

# Introduction to Level Outcomes

Level outcomes are descriptions of the language abilities, or competencies, expected of learners at the end of each level in the four skill areas: speaking, listening, reading, and writing. These outcomes are taken directly from *Canadian Language Benchmarks 2000* that have been assigned to each level. LINC levels 1 to 5 correspond to the Benchmarks (CLB) in the following way<sup>1</sup>:

	LINC 1	LINC 2	LINC 3	LINC 4	LINC 5
Speaking	CLB 1	CLB 2	CLB 3, 4	CLB 5	CLB 6, 7
Listening	CLB 1	CLB 2	CLB 3, 4	CLB 5	CLB 6, 7
Reading	CLB 1	CLB 2	CLB 3	CLB 4	CLB 5, 6
Writing	CLB 1	CLB 2	CLB 3	CLB 4	CLB 5, 6

This section contains the outcomes for each LINC level, four pages per level, each page describing one skill. At the top of each page are the **outcomes**, along with examples of tasks and texts which demonstrate accomplishment of the outcome, and performance indicators, which describe how well the learner is expected to perform at a specific level. The outcomes for each skill are divided into four competency areas:

- **Social Interaction:** interacting in an interpersonal social situation, in speech or writing
- **Following and giving instructions:** in speech or writing
- **Suasion (Getting things done):** persuading others, or reacting to suasion to do something, in speech or writing
- **Information:** exchanging, presenting and discussing information, ideas, opinions, feelings; telling stories, describing, reporting, arguing, etc. in speech or writing<sup>2</sup>

At the bottom of each page is a description of the **general ability** of the learner (referred to as Global Performance Descriptors in the CLB 2000 document), and also a list of **performance conditions**, which gives information about the purpose of communication, setting/place, audience, topic, etc. This information is taken directly from the CLB 2000 document, but may not include all the items under Global Performance Descriptors and Performance Conditions for the benchmark being described.

The outcomes described in this section have been used to develop the topic outcomes for each LINC level in the twelve themes contained in these Curriculum Guidelines. Instructors can also use the outcomes to develop other topics appropriate for their learners. The **Planning** section includes a **Planning Checklist** for each LINC level that allows instructors to check off outcomes as they are taught in various themes and topics to ensure that all outcomes for the specific LINC level have been covered during the term.

<sup>1</sup> For LINC levels that have been assigned a range of Benchmarks, (e.g. LINC 3 Speaking) the outcomes listed are generally the higher benchmark, unless the lower benchmark refers to an item not included in the higher benchmark.

<sup>2</sup>*Canadian Language Benchmarks 2000*, p. x.

# LINC 1 Speaking Outcomes (CLB 1)

## Social Interaction

- Use and respond to a few basic courtesy formulas**  
(*Hello, How are you? Bye, Thank you*)  
Responds to (and may initiate) greetings, courtesy, leave-taking.
- Indicate communication problems**  
(*Pardon? Please repeat, Sorry*)  
Indicates communication problems verbally or non-verbally. Apologizes.

## Instructions

- Give two- to three-word basic everyday instructions, commands**  
(*Close the door, Please repeat, Show me, Give me, Please sit down*)

## Getting Things Done

- Attract attention**  
(*Excuse me, Tom*)
- Request assistance**  
(*Please help me*)
- Ask for and tell time**  
(*What time is it? It's...*)

## Information

- Give basic personal information**  
(*My name is..., I live at 39 York Street, I speak Russian*)  
Responds to simple questions with required information. Uses cardinal and ordinal basic numbers.
- Express ability, inability**  
(*I can't read this, I can come tomorrow*)  
Uses can, can + negative

## General Speaking Ability

- Can speak very little, mostly responding to basic questions about personal information and immediate needs
- Speaks in isolated words or two- to three-word combinations
- Has almost no control of basic grammar structures and tenses and very limited vocabulary
- No evidence of connected discourse; makes long pauses and depends on gestures to express meaning
- Pronunciation difficulties may significantly impede communication
- Needs considerable assistance

## Performance Conditions for Speaking Tasks

- Interactions are short, face to face, informal, and with one person at a time
- Learners' speech is guided and encouraged by questions and feedback from the person they are talking to
- Instructions are short two- to three-word utterances

# Listening Outcomes (CLB 1)

## Social Interaction

1. **Identify greetings or other goodwill expressions in speech**  
(*Hello, How are you? Bye, Thank you*).
2. **Identify expressions used to ask for repetition and clarification**  
(*Sorry? Pardon? Repeat, please; I don't understand*)  
Identifies the expressions in dialogues/discourse.

## Instructions

1. **Follow simple two- to five-word instructions**  
(*Take the 519 bus, Get off at Museum Station*)
2. **Follow simple two- to five-word positive and negative commands and requests**  
(*Please come in, Sit down, Right here, Over there, Don't stand up, Can you tell me/give me/show me? Repeat, please, Can you spell it? Don't talk, Don't write*)  
Responds with words and gestures. Comprehends requests for personal details.

## Getting Things Done

1. **Identify expressions used to attract attention**  
(*Excuse me, Hello!*)
2. **Identify expressions used to request assistance**  
(*Please help, Can you help me?*)

## Information

1. **Identify details in listening texts: numbers, letters, a few keywords, short expressions**  
Comprehends requests to identify people and things.  
Comprehends numbers, time, dates, and letters.

## General Listening Ability

- Can understand a very limited number of common individual words, and simple phrases in a predictable context and on everyday personal topics
- Can follow greetings
- Can follow simple instructions that depend on gestures and other contextual clues; struggles to understand other instructions
- Needs extensive assistance such as speech modification, explanation, demonstration, and translation

## Performance Conditions for Listening Tasks

- Listening texts are short (seven to 10 lines) with familiar everyday words
- Instructions are short (two to five words), given in clear speech and used with gestures
- Situation and visual clues strongly support what is being said
- Tasks require oral or physical responses, or are in a guided writing format (e.g., circle or match items, check off answers, fill in blanks)

# LINC 1 Reading Outcomes (CLB 1)

<b>Social Interaction Texts</b>	<b>Business/Service Texts</b>
1. <b>Understand short greeting card texts</b> Identifies written goodwill expressions and their meanings. Locates specific written information (e.g., for whom, from whom, occasion).	1. <b>Use simplified, short, common forms; simplified maps, diagrams, and tables</b> Identifies where to write personal data on form. Identifies familiar layout of a familiar place in a simple diagram. Identifies familiar places on a simple map. Locates specific details in a common formatted text (e.g., receipt).
<b>Instructions</b>	2. <b>Understand common signs and symbols</b>
1. <b>Follow short two- to five-word instructions</b> (Use block letters, Turn the page, Write here, Do not write in this space)	<b>Informational Texts</b>
	1. <b>Get information from very basic texts of up to five sentences</b> Identifies factual details (e.g., numbers, letters, a few keywords, short expressions) as required.

## General Reading Ability

- Learner is literate in the same alphabet in another language, but has minimal understanding of written text in English
- Shows little word sight recognition except for a few familiar words and simple phrases in predictable contexts related to immediate needs
- Limited knowledge of the language and exposure to reading and spelling conventions in English limits learner's ability to understand new words
- Can match simple illustrations and short written sentences containing some familiar words

## Performance Conditions for Reading Tasks

- Texts are short (from a simple phrase up to five sentences) and use familiar, everyday words
- Sentences have an average of two to three content words only
- Instructions are short (two to five words)
- Topics are familiar and personally relevant
- Familiar pictures or symbols often accompany text
- Text is print or print-like handwriting
- Tasks require only short oral responses or are in a guided writing format (e.g., circling, matching, checking items, filling in blanks)

# Writing Outcomes (CLB 1)

## Social Interaction

1. **Complete standard greeting cards with minimum required information**  
Selects standard card appropriate to occasion, intent, social context, and relationship. Completes with appropriate salutation and closing (e.g., *Dear, Love, Sincerely*), signs it, and addresses envelope. Uses accurate spelling, punctuation, and proper layout for message, with occasional errors.

## Recording Information

1. **Copy numbers, letters, words, short phrases from a 10- to 20-item list or from three to five sentences for personal use or to complete short writing tasks**  
Copies numerals, addresses, and phone numbers, following North American conventions and writing styles. Has legible handwriting or printing, with no major omissions in copying information. Makes only a few occasional copying mistakes. Reader has slight difficulties in decoding a letter or number.

## Business/Service Messages

1. **Fill out very basic five- to seven-item forms**  
Writes basic personal identification as required in appropriate sections. Spells accurately and follows punctuation conventions. Has legible handwriting or printing, with no major omissions in providing information.

## Presenting Information

1. **Describe personal situation by filling in blanks in short three- to five-sentence guided texts about self and family**  
(*My name is ..., I am ..., I am from ..., I have ..., I like ...*)  
Writes details in appropriate blanks. Spells and follows punctuation conventions. Has legible handwriting or printing.

## General Writing Ability

- Learner is literate in the same alphabet in another language and can write all letters of the alphabet, and all numbers and numerals
- Can write down basic personal identification information
- Can write a few familiar words, simple phrases, and sentences about self
- Can copy/record time, addresses, names, numbers, and prices
- Limited knowledge of the language and exposure to reading and spelling conventions in English limits learner's ability to write new words

## Performance Conditions for Writing Tasks

- Context is personally relevant
- Texts to copy are short (10- to 20-item lists or three to five sentences) with easy layout, in legible handwriting or print, and contain basic, everyday information
- Forms are simple with only five to seven basic personal ID information categories, with clear lines or boxes in which to write (e.g., date, first name, last name, address, postal code, phone number, date of birth, age, sex)
- Guided writing assignments are three to five sentences long and use familiar everyday words

# LINC 2 Speaking Outcomes (CLB 2)

<b>Social Interaction</b>	<b>Getting Things Done</b>
<ol style="list-style-type: none"> <li><b>Greet familiar and unfamiliar people; use and respond to courtesy formulas</b> (<i>Hello, I'm fine, How are you?</i>).</li> <li><b>Respond appropriately to introductions</b> (<i>Nice to meet you</i>)</li> <li><b>Indicate communication problems in a number of ways</b> (<i>Can you speak slowly, please? I don't understand, Please repeat, What is this?</i>)</li> </ol>	<ol style="list-style-type: none"> <li><b>Make and respond to simple requests</b> (<i>Excuse me, Can you help me? Can you pass me the salt? Thanks</i>)</li> <li><b>Give and respond to warnings</b> (<i>Fire! Watch out! Don't touch that</i>)</li> </ol>
<b>Instructions</b>	<b>Information</b>
<ol style="list-style-type: none"> <li><b>Give a number of common two- to seven-word daily instructions and positive and negative commands</b> (<i>Put the CD in the case, Please go next door, Don't open the window, Don't water the plants every day</i>).</li> </ol>	<ol style="list-style-type: none"> <li><b>Give expanded basic personal information</b> Responds to simple questions with required information. Spells words related to personal identification and information.</li> <li><b>Give basic descriptions</b> Describes size, colour, and number. Uses basic time references and expressions of location and movement.</li> <li><b>Talk about things one enjoys</b></li> </ol>

## General Speaking Ability

- Can communicate some immediate and personal needs in a very limited way
- Can ask and respond to simple, routine, predictable questions about personal information
- Has little control of basic grammar (structures and tenses) and no connected discourse
- Has limited vocabulary and can use a few simple phrases
- Pronunciation difficulties may significantly impede communication
- Needs frequent assistance

## Performance Conditions for Speaking Tasks

- Interactions are short, face to face, informal and with one person at a time
- Rate of speech is slow
- Verbal communication is strongly supported by gestures and visual clues
- Instructions and directions are simple imperative clauses, two to seven words long and practiced in a classroom setting
- Topics are about common everyday matters
- Learners' speech is largely guided and encouraged by the person they are talking to

# LINC 2 Listening Outcomes (CLB 2)

## Social Interaction

1. **Identify introductions and basic courtesy formulas**  
(*Hello, how are you? Pleased to meet you*)
2. **Identify a range of expressions used to ask for repetition and clarification**  
(*Could you repeat that please? I didn't hear, I don't speak English well, Can you speak slowly, please?*)  
Identifies the expressions in dialogues/discourse.

## Getting Things Done

1. **Identify a range of expressions used to make and respond to requests, express warnings**  
(*Can you help me please? Can you pass me the... Thanks; Excuse me, I lost my...; No problem; Can you tell me the time? Sure, it's...; Carefull! Look out! Fire!*)  
Identifies the expressions in dialogues/discourse.

## Instructions

1. **Follow a range of common one-sentence basic daily instructions**  
(*Insert the diskette, Click the Start button, Select the text*)
2. **Follow one-sentence positive and negative commands and requests**  
(*Call an ambulance, Call 911, please! Don't smoke in the building, Can you show me some ID? You can hang up your coat here*)  
Responds to a range of short one-sentence basic daily commands and requests. Identifies the expressions and their meanings in tasks.

## Information

1. **Identify details in listening texts: numbers, letters, time references, places, keywords, short expressions**  
Identifies words related to personal ID information, colour, size, number, time reference, location, and movement. Comprehends requests for personal details, and requests to identify people and things.

## General Listening Ability

- Can understand a limited number of individual words, simple phrases, and short, simple sentences on topics of personal relevance when spoken slowly and with frequent repetitions
- Can follow simple personal information questions and simple commands or directions
- Needs considerable assistance such as speech modification, explanation, demonstration, and translation

## Performance Conditions for Listening Tasks

- Listening texts are short monologues and dialogues on familiar everyday topics
- Instructions are mostly simple and compound clauses
- Communication is face to face or video-taped
- Speech is clear and at a slow to normal rate
- Learner is adequately briefed for focused listening
- Tasks require oral or physical responses, or are in a guided writing format (e.g., circle or match items, check off answers, fill in blanks)
- Learner may require several repetitions

# LINC 2 Reading Outcomes (CLB 2)

## Social Interaction Texts

1. **Generally understand the main point of short written messages or texts in special occasion greeting cards, invitations, postcards**  
Gets the gist of a short text. Identifies written goodwill expressions and their meanings. Locates specific written information as required.

## Instructions

1. **Follow simple everyday one-sentence instructions of up to four steps**

## Business/Service Texts

1. **Find information in short basic forms, signs, labels, tables, schedules, simplified maps, and diagrams**  
Gets the gist of the text. Identifies where to write personal data on a form. Identifies layout of a familiar place in a simple diagram or identifies familiar places on a simple map.
2. **Get information from short two- to three-sentence common business or service notices**  
Scans text to locate specific details.

## Informational Texts

1. **Get information from very basic texts of up to seven sentences**  
Gets key information/main idea from texts (e.g., short notices, ads).

## General Reading Ability

- Can read personal and place names, common public signs, and other short texts with familiar words and simple learned phrases in predictable contexts related to immediate needs
- Limited knowledge of English limits learner's ability to understand new words
- Can find a specific piece of information in a simple text with clear layout

## Performance Conditions for Reading Tasks

- Texts are short (up to seven sentences) and use familiar, everyday words
- Sentences have an average of three to five content words only
- Instructions have a clear sequence
- Topics are familiar and personally relevant
- Pictures or symbols often accompany text
- Text is in print or print-like handwriting
- Tasks do not require much writing, but only short oral responses, and circling, matching, checking items, or filling in the blanks



# LINC 2 Writing Outcomes (CLB 2)

## Social Interaction

1. **Complete an expanded range of greeting cards with minimum required information**  
Selects a standard card appropriate to occasion, intent and social context, and relationship. Completes it with minimum required information (e.g., thanks, apologies, congratulations, get well, goodbye, sympathy). Uses accurate spelling and punctuation.

## Recording Information

1. **Copy information from a 10- to 20-item list or from five to seven sentences for personal use or to complete tasks**  
Copies words, numbers, letters, and sentences, including capitalization, lower case, punctuation. Has legible handwriting or printing. Makes no major omissions in copying information. Makes only a few occasional copying mistakes. Reader has only slight difficulties in decoding a letter or number.

## Business/Service Messages

1. **Fill out simple eight- to 12-item forms**  
Writes information in appropriate sections. Spells accurately and follows punctuation conventions. Has legible handwriting or printing, with no major omissions in providing information.

## Presenting Information

1. **Give a basic description by filling in blanks in short five- to six-sentence guided texts or by answering five to six simple questions**  
*(Frank is 40 y... .., ... .. a nice family, There are ... people in his family)*  
Spells accurately and follows punctuation conventions. Has legible handwriting or printing.

## General Writing Ability

- Can write a few sentences and phrases about self and family or other highly familiar information as a simple description, as answers to written questions, or on simplified forms and slips
- Can copy basic factual information from directories, telephone book, signs, store flyers and simple schedules
- Has difficulty writing unfamiliar words

## Performance Conditions for Writing Tasks

- Context is personally relevant
- Texts to copy are short (10- to 20-item lists or five to seven sentences) with easy layout and in legible handwriting or print
- Forms are simple with eight to 12 basic personal ID information categories, with clear lines or boxes in which to write (e.g., country of origin, marital status, spouse, dependants, nationality, account number, citizenship)
- Guided writing assignments are five to six sentences and use familiar everyday words

# LINC 3 Speaking Outcomes (CLB 3, 4)

## Social Interaction

- Greet, introduce self, and ask about the other person; introduce two people**  
(*My name is..., I'm..., And what's your name? Very nice to meet you, This is Elsa, my sister*)
- Open, close, and respond to short casual small talk; take leave appropriately**  
(*Nice to see you, How are you doing? Have a good day, See you soon*)  
Opens, develops, and closes short small talk conversation (casually or more formally).
- Indicate communication problems and ask for explanations**  
(*Would you mind repeating that? I didn't understand that, Could you say it again? What does ... mean? Can you explain?*)
- Answer the phone**  
(*Sorry, you've got the wrong number, Vi is not home, Can you call later?*)  
Handles basic phone situations with standard replies.
- Leave short telephone messages**  
(*This is..., Please call me back, My number is..., Thank you*)

## Instructions

- Give short three- to four-step everyday instructions or directions**

## Getting Things Done

- Ask for and give permission simply**  
(*Can I leave five minutes early? Sure, no problem*)
- Advise of danger**  
Reports danger and provides basic details.
- Ask for, offer, accept, or decline assistance**  
(*I need help, Can I help? Thanks, No thanks*)  
Requests assistance, including urgent assistance.
- Request, accept, or decline offers, goods, or services**  
Responds to openings, routine questions, and closings in service-transaction discourse. Provides required information/description of item. Asks relevant questions about price, availability, location, appearance, function.

## Information

- Tell stories about personal experiences or everyday activities**  
Relates story in a coherent narrative.
- Give brief descriptions**  
Describes people, objects, situations, or daily routines.
- Express immediate and future needs, wants, plans**
- Express preference, satisfaction, or dissatisfaction**  
(*Yes, this is right; It is okay; No, I'm sorry, I don't like this*)
- Talk about health and feelings**

## General Speaking Ability

- Can take part in short routine conversations about basic needs and personal experience
- Can ask and respond to simple familiar questions
- Can describe a situation, tell a simple story, describe the process of obtaining essential goods (e.g., purchasing, renting) or services (e.g., medical), using a variety of short sentences
- Has control of basic grammar (structures and tenses); uses correct past tense with many common verbs
- Has adequate vocabulary for basic routine everyday topics
- Uses connected discourse (*and, but, first, next, then, because*)
- Pronunciation difficulties may impede communication
- Can use the phone only for very short, simple, predictable exchanges

## Performance Conditions for Speaking Tasks

- Interaction is face to face, with one person at a time or in a supportive group
- Interaction on the phone is brief
- Rate of speech is slow to normal
- Verbal communication is strongly supported by gestures and visual clues
- Learners' speech is guided by specific questions from the person they are talking to
- Instructions and directions have only three to four steps and are sometimes supported by hand gestures
- Topics are about common everyday matters

# LINC 3 Listening Outcomes (CLB 3, 4)

## Social Interaction

1. **Identify formal and informal styles, verbal and non-verbal details in greetings, introductions, and leave-taking**  
(Hi, Hello, Good morning, Good day, Nice to see you, Pleased to meet you, How are you doing? How are ya? How is it going? Let me introduce...)  
Identifies formal and casual style and register of courtesy formulas and introductions.
2. **Identify specific factual details and implied meanings in dialogues of casual small talk, short phone calls**  
Infers contextual and situational details (participant roles, relationships, etc.) related to courtesy formulas and introductions.
3. **Identify expressions used to indicate communication problems**  
Identifies expressions in dialogues/discourse.

## Instructions

1. **Follow two- to five-step everyday directions or instructions presented in order, relating to movement and position; weights, measures, amounts, and sizes; manner, frequency and duration**  
(Go straight up the main street; turn right at the second set of lights; go west past the school; Put it on top of the cabinet to the left)

## Getting Things Done

1. **Identify expressions used to ask for, offer, and accept assistance; ask for and give permission; advise of danger**  
(I need some help, Can I help, Thanks for your help, Can I leave five minutes early? Can I borrow your pen? Sure, no problem, go ahead)  
Identifies the expressions in dialogues/discourse.
2. **Understand factual details and some implied meanings in persuasive oral texts on familiar everyday topics**  
Identifies main intent, main idea, factual details, words and expressions, and implied meanings in weather reports, news items, and texts about obtaining goods or services.

## Information

1. **Understand factual details and some implied meanings in listening texts on familiar everyday topics**  
Identifies main intent, main idea, factual details, words and expressions, and implied meanings in weather reports, news items, and texts about obtaining goods or services.

## General Listening Ability

- Can follow, with considerable effort, simple formal and informal conversations and other listening texts/discourse on topics of immediate personal relevance at a slow to normal rate of speech
- Can follow simple, short, direct questions related to personal experience and general knowledge
- Can follow many common everyday instructions and directions related to the immediate context
- Can follow simple short predictable phone messages, but has limited ability to understand on the phone
- Often requests repetition
- Needs a little assistance such as speech modification or explanation

## Performance Conditions for Listening Tasks

- Listening texts are short monologues, presentations, and dialogues on familiar everyday topics
- Instructions are mostly simple and compound clauses containing phrases of location, movement, and manner and used with some visual clues
- Communication is face to face, video-, or audio-taped
- Speech is clear at a slow to normal rate
- Learner is adequately briefed for focused listening
- Tasks require an oral or physical response, or are in a guided writing format (e.g., circle or match items, circle the correct answer, true/false, answer the question, complete a chart or diagram, fill in blanks, etc.)
- Learner may require one or two repetitions

# LINC 3 Reading Outcomes (CLB 3)

## Social Interaction Texts

1. **Get information from one- or two-paragraph personal notes and letters**  
Gets the gist. Gets key information/main idea from texts. Identifies important written details/specific information as required.

## Instructions

1. **Follow common everyday instructions of up to five steps**  
Understands sequence and location signals in text

## Business/Service Texts

1. **Find information in forms, tables, schedules, directories**  
Identifies layout and specific information on a form. Finds information in complex directories (e.g., TV Guide).
2. **Get information from short business brochures, notices, form letters, flyers**  
Gets overall meaning of a business text. Gets key information/main idea from text and graphics. Identifies important details as required.

## Informational Texts

1. **Get information from simple, explicit, one- to two-paragraph texts**  
Gets the main idea, key information in texts (e.g., news articles, stories). Locates specific information about events and descriptions of people, places, things (who, what, where, when, how). Identifies links between sentences and the narrative sequence. Predicts, guesses new words in familiar context.
2. **Use standard reference texts**  
Uses dictionaries, maps, diagrams, etc.

## General Reading Ability

- Can phonetically decode familiar and some unfamiliar words
- Can read simple narratives of routine events (e.g., stories written and read in class) within a familiar predictable context of daily life
- Can read descriptive prose about people, places, and things
- Understands a set of simple instructions
- Can find specific detailed information in plain language texts with clear layout (e.g., in very short news items, weather forecasts, sales promotion coupons and flyers)

## Performance Conditions for Reading Tasks

- Language is concrete, factual, and literal. Most content words are everyday words, familiar to the learner
- Context is predictable and personally relevant
- Instructions are often accompanied by pictures
- Tasks do not require much writing, but only short oral responses, and circling, matching, checking items, or filling in the blanks

# LINC 3 Writing Outcomes (CLB 3)

## Social Interaction

1. **Write personal messages in a three- to five-sentence informal notes**  
Uses language and content that are appropriate and relevant to the occasion, intent, and social context. Describes times and locations with precision. Makes only a few errors in grammar, punctuation, and spelling.

## Recording Information

1. **Copy information from one-paragraph texts for personal use or to complete tasks**  
Copies words, numbers, letters, sentences, including capitalization, lower case, punctuation, phonetic notation. Has legible handwriting or printing. Makes no major omissions and few mistakes. Reader has only slight uncertainty in decoding.

## Business/Service Messages

1. **Fill out simple 15- to 20-item forms**  
Spells and follows punctuation conventions. Has legible handwriting or printing. Makes no major omissions.
2. **Write simple business messages as three- to five-sentence notes**  
Demonstrates adequate control of simple structures, with few grammatical errors.

## Presenting Information

1. **Write five- to eight-sentence texts about personal or familiar situations**
2. **Describe people, objects, places, situations, events, or daily routines in five to eight sentences**  
Describes the situation using simple structures. Uses adequate vocabulary for topic. Spells and follows punctuation conventions, with few errors.

## General Writing Ability

- Demonstrates adequate competence in simple, familiar, personal writing tasks within predictable contexts of everyday needs and experience
- Can write a number of one-clause sentences about self and family (e.g., simple descriptions and narration)
- Can copy information from dictionaries, directories, schedules, instructions
- Can copy or write a set of simple instructions or a simple message
- Can fill out simple application forms and bank slips

## Performance Conditions for Writing Tasks

- Circumstances are informal
- Texts to copy are equivalent to a paragraph, with easy layout, and in legible handwriting or print
- Written text is five to eight sentences long, on a familiar or personally relevant topic

# LINC 4 Speaking Outcomes (CLB 5)

## Social Interaction

1. **Initiate and respond to small talk comments**
2. **Offer, accept, or decline invitations**
3. **Express and respond to compliments and congratulations**
4. **Participate in conversations by showing interest and taking turns**  
(*Excuse me, May I ask a question?*)  
Encourages conversation (e.g., eye contact, smiling, nodding, and short phrases). Takes turns by giving non-verbal and verbal signals (signalling to speak).
5. **Express non-comprehension by asking for clarification and repetition**  
(*Sorry, what did you say? I didn't catch that. Could you repeat that, please?*)
6. **Answer the phone briefly**  
(*Hello, Bob speaking; Just a moment, please; I'll get Tom. Tom, a phone call for you*)  
Provides needed information. Refers the call to another person.

## Instructions

1. **Give five- to six-step instructions or directions**

## Getting Things Done

1. **Ask for and give permission using polite expressions**  
(*Please, would you mind, could you, would you?*)
2. **Give simple informal advice**
3. **Call for emergency assistance**  
States the reason. Provides details clearly, intelligibly.

## Information

1. **Tell detailed stories about events in present, past, or future**  
Presents information in a coherent connected discourse. Uses an introduction, development, and conclusion. Uses explicit markers/logical connectors. Uses simple grammar structures, with clear present, past, and future time reference, and personal and textual reference. Uses adequate vocabulary. Speaks with appropriate eye contact, body language, voice volume, rate, fluency, and intelligibility.
2. **Give detailed descriptions**  
Gives detailed descriptions of pictures, scenes, or daily routines. Provides accurate, detailed descriptions.
3. **Ask for and give information related to routine daily activities**  
Explains the nature of the inquiry. Provides necessary details. Asks relevant questions. Summarizes and reports back. Gives thanks for help and information.
4. **Give opinions, agree, and disagree in small group discussions**
5. **Express necessity, worry, or concern**

## General Speaking Ability

- Can participate with some effort in routine social conversations and can talk about needs and familiar topics of personal relevance
- Can use a variety of simple structures and some complex ones, with occasional reductions
- Can use a range of common everyday vocabulary and a limited number of idioms
- May avoid topics with unfamiliar vocabulary
- Demonstrates discourse that is connected and reasonably fluent, but hesitations and pauses are frequent
- Grammar and pronunciation errors are frequent and sometimes impede communication
- Can use the phone to communicate simple personal information

## Performance Conditions for Speaking Tasks

- Interaction is informal or semi-formal, face-to-face with one person at a time or in a small familiar group
- Context is mostly familiar, or clear and predictable, but also moderately demanding (e.g., real-world environment; limited support from person learner is talking to)
- Rate of speech is slow to normal
- Circumstances range from informal to more formal occasions
- Instructions have five to six steps, and are given one-on-one, one step at a time, with visual clues
- Topics are familiar, non-personal, concrete

# LINC 4 Listening Outcomes (CLB 5)

## Social Interaction

1. **Identify factual details and implied meanings in dialogues containing compliments, invitations, offers, discussion of interests, likes/dislikes, preferences**
2. **Identify situation and relationship between speakers**  
Identifies the emotional state of speaker from tone and intonation.

## Instructions

1. **Understand a variety of everyday step-by-step instructions or directions**  
Responds with action to instructions and directions.
2. **Understand instructions in simple phone messages**  
*(For service in English press 1, To end this call press the pound key)*  
Responds with appropriate action to complete a phone call.

## Getting Things Done

1. **Understand factual details and some implied meanings in simple advice, suggestions, announcements, commercials**  
Identifies main intent, main idea, factual details, words and expressions, and implied meanings in persuasive oral texts as required.

## Information

1. **Understand factual details and some implied meanings in descriptive or narrative texts**  
Identifies keywords and phrases in texts (e.g., TV/radio news items or pre-recorded phone messages). Responds to requests for facts and opinions relating to text.

## General Listening Ability

- Can follow, with some effort, the gist of oral speech in moderately demanding contexts of language use on relevant topics and at a slow to normal rate of speech
- Can follow direct questions about personal experience and familiar topics
- Can follow short sets of common daily instructions and directions
- Can follow routine (simple, repetitive, predictable) media announcements
- Can understand a range of common vocabulary and a very limited number of idioms
- Often requests repetitions
- Can follow simple, short, predictable phone messages

## Performance Conditions for Listening Tasks

- Listening texts are moderately short monologues/presentations and dialogues (five to eight exchange turns, each turn three to five sentences long; or two to five minutes)
- Instructions are clear and explicit, used with some visual clues and presented step by step
- Communication is face to face, audio-, or video-taped
- Speech is clear at a slow to normal rate
- Learner is adequately briefed for focused listening
- Tasks require an oral or physical response, or are in a guided writing format (e.g., circle or match items, fill in blanks, complete a chart, answer questions, etc.)
- Learner may need one or two repetitions

# LINC 4 Reading Outcomes (CLB 4)

## Social Interaction

1. **Get information from two- to three-paragraph personal notes, letters, and e-mail messages**  
Gets the gist of a note or letter. Gets key information/main idea from texts. Identifies important details/specific information as required.

## Instructions

1. Follow everyday instructions of up to six steps  
Numbers steps in sequence.

## Business/Service Texts

1. **Find information in authentic forms, tables, schedules, directories**  
Identifies layout of forms; finds specific information. Gets overall meaning and identifies type and purpose of text. Gets key information and specific details from text and graphics or a simple graph.
2. **Get information from short business brochures, notices, form letters, and flyers**  
Gets overall meaning; identifies type and purpose of text. Gets key information and specific details from text and graphics or simple graph.

## Informational Texts

1. **Get information from simple two- to three-paragraph texts**  
Identifies main idea, key and supporting details in texts (e.g., simplified news articles). Identifies links between paragraphs. Distinguishes facts from opinions. Predicts, guesses meaning. Compares facts to make choices.
2. **Use complex reference texts**  
Uses texts (e.g., dictionaries, maps, diagrams, and graphs) to locate information.

## General Reading Ability

- Can read a simple passage within a mostly familiar, predictable context of daily life and experience (e.g., simple narrative, biographical or descriptive prose, set of simple instructions, plain language news items, classified ads, sales promotion coupons, flyers)
- Can locate, compare, and contrast one or more specific pieces of information in larger texts
- Is able to use low-level inference and to tolerate some ambiguity (e.g., when guessing the meaning of the unknown words in the text)
- Uses a bilingual dictionary almost constantly

## Performance Conditions for Reading Tasks

- Language is mostly concrete, factual, and literal, with some abstract vocabulary items. Most words are familiar to the learner
- Prose passages (narrative, biographical, or descriptive) can be related to personal experience. News items are in plain language with few idioms
- Context is familiar and partly predictable
- Text is occasionally accompanied by pictures
- Instructions are without pictures and for common everyday situations
- Tasks require circling, matching, checking items, filling in blanks, completing a chart, or answering questions



# LINC 4 Writing Outcomes (CLB 4)

## Social Interaction

1. **Write short one-paragraph formal and informal letters or three- to five- sentence notes for invitations, thanks, regrets, cancellations, apologies**  
Uses language and content that are appropriate to the occasion, intent, and social context. Uses simple grammar structures, punctuation, and spelling with few errors. Shows ability to use one-clause sentences or coordinated clauses with basic tenses. Conveys main ideas and supports them with detail in a basic paragraph structure.

## Recording Information

1. **Copy information from encyclopedias and manuals for personal use, to complete tasks, or to learn information**  
Competently copies information, including capitalization, lower case, punctuation, and phonetic and other notations. Has legible handwriting or printing. Makes no major omissions in copying information. There are only a few occasional copying mistakes and reader has only occasional uncertainty in decoding.

## Business/Service Messages

1. **Fill out forms with up to 20 items**  
Spells and follows punctuation conventions. Has legible handwriting or printing. Makes no major omissions in providing information.
2. **Write simple business messages as three- to five-sentence notes**  
Demonstrates adequate control of simple structures, with few grammatical errors.

## Presenting Information

1. **Write a one-paragraph description of experiences or events in the past and plans for the future, giving reasons**  
Conveys main ideas and supporting detail. Uses basic paragraph structure. Uses simple structures with few errors. Uses adequate vocabulary for the topic. Spells correctly and follows punctuation conventions. Has legible handwriting or printing.

## General Writing Ability

- Can effectively convey simple ideas and information about personal experience within predictable contexts of everyday needs
- Can write simple descriptions and narrations about self and family, or other highly familiar topics
- Shows ability to use one-clause sentences or coordinated clauses with basic tenses successfully

## Performance Conditions for Writing Tasks

- Circumstances range from informal to more formal occasions
- Topics are of immediate everyday relevance
- Can write short messages, postcards, notes, directions, and letters
- Letters are one paragraph long
- Texts to copy are one to two paragraphs, with easy layout
- Can fill out simple application forms
- Descriptions are one paragraph long, on a familiar and personally relevant topic
- Can take a slow simple dictation with frequent repetitions

# LINC 5 Speaking Outcomes (CLB 6, 7)

## Social Interaction

1. **Introduce someone formally to large familiar groups**
2. **Open and close short routine formal conversations**  
(*Well, I should be going, I'll let you get back to..., See you tomorrow*)  
Opens a short formal conversation in four to five words. Closes a conversation in three customary steps (pre-closing, closing, leaving-taking).
3. **Participate in conversations by interrupting to take turns, adding supportive comments**  
(*Sorry to interrupt, but...; That's good, great, nice; Good for you*)  
Encourages conversation by repeating a keyword or phrase.
4. **Maintain conversations by asking follow-up questions, confirming comprehension, holding the floor, changing the topic, continuing after an interruption**  
Confirms own comprehension of details by repeating and paraphrasing. Uses appropriate non-verbal behaviour.
5. **Avoid answering questions**  
(*I'm not really sure, I'm afraid I don't know*)
6. **Express and respond to gratitude, appreciation, complaint, apology, regrets, excuses, disappointment, dissatisfaction, satisfaction, hope**
7. **Make or cancel appointments or arrangements**
8. **Take phone messages with five to seven details and pass on to someone else**  
Answers the phone. Greets. Clarifies and confirms accuracy of information. Closes conversation. Gets all the details in the message right.

## Instructions

1. **Give clear instructions or directions for moderately complex familiar technical and non-technical tasks**  
Conveys the sequence of steps, uses clear reference, precise vocabulary, correct stress and intonation.

## Getting Things Done

1. **Give and respond to warnings**
2. **Ask for and respond to recommendations and advice**
3. **Make simple and extended suggestions on how to solve immediate problems and provide reasons**  
(*It's cold. Perhaps we should close the window, You shouldn't...because...*)
4. **Predict consequences**  
(*If we don't solve the problem, the situation will get worse*)

## Information

1. **Tell detailed stories, including reasons and consequences**  
Uses an introduction, development, and conclusion; explicit markers/logical connectors; simple grammar structures, with clear present, past, and future time; adequate vocabulary; appropriate eye contact, body language, voice volume, rate, fluency, and intelligibility.
2. **Give summaries of the main points of presentations**
3. **Describe, compare, and contrast two events, jobs, or procedures, people, places, or things**
4. **Describe moderately complex processes**
5. **Ask for and give detailed information related to personal needs, daily activities, and routine work requirements**
6. **Express feelings, opinions; qualify own opinion; express reservations, approval, disapproval in small group discussions**
7. **Express obligation, ability, certainty**
8. **Express and ask about possibility, probability**

## General Speaking Ability

- Can communicate comfortably in most common daily situations
- Can present a detailed analysis or comparison
- Can use a variety of sentence structures (including compound and complex sentences) and an expanded inventory of concrete and common idiomatic language
- Discourse is reasonably fluent, with frequent self-corrections and/or rephrasing
- Grammar and pronunciation errors are frequent, but rarely impede communication
- Can use the phone on familiar and routine matters; unknown details may still present communication problems

## Performance Conditions for Speaking Tasks

- Interaction is formal or semi-formal, face-to-face with familiar and unfamiliar individuals and small informal groups
- Context is mostly familiar, or clear and predictable, but also moderately demanding (e.g., real-world environment; limited support from person learner is talking to)
- Instructions are clear and explicit, used with some visual clues, but not always presented in sequence
- Rate of speech is slow to normal
- Length of oral presentation is five to ten minutes with pictures or other visuals
- Topics are familiar, non-personal, and mostly concrete but also abstract

# LINC 5 Listening Outcomes (CLB 6, 7)

## Social Interaction

1. Identify facts and inferences in dialogues containing openings and closings, making and cancelling appointments; expressing apologies, regrets, excuses, problems in communication
2. **Identify facts and inferences in conversations expressing and responding to gratitude and appreciation, complaints, hope, disappointment, satisfaction, dissatisfaction, approval, disapproval**  
Identify facts and inferences about situation and relationship of participants. Identifies functional value of utterances (e.g., thanking, complaining, etc.).
3. **Identify mood and attitude of speakers**  
Identifies situation and relationship between speakers.

## Instructions

1. **Understand instructions or directions when not presented completely in step form and sequence is inferred from the text**  
Follows sequence markers and other linguistic clues in the text to understand the order of the steps. Asks for clarification if necessary.
2. **Understand simple directions on the phone**
3. **Understand simple voice mail messages with five to seven details.**

## Getting Things Done

1. **Understand details in spoken exchanges that involve suggestions, advice, encouragement, requests, reminders, orders, pleas**  
Identifies main idea, factual details, words, expressions, and implied meanings as required. Identifies function of exchanges: suggestions, advice, encouragements, requests/reminders, orders or pleas. Predicts consequences and outcomes.

## Information

1. Understand factual details and some implied meanings in 10- to 15-minute presentations, group discussions, reports, or narrations when events are not in sequence  
Responds to requests for facts, opinions, and attitudes relating to the text.
2. **Suggest appropriate conclusions to stories based on inference**  
Predicts what will happen next in a narration.
3. **Identify rhetorical signals of chronological order, comparison and contrast, cause and effect in oral text**

## General Listening Ability

- Can comprehend the main points and most important details in oral discourse in moderately demanding contexts
- Can follow most formal and informal conversations on familiar topics at a normal rate of speed, especially as a participant. Has difficulty following a faster conversation between native speakers
- Can understand more complex indirect questions about personal experience, familiar topics, and general knowledge
- Can understand an expanded inventory of concrete and idiomatic language
- Sometimes requires slower speech, repetitions, and rewording
- Can follow short, predictable phone messages on familiar matters

## Performance Conditions for Listening Tasks

- Dialogues are eight to 12 exchange turns, each turn three to five sentences long; or five minutes on familiar general topics
- Presentations are informal with the use of pictures/visuals, 10 to 15 minutes long, on a concrete and familiar topic
- Instructions are clear and explicit, used with some visual clues, but not always presented step by step
- Communication is live, video- or audio-taped
- Speech is clear and at a slow to normal rate
- Learner is adequately briefed for focused listening
- Tasks require an oral or physical response, or are in a guided writing format (e.g., circle or match items, fill in blanks, complete a chart, answer comprehension questions, etc.)
- Learner may need one or two repetitions

# LINC 5 Reading Outcomes (CLB 5, 6)

## Social Interaction Texts

1. **Get factual details in moderately complex one-page notes, e-mail messages, letters, and announcements**

Texts contain cancellations of arrangements, apologies, compliments, invitations, likes, dislikes, and preferences. Identifies specific factual details and implied meanings in the texts. Identifies purpose of texts. Identifies reader-writer relationship, attitude of writer, and context.

## Instructions

1. **Follow sets of common everyday instructions of up to 10 steps when not presented completely in order**
2. **Follow moderately complex two- to three-paragraph everyday instructional texts**

## Business/Service Texts

1. **Find information in moderately complex three- to five-paragraph texts**  
Texts contain advice, requests, and specifications. Identifies factual details, and some implied meanings. Locates key information and specific details in text and graphics. Identifies type and purpose of text.
2. **Find information in extensive directories, course calendars, and forms**

## Informational Texts

1. **Understand one-page moderately complex reports, interviews, news items, or stories about familiar topics**

Identifies factual details and implied meanings in text as required. Identifies organization of text and links between paragraphs. Compares facts to make choices. Identifies/states main idea and key details. Retells or summarizes the story. Relates sequence of steps in a cycle. Guesses meaning of words and expressions from textual clues. Predicts what will happen next in the text.

2. **Understand moderately complex flow charts, schedules and timelines, diagrams, maps, and basic graphs**
3. **Find and compare two to three pieces of information in CD-ROMs**  
Sources include dictionaries, encyclopedias, and atlases.
4. **Find information through tables of contents, indexes, glossaries**

## General Reading Ability

- Can follow main ideas, keywords, and important details in plain language authentic prose and non-prose (formatted) texts in moderately demanding contexts of language use
- Can locate three to five pieces of specific, detailed information in prose passages, charts, and schedules for analysis, comparison, and contrast
- Can get new information about familiar topics from reading mostly factual texts with clear organization, within familiar background knowledge and experience
- Language of the text may require low-level inference (e.g., may guess meanings by recognition of prefixes or suffixes)
- May still use a bilingual dictionary but regularly uses a concise unilingual ESL/EFL learner dictionary

## Performance Conditions for Reading Tasks

- Language is mostly concrete and literal, but may also be abstract and technical. Pictures occasionally accompany text
- Types of service texts: forms, tables, schedules, dictionaries, calendars, notices, announcements
- Instructions are clear and explicit for everyday situations, with some visual clues, but not always in a step-by-step form
- Learner is adequately briefed for focused reading
- Types of informational text: newspaper articles, stories, encyclopedia entries, short reports
- Tasks require circling, matching, checking items, filling in blanks, completing a chart, or answering questions

# LINC 5 Writing Outcomes (CLB 5, 6)

## Social Interaction

1. **Write one- to two-paragraph formal letters, five- to six-sentence notes, or one-paragraph e-mail messages**

Messages express or respond to congratulations, thanks, apology, offers of assistance, invitations, quick updates, and feelings. Uses language appropriate to the situation. Conveys main ideas and supports them with detail in a basic paragraph structure. Makes few errors in simple grammatical structures, vocabulary, spelling, punctuation, format/layout.

## Reproducing Information

1. **Take phone messages, voice mail messages, or pre-recorded information with five to seven details**

2. **Take notes from 10- to 15-minute oral presentations or single pages of written information**

Takes notes and reduces written or oral information to important points with accurate details. Records names, addresses, numbers, dates, times, directions, and other details with correct spelling, and in legible handwriting. Copies important new words and details off the board or screen.

3. **Reduce single pages of information to lists of seven to 10 points**

## Business/Service Messages

1. **Convey written business messages as five- to six-sentence notes**

Conveys a sense of audience in language and format. Demonstrates good use and control of simple structures, vocabulary, spelling, and punctuation.

2. **Fill out one- to two-page moderately complex forms with up to 40 items**

Fills out forms with required information. Spells and follows punctuation conventions.

## Presenting Information

1. **Write one- or two-paragraph texts to narrate sequences of events, describe simple processes or routines, make comparisons, give detailed descriptions, or tell stories**

Demonstrates good control of simple grammatical structures, and some difficulty with complex structures. Demonstrates adequate vocabulary for the topic. Provides accurate descriptions, comparisons, account of events in the report/story, sequence of stages in a process. Provides an introduction, development, and conclusion, and an adequate paragraph structure in the text. Uses appropriate logical connectors. Demonstrates accurate spelling and punctuation; makes minor errors only.

## General Writing Ability

- Can effectively convey familiar information in standard formats
- Can fill out form reports and detailed job application forms with short comments on previous experience, abilities, and strengths
- Can reproduce information received orally or visually, and can take simple notes from short oral presentations or from reference materials
- Can convey information from a table, graph, or chart in a coherent paragraph
- Has good control over simple structures, but difficulty with some complex structures, some awkward sounding phrases
- Can write down everyday phone messages

## Performance Conditions for Writing Tasks

- Circumstances range from informal to more formal occasions
- Topics are of immediate everyday relevance
- Information to reproduce is up to one and one-half pages or may be a short oral text, up to 15 minutes in length
- Learner may fill out a teacher-prepared summary grid to aid note taking or summarizing
- Where necessary for the writing task, learners must include information from other sources (e.g., photographs, drawings, reference text/research information, diagrams)