

Level Outcomes LINC 5

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 5 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 5, learners can discuss familiar topics relating to common daily needs in less predictable contexts. They use everyday vocabulary and a limited number of idioms in formal and informal conversations that are face to face and on the telephone. They are able to use a variety of structures; however, frequent grammar and pronunciation errors may impede communication. Discourse is reasonably fluent and of moderate length.

Learners are able to read and understand the general idea of two to three paragraph texts in prose and non-prose as well as authentic texts about familiar daily life topics. Use of a bilingual dictionary is still frequent though a greater tolerance for ambiguous words, phrases and idioms is evident. They can scan charts and schedules to find specific, detailed information.

Learners can write information received orally and visually and take everyday messages over the phone. They can write short letters and notes. They are able to write reports of approximately one hundred words about a relevant topic and

convey ideas clearly using simple structures. Frequent errors in accuracy and awkward sounding phrases are still common. Learners can fill out forms of medium complexity.

Level Outcomes

Competencies for LINC 5

Listening/Speaking

Instructions:

- Give and follow spoken directions and instructions using a sequence of steps in order.

Social Interaction:

- Apologize and make excuses.
- Express and respond to disappointment.
- Accept offers (e.g. job offers).

Information:

- Relate a story about a familiar event.
- Give information about own background (e.g. educational and employment).
- Describe personal characteristics and strengths.
- Ask for, give and get information in person and on the telephone.
- Express obligation, ability, inability and certainty.
- Explain what isn't/wasn't known.
- Clarify meaning by paraphrasing and repeating.

Getting Things Done:

- Give suggestions and advice and predict consequences.

Reading

Instructional Texts:

- Understand a range of short authentic written instructions with pictures (e.g. assembly instructions).

Formatted Texts:

- Find specific information in authentic schedules, charts and directories by scanning.

Unformatted Texts:

- Understand the main ideas in authentic texts (such as newspapers) and general daily prose.

Information Texts:

- Get specific information from public service announcements, news items, flyers, brochures, invitations, employment information and ads.

Writing

Reproduce Information:

- Write down information received in person or by telephone.

Fill Out Forms:

- Fill out forms with personal and other information as required.

Convey Formal Messages:

- Write appropriate notes with minimum required information (e.g. invitations).
- Give directions in writing using proper sequence and accurate details.

Express Complex Ideas:

- Write a brief report (100-150 words) about a personal or researched topic.