Sept 9, 2006 (date) (colour)

Feb 8, 2007 (date) (colour)

May 26, 2007 (date) (colour)

(language) German

Example

dent can understand when people speak very slowly and clearly.

Skill	Explanation/Example			
personal information.	E.g. *My name is Mart Tamm. I live in Viljandi. I am a pupil. I am Estonian, he is Ukrainian. He is 13 years old.*			
when somebody asks me to do something in ns and I can act accordingly.	E.g. *Please take a seat! Open the window, please! Take your workbook, please! Pass me the sugar, please! Please write this word on the blackboard! Please repeat!*			
simple personal questions.	E.g. *What is your name? How old are you? Where do you live? Which class do you go to? What are your hobbies? Do you have brothers or sisters?*			
the time (when such expressions as *quarter* rter to* are not used), numbers and prices.	E.g. *It is 7.45. I live in house No. 4. My phone number is 5-2-1-3-4-6. The ticket costs 20 euros.*			

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Listening *(language)* _____
A1

☑ An A1-level student can understand when people speak very slowly and clearly.

Skill	Explanation/Example	😄	😊	⚠
I can understand personal information.	E.g. *My name is Mart Tamm. I live in Viljandi. I am a pupil. I am Estonian, he is Ukrainian. He is 13 years old.*			
I can understand when somebody asks me to do something in everyday situations and I can act accordingly.	E.g. *Please take a seat! Open the window, please! Take your workbook, please! Pass me the sugar, please! Please write this word on the blackboard! Please repeat!*			
I can understand simple personal questions.	E.g. *What is your name? How old are you? Where do you live? Which class do you go to? What are your hobbies? Do you have brothers or sisters?*			
I can understand the time (when such expressions as *quarter past*, *half past*, *quarter to* are not used), numbers and prices.	E.g. *It is 7.45. I live in house No. 4. My phone number is 5-2-1-3-4-6. The ticket costs 20 euros.*			

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Listening *(language)* _____
A2

☑ An A2-level student can understand when people speak slowly and clearly.

Skill	Explanation/Example			
I can understand when people explain how to get to a destination on foot or by using public transport.	E.g. *Go straight on, turn left. It is near. Take tram No. 3.*			
I can understand when somebody asks me for directions.	E.g. *How can I get to the bus station? Can I walk there? How do I get there? Which bus takes me to the theatre? Where is the bus stop?*			
I can understand simple everyday conversation when people are addressing me directly and the speaker takes my language skills into account.	E.g. everyday activities, weather.			
I can understand short simple announcements, messages and instructions.	E.g. *It is 12 o'clock. The news. We will meet in an hour in front of the hotel. Next stop. Viru square. Careful! It is slippery here.*			
I can understand the gist of short recorded narratives if the topic is familiar.	E.g. cassettes and CDs belonging to the study set.			
I can understand important information if illustrated or explained with gestures.	E.g. TV news, weather forecast.			

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Listening *(language)* _____
B1

A B1-level student can understand when people speak clearly and at a normal speed.

Skill	Explanation/Example			
I can understand everyday conversation.	Topics: family, home, school, free time.			
I can understand everyday phone conversation.	Topics: family, home, school, free time.			
I can understand the gist of a discussion if the speakers take my language skills into account.				
I can understand the plot of simple stories.	E.g. stories recorded on tapes, CDs, etc.			
I can understand the gist of a radio or TV programme if the topic is familiar.	Topics: family, home, school, free time.			
I can understand the gist of a film or play if the action contributes to my understanding.				
I can understand the gist of a short speech or lecture if the topic is familiar to me.				
I can understand the gist of announcements and instructions.	E.g. telephone hot line, a recipe.			

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Listening *(language)* _____
B2

☑ A B2-level student can understand even when people speak fast.

Skill	Explanation/Example			
I can understand a film and a play although it contains a few unknown words and expressions.				
I can understand the gist of radio programmes and can distinguish the speaker's mood.	E.g. interviews, news, discussions.			
I can understand the gist of TV programmes.	E.g. documentaries, interviews, talk shows.			
I can understand the gist of a lecture or a presentation if the topic is more or less familiar to me.				
I can understand a discussion on a topic which interests me.				
I can understand what people are saying even when there is some background noise.	E.g. at a party, announcements in train stations, on a bus.			

Reading *(language)* _____
A1

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An A1-level student
- ☑ can understand very short simple texts;
- ☑ can find familiar words and sentences in texts;
- ☑ has to read texts several times.

Skill	Explanation/Example			
I can find information about people from short texts.	E.g. name, place of residence, age, occupation, school, class, nationality, origin, language.			
I can look up in advertisements or in a programme an event, when and where it will take place and how much the ticket costs.	E.g. concert, play, sports event, film, exhibition.			
I can look up necessary information on the information stand.	E.g. the opening times of offices, including a swimming pool, health centre, post office, bank, store.			
I can understand short instructions.	E.g. instructions in text books and work books: *Listen and repeat! Read and complement! Finish the sentences!*			
I can look up the necessary word in a textbook glossary.				
I can understand a short questionnaire (form) with personal data.	E.g. at the border or in a hotel in order to fill in a form with my first name and surname, time of birth, nationality, place of residence, telephone number.			
I can understand signs and signposts.	E.g. signs to show the way, warning signs, commanding signs and prohibiting signs.			
I can understand the main instructions of a computer programme.	E.g. *Save, open, close, delete*.			
I can understand short and simple messages on postcards.	E.g. welcome, congratulation and thank you cards, invitations.			
I can understand simple everyday short messages, including e-mails and SMSes.	E.g. short messages from friends that contain familiar expressions: *I'll be back at four.*			

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Reading *(language)* _____
A2

☑ An A2-level student can understand simple short texts on everyday subjects.

Skill	Explanation/Example			
I can understand short simple texts.	Topics: family, home, school, free time.			
I can understand simple personal letters, including e-mails.	Topics: family, home, school, free time.			
I can understand simple instructions.	E.g. instructions for independent work.			
I can understand simple operating instructions.	E.g. instructions for ticket machines, pay phones, ATMs, drink machines.			
I can look up exact information that interests me and is necessary for me in advertisements.	E.g. about free time events, timetable, menu.			
I can look up the information that interests me in newspaper, magazine and Internet advertisements.	E.g. Buy-Sell-Trade advertisements.			
I can use a bilingual dictionary.	E.g. English-Estonian, German-Estonian.			

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Reading *(language)* _____
B1

A B1-level student

- can understand texts on familiar topics even if they contain a few unknown words and expressions;
- can guess the meaning of an unknown word from its context.

Skill	Explanation/Example			
I can understand the gist of short articles dealing with current events.	E.g. sports commentaries, concert and film reviews and news summaries.			
I can understand the gist of opinion stories and interviews.	E.g. interviews with actors, singers, sportspeople.			
I can sufficiently understand personal letters to keep up correspondence.	E.g. descriptions of events, feelings and wishes.			
I can understand the plot of literary texts.	E.g. fairytales, short stories.			
I can understand the gist of official announcements.	E.g. information about international competitions, youth camps, study opportunities abroad.			
I can look up the information necessary for me in encyclopaedias and on the Internet.				

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Reading *(language)* _____
B2

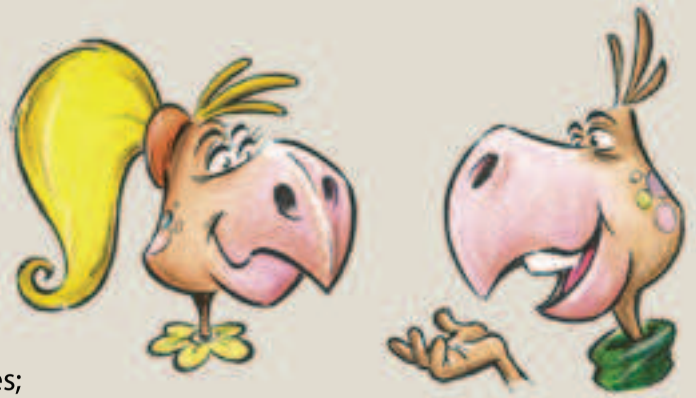
A B2-level student

- ☑ can read various texts independently, using reference materials if necessary;
- ☑ has a wide reading vocabulary, but might face difficulties with understanding less frequently used expressions.

Skill	Explanation/Example			
I can quickly get the meaning of long texts to decide whether these are of interest and necessary to me.	E.g. magazine articles and summaries.			
I can understand texts about current events in which the authors present and defend their points of view.	E.g. interviews, readers' letters, cultural reviews.			
I can fully understand texts in my areas of interest.				
I can read texts not related to my interests with the help of a dictionary.				
I can understand formal letters related to my studies or work.				
I can look up information in instruction manuals to fix the problem.	E.g. in an instruction manual for home appliances, computers.			
I can understand the motives guiding the behaviour of characters in literary texts.	E.g. stories, novels, plays.			
I can use a monolingual dictionary.	*E.g. Estonian-Estonian, English-English, French-French, German-German, Russian-Russian.*			

Spoken interaction *A1*

(language) _____



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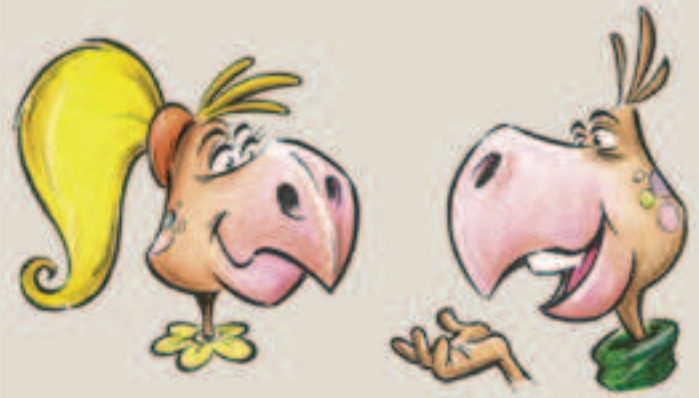
An A1-level student

- ☑ can express himself/herself using single words, expressions and gestures;
- ☑ can use the conjunction *and*.

Skill	Explanation/Example			
I can greet and say good bye.	E.g. *Good morning/afternoon/evening. Good bye! See you!*			
I can ask for things and say thank you.	E.g. *Could I have some cake, please! Thanks! Thank you!*			
I can introduce myself and my friend.	Name, age, occupation (pupil), school, class, nationality.			
I can ask and answer personal questions.	Name, age, occupation (pupil), school, class, nationality, address, phone number, hobbies.			
I can ask and tell the time.	E.g. *What's the time?* I can answer when I do not have to use the expressions *quarter past, half, quarter to*: E.g. *It is 9.45 (nine forty-five).*			
I can name the days of the week, months and seasons.				
I can say the price and amount.	E.g. *five euros, one hundred grams*.			
I can name school subjects and school supplies.				
I can name everyday commodities and food products.	E.g. commodities in the house, apartment, room; food products in a store, market.			
I can ask for help in case of an accident or emergency.	E.g. *Help! Help me! Fire! Thief!*			
I can apologise and reply to an apology.	E.g. *I'm sorry! It's okay!*			



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Spoken interaction *(language)* _____
A2

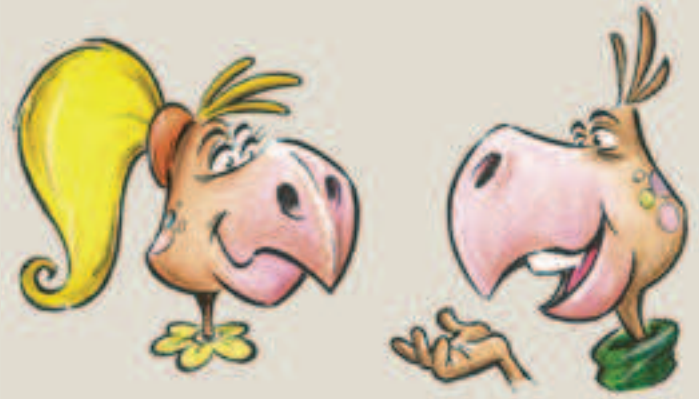
An A2-level student

- can communicate using memorised sentences or expressions joined by simple conjunctions such as *but*, *because*;
- has sufficient vocabulary for dealing with familiar situations.

Skill	Explanation/Example			
I can ask for what I would like to have and how much things cost.	E.g. in a store, cinema, post office, museum, at a market, concert.			
I can order food and drinks.	E.g. *I will have juice, please! Cheque, please! An ice cream, please.*			
I can ask for information to get to a destination both on foot and by using public transport.	E.g. on a bus, tram, trolleybus, train, underground. *When do I have to get off? How many bus tops do I have to ride? Can I have a (student) ticket, please? Where is the theatre? How do I get there? Where is the bus stop?*			
I can give directions.	E.g. *Go straight on! Turn right. Along this street. It is here* (showing on the map).			
I can ask how my friend is doing and respond to the information received.	E.g. *Hi, how are you? Is everything ok? Good! That's great! I am glad. Congratulations! I am sorry! My condolences!*			
I can make an invitation and reply to an invitation.	E.g. *Come and visit me. Thanks! Unfortunately I can't! Maybe another time!*			
I can apologise and justify my behaviour.	E.g. for being absent, late, for forgetting an arrangement, for not having done the homework. *I am sorry, but the bus didn't come. I am sorry, but I overslept. I am sorry, but I was ill. I am sorry, but I left my exercise book at home.*			

I can say which activities or things I like or dislike.	E.g. *I like to read. I like the new teacher. I don't like doing the dishes! I like pizza!*			
I can tell my friend what to do, where and when to go.	E.g. *Let's go to the cinema! Let's meet at half past five.*			
I can ask my friend what he/she does at school and in his/her free time.	E.g. *How many lessons do you have on Wednesday? Six (lessons). What do you do after school? I go home. Do you play sports? Yes, I play tennis. How many times a week? Three times (a week).*			
I can answer questions about my studies and free time.				
I can start and end simple conversations.	E.g. *Excuse me, I have a question. I have a problem. Could you help me? Do you have time? I have to go now!*			
I can tell the person I am talking to whether I understand him/her or not. I can ask him/her to repeat what he/she said.	E.g. *I see! I get it! I understand! I do not understand! Please repeat what you said! Once more please!*			

Spoken interaction *(language)* _____
B1



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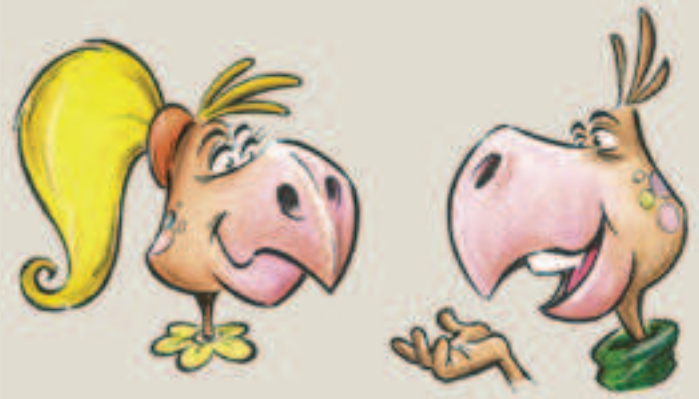
A B1-level student

- ☑ can make himself/herself understood in everyday situations on topics that interest him/her or are familiar to him/her; longer turns are interrupted by pauses while gathering thoughts;
- ☑ has an adequate vocabulary for conversing familiar topics.

Skill	Explanation/Example			
I can communicate in service establishments.	E.g. in a café, library, sports centre, at the doctor's, at a police station.			
I can discuss with my companion what to do and make suggestions.	E.g. date, place, time.			
I can start, develop and conclude conversations.				
I can give instructions if I do not have to use technical vocabulary.	E.g. preparing food, using food and drink vending machines and ATMs.			
I can ask for all kinds of information.				
I can express my feelings and react to emotions expressed by my companion.	E.g. surprise, gladness, sadness, interest, indifference.			
I can express my opinions and points of view in conversation.	E.g. *I think it was such a romantic film.*			
I can express agreement and disagreement.				
I can ask for clarification and explanation.	E.g. *Shall we meet tomorrow? What do you mean by that?*			
I can paraphrase what I want to say if I do not remember a word or expression.				



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Spoken interaction *(language)* _____
B2

A B2-level student

- ☑ can speak at a steady pace for a longer period, although has to look for suitable expressions from time to time;
- ☑ can communicate detailed information;
- ☑ has adequate vocabulary for conversing on a variety of topics.

Skill	Explanation/Example			
I can start, develop and conclude conversations taking into account the cultural traditions of the country whose language I am studying.				
I can express my thoughts and feelings and justify them.				
I can actively participate in longer conversations on familiar topics.				
I can explain and justify my opinions in an exchange of opinions.				
I can engage my companion in a conversation more actively.	E.g. *What do you think? What is your opinion?*			

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Spoken production *(language)* _____
A1

An A1-level student

- ☑ can express himself/herself using single words, expressions and gestures;
- ☑ can use the conjunction *and*.

Skill	Explanation/Example			
I can talk about myself.	Name, age, hobbies, school, class, family members, home country/ country of birth, address/place of residence, telephone number.			
I can talk in short sentences about my family members and my friends.	Name, age, hobbies, place of residence.			
I can recite short texts that I have learnt.	E.g. short stories, poems, songs.			

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Spoken production *(language)* _____
A2

An A2-level student

- ☑ can communicate using memorised sentences or expressions joined by simple conjunctions such as *but*, *because*;
- ☑ has sufficient vocabulary for dealing with familiar situations.

Skill	Explanation/Example			
I can describe myself, my family, friends and acquaintances.	E.g. appearance, character, favourite activities.			
I can explain where I live.	E.g. *I live in Elva. It is near Tartu. We have a small house and a big garden.*			
I can talk about my interests.	E.g. *I like adventure stories. I practice sports. I surf on the Internet.*			
I can talk about what happened earlier.	E.g. last day, week, weekend, school holidays: e.g. *I was in a sports camp during my summer holidays. The weather was warm. We often went swimming. In the evenings we went to clubs. We went to bed at 11.*			

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Spoken production *(language)* _____
B1

☑ A B1-level student can make himself/herself understood in everyday situations on topics that interest him/her or are familiar to him/her; longer turns are interrupted by pauses while gathering thoughts.

Skill	Explanation/Example			
I can talk about events in detail and express my thoughts related to them.	E.g. trip, spending a holiday, weekend.			
I can describe my intentions, plans and activities and justify them.				
I can narrate the plot of films, plays, books and express my own opinion about them.				
I can briefly retell stories that I have read or heard.				

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Spoken production *(language)* _____
B2

A B2-level student
- ☑ can speak at a steady pace for a longer period, although has to look for suitable expressions from time to time;
- ☑ can communicate detailed information.

Skill	Explanation/Example			
I can describe people, things and events in detail.	E.g. describe a missing person or thing.			
I can give a summary of the news, short messages, interviews and reports.				
I can give a summary of a film, play or book.				
I can justify my opinion in a short presentation.	E.g. explain the advantages and disadvantages, causes and results of different options.			
I can monitor and check my language use.	E.g. *I know that the 3rd person singular is my weak spot. This is why I speak more slowly, think about the rule and try to use it correctly.*			

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Writing *(language)* _____
A1

☑ An A1-level student can write short memorised sentences.

Skill	Explanation/Example			
I can fill in forms with personal information.	E.g. name, age, address, school name, class, nationality, citizenship.			
I can write simple greeting cards.	Cards for special days: e.g. Christmas, New Year's Eve, birthday, St Valentine's Day. *Happy Birthday! Happy New Year!*			
I can write short simple notes, including e-mails, SMSes.	E.g. *I'll come tomorrow. See you at school. Lunch is at 1 p.m.*			
I can write short sentences about myself.	E.g. *I live in Tartu. I go to school. I study in the 7th form.*			

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Writing *(language)* _____
A2

☑ An A2-level student can write short sentences using simple conjunctions.

Skill	Explanation/Example			
I can write multi-sentence messages and stories.				
I can describe events in simple sentences.	E.g. birthday, visit, trip.			
I can write about myself and things concerning me and my family in simple sentences.	E.g. friends and schoolmates, studying and hobbies.			
I can fill in forms.	A form requiring one-word answers about personal information and other things, e.g. interests and language ability.			
I can write postcards, short letters and invitations.	E.g. an e-mail or postcard containing expressions of greeting, addressing, asking questions and thanking. *Greetings from Võru! How are you doing? Thank you for your letter. I am looking forward to your letter. All the best!*			

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Writing *(language)* _____
B1

A B1-level student
- ☑ can write a coherent text using simple compound sentences;
- ☑ can convey information clearly and briefly and highlight the main idea.

Skill	Explanation/Example			
I can write short coherent texts about myself and my hobbies.				
I can write short sentences to express my opinion on familiar topics.	E.g. to write what I like or dislike, what I want or do not want to do.			
I can write simple coherent texts about events.	E.g. a descriptive or narrative text about a journey, trip, concert; a short essay on a given topic.			
I can write personal letters, including e-mails.	E.g. to ask for news or an opinion about something/somebody; to express feelings.			
I can respond to advertisements and ask for information.	E.g. courses, summer camp, sports camp.			
I can write short papers based on given texts.				
I can write a short CV.				

Writing *(language)* _____
B2

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A B2-level student
- ☑ can express and justify his/her views in longer texts;
- ☑ can use complicated sentence constructions;
- ☑ can find and correct mistakes in his writing.

Skill	Explanation/Example			
I can write formal letters related to my studies or work.				
I can write detailed connected texts on familiar topics which interest me.	E.g. about real-life or imaginary events.			
I can write short summaries.	E.g. of articles on familiar and interesting topics.			
I can write argumentative texts.	E.g. present arguments for and against and justify points of view in essays and letters.			
I can write reviews.	E.g. of a film, book, play.			
I can take part in written discussions.	E.g. in the electronic form.			
I can write coherent texts summarising information from several sources.				
I can write texts for presentations.				
I can write a CV.				