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	OVERALL READING COMPREHENSION
C2	<i>Can understand virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings.</i>
C2	<i>Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.</i>
C1	<i>Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.</i>
C1	<i>Can understand a wide variety of texts including literary writings, newspaper or magazine articles, and specialised academic or professional publications, provided that there are opportunities for re-reading and he/she has access to reference tools.</i>
B2	<i>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.</i>
B1	<i>Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.</i>
A2	<i>Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language</i>
A2	<i>Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.</i>
A1	<i>Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.</i>
Pre-A1	<i>Can recognise familiar words accompanied by pictures, such as a fast-food restaurant menu illustrated with photos or a picture book using familiar vocabulary.</i>

	READING CORRESPONDENCE
C2	<i>As C1</i>
C1	<i>Can understand any correspondence given the occasional use of a dictionary.</i>
B2	<i>Can read correspondence relating to his/her field of interest and readily grasp the essential meaning.</i>
B1	<i>Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.</i>
A2	<i>Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation etc.) on familiar topics.</i>
	<i>Can understand short simple personal letters.</i>
A1	<i>Can understand short, simple messages on postcards.</i>

	READING FOR ORIENTATION
C2	<i>No descriptors available; see B2</i>
C1	<i>No descriptors available; see B2</i>
B2	<i>Can scan quickly through several sources (articles, reports, websites, books etc.) in parallel, in both his/her own field and in related fields, and can identify the relevance and usefulness of particular sections for the task at hand.</i>
	<i>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.</i>
B1	<i>Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. Can scan through straightforward, factual texts in magazines, brochures or in the web, identify what they are about and decide whether they contain information that might be of practical use.</i>
	<i>Can find and understand relevant information in everyday material, such as letters, brochures and short official documents. Can pick out important information about preparation and usage on the labels on foodstuffs and medicine. Can assess whether an article, report or review is on the required topic. Can understand the important information in simple, clearly drafted adverts in newspapers or magazines, provided that there are not too many abbreviations.</i>
	<i>Can find specific information in practical, concrete, predictable texts (e.g. travel guidebooks, recipes), provided they are written in simple language. Can understand the main information in short and simple descriptions of goods in brochures and websites (e.g. portable digital devices, cameras, etc.).</i>
A2	<i>Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables. Can locate specific information in lists and isolate the information required (e.g. use the 'Yellow Pages' to find a service or tradesman). Can understand everyday signs and notices: in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings.</i>
	<i>Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations. Can understand store guides (information on which floors departments are on) and directions (e.g. to where to find lifts). Can understand basic hotel information, e.g. times when meals are served. Can find and understand simple, important information in advertisements, in programmes for special events, in leaflets and brochures (e.g. what is proposed, costs, the date and place of the event, departure times etc.).</i>
Pre-A1	<i>Can understand simple everyday signs such as 'Parking,' 'Station,' 'Dining room,' 'No smoking,' etc. Can find information about places, times and prices on posters, flyers and notices.</i>

	READING FOR INFORMATION AND ARGUMENT
C2	<i>Can understand the finer points and implications of a complex report or article even outside his/her area of specialisation.</i>
C1	<i>Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions. Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.</i>
B2	<i>Can obtain information, ideas and opinions from highly specialised sources within his/her field. Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.</i>
	<i>Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. Can recognise when a text provides factual information and when it seeks to convince readers of something. Can recognise different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships.</i>
	<i>Can understand straightforward, factual texts on subjects relating to his/her interests or studies. Can understand short texts on subjects that are familiar or of current interest, in which people give their points of view (e.g. critical contributions to an online discussion forum or readers' letters to the editor). Can identify the main conclusions in clearly signalled argumentative texts. Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.</i>
B1	<i>Can recognise significant points in straightforward newspaper articles on familiar subjects. Can understand most factual information that he/she is likely to come across on familiar subjects of interest, provided he/she has sufficient time for re-reading. Can understand the main points in descriptive notes such as those on museum exhibits and explanatory boards in exhibitions.</i>
	<i>Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events. Can follow the general outline of a news report on a familiar type of event, provided that the contents are familiar and predictable. Can pick out the main information in short newspaper reports or simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text. Can understand the main points of short texts dealing with everyday topics (e.g. lifestyle, hobbies, sports, weather).</i>
A2	<i>Can understand texts describing people, places, everyday life, and culture, etc., provided that they are written in simple language.</i>

	<p><i>Can understand information given in illustrated brochures and maps, e.g. the principal attractions of a city or area.</i></p> <p><i>Can understand the main points in short news items on subjects of personal interest (e.g. sport, celebrities). Can understand a short factual description or report within his/her own field, provided that it is written in simple language and does not contain unpredictable detail.</i></p> <p><i>Can understand most of what people say about themselves in a personal ad or post and what they say they like in other people.</i></p>
A1	<p><i>Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.</i></p> <p><i>Can understand short texts on subjects of personal interest (e.g. news flashes about sports, music, travel, or stories etc.) written with simple words and supported by illustrations and pictures.</i></p>
Pre-A1	<p><i>Can understand the simplest informational material that consists of familiar words and pictures, such as a fast- food restaurant menu illustrated with photos or an illustrated story formulated in very simple, everyday words.</i></p>

	READING INSTRUCTIONS
C2	<i>As C1</i>
C1	<i>Can understand in detail lengthy, complex instructions on a new machine or procedure, whether or not the instructions relate to his/her own area of speciality, provided he/she can reread difficult sections.</i>
B2	<i>Can understand lengthy, complex instructions in his field, including details on conditions and warnings, provided he/she can reread difficult sections.</i>
B1	<i>Can understand clearly written, straightforward instructions for a piece of equipment.</i>
A2	<i>Can understand regulations, for example safety, when expressed in simple language.</i>
	<i>Can understand simple instructions on equipment encountered in everyday life – such as a public telephone.</i>
A1	<i>Can follow short, simple written directions (e.g. to go from X to Y).</i>