READING COMPREHENSION

A2	B1	B2	C1	Level	Date
I Can	*I Can*	*I Can*	*I Can*	*I Can*	
read very short, simple texts and find specific, predictable information in simple everyday materials such as advertisements, prospectuses, menus and timetables and understand short simple personal letters.	*understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters*	*read articles, reports and literary prose concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.*	*understand long and complex factual and literary texts, appreciating distinction of style as well as specialised articles and longer technical instructions, even when they do not relate to my field.*	A1 B1 B2 C1	
– identify important information in news summaries or simple newspaper articles in which numbers and names help comprehension.	– skim short texts (e.g. news summaries) and find relevant facts and information (e.g. who has done what and where).	– rapidly grasp the content and the significance of new, articles and reports on topics connected with my interests or my job, and decide if a closer reading is worthwhile.	– understand fairly long, demanding texts and summarise them.	A1 B1 B2 C1	
– skim advertisements in newspapers, locate the heading or column I am looking for, and identify the most important pieces of information (price and type of clothing, size of apartments, etc.).	– understand the main points in short newspaper articles about current and familiar topics.	– understand most of the texts and letters on topics within my field of interest or areas of academic or professional speciality.	– extract information, ideas and opinions from higly specialised texts in my own field, for example research reports if given time to concentrate on the topic.	A1 B1 B2 C1	
– cope with messages and information of meeting places, opening hours, timetables etc.	– understand the most important information in short, simple messages, everyday information brochures and standard letters (e.g. from businesses, clubs or authorities).	– understand the most important information in short, simple messages, everyday information brochures and standard letters (e.g. from businesses, clubs or authorities).	– read contemporary literary texts with ease as well as personal and official correspondence with occasional use of dictionary.	A1 B1 B2 C1	

READING COMPREHENSION

A2	B1	B2	C1	Level	Date
I Can	*I Can*	*I Can*	*I Can*	*I Can*	
– understand a simple, personal letter dealing with aspects of everyday life.	– in private letters understand parts dealing with events, feelings and wishes well enough to correspond regularly with a pen fried.	– understand in a narrative or play the motives for the characters´ actions and their consequences for the development of the plot.	– recognise implicit meanings, ideas and connections (e.g. to the social, political or historical background) in a literary work.	**A1** **B1** **B2** **C1**	
– understand short narratives about everyday things if the text is written in a simple language.	– understand the plot and the main points of a clearly structured story, a newspaper column or an interview where someone takes a stand on a current topic or event.	– understand articles on current topics where the writer expresses specific attitudes and points of view as well as those outside my own field if given the opportunity to check with the dictionary.	– read fairly complex reports, analyses and commentaries where opinions, viewpoints and connections are discussed.	**A1** **B1** **B2** **C1**	
– understand simple user´s instructions for equipment (e.g. a public telephone, cash dispenser, computer programme).	– deduce the meaning of single unknown words from the context thus understanding the meaning of the text if the topic is familiar.	– quickly look through a manual and find and understand the relevant explanations and help for a specific problem.	– understand long, complex instructions, e.g. for the use of a new piece of equipment, even if they are not related to my job or field of interest, provided I have enough time to reread them.	**A1** **B1** **B2** **C1**	