



Profile of Ability

The speaker can:

Communicate comfortably in demanding or challenging non-routine work, educational and social situations, and present information about complex, abstract, general and specialized topics.

When the communication is:

- Face-to-face, on the phone, or via digital media
- Informal to formal
- With peers and authority figures, one-on-one or in groups
- In demanding contexts

Demonstrating these strengths and limitations:

- Speaks in coherent, connected discourse
- Fluent for many demanding contexts
- A wide range of concrete, abstract and idiomatic language used appropriately, accurately and flexibly, including figures of speech and cultural references
- Very good control over an expanded variety of complex grammar structures
- Grammar, vocabulary and pronunciation do not impede communication
- Adapts language and adjusts speaking style and register to suit a wide range of different contexts, audiences, genres and purposes

I. Interacting with Others

- Manage an expanded range of personal and business interactions to appropriately respond to needs, feelings and attitudes (such as criticism and value judgements).
[Communication may be related to high-stakes situations where tone and register have an impact on the outcome.]
 - Uses a range of polite and diplomatic expressions to provide constructive criticism.
 - Uses expressions and registers appropriate for occasions, intents and social contexts.
 - Asks clarifying questions when receiving criticism.
 - Uses appropriate intonation, pitch and tone of voice to express desired meanings.
- Facilitate or chair formal meetings, discussions or debates.
[Topics may be abstract or conceptual.]
 - Opens, maintains and closes discussions.
 - Controls speakers and manages the agenda.
 - Negotiates discussion points.
 - Diffuses conflicts by reframing negative statements.
 - Adjusts conversational and turn-taking style to that of others.
 - Uses a variety of strategies to stay on topic.
 - Repairs communication problems.
 - Demonstrates strengths and limitations typical of Speaking Benchmark 11, as listed in the Profile of Ability.

Sample Tasks

Give constructive criticism in a workplace performance review or during a discussion with a student.

Respond appropriately to negative feedback from a supervisor, co-worker, or classmate. Ask clarifying questions if needed and justify own position.

Lead or chair a workplace, class or community discussion to come to an agreement or solve a problem. Open the discussion, ensure that everyone has a chance to speak, prevent conflicts by reframing negative statements, and close the discussion.

II. Giving Instructions

- Give complex instructions for technical and non-technical tasks, procedures and processes in many demanding situations.
 - Gives detailed information to carry out instructions.
 - Uses accurate language forms and structures to convey a sequence of steps.
 - Checks to confirm understanding.
 - Demonstrates strengths and limitations typical of Speaking Benchmark 11, as listed in the Profile of Ability.

Sample Tasks

Give complex and detailed instructions on an experimental procedure or a research assignment.

Give complex instructions on work procedures or on the set-up, maintenance or operation of equipment to employees.