Reading *(language)* _____
A1

_____ ☐ *(date)* *(colour)*

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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.*			