

# ***Can Do Statements***

## **CLB 1**

### **Speaking 1**

I can greet people:

Hello!

How are you?

I'm fine, thank you.

I can ask some questions:

What time is it?

Pardon me?

I can give some information:

M-A-R-I-A

555-6729

I'm from India.

### **Reading 1**

I can read the alphabet.

I can read some words that I see often.

I am learning the sounds of letters.

I can read a short sentence with the help of a picture.

I can read:

Name

Address

Phone Number

### **Listening 1**

I can understand greetings:

Hello! How are you?

Please come in!

I can understand some questions:

What is your name?

What is your telephone number?

I can understand information:

I am from Colombia.

It's ten o'clock.

### **Writing 1**

I can write the alphabet.

I can write numbers.

I can write my name and address.

I can write my telephone number.

I can fill out a simple form.

I can write a short list.

## CLB 2

### Speaking 2

I can answer greetings:

Hello, I'm fine. How are you?

Nice to meet you.

I can ask for help:

Speak slowly, please.

Can you help me please?

I can give information.

I can talk about my family.

I can describe things.

I can answer questions about myself.

### Reading 2

I can read words that I see often.

I can read a simple greeting card.

I can read a simple form.

I can read the amount of a bill.

I can match a list to pictures or real things.

I can read very simple, step-by-step instructions.

I can read a simple text and answer questions.

I understand simple maps, labels and diagrams.

### Listening 2

I can understand instructions:

Can you show me some ID?

Please write your name on the line.

Go upstairs to Room B.

Could you repeat that please?

I can understand parts of conversations:

I understand numbers and letters.

I understand the time.

I understand some of the words.

### Writing 2

I can write in a birthday card.

I can copy prices at the store.

I can fill out a simple application form.

I can write a cheque.

I can copy information from a schedule.

I can write complete sentences about myself and my family.

I can describe a picture.

My spelling and handwriting are easy to read.

## **CLB 3**

### **Speaking 3**

I can say a few simple sentences about familiar, everyday topics: my work, family, daily activities, health, the weather, etc.

I can answer simple questions with single words or short sentences.

I can ask for help or permission.

I can ask short, routine questions.

I use words like 'yesterday,' 'today,' but I don't always use the correct verb tense.

I know a few words about health and feelings.

I can give basic information about familiar subjects, such as family, weather or daily activities.

I can connect parts of sentences, for example, with 'and' or 'but.'

### **Listening 3**

I know when a greeting is formal or informal.

I can understand short sentences when you speak slowly.

I can understand questions about myself.

I can understand instructions including place and measurements.

I can follow directions in the street.

I can get the most important words in a story.

I understand when a person asks me for something.

I have trouble understanding people on the phone.

### **Reading 3**

I can read and understand a short story or simple news item.

I can follow simple instructions with one to five steps when there are pictures to help me understand.

I can read about the weather.

I can understand a store flyer and make a list of key points.

I can read words I know in a new context.

I can sound out words in English.

I can read some new words.

### **Writing 3**

I can write a short note or message.

I can write short, simple sentences about my family or a familiar place.

I can fill in a short, simple form.

I can write an invitation.

I can write a greeting.

I can copy information from lists or schedules.

I can describe my daily routine.

## **CLB 4**

### **Speaking 4**

I can introduce two people to each other.

I can participate in conversations that are about what I need and what I have done.

I can ask and answer many simple questions.

I can use short sentences to buy something or talk to the doctor.

I can give someone simple directions.

I can use the past tense with many common verbs.

I have enough vocabulary for everyday conversation.

I use some connecting words between my sentences, like 'and,' 'but,' 'first,' 'next,' and 'because.'

People usually understand me, but sometimes I have to repeat.

### **Listening 4**

I can understand a conversation on a familiar, everyday topic when you speak slowly.

I know what you are talking about because I understand some words and phrases.

I can understand many simple questions.

I can follow simple oral instructions.

I can use connecting words like 'and,' 'but,' 'first,' 'next,' and 'because.'

I can follow instructions to find something on a map or picture.

I can understand a short phone message if I know what the topic is.

I ask people to repeat when I don't understand.

#### **Reading 4**

I can read a simple story of two to three paragraphs.

I can read simple news items.

I can follow simple instructions.

Sometimes, by looking at a whole sentence, I can find out what a new word means. However, most of the time, I use my dictionary for new words.

I can get information from charts and schedules.

I can use a bilingual dictionary.

I can understand if I read silently.

I still read slowly.

#### **Writing 4**

I can write a paragraph about a personal experience.

I can write a paragraph about my future plans.

I can write a short note, message or letter.

I can fill out simple application forms of up to 20 items.

When I write, I can use whole sentences.

I can copy information from dictionaries, catalogues or manuals.

I can take slow, simple dictation with several repetitions.

I can spell and punctuate my sentences.

It is easy to read printing or handwriting.

I can use whole sentences with few errors.

## **CLB 5**

### **Speaking 5**

I can join in conversations on familiar topics.

I am beginning to use longer sentences, but sometimes I hesitate or pause.

I know a lot of common, everyday vocabulary and some idioms.

I use connecting words between my sentences, like 'and,' 'but,' 'first,' 'next,' and 'because.'

I can use the phone for a simple conversation, but I still find it difficult.

I feel comfortable using English with people I know in social settings.

I can use formal and casual language.

I ask for clarification when I don't understand.

### **Listening 5**

I can understand conversations if people speak slowly.

I can follow simple, repetitive and predictable speech.

I can catch many words and phrases in informal conversations at a normal speed in audio recordings and on the radio. I can follow the general idea if the subject is personally relevant.

I can understand a range of common vocabulary and a few idioms.

I often have to ask people to repeat, especially when they speak quickly.

I can identify the situation, emotional state and relationship of speakers.

I can understand a simple, predictable phone message.

I catch some inferred meanings in advice, offers, compliments, and suggestions.

## **Reading 5**

I can understand the main ideas, some details and some inferred meaning of a text two to three paragraphs long. The topics are familiar and personally relevant.

I can read information that I receive regularly, such as a gas bill, or some items in a newspaper.

Usually, I have to read something more than once to understand it.

Sometimes, by looking at the whole sentence, I can understand what a new word means. However, most of the time, I use my dictionary for new words.

I can follow instructions with seven to ten steps. Sometimes I need the help of pictures.

I understand facts and some inferred meaning in everyday texts, such as memos and emails.

I can locate specific details in extensive directories, charts and schedules. I can use tables of content, indexes and glossaries.

I can see the connection between paragraphs. I can predict what will come next.

My vocabulary is mostly concrete, but I know some abstract, conceptual and technical words.

## **Writing 5**

I can write a paragraph about an idea or an opinion and give details.

I can write a short letter, note, or email using appropriate language.

I can fill out an application form with 20-30 items.

I can take a phone message with five to seven details.

I can write a paragraph with a main idea and supporting details.

I can write sentences with good control of simple structures, spelling, punctuation and vocabulary.

I can write a paragraph describing an event or an incident.

I choose language and content that is appropriate and relevant to the occasion.

## **CLB 6**

### **Speaking 6**

I can participate in a small group discussion where I express my opinion and ask for clarification. I can provide accurate and detailed information.

I can interrupt politely when it's necessary.

I can keep a conversation going and hold my own when speaking to a group.

I use a range of vocabulary, including idioms, phrasal verbs and common expressions.

I can explain a process or sequence of events.

I can use a variety of complex sentences. I sound fluent when I speak, and I speak at almost normal speed.

Although I make mistakes, people don't usually have trouble understanding my grammar and pronunciation.

I know how to express and respond to regrets and excuses in a variety of situations. I can make, cancel, or rearrange an appointment. I can give my reasons or apologies.

I use eye contact, tone of voice, and volume familiar to Canadians.

I am comfortable talking on the phone in familiar situations, but I sometimes find it hard to talk to strangers.

I can change my style of speaking for different situations and people.

### **Listening 6**

I can follow a conversation about a familiar topic at a pace slightly slower than normal.

I can listen to short instructional talks and remember seven to ten points.

I can pick out the main ideas, key details, and inferred meaning from listening texts of up to ten minutes.

I can understand some idioms.

I can understand the mood and attitude of people I am listening to.

I can understand short sets of instructions or directions and follow the sequence of the steps even if they are not in step-by-step form.

I still often ask people to repeat what they have said.

I can understand a short, predictable phone message.

### **Reading 6**

I can read a text written in plain English that is three to five paragraphs long and a little difficult. I can understand the main idea, key details and some inferred meanings.

I can scan an extended chart or schedule for specific information. I can compare information from different texts.

I am beginning to understand the writer's purpose, intent and attitude.

I can read handwritten notes, memos, letters and schedules.

I can learn new information from a text on a familiar topic. The text is well organized and has some pictures.

The dictionary I use is for ESL learners, but it is only in English, not my first language.

I read mostly about facts and things I can see, but sometimes I read about abstract or technical issues.

When I see a new word, I can sometimes guess its meaning from the context.

I am able to predict what will happen next in the story and retell or summarize the story.

### **Writing 6**

I can write a detailed description or comparison of people, places, things, objects and routines. I can describe a simple process.

I can write a short letter, note or email using appropriate language and layout.

I can fill out a longer application form with 20-30 items.

I can take a phone message with five to seven details.

When I write, I have a clear message. I include details to support the message. I think about who I am writing to.

I can take notes from a short presentation without missing important details.

I can write simple sentences with only a few errors in spelling, punctuation, and vocabulary.

I can write a structured paragraph in which I give an accurate description, comparison, or sequence of events.