



Some Features of Communication Across Stage III Listening

CLB 9 Initial Advanced Ability	CLB 10 Developing Advanced Ability	CLB 11 Adequate Advanced Ability	CLB 12 Fluent Advanced Ability
<ul style="list-style-type: none"> • Communication is face-to-face, on the phone or via digital media (with individuals, or small or larger groups, in any live or recorded media). • Speech is clear and at a normal rate. • Contextual clues (non-verbal communication, relationship cues) support comprehension in high-stakes situations. • Listening texts can be informal, semi-formal or formal monologues, presentations, lectures, panel discussions, dialogues or exchanges between small groups of speakers. • Required listening time may be quite long, as dictated by the topic, purpose, genre and context. • Instructions are complex, in any order, but clear and coherent. • Language is abstract, conceptual and technical, and may include verbal humour, low-frequency idioms and cultural references. • General interest topics and some specialized topics in own field. • Context is demanding. • Task response may require knowledge of formal social, academic and business codes. 	<ul style="list-style-type: none"> • Communication is face-to-face, on the phone or via digital media (with individuals, or small or larger groups, in any live or recorded media). • Speech is clear and at a normal rate. • Contextual clues (non-verbal communication, relationship cues) support comprehension in high-stakes situations. • Listening texts can be informal, semi-formal or formal monologues, lectures, panel discussions, expository or argumentative presentations, extended dialogues or complex exchanges between small groups of speakers. • Required listening time may be quite long, as dictated by the topic, purpose, genre and context. • Instructions are complex, in any order, but clear and coherent. • Language is abstract, conceptual and technical and may include verbal humour, low-frequency idioms and cultural references. • General interest topics and specialized topics in own field. • Context is demanding. • Task response may require knowledge of formal social, academic and business codes. 	<ul style="list-style-type: none"> • Communication is face-to-face, on the phone or via digital media (with individuals, or small or larger groups, in any live or recorded media). • Speech is clear and at a normal to fast rate. • Contextual clues (non-verbal communication, relationship cues) support comprehension in high-stakes situations. • Listening texts can be informal, semi-formal or formal monologues, lectures, panel discussions, debates, expository or argumentative presentations, extended dialogues or complex exchanges between large groups of several speakers. • Required listening time may be very long, as dictated by the topic, purpose, genre and context. • Instructions are complex, in any order. • Language is complex and includes cultural references, figurative, symbolic and idiomatic language, irony, sarcasm and humour. • Most general and specialized topics. • Context is demanding. • Task response may require analysis and evaluation. 	<ul style="list-style-type: none"> • Communication is face-to-face, on the phone or via digital media (with individuals, or small or larger groups, in any live or recorded media). • Speech is clear and at a normal to fast rate. • Contextual clues (non-verbal communication, relationship cues) support comprehension in high-stakes situations. • Listening texts can be informal, semi-formal or formal monologues, lectures, panel discussions, debates, expository or argumentative presentations, extended dialogues or highly complex exchanges between large groups of several speakers. • Required listening time may be very long, as dictated by the topic, purpose, genre and context. • Instructions are complex, in any order. • Language is complex and includes cultural references, figurative, symbolic and idiomatic language, irony, sarcasm and humour. • Most general and specialized topics. • Context is demanding. • Task response may require analysis and evaluation.

Note: Speed of delivery is often beyond the listener's control and is provided to suggest roughly a progression in degrees of complexity across Listening Stage III. The time frame for listening at Stage III naturally varies, as dictated by the specifics of the situation and the needs of the participants.