## **READING OUTCOMES**

## At the end of the academic year students will be able to:

|   | A1-A2  | A2+   | B1   | B1+   | Pre-Faculty   |   |
|---|--|---|--|---|---|---|
| 1 | Understand the topic and<br>overall content of simple,<br>short texts containing familiar<br>vocabulary and everyday<br>subjects | Understand the topic and<br>overall content of short<br>texts with a wider range of<br>vocabulary on factual<br>topics                                  | Understand the topic and<br>content of a variety of texts<br>on factual topics                     | Understand the topic and<br>content of a variety of<br>texts on familiar/<br>unfamiliar topics                | Understand the topic and<br>content of a variety of<br>texts on<br>familiar/unfamiliar topics                                   | Understand the topic and<br>content of a variety of texts<br>on familiar/unfamiliar or<br>abstract topics                 |
| 2 | Identify/ Understand gist  | Identify/Understand gist/<br>main idea  | Identify/understand the topic/main idea  | Identify/understand the topic/main idea   | Identify the topic/ main idea and supporting ideas  | Identify the topic/ main idea<br>and supporting ideas   |
| 3 | Identify specific<br>information/details and/or key<br>information from short texts  | Identify specific<br>information/details and/or<br>key information  | Identify specific/ key information/details   | Identify specific/key information/details   | Identify specific/key<br>information/details and<br>examples  | Identify specific/key<br>information/details and<br>examples  |
| 4 | Make simple predictions or<br>guesses about the content of<br>short texts based on visual<br>cues or context                     | Make predictions about<br>the content of longer texts<br>based on visual cues,<br>context, headings or<br>subheadings, identify the<br>writer's purpose | Make inferences based on<br>information, identify the<br>writer's purpose                          | Make inferences based<br>on information, identify<br>the writer's purpose/<br>tone and/or attitude,           | Make inferences and<br>draw conclusions,<br>understand the writer's<br>purpose, tone and/or<br>attitude, purpose of the<br>text | Make inferences and draw<br>conclusions, understand the<br>writer's purpose, tone and/or<br>attitude, purpose of the text |
| 5 | Understand text cohesion and<br>the relationship between<br>sentences within the text  | Understand text cohesion<br>and the relationship<br>between ideas and<br>sentences within the text  | Understand text cohesion<br>and the relationship between<br>ideas and sentences within<br>the text | Follow text coherence,<br>relationship between<br>ideas and sentences   | Follow text coherence,<br>relationship between<br>ideas and sentences   |   |
| 6 |  |   | Understand simple graphs, tables, or charts  |   |   |   |
| 7 |  | Guess the meaning of<br>some unfamiliar<br>vocabulary and<br>expressions using context<br>clues   | Guess the meaning of<br>unfamiliar vocabulary and<br>expressions using context<br>clues            | Guess the meaning of<br>unfamiliar vocabulary<br>and expressions using<br>context clues and/or<br>paraphrases | Guess the meaning of<br>unfamiliar vocabulary<br>and expressions using<br>context clues and/or<br>paraphrases                   | Guess the meaning of<br>unfamiliar vocabulary and<br>expressions using context<br>clues and/or paraphrases                |
| 8 | Identify clear reference words   | Identify clear reference words  | Identify complex referencing   |   |   |   |