>Can understand what is said in a personal e-mail or posting even where some colloquial language is used.  |



## Overall reading comprehension

|               | Overall reading comprehension  |
|---------------|--|
| <b>C2</b>     | Can understand virtually all types of texts including abstract, structurally complex, or highly colloquial literary and non-literary writings.<br>Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.   |
| <b>C1</b>     | Can understand in detail lengthy, complex texts, whether or not these relate to their own area of speciality, provided they can reread difficult sections.<br>Can understand a wide variety of texts including literary writings, newspaper or magazine articles, and specialised academic or professional publications, provided there are opportunities for rereading and they have access to reference tools. |
| <b>B2</b>     | Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.   |
| <b>B1</b>     | Can read straightforward factual texts on subjects related to their field of interest with a satisfactory level of comprehension.  |
| <b>A2</b>     | Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.<br>Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.  |
| <b>A1</b>     | Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.   |
| <b>Pre-A1</b> | Can recognise familiar words/signs accompanied by pictures, such as a fast-food restaurant menu illustrated with photos or a picture book using familiar vocabulary.   |

## Reading correspondence

2.4.2

This scale encompasses reading both personal and formal correspondence. Key concepts operationalised in the scale include the following:

- ▶ length and complexity/simplicity of message;
- ▶ concreteness of information, whether it follows a routine format;
- ▶ the extent to which language is standard, colloquial, idiomatic;
- ▶ the extent to which the subject is an everyday one, or if it is related to interests, or specialised.

|           | Reading correspondence  |
|-----------|---|
| <b>C2</b> | Can understand specialised, formal correspondence on a complex topic.   |
| <b>C1</b> | Can understand any correspondence given the occasional use of a dictionary.<br>Can understand implicit as well as explicit attitudes, emotions and opinions expressed in e-mails, discussion forums, vlogs/blogs, etc., provided there are opportunities for rereading and they have access to reference tools.<br>Can understand slang, idiomatic expressions and jokes in private correspondence. |
| <b>B2</b> | Can read correspondence relating to their field of interest and readily grasp the essential meaning.<br>Can understand what is said in a personal e-mail or posting even where some colloquial language is used.  |



|        | Reading correspondence   |
|--------|--|
| B1     | Can understand formal correspondence on less familiar subjects well enough to redirect it to someone else.   |
|        | Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.   |
|        | Can understand straightforward personal letters, e-mails or postings giving a relatively detailed account of events and experiences.   |
|        | Can understand standard formal correspondence and online postings in their area of professional interest.  |
| A2     | Can understand a simple personal letter, e-mail or post in which the person writing is talking about familiar subjects (such as friends or family) or asking questions on these subjects.  |
|        | Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation, etc.) on familiar topics.  |
|        | Can understand short, simple personal letters.<br>Can understand very simple formal e-mails and letters (e.g. confirmation of a booking or online purchase).                               |
| A1     | Can understand short, simple messages on postcards.  |
|        | Can understand short, simple messages sent via social media or e-mail (e.g. proposing what to do, when and where to meet).   |
| Pre-A1 | Can understand from a letter, card or e-mail the event to which they are being invited and the information given about day, time and location.   |
|        | Can recognise times and places in very simple notes and text messages from friends or colleagues (e.g. "Back at 4 o'clock" or "In the meeting room"), provided there are no abbreviations. |

### Reading for orientation

Reading for orientation – search reading – involves “skimming”: reading at speed in order to judge relevance and “scanning”: searching for specific information. In relation to signed texts, both functions are achieved by putting the video into “fast forward”. Key concepts operationalised in the scale include the following:

- ▶ the types of text (from notices, leaflets, etc. to articles and books);
- ▶ picking out concrete information like times and prices from texts that are visual artefacts, rather than prose text, with helpful layout;
- ▶ identifying important information;
- ▶ scanning prose text for relevance;
- ▶ speed, mentioned in B2.

|    | Reading for orientation  |
|----|--|
| C2 | <i>No descriptors available; see B2</i>  |
| C1 | <i>No descriptors available; see B2</i>  |
| B2 | Can scan quickly through several sources (articles, reports, websites, books, etc.) in parallel, in both their own field and in related fields, and can identify the relevance and usefulness of particular sections for the task at hand. |
|    | Can scan quickly through long and complex texts, locating relevant details.  |
|    | Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.  |



## Reading instructions

Q. 4.2

Reading instructions is a specialised form of reading for information, and again concerns written or signed text. Key concepts operationalised in the scale include the following:

- ▶ topic of instructions, from routine prohibitions on simple notices and simple directions to detailed conditions and complex instructions on something unfamiliar, possibly outside their area of expertise;
- ▶ degree of contextualisation and familiarity;
- ▶ length, from a few words/signs to detailed and lengthy, complex instructions in continuous text.

|               | Reading instructions   |
|---------------|--|
| <b>C2</b>     | <i>No descriptors available; see C1</i>  |
| <b>C1</b>     | Can understand in detail lengthy, complex instructions on a new machine or procedure, whether or not the instructions relate to their own area of speciality, provided they can reread difficult sections.   |
| <b>B2</b>     | Can understand lengthy, complex instructions in their field, including details on conditions and warnings, provided they can reread difficult sections.  |
| <b>B1</b>     | Can understand instructions and procedures in the form of a continuous text, for instance in a manual, provided they are familiar with the type of process or product concerned.<br><br>Can understand clearly expressed, straightforward instructions for a piece of equipment.<br>Can follow simple instructions given on packaging (e.g. cooking instructions).<br>Can understand most short safety instructions, (e.g. on public transport or in manuals for the use of electrical equipment).   |
| <b>A2</b>     | Can understand regulations, for example safety, when expressed in simple language.<br>Can understand short instructions illustrated step by step (e.g. for installing new technology).<br><br>Can understand simple instructions on equipment encountered in everyday life – such as a public telephone.<br>Can understand simple, brief instructions, provided they are illustrated and not presented in continuous text.<br>Can understand instructions on medicine labels expressed as a simple command (e.g. "Take before meals" or "Do not take if driving").<br>Can follow a simple recipe, especially if there are pictures to illustrate the most important steps. |
| <b>A1</b>     | Can follow short, simple directions (e.g. to go from X to Y).  |
| <b>Pre-A1</b> | Can understand very short, simple, instructions used in familiar everyday contexts (e.g. "No parking", "No food or drink"), especially if there are illustrations.   |

## Reading as a leisure activity

This scale involves both fiction and non-fiction written and signed texts. These may include creative texts, different forms of literature, magazine and newspaper articles, blogs or biographies, among other types of text – depending on one's interests. Key concepts operationalised in the scale include the following:

- ▶ length, variety of texts and whether there are illustrations;
- ▶ types of text, from simple descriptions of people and places, through different types of narrative text, to contemporary and classical writings in different genres;
- ▶ topics, from everyday topics (for example hobbies, sports, leisure activities, animals) and concrete situations to a full range of abstract and literary topics;
- ▶ type of language: from simple to stylistically complex;
- ▶ ease of reading: from guessing with the help of images, through reading with a large degree of independence to appreciating the variety of texts;
- ▶ depth of understanding: from understanding in outline/the main points to understanding implicit as well as explicit meaning.



## Reading instructions

Reading instructions is a specialised form of reading for information, and again concerns written or signed text. Key concepts operationalised in the scale include the following:

- ▶ topic of instructions, from routine prohibitions on simple notices and simple directions to detailed conditions and complex instructions on something unfamiliar, possibly outside their area of expertise;
- ▶ degree of contextualisation and familiarity;
- ▶ length, from a few words/signs to detailed and lengthy, complex instructions in continuous text.

|               | Reading instructions   |
|---------------|--|
| <b>C2</b>     | <i>No descriptors available; see C1</i>  |
| <b>C1</b>     | Can understand in detail lengthy, complex instructions on a new machine or procedure, whether or not the instructions relate to their own area of speciality, provided they can reread difficult sections.   |
| <b>B2</b>     | Can understand lengthy, complex instructions in their field, including details on conditions and warnings, provided they can reread difficult sections.  |
| <b>B1</b>     | Can understand instructions and procedures in the form of a continuous text, for instance in a manual, provided they are familiar with the type of process or product concerned.<br>Can understand clearly expressed, straightforward instructions for a piece of equipment.<br>Can follow simple instructions given on packaging (e.g. cooking instructions).<br>Can understand most short safety instructions, (e.g. on public transport or in manuals for the use of electrical equipment).   |
| <b>A2</b>     | Can understand regulations, for example safety, when expressed in simple language.<br>Can understand short instructions illustrated step by step (e.g. for installing new technology).<br>Can understand simple instructions on equipment encountered in everyday life – such as a public telephone.<br>Can understand simple, brief instructions, provided they are illustrated and not presented in continuous text.<br>Can understand instructions on medicine labels expressed as a simple command (e.g. "Take before meals" or "Do not take if driving").<br>Can follow a simple recipe, especially if there are pictures to illustrate the most important steps. |
| <b>A1</b>     | Can follow short, simple directions (e.g. to go from X to Y).  |
| <b>Pre-A1</b> | Can understand very short, simple, instructions used in familiar everyday contexts (e.g. "No parking", "No food or drink"), especially if there are illustrations.   |

## Reading as a leisure activity

Q. 8.2

This scale involves both fiction and non-fiction written and signed texts. These may include creative texts, different forms of literature, magazine and newspaper articles, blogs or biographies, among other types of text – depending on one's interests. Key concepts operationalised in the scale include the following:

- ▶ length, variety of texts and whether there are illustrations;
- ▶ types of text, from simple descriptions of people and places, through different types of narrative text, to contemporary and classical writings in different genres;
- ▶ topics, from everyday topics (for example hobbies, sports, leisure activities, animals) and concrete situations to a full range of abstract and literary topics;
- ▶ type of language: from simple to stylistically complex;
- ▶ ease of reading: from guessing with the help of images, through reading with a large degree of independence to appreciating the variety of texts;
- ▶ depth of understanding: from understanding in outline/the main points to understanding implicit as well as explicit meaning.



|        | Reading as a leisure activity  |
|--------|--|
| C2     | Can read virtually all forms of texts including classical or colloquial literary and non-literary texts in different genres, appreciating subtle distinctions of style and implicit as well as explicit meaning.   |
| C1     | Can read and appreciate a variety of literary texts, provided they can reread certain sections and that they can access reference tools if they wish.<br>Can read contemporary literary texts and non-fiction produced in the standard form of the language or a familiar variety with little difficulty and with appreciation of implicit meanings and ideas.   |
| B2     | Can read for pleasure with a large degree of independence, adapting style and speed of reading to different texts (e.g. magazines, more straightforward novels, history books, biographies, travelogues, guides, lyrics, poems), using appropriate reference sources selectively.<br>Can read novels with a strong, narrative plot and that use straightforward, unelaborated language, provided they can take their time and use a dictionary.  |
| B1     | Can read newspaper/magazine accounts of films, books, concerts, etc. produced for a wider audience and understand the main points.<br>Can understand simple poems and song lyrics provided these employ straightforward language and style.<br>Can understand descriptions of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that employ high frequency everyday language.<br>Can understand a travel diary mainly describing the events of a journey and the experiences and discoveries of the writer.<br>Can follow the plot of stories, simple novels and comics with a clear linear storyline and high frequency everyday language, given regular use of a dictionary.  |
| A2     | Can understand enough to read short, simple stories and comic strips involving familiar, concrete situations described in high frequency everyday language.<br>Can understand the main points made in short magazine reports or guide entries that deal with concrete everyday topics (e.g. hobbies, sports, leisure activities, animals).<br>Can understand short narratives and descriptions of someone's life composed in simple language.<br>Can understand what is happening in a photo story (e.g. in a lifestyle magazine) and form an impression of what the characters are like.<br>Can understand much of the information provided in a short description of a person (e.g. a celebrity).<br>Can understand the main point of a short article reporting an event that follows a predictable pattern (e.g. the Oscars), provided it is composed clearly in simple language. |
| A1     | Can understand short, illustrated narratives about everyday activities described in simple words.<br>Can understand in outline short texts in illustrated stories, provided the images help them to guess at a lot of the content.   |
| Pre-A1 | No descriptors available   |

### 3.1.2. Reception strategies

In reception, understanding progresses through a combination of bottom-up/top-down processing and the use of content and formal schemata in inferencing. One scale is provided for the inferencing strategies that this involves. Key concepts operationalised in the scale include the following:

- ▶ exploiting illustrations, formatting, headings, subtitles, position in the text, etc.;
- ▶ deducing meaning from the co-text and linguistic context;
- ▶ exploiting linguistic clues: from numbers and proper nouns, through word/sign roots, prefixes and suffixes, temporal connectors and logical connectors, to skilled use of a variety of strategies.



|               | Reading as a leisure activity  |
|---------------|--|
| <b>C2</b>     | Can read virtually all forms of texts including classical or colloquial literary and non-literary texts in different genres, appreciating subtle distinctions of style and implicit as well as explicit meaning.   |
| <b>C1</b>     | Can read and appreciate a variety of literary texts, provided they can reread certain sections and that they can access reference tools if they wish.<br>Can read contemporary literary texts and non-fiction produced in the standard form of the language or a familiar variety with little difficulty and with appreciation of implicit meanings and ideas.   |
| <b>B2</b>     | Can read for pleasure with a large degree of independence, adapting style and speed of reading to different texts (e.g. magazines, more straightforward novels, history books, biographies, travelogues, guides, lyrics, poems), using appropriate reference sources selectively.<br>Can read novels with a strong, narrative plot and that use straightforward, unelaborated language, provided they can take their time and use a dictionary.  |
| <b>B1</b>     | Can read newspaper/magazine accounts of films, books, concerts, etc. produced for a wider audience and understand the main points.<br>Can understand simple poems and song lyrics provided these employ straightforward language and style.<br>Can understand descriptions of places, events, explicitly expressed feelings and perspectives in narratives, guides and magazine articles that employ high frequency everyday language.<br>Can understand a travel diary mainly describing the events of a journey and the experiences and discoveries of the writer.<br>Can follow the plot of stories, simple novels and comics with a clear linear storyline and high frequency everyday language, given regular use of a dictionary.  |
| <b>A2</b>     | Can understand enough to read short, simple stories and comic strips involving familiar, concrete situations described in high frequency everyday language.<br>Can understand the main points made in short magazine reports or guide entries that deal with concrete everyday topics (e.g. hobbies, sports, leisure activities, animals).<br>Can understand short narratives and descriptions of someone's life composed in simple language.<br>Can understand what is happening in a photo story (e.g. in a lifestyle magazine) and form an impression of what the characters are like.<br>Can understand much of the information provided in a short description of a person (e.g. a celebrity).<br>Can understand the main point of a short article reporting an event that follows a predictable pattern (e.g. the Oscars), provided it is composed clearly in simple language. |
| <b>A1</b>     | Can understand short, illustrated narratives about everyday activities described in simple words.<br>Can understand in outline short texts in illustrated stories, provided the images help them to guess at a lot of the content.   |
| <b>Pre-A1</b> | No descriptors available   |

### 3.1.2. Reception strategies

Q. 9.2

In reception, understanding progresses through a combination of bottom-up/top-down processing and the use of content and formal schemata in inferencing. One scale is provided for the inferencing strategies that this involves. Key concepts operationalised in the scale include the following:

- ▶ exploiting illustrations, formatting, headings, subtitles, position in the text, etc.;
- ▶ deducing meaning from the co-text and linguistic context;
- ▶ exploiting linguistic clues: from numbers and proper nouns, through word/sign roots, prefixes and suffixes, temporal connectors and logical connectors, to skilled use of a variety of strategies.

## Identifying cues and inferring (spoken, signed and written)

|               | Identifying cues and inferring (spoken, signed and written)   |
|---------------|---|
| <b>C2</b>     | <i>No descriptors available; see C1</i>   |
| <b>C1</b>     | Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.   |
| <b>B2</b>     | Can use a variety of strategies to achieve comprehension, including watching out for main points and checking comprehension by using contextual clues.  |
| <b>B1</b>     | <p>Can exploit different types of connectors (numerical, temporal, logical) and the role of key paragraphs in the overall organisation in order to better understand the argumentation in a text.</p> <p>Can extrapolate the meaning of a section of a text by taking into account the text as a whole.</p> <p>Can identify the meaning of unfamiliar words/signs from the context on topics related to their field and interests.</p> <p>Can extrapolate the meaning of occasional unknown words/signs from the context and deduce sentence meaning, provided the topic discussed is familiar.</p> <p>Can make basic inferences or predictions about text content from headings, titles or headlines.</p> <p>Can watch or listen to a short narrative and predict what will happen next.</p> <p>Can follow a line of argumentation or the sequence of events in a story, by focusing on common logical connectors (e.g. however, because) and temporal connectors (e.g. after that, beforehand).</p> <p>Can deduce the probable meaning of unknown words/signs in a text by identifying their constituent parts (e.g. identifying roots, lexical elements, suffixes and prefixes).</p> |
| <b>A2</b>     | <p>Can use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words/signs from the context.</p> <p>Can exploit their recognition of known words/signs to deduce the meaning of unfamiliar words/signs in short expressions used in routine everyday contexts.</p> <p>Can exploit format, appearance and typographic features in order to identify the type of text: news story, promotional text, article, textbook, chat or forum, etc.</p> <p>Can exploit numbers, dates, names, proper nouns, etc. to identify the topic of a text.</p> <p>Can deduce the meaning and function of unknown formulaic expressions from their position in a text (e.g. at the beginning or end of a letter).</p>  |
| <b>A1</b>     | <p>Can deduce the meaning of an unknown word/sign for a concrete action or object, provided the surrounding text is very simple, and on a familiar everyday subject.</p> <p>Can guess the probable meaning of an unknown word/sign that is similar to one in the language they normally use.</p>  |
| <b>Pre-A1</b> | Can deduce the meaning of a word/sign from an accompanying picture or icon.   |

## 3.2. PRODUCTION

Production includes speaking, signing and writing activities. Oral production is a "long turn", which may involve a short description or anecdote, or may imply a longer, more formal presentation. Productive activities have an important function in many academic and professional fields (for example oral presentations, written studies and reports – that may be transmitted in sign) and particular social value is attached to them. Judgments are made about the linguistic quality of what has been submitted in writing or in a signed video, and about the