

## Level Outcomes LINC 4

**L** LEVEL OUTCOMES are descriptions of the overall abilities expected of learners at the end of each level. These outcomes are based on the Canadian Language Benchmarks. Learners can achieve the Level Outcomes through various themes and topics.

LINC 4 has twelve themes each with three topics that contextualize the competencies in the Level Outcomes. Competencies are specific abilities learners are expected to gain within various topics. They represent a minimum set of outcomes. Instructors may also identify additional competencies that they consider valuable or essential for their learners.

### Overall Language Ability

**At the end of LINC 4**, learners can discuss familiar everyday topics of personal relevance when the context is clear and predictable. They can engage in simple formal and informal conversations within routine social situations using everyday vocabulary and a very limited number of idioms. Grammar and pronunciation errors sometimes impede communication. Discourse is reasonably fluent when following predictable, learned patterns. Learners can understand simple media announcements and use the telephone to communicate basic personal information.

Learners are able to read a simple narrative, a simple two to three paragraph text about familiar daily life experiences, descriptive prose or a set of instructions. They can read some authentic texts such as short news items, classified ads, sales promotion coupons and flyers. They are able to scan a text for specific, more complex information.

Learners can write simple descriptions and narratives of events (one paragraph), stories and

future plans relating to self, family or other highly familiar topics using one-clause and two coordinated-clause sentences that include adjectives and adverbs. Errors in syntax, vocabulary and spelling are common. They can write short notes and postcards and give simple directions in writing. They can fill out simple forms and bank slips.

# Level Outcomes

## Competencies for LINC 4

### Listening/Speaking

#### Instructions:

- Give and follow a range of spoken directions and instructions in person or on the telephone.

#### Social Interaction:

- Give and respond to compliments.
- Express worry.
- Give and ask for permission.

#### Information:

- Describe common daily routines and activities in some detail.
- Express necessity and reason.
- Agree/ disagree.
- Ask for clarification, repetition.

#### Getting Things Done:

- Attract attention and request assistance.
- Give oral invitations.
- Give suggestions and make requests using polite formulaic expressions.

### Reading

#### Instructional Texts:

- Follow common daily routine instructions of 1-6 steps without pictures when most words are familiar.

#### Formatted Texts:

- Find specific information in longer application forms, pay slips, family restaurant menus, schedules and directories.

#### Unformatted Texts:

- Identify the main idea and supporting points in 2-3 paragraphs of simple narrative, biographical or descriptive prose.

#### Information Texts:

- Understand the purpose and get information from public announcements, news items, greeting cards, flyers and brochures by scanning.
- Compare facts to make choices.

### Writing

#### Copy Information:

- Copy information from dictionaries, encyclopedias and manuals.

#### Fill Out Simple Forms:

- Fill out simple forms using personal and other required information.

#### Describe Personal Situations:

- Write a short text (one paragraph) about a personal or familiar situation.
- Describe experiences or events in the past and plans for the future, giving reasons.

#### Express Simple Ideas:

- Convey sympathy in writing.