



Profile of Ability

The speaker can:

Communicate with some confidence in many daily routine social, educational, and work situations, and present concrete and some abstract information on an expanding range of familiar topics.

When the communication is:

- Face-to-face, on the phone, or via digital media
- Informal to formal
- In somewhat familiar groups
- In moderately demanding contexts

Demonstrating these strengths and limitations:

- Clear evidence of connected discourse
- Reasonably fluent for moderately demanding contexts; speech rate is slow to normal with few hesitations
- An expanding range of concrete and idiomatic language, which may include some common cultural references
- Increasing variety of grammatical structures, with developing control of complex structures
- Grammar, vocabulary and pronunciation difficulties may occasionally impede communication
- Adequate use of appropriate non-verbal cues and signals
- Adapts speech style and register to different audiences and situations

I. Interacting with Others

- Participate in less routine social conversations for many everyday purposes (such as expressing and responding to appreciation, complaints, satisfaction, dissatisfaction and hope).

[Limited support from interlocutors.]

- Opens and maintains a short formal conversation, closing with 3 customary steps (pre-closing, closing, leave-taking).
- Introduces a person formally to a group in a way that is appropriate to the situation and audience.
- Asks follow-up questions to keep the conversation going.
- Shows developing ability to hold the floor and to resume after an interruption.
- Changes the topic appropriately.
- Confirms own comprehension by repeating or paraphrasing.
- Participate in routine phone calls.
[Communicating on the phone is about familiar routine matters; clarifying unknown details may cause communication problems.]
- Answers the phone, greets a caller, and closes a conversation using appropriate conventions and expressions.
- Provides information or leaves accurate messages in some detail.
- Clarifies and confirms information.
- Demonstrates strengths and limitations typical of Speaking Benchmark 7, as listed in the Profile of Ability.

Sample Tasks

Express appreciation to a child's teacher for his/her efforts during the year.

Speak to a supervisor about dissatisfaction with a work schedule.

Introduce a guest at a small community meeting.

Leave a telephone message for a friend with details about an upcoming community event and directions to the location.

II. Giving Instructions

- Give instructions and directions for technical and non-technical tasks, procedures and processes.
- Uses correct sequence of steps.
- Uses clear references and provides necessary details.
- Uses sequencing intonation so that listener can follow.
- Checks to confirm understanding.
- Demonstrates strengths and limitations typical of Speaking Benchmark 7, as listed in the Profile of Ability.

Sample Tasks

Give instructions to a family member on how to assemble a piece of furniture.

Give instructions on how to use specific functions on a computer (such as creating a table with merged cells or using formatting features).

Give instructions to a new colleague on what to do if there is a minor chemical spill.

Give instructions to a classmate on how to research information on the Internet for a class presentation.