



Some Features of Communication Across Stage II Listening

CLB 5 Initial Intermediate Ability	CLB 6 Developing Intermediate Ability	CLB 7 Adequate Intermediate Ability	CLB 8 Fluent Intermediate Ability
<ul style="list-style-type: none"> • Communication is live, face-to-face, on the phone or via digital media (one-on-one or in small groups). • Speech is clear and at a slow to normal rate. • Visual clues and setting support the meaning when the topic is unfamiliar or the situation is not predictable. • Listening texts can be short informal monologues, presentations, dialogues or small group interactions. • Monologues and presentations are up to about 5 minutes. • Dialogues may include conversations, interviews and discussions in any media (digital/online, television, radio, etc.). • Instructions are clear, explicit and presented step by step. • Language is concrete and includes mostly common vocabulary and a limited number of idioms. • Topics are generally familiar, related to everyday situations and of personal relevance. • Context is moderately demanding. • Response to task may require some speaking or writing. 	<ul style="list-style-type: none"> • Communication is live, face-to-face, on the phone or via digital media (one-on-one or in small groups). • Speech is clear and at a slow to normal rate. • Visual clues and setting support the meaning when the topic is unfamiliar or the situation is not predictable. • Listening texts can be informal monologues, presentations, dialogues or small group interactions. • Monologues and presentations are up to about 10 minutes. • Dialogues may include conversations, interviews and discussions in any media (digital/online, television, radio, etc.). • Instructions are clear and explicit, but not always presented step by step. • Language is generally concrete with some abstract elements, and contains a range of common vocabulary and idioms. • Topics are generally familiar and personally relevant. • Context is moderately demanding. • Response to task may require some speaking or writing. 	<ul style="list-style-type: none"> • Communication is live, face-to-face, on the phone or via digital media (one-on-one or in small groups). • Speech is clear and at a normal rate. • Visual clues and setting may enhance comprehension when the topic is unfamiliar or the situation is not predictable. • Listening texts can be informal or semi-formal monologues, presentations, dialogues or group interactions. • Monologues and presentations are up to about 15 minutes. • Dialogues may include conversations, interviews and discussions in any media (digital/online, television, radio, etc.). • Instructions are clear and explicit, but not always presented step by step. • Language is concrete or abstract and sometimes specialized, with an expanded range of vocabulary and some less-common idiomatic expressions. • Topics are generally familiar, personally relevant, and may be about general knowledge or work-related. • Context is moderately demanding. • Response to task may require some speaking or writing. 	<ul style="list-style-type: none"> • Communication is live, on the phone or via digital media (one-on-one, with multiple speakers or in small groups). • Speech is clear and at a normal rate. • Visual clues and setting may enhance comprehension when the topic is unfamiliar or the situation is not predictable. • Listening texts can be informal or semi-formal monologues, presentations, dialogues or group interactions. • Monologues and presentations are up to about 20 minutes. • Dialogues may include conversations, interviews, and discussions in any media (digital/online, television, radio, etc.). • Instructions are clear and coherent, but not always presented step by step. • Language is concrete or abstract and conceptual, with an expanded range of vocabulary, idioms and colloquial expressions. • Topics are generally familiar, about general knowledge, or related to specialized or workplace issues in own field. • Context is moderately demanding. • Response to task may require some speaking or writing.

Note: Length of text and speed of delivery are often beyond the listener's control and are provided to roughly suggest a progression in degrees of moderate complexity across Listening Stage II. However, it is understood that the time frame for listening at Stage II is largely determined by the specifics of the situation and the needs of the participants.