

Can Do Statements

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Listening

At this Benchmark, I can:

- understand, with some effort, moderately complex formal and informal communication

When:

- the communication is face-to-face (one-on-one or in small groups) or on the phone
- the communication is moderate in length
- the information is concrete

Interacting with Others

- Understand common and predictable social conversations.
For example:
 - *someone's description of his/her interests, likes, dislikes, or preferences*
 - *a friend's offer to help*
 - *a compliment from a co-worker*

Comprehending Instructions

- Follow 7- to 8-step instructions and directions for familiar procedures.
For example:
 - *directions to locate something on a map*
 - *instructions for safety or security procedures at work*

Getting Things Done

- Understand communication intended to influence or persuade.
For example:
 - *public announcements*
 - *short product demonstrations*
 - *television commercials*

Comprehending Information

- Understand information about familiar topics.
For example:
 - *a bank teller explaining different account options*
- Understand informal presentations up to about 5 minutes long.
For example:
 - *a short news report*

Speaking

At this Benchmark, I can:

- communicate, with some difficulty, in short, routine social and business situations
- present concrete information about my needs and things that are important to me
- use simple and a few more complex structures and connect my ideas

When:

- I speak face-to-face, online, on the phone, or in familiar small groups
- the situation is casual or somewhat formal

Interacting with Others

- Participate in basic social conversations.
For example:
 - *say how I feel*
 - *invite people and reply to invitations*
 - *make small talk*
- Participate in very short phone calls.
For example:
 - *provide basic information when answering the phone at work*

Giving Instructions

- Give step-by-step instructions or directions for everyday activities.
For example:
 - *give directions to a new home or business*

Getting Things Done

- Make and respond to informal requests, and give permission, suggestions and advice.
For example:
 - *give advice to a colleague*
 - *ask permission to hand an assignment in late*
 - *make suggestions for a change to a class schedule*
 - *ask a friend to help with a task*

Sharing Information

- Ask for and give information about my everyday activities in one-on-one conversations.
For example:
 - *describe symptoms to a pharmacist*
- Agree, disagree and give opinions in small group discussions or meetings.
For example:
 - *plan a workplace event with co-workers*
- Give short presentations (up to about 5 minutes) about events or daily routines.
For example:
 - *give a brief presentation about a news event or incident*

Reading

At this Benchmark, I can:

- understand simple and some moderately complex reading materials

When:

- the text is relatively short
- the text is factual or descriptive
- the vocabulary is mostly common, with some abstract or specialized vocabulary and occasional common idioms

Interacting with Others

- Understand familiar personal and public social messages.
For example:
 - *an email or a letter from a friend containing a compliment or an invitation*
 - *letters to an advice columnist*

Comprehending Instructions

- Follow step-by-step instructions with visual clues and about 7-10 steps for everyday tasks.
For example:
 - *first aid instructions*

Getting Things Done

- Scan formatted texts (such as forms, tables, schedules, directories, maps, and website navigation menus) to find and use 1-2 pieces of information.
For example:
 - *a train departure and arrival schedule*
- Find information in business texts.
For example:
 - *a workplace memo about a new policy*

Comprehending Information

- Understand descriptions and stories about familiar topics.
For example:
 - *a plain language text about landlord or tenant law*
- Interpret and use information in diagrams, tables, graphs, and website menus.
For example:
 - *a simple chart showing how a law is passed*
- Get basic information from reference sources.
For example:
 - *information about an occupation in Canada*

Writing

At this Benchmark, I can:

- write short, simple to moderately complex texts
- write paragraphs with a main idea and some supporting detail
- write with good control of simple grammar and adequate control of spelling and punctuation

When:

- I write for familiar people
- the topic is familiar and related to my life experience

Interacting with Others

- Write 1-paragraph formal or informal personal messages for social purposes.
For example:
 - *a note to accept an invitation*
 - *an email telling someone how I feel*
 - *a letter about what is new in my life*

Reproducing Information

- Take messages or notes with 5-7 details while listening to something.
For example:
 - *notes from a live or pre-recorded telephone message or information line*
- Make a list of important points after reading a page of information.
For example:
 - *notes from advertising flyers with information about a product's features, prices, and retail locations*

Getting Things Done

- Write short business messages (3-5 sentences) to get things done or for services needed in my personal life.
For example:
 - *a letter or email to an insurance company to cancel a policy*
- Complete detailed forms with 20-30 items.
For example:
 - *an application form for a car rental*

Sharing Information

- Write 1 paragraph to describe a person, object, routine, or a sequence of events.
For example:
 - *a short accident report*
 - *a paragraph for a class newsletter to inform them about a new or useful service in the community*

Can Do Statements

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Listening

At this Benchmark, I can:

- understand most moderately complex, formal and informal communication related to life experience

When:

- the communication is face-to-face (one-on-one or in small groups) or on the phone
- the communication is moderate in length
- the information is concrete and sometimes includes some abstract concepts

Interacting with Others

- Understand common social conversations.
For example:
 - *making and cancelling arrangements*
 - *apologizing or making excuses*

Comprehending Instructions

- Follow 9- to 10-step instructions and directions for technical and non-technical tasks.
For example:
 - *instructions on how to write an essay*
 - *instructional videos in a workplace training session*

Getting Things Done

- Understand communication intended to influence or persuade.
For example:
 - *telemarketer offers*
 - *public transit announcements*

Comprehending Information

- Understand short group interactions and discussions on familiar topics.
For example:
 - *group discussions about class projects*
- Understand informal presentations up to about 10 minutes long.
For example:
 - *short presentations by professionals such as public health nurses*

Speaking

At this Benchmark, I can:

- communicate with some confidence in everyday social situations
- present concrete information in some detail about familiar topics that are important to me
- use simple and some complex structures and connect my ideas

When:

- I speak face-to-face, online, on the phone, or in mostly familiar small groups
- the situation is casual or somewhat formal

Interacting with Others

- Participate in routine social conversations.
For example:
 - *make suggestions or arrangements for an event*
 - *express opinions*
 - *make excuses or apologies*
- Participate in short phone calls.
For example:
 - *make a call to the dentist to set up an appointment*

Giving Instructions

- Give step-by-step instructions or directions for everyday activities.
For example:
 - *give instructions for using a bank machine*
 - *give instructions to a friend on how to set up an account on a website*

Getting Things Done

- Make and respond to somewhat formal suggestions and indirect requests.
For example:
 - *request a raise from an employer*

Sharing Information

- Ask for and give information in some detail in one-on-one and in small group discussions and meetings.
For example:
 - *express feelings or opinions*
 - *express obligation, certainty or ability*
- Give detailed presentations (up to about 7 minutes) about events, simple processes, or to describe or compare things.
For example:
 - *an informal presentation to colleagues about immigrating to Canada*

Reading

At this Benchmark, I can:

- understand a range of moderately complex reading materials

When:

- the text is relatively short
- the text is mostly factual or descriptive
- the vocabulary is mostly common, with some abstract or specialized vocabulary and occasional idioms

Interacting with Others

- Understand familiar personal and public social messages.
For example:
 - *a workplace announcement*

Comprehending Instructions

- Follow instructions with some visual clues and about 10 steps for everyday tasks, even when the steps are not always listed in order.
For example:
 - *an application for post-secondary study*

Getting Things Done

- Scan formatted texts (such as maps, course calendars, directories, and website navigation menus) to find and use 2-3 pieces of information.
For example:
 - *two courses of interest in a course calendar*
- Get information from moderately complex business texts.
For example:
 - *product specifications for a home appliance*
 - *a cover letter for a job application*

Comprehending Information

- Understand descriptions and stories about familiar topics.
For example:
 - *a short current news item*
- Interpret and use information in charts, diagrams, tables, graphs, and website menus.
For example:
 - *crime rate data presented in a table*
- Access, locate, and compare 2 or 3 pieces of information online.
For example:
 - *different online readings about a familiar health problem*

Writing

At this Benchmark, I can:

- write short, moderately complex texts
- write paragraphs with clearly expressed main ideas and some supporting details
- write with good control of simple grammar and adequate control of spelling and punctuation

When:

- I write for familiar people
- the topic is familiar and related to my own interests and experiences

Interacting with Others

- Write 1- to 2-paragraph formal or informal personal messages for social purposes.
For example:
 - *a memo congratulating or thanking someone*
 - *a note to make an apology*
 - *an e-mail offering to help someone*

Reproducing Information

- Take messages or notes with 7-8 details while listening to something.
For example:
 - *notes from a podcast or short presentation*
- Make an outline or summary after reading a page of information.
For example:
 - *notes from a website about a procedure*

Getting Things Done

- Write short business messages (up to 1 paragraph) to get things done or for services needed for everyday life.
For example:
 - *a letter to ask a company for a refund for a product that didn't work*
- Complete detailed forms with 30-40 items.
For example:
 - *a job application form*

Sharing Information

- Write 1-2 connected paragraphs to describe a sequence of events, give a detailed description or comparison of people, things, routines or simple procedures.
For example:
 - *a description of daily routines at work*
 - *a comparison of 2 job applicants*

Can Do Statements

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Listening

At this Benchmark, I can:

- understand most moderately complex formal and informal communication related to life experience and general knowledge

When:

- the communication is face-to-face (one-on-one or in small groups) or on the phone
- the communication is moderate in length
- the information includes some abstract concepts and ideas

Interacting with Others

- Understand social conversations.

For example:

- a person expressing appreciation for a favour
- a complaint from a friend or classmate
- a discussion among co-workers who are not getting along

Comprehending Instructions

- Follow 10- to 12-step instructions and directions for technical and non-technical tasks.

For example:

- detailed directions on how to get somewhere
- instructions for procedures in the workplace

Getting Things Done

- Understand communication intended to influence or persuade.

For example:

- reminders or requests from employers
- orders from law enforcement officials

Comprehending Information

- Understand short group interactions and discussions on familiar topics.

For example:

- one-on-one meetings with supervisors at work

- Understand informal presentations up to about 15 minutes long.

For example:

- informal talks on general interest or occupation specific topics

Speaking

At this Benchmark, I can:

- communicate with some confidence in many daily routine, social, educational, and work situations
- present concrete and some abstract information on an expanding range of familiar topics
- use simple and some complex structures, and connect my ideas

When:

- I speak face-to-face, online, on the phone, or in somewhat familiar groups
- the situation is informal to formal

Interacting with Others

- Participate in less routine social conversations for many everyday purposes.

For example:

- respond to appreciation or dissatisfaction

- Participate in routine phone calls.

For example:

- leave a telephone message for a friend with details about an upcoming event

Giving Instructions

- Give instructions and directions for technical and non-technical tasks, procedures and processes.

For example:

- give instructions on how to use specific functions on a spreadsheet

Getting Things Done

- Give extended warnings, suggestions, recommendations or advice.

For example:

- give a detailed suggestion on how to solve a problem
- make recommendations on how to improve a friend's class assignment

Sharing Information

- Give detailed information one-on-one and in small group discussions or meetings.

For example:

- discuss a medical condition with a doctor

- Give detailed presentations (up to about 10 minutes) about events, simple processes, or to describe or compare and contrast 2 events, jobs, or procedures.

For example:

- compare and contrast the advantages and disadvantages of 2 workplace procedures

Reading

At this Benchmark, I can:

- understand a range of moderately complex reading materials

When:

- the text is moderate in length
- the text is factual, descriptive or argumentative with opinions and implied meanings
- the vocabulary includes a range of concrete, abstract or specialized terms, and idiomatic language

Interacting with Others

- Understand personal and public social messages for a variety of purposes.

For example:

- a personal email expressing appreciation, complaint, hopes, satisfaction, or dissatisfaction
- a letter from a friend relating some bad news

Comprehending Instructions

- Follow instructions with up to about 13 steps or 5-10 paragraphs for tasks that may be specialized or technical.

For example:

- how to remove a computer virus
- how to assemble a piece of furniture

Getting Things Done

- Scan formatted texts (such as course calendars, directories, and website navigation menus) to find and use 3-4 pieces of information.

For example:

- course eligibility criteria, start date, and pre-requisites

- Get information from moderately complex business texts.

For example:

- a performance review
- a public health advisory

Comprehending Information

- Understand extended descriptions, reports, and stories about familiar topics.

For example:

- a short research report

- Interpret and use information in charts, diagrams, tables, graphs, and flow charts.

For example:

- a flow chart illustrating a company reporting system

- Use information from different online reference sources.

For example:

- reports of an event in 2 online newspapers

Writing

At this Benchmark, I can:

- write clear, moderately complex texts
- write well-organized paragraphs with clearly expressed main ideas and adequate supporting details
- write with good control of simple grammar, spelling, and punctuation
- write with adequate control of complex structures

When:

- I write for familiar people or organizations
- the topic is related to my own experience

Interacting with Others

- Write formal and informal messages (about 2-3 paragraphs) for a range of social purposes.

For example:

- an email to show or respond to appreciation
- a letter to make or respond to a complaint
- a note to express disappointment or satisfaction

Reproducing Information

- Reduce oral information (e.g., in a live demonstration or from audio or video material) into notes to write instructions.

For example:

- notes from a detailed phone message at work

- Make an outline or summary after reading up to about 2 pages of information.

For example:

- an outline of a sequence of events in a historical text

Getting Things Done

- Write business messages (up to about 2 paragraphs long) for a range of routine and less routine purposes.

For example:

- a memo to pass on information or concerns
- a report to make recommendations or warnings

- Complete detailed forms with about 40 items and some written responses to questions.

For example:

- an incident report form

Sharing Information

- Write 2 or 3 connected paragraphs to describe a sequence of events, make a comparison, or provide a detailed description of a person, system, routine or procedure.

For example:

- the procedure for becoming a Canadian citizen
- a comparison of the education system of 2 countries for an academic preparation course

Can Do Statements

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Listening

At this Benchmark, I can:

- understand moderately complex formal and informal communication related to life experience, general knowledge, and specialized or work-related situations

When:

- the communication is face-to-face (one-on-one or in small groups) or on the phone
- the communication is moderate in length
- the information includes abstract concepts and ideas

Interacting with Others

- Understand social conversations.

For example:

- a co-worker discussing a colleague who suddenly left the company
- a formal farewell at a retirement party
- formal and informal condolences from friends after a funeral

Comprehending Instructions

- Follow long, detailed instructions and directions (over 12 steps) for technical and non-technical tasks.

For example:

- instructions from a technical assistant to resolve a simple computer software issue
- detailed instructions from a supervisor about a familiar but complex process

Getting Things Done

- Understand communication intended to influence or persuade.

For example:

- warnings about door-to-door salespeople and suggestions for the best ways to deal with them
- public announcements containing extended warnings and recommendations

Comprehending Information

- Understand group interactions about abstract and complex ideas on familiar topics.

For example:

- discussion about controversial social issues in a class debate

- Understand informal or semi-formal presentations up to about 20 minutes long.

For example:

- presentations in workplace or community meetings

Speaking

At this Benchmark, I can:

- communicate with confidence in most daily routine social, educational and work situations
- present concrete and some abstract information on a range of familiar topics
- use an adequate range of grammatical structures in connected discourse

When:

- I speak face-to-face, online, on the phone, or in familiar or unfamiliar groups
- the situation is informal to formal

Interacting with Others

- Participate in less routine social conversations for most everyday purposes.

For example:

- comfort someone in distress
- introduce guest speakers formally to a group

- Make short professional phone calls.

For example:

- reassure a customer that his/her order will arrive on time

Giving Instructions

- Give instructions and directions for a broad range of technical and non-technical tasks, procedures, and processes.

For example:

- give detailed, multistep instructions to a student on how to conduct a science experiment

Getting Things Done

- Propose or recommend solutions to problems in familiar areas.

For example:

- respond to a customer complaint, providing various suggestions to resolve it

Sharing Information

- Give detailed information one-on-one and in small group discussions or meetings.

For example:

- participate in a performance review with an employer

- Give presentations (up to about 20 minutes long) on familiar, concrete, or abstract topics based on research.

For example:

- research and present on a political process for a course

Reading

At this Benchmark, I can:

- understand most moderately complex reading materials

When:

- the text is moderate in length
- the text is factual, descriptive or argumentative with opinions and implied meanings
- the vocabulary includes a range of concrete, abstract or specialized terms, and idiomatic language

Interacting with Others

- Understand social messages for a variety of purposes.

For example:

- general opinions in a blog
- responses to complaints or sympathy

Comprehending Instructions

- Follow extended instructions with up to about 13 steps or 8-15 paragraphs for specialized tasks.

For example:

- how to program a small electronic item
- how to perform cardiopulmonary resuscitation (CPR)

Getting Things Done

- Locate, integrate, and use 3 or 4 pieces of information from formatted texts.

For example:

- an online financial table which indicates the amount that a person is eligible to receive, or needs to pay

- Get information from business service texts containing proposals, recommendations and statements of rules, regulations, and policies.

For example:

- an organization's declaration of rights and responsibilities

Comprehending Information

- Understand extended descriptions, feature articles, reports, and narrations.

For example:

- letters to the editor expressing opinions about a controversial issue

- Interpret and use information in charts, diagrams, tables, graphs, and flow charts.

For example:

- a patient health status chart for nurses

- Access and use several pieces of information from different online reference sources.

For example:

- information on the Statistics Canada website

Writing

At this Benchmark, I can:

- write clear, moderately complex texts
- write well-organized paragraphs with clearly expressed main ideas and good supporting details
- write with good control of complex structures, spelling, and punctuation

When:

- I write for a familiar or clearly defined audience
- the topic is related to my own experiences or ideas

Interacting with Others

- Write formal and informal messages (about 3 paragraphs long) for a range of social purposes.

For example:

- a memo clarifying a conflict
- an email giving reassurance

Reproducing Information

- Listen and take notes to prepare for writing instructions about established procedures.

For example:

- detailed notes of a recipe presented during a cooking show

- Make an outline or summary of a text that is up to 2 pages long.

For example:

- a summary of the main ideas in a text

Getting Things Done

- Write for many purposes to communicate at work, with businesses, or with places providing a service.

For example:

- a report documenting work done
- a memo indicating a problem
- a letter requesting a change

- Complete and provide written responses in a range of detailed forms with over 40 items.

For example:

- lengthy paper-based or online job application forms

Sharing Information

- Write 3-4 connected paragraphs to discuss a historical event, provide a detailed description of a phenomenon, explain a procedure, or express and analyze opinions on a familiar abstract topic.

For example:

- an essay for an entrance exam to a post-secondary institution

- Write 1 paragraph to explain information presented in a table, graph, flow chart or diagram.

For example:

- a paragraph describing information in a statistical table listing average incomes of Canadians by family type