

Can Do Statements

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

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