



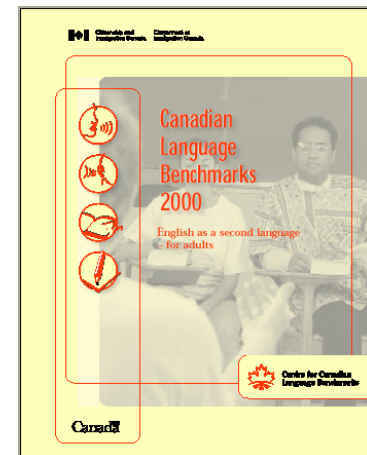
Centre for  
Canadian Language  
Benchmarks

Centre des niveaux de  
compétence linguistique  
canadiens

## Companion Tables to the Canadian Language Benchmarks 2000

- ✚ The Companion Tables were developed to facilitate the use of the CLB 2000 for task selection, task development, evaluation procedures, assessment and test instrument alignment activities.
  - *Working Document, April 2006*

*Funding provided by the Governments of Alberta, British Columbia, Ontario and Citizenship and Immigration Canada.*



## Introduction to the *Companion Tables to the Canadian Language Benchmarks 2000*

The Canadian Language Benchmarks is the national standard used to describe, measure and recognize the second language proficiency of adult immigrants and prospective immigrants for living and working in Canada.

First published in 1996 as a working document, the Canadian Language Benchmarks (CLB) document was later revised and published in its current version,

***Canadian Language Benchmarks 2000 (CLB 2000)***<sup>1</sup>. This document provides rich and detailed descriptions of adult ESL learner skills and strategies. Since 2000, users of the CLB have worked with the document to support instruction and evaluation of language learning using Canada's national standard.

The **CLB 2000** is laid out in three sections, so all information that relates to a particular stage is grouped together. Each stage is further sub-divided into information about each language skill – speaking, listening, reading, writing.

This format has served instructional users of the benchmarks well, but increasingly as new, broader applications of the national standard are needed, alternative formats may be more useful. Curriculum developers, researchers and assessment tool developers for example, need to look across benchmarks to identify and compare learner characteristics, text features, or general competencies.

The **CLB 2000 Companion Tables** were developed with funding from the Governments of Alberta, British Columbia, Ontario and Citizenship and Immigration Canada. They were designed to serve the needs of those who may benefit most from a document that presents many of the relevant competencies and indicators

### **The CLB 2000 groups the 12 CLB levels into 3 sections**

#### **Stage 1 – Basic Proficiency**

- speaking for CLB Levels 1-4
- listening for CLB Levels 1-4
- reading for CLB Levels 1-4
- writing for CLB Levels 1-4

#### **Stage 2 – Intermediate Proficiency**

- speaking for CLB Levels 5-8
- listening for CLB Levels 5-8
- reading for CLB Levels 5-8
- writing for CLB Levels 5-8

#### **Stage 3 – Advanced Proficiency**

- speaking for CLB Levels 9-12
- listening for CLB Levels 9-12
- reading for CLB Levels 9-12

### **The CLB 2000 Companion Tables provide an overview across all 12 levels**

- Reading for CLB 1-12
- Listening for CLB 1-12
- Speaking for CLB 1-12
- Writing for CLB 1-12

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<sup>1</sup> The ***Canadian Language Benchmarks 2000: English as a second language for adults*** can be ordered from the Centre for Canadian Language Benchmarks. Contact us at [info@language.ca](mailto:info@language.ca). An electronic copy can also be downloaded from the CCLB website at [www.language.ca](http://www.language.ca).

in a new format that can be viewed across levels. The new tables allow users to get a broad overview of the CLB to facilitate use of the **CLB 2000** for task selection, task development, evaluation procedures, assessment and test instrument alignment activities.

Following the launch of the tables at the TESL Canada Conference in 2005, a small validation project was carried out by the Centre for Canadian Language Benchmarks (CCLB) over the summer of 2005. Participants from across Canada used the reformatted tables for three months in a variety of benchmarks-related projects in universities, colleges, school boards and other institutions. Their qualitative feedback revealed that the tables provided a valuable resource that did facilitate their activities. Since that time, the **Companion Tables to the CLB 2000** have been posted on the CCLB website to encourage as wide a range of users as possible. The tables continue to be a work in progress.

A full validation procedure will be important to determine the utility of the tables for specific purposes and to elicit the feedback required so that the tables can be further tailored to suit the requirements of specific groups and institutions. In the meantime, the CCLB supports using **Companion Tables to the CLB 2000** to facilitate the many activities related to use of the national standard. Your feedback on the use of the Companion Tables is most welcome.

To find out more about the development and to read the Report from the Field about the Companion Tables to the CLB 2000 please visit this webpage [http://www.language.ca/display\\_page.asp?page\\_id=436](http://www.language.ca/display_page.asp?page_id=436)

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### CLB 2000 Reading: General Characteristics of the Learner

<b>Ability</b>	<b>Benchmark 1</b>	<b>Benchmark 2</b>	<b>Benchmark 3</b>	<b>Benchmark 4</b>
<b>Decoding</b>	<ul style="list-style-type: none"> <li>• Almost no ability to decode unfamiliar words because of almost no exposure to sound-symbol relationship and spelling conventions in English</li> <li>• Decodes familiar words or sequences of letters</li> </ul>	<ul style="list-style-type: none"> <li>• Very limited ability to decode unfamiliar words because of very limited exposure to sound-symbol relationship and spelling conventions in English</li> <li>• Decodes familiar words or sequences of letters</li> </ul>	<ul style="list-style-type: none"> <li>• Limited ability to decode unfamiliar words but the understanding of written text is expanding with exposure to English and with improving awareness of its sound-symbol relationships and spelling conventions</li> </ul>	<ul style="list-style-type: none"> <li>• Can phonetically decode familiar and some unfamiliar words, as exposure to English expands and awareness of its sound-symbol relationships and spelling conventions improves</li> </ul>
<b>Reading for comprehension</b>	<ul style="list-style-type: none"> <li>• Almost no understanding of written text in English</li> <li>• Read carefully for comprehension of a few phrases or 4-5 simple sentences</li> <li>• Recognize a few familiar words and simple phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal understanding of written text in English</li> <li>• Read carefully for accurate comprehension of sentences, vocabulary and stated propositions in a very short text</li> <li>• Recognize a small number of familiar words and simple phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Limited understanding of written text in English</li> <li>• Read carefully for accurate comprehension of sentences and paragraphs, vocabulary and stated propositions in a short text</li> <li>• Recognize a limited number of familiar words and simple phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Skim for information on overall idea and main ideas in a short text</li> <li>• Read carefully for accurate comprehension of sentences and paragraphs, vocabulary and stated propositions in a short text</li> </ul>
<b>Guessing and Inference</b>	<ul style="list-style-type: none"> <li>• Almost no ability to guess the meaning of an unknown word</li> </ul>	<ul style="list-style-type: none"> <li>• Almost no / minimal ability to guess the meaning of an unknown word</li> </ul>	<ul style="list-style-type: none"> <li>• Very limited ability to guess the meaning of an unknown word</li> </ul>	<ul style="list-style-type: none"> <li>• Some ability to use low-level inference and to tolerate some ambiguity (e.g., when guessing the meaning of the unknown words in the text)</li> </ul>
<b>Scanning</b>	<ul style="list-style-type: none"> <li>• Scan for a very few details (words, numbers)</li> </ul>	<ul style="list-style-type: none"> <li>• Scan for a few details (words, numbers)</li> </ul>	<ul style="list-style-type: none"> <li>• Scan for a number of details (words, numbers)</li> </ul>	<ul style="list-style-type: none"> <li>• Scan for a range of details (words, numbers)</li> </ul>





### **CLB 2000 Reading: General Characteristics of the Learner**

<b>Ability</b>	<b>Benchmark 5</b>	<b>Benchmark 6</b>	<b>Benchmark 7</b>	<b>Benchmark 8</b>
<b>Reading for comprehension</b>	<ul style="list-style-type: none"><li>• Understand the purpose, main ideas and some detail in texts of moderate complexity</li></ul>	<ul style="list-style-type: none"><li>• Understand main ideas, key words and many important details in texts of moderate complexity</li></ul>	<ul style="list-style-type: none"><li>• Understand main ideas, key words and most important details in texts of moderate complexity</li></ul>	<ul style="list-style-type: none"><li>• Understand main ideas, key words and almost all important details in texts of moderate complexity</li></ul>
<b>Guessing and Inference</b>	<ul style="list-style-type: none"><li>• Occasionally, can guess the meaning of an unknown word, phrase or idiom from the context without a dictionary</li></ul>	<ul style="list-style-type: none"><li>• Sometimes can guess the meaning of an unknown word, phrase or idiom from the context without a dictionary</li></ul>	<ul style="list-style-type: none"><li>• Often can guess the meaning of an unknown word, phrase or idiom from the context without a dictionary</li></ul>	<ul style="list-style-type: none"><li>• Usually can guess the meaning of an unknown word, phrase or idiom from the context without a dictionary</li></ul>
<b>Skimming and Scanning</b>	<ul style="list-style-type: none"><li>• Can do search reading, skimming, scanning</li></ul>	<ul style="list-style-type: none"><li>• Can do search reading, skimming, scanning</li></ul>	<ul style="list-style-type: none"><li>• Can do search reading, skimming, scanning</li></ul>	<ul style="list-style-type: none"><li>• Can do search reading, skimming, scanning</li></ul>



**General Characteristics of the Learner**

<b>Ability</b>	<b>Benchmark 9</b>	<b>Benchmark 10</b>	<b>Benchmark 11</b>	<b>Benchmark 12</b>
<b>Reading for comprehension</b>	<ul style="list-style-type: none"> <li>• Understand authentic multipurpose texts</li> </ul>	<ul style="list-style-type: none"> <li>• Understand authentic multipurpose texts</li> </ul>	<ul style="list-style-type: none"> <li>• Understand a variety of authentic texts in all styles and forms relevant to needs, including technical literature in own field</li> </ul>	<ul style="list-style-type: none"> <li>• Understand a full variety of general literary texts and specialized or technical (academic and professional) texts in own field</li> </ul>
<b>Guessing and Inference</b>	<ul style="list-style-type: none"> <li>• Can use inference to locate and integrate several specific pieces of abstract information across paragraphs or sections of visually complex or dense text</li> </ul>	<ul style="list-style-type: none"> <li>• Can search through complex displays of information and use high level inference to locate and integrate several specific pieces of abstract information (explicit and implied) from various parts of text</li> </ul>	<ul style="list-style-type: none"> <li>• Can search through complex displays of information, including computer screens and graphics and use background and specialized knowledge</li> <li>• Can locate and identify information through multi-feature matching and high level inferences in the presence of multiple distracting details</li> </ul>	<ul style="list-style-type: none"> <li>• Can search through complex displays of information and use high-level inferences, extensive background and specialized knowledge to locate and integrate multiple specific pieces of abstract information across various multiple complex and dense texts</li> </ul>
<b>Synthesis and Critical evaluation</b>	<ul style="list-style-type: none"> <li>• Can sufficiently grasp the meaning of text to paraphrase or summarize key points</li> </ul>	<ul style="list-style-type: none"> <li>• Can paraphrase or summarize key points and draw conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• Can synthesize and critically evaluate various pieces of abstract information (explicit and implied) across one, two or three different texts</li> </ul>	<ul style="list-style-type: none"> <li>• Can interpret, compare and evaluate both the content and the form of written text</li> </ul>



## CLB 2000 Reading: General Characteristics of the Text

<b>Characteristic</b>	<b>Benchmark 1</b>	<b>Benchmark 2</b>	<b>Benchmark 3</b>	<b>Benchmark 4</b>
<b>Tolerated Length</b>	<ul style="list-style-type: none"> <li>• Up to 5 sentences</li> <li>• An average of 2 to 3 content words</li> </ul>	<ul style="list-style-type: none"> <li>• Up to 7 sentences</li> <li>• An average of 3 to 5 content words</li> </ul>	<ul style="list-style-type: none"> <li>• One to two paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• To or three paragraphs</li> </ul>
<b>Text features</b>	<ul style="list-style-type: none"> <li>• Context strongly supports the text</li> <li>• Predictable contexts, related to immediate needs</li> <li>• Personally relevant</li> </ul>	<ul style="list-style-type: none"> <li>• Context strongly supports the text.</li> <li>• Predictable contexts, related to immediate needs</li> <li>• Personally relevant</li> </ul>	<ul style="list-style-type: none"> <li>• Familiar, predictable context of daily life and experience</li> <li>• Personally relevant</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly familiar and predictable context of daily life and experience</li> <li>• Can be related to personal experience</li> </ul>
<b>Visual support</b>	<ul style="list-style-type: none"> <li>• Common and familiar</li> <li>• Pictures almost always accompany text</li> </ul>	<ul style="list-style-type: none"> <li>• Common and familiar</li> <li>• Pictures often accompany text</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures sometimes accompany text</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures occasionally accompany text</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Very limited – mostly some individual high frequency everyday words and holo phrases</li> <li>• Familiar everyday words, mostly concrete, factual and literal</li> </ul>	<ul style="list-style-type: none"> <li>• Limited –mostly only short strings of familiar high frequency everyday words (phrases, short sentences)</li> <li>• Familiar everyday words, mostly concrete, factual and literal</li> <li>• Personal and place names, common public signs with familiar words, and simple phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly adequate only for basic, context-immediate, everyday communication on some familiar topics</li> <li>• Familiar everyday words, mostly concrete, factual and literal</li> <li>• Usually not beyond the first 500 of the most frequent word families of spoken and written English</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate only for basic, context-immediate, everyday communication on a range of familiar topics</li> <li>• Mostly concrete, factual and literal. Some abstract words</li> <li>• News items are in plain language, with few idioms</li> <li>• Usually not beyond the first 800 of the most frequent word families of spoken and written English</li> </ul>
<b>Idioms</b>	<ul style="list-style-type: none"> <li>• Almost no idioms</li> </ul>	<ul style="list-style-type: none"> <li>• Almost no idioms</li> </ul>	<ul style="list-style-type: none"> <li>• Almost no idioms</li> </ul>	<ul style="list-style-type: none"> <li>• Few idioms</li> </ul>



## CLB 2000 Reading: General Characteristics of the Text

<b>Characteristic</b>	<b>Benchmark 5</b>	<b>Benchmark 6</b>	<b>Benchmark 7</b>	<b>Benchmark 8</b>
<b>Tolerated Length</b>	<ul style="list-style-type: none"> <li>Two to three paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Three to five paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Five to ten paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Up to 15 paragraphs</li> </ul>
<b>Text features</b>	<ul style="list-style-type: none"> <li>Related to personal experience or familiar context</li> <li>Content is relevant, often familiar, related to personal experience, and partly predictable</li> </ul>	<ul style="list-style-type: none"> <li>Related to a personal or common experience, or a familiar context</li> <li>Content is relevant, within familiar background knowledge and experience, partly predictable</li> </ul>	<ul style="list-style-type: none"> <li>Related to personal experience or familiar context</li> <li>Familiar topic within a predictable, practical and relevant context</li> <li>Content is relevant for learners (e.g., public notices, business letters, form letters)</li> </ul>	<ul style="list-style-type: none"> <li>Related to personal experience or familiar context</li> <li>Familiar topic, but within an only partially predictable context</li> <li>Content is relevant (e.g., commercials/advertising features, business/form letters, brochures.), but not always familiar and predictable</li> </ul>
<b>Visual support</b>	<ul style="list-style-type: none"> <li>Pictures occasionally accompany text</li> </ul>	<ul style="list-style-type: none"> <li>Pictures occasionally accompany text</li> </ul>	<ul style="list-style-type: none"> <li>Pictures may accompany text</li> </ul>	<ul style="list-style-type: none"> <li>Pictures may accompany text</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>A range of common vocabulary, mostly concrete and factual, with some abstract, conceptual and technical vocabulary</li> <li>Mostly plain language (occasional idiom only)</li> <li>Usually not beyond the first 1000 of the most frequent word families of spoken English + top 100 words of the academic word list (Coxhead, 1998)</li> </ul>	<ul style="list-style-type: none"> <li>A range of common vocabulary, mostly concrete and factual, with a fair number of abstract, conceptual and technical vocabulary</li> <li>Mostly plain language (limited number of idioms).</li> <li>Usually not beyond the first 1500 of the most frequent word families of spoken English + top 200 words of the academic word list (Coxhead, 1998)</li> </ul>	<ul style="list-style-type: none"> <li>Expanded inventory of concrete, abstract, conceptual, technical, and idiomatic language</li> <li>Relatively plain language, but with a larger number of idioms.</li> <li>Usually not beyond the first 2000 of the most frequent word families of spoken English + top 400 words of the academic word list (Coxhead, 1998)</li> </ul>	<ul style="list-style-type: none"> <li>Expanded inventory of concrete, abstract, conceptual, technical, and idiomatic language sufficient to start advanced academic study</li> <li>Sufficient vocabulary, idioms and colloquial expressions to follow detailed stories of general popular interest</li> <li>Usually not beyond the first 2-3000 of the most frequent word families of written English + all 570 words of the academic word list (Coxhead, 1998)</li> </ul>
<b>Idioms</b>	<ul style="list-style-type: none"> <li>Very limited idioms</li> </ul>	<ul style="list-style-type: none"> <li>Limited idioms</li> </ul>	<ul style="list-style-type: none"> <li>Some idioms</li> </ul>	<ul style="list-style-type: none"> <li>Some idioms</li> </ul>



## CLB 2000 Reading: General Characteristics of the Text

Characteristic	Benchmark 9	Benchmark 10	Benchmark 11	Benchmark 12
<b>Tolerated Length</b>	<ul style="list-style-type: none"> <li>• Three to five pages</li> </ul>	<ul style="list-style-type: none"> <li>• Five to ten pages</li> </ul>	<ul style="list-style-type: none"> <li>• Up to 30 pages</li> </ul>	<ul style="list-style-type: none"> <li>• Any length</li> </ul>
<b>Text features</b>	<ul style="list-style-type: none"> <li>• Propositionally and linguistically complex</li> <li>• On complex sociocultural, economic or political issues.</li> <li>• Some topics may be only partially familiar, or unfamiliar, but are relevant to the learner.</li> <li>• Context and topic may be partially familiar or unfamiliar</li> </ul>	<ul style="list-style-type: none"> <li>• Texts may be complex (visually, cognitively, and linguistically: in sentence and discourse structures, in thematic structure of information, and in style)</li> <li>• On complex sociocultural, economic, political issues</li> <li>• Texts may be dense</li> <li>• Topics may be new and unfamiliar to the learner</li> <li>• Context and topic may be partially familiar or unfamiliar</li> </ul>	<ul style="list-style-type: none"> <li>• Texts may be dense with information, on abstract, conceptual or technical topics, and may be complex visually, propositionally and linguistically</li> <li>• Text is complex, relating to a semipublic personal conflict.</li> <li>• Topics may be new and unfamiliar</li> <li>• Context and topic may be partially familiar or unfamiliar</li> </ul>	<ul style="list-style-type: none"> <li>• Language and information is abstract, conceptual and technical</li> <li>• Contexts and topics can be within or outside own academic field or work</li> <li>• Context and topic may be only partially familiar or unfamiliar</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• A broad range of vocabulary / lexical phrases for various contexts</li> <li>• Between 5000-9000 of the most frequent word families of spoken English + all 570 words of the academic word list (Coxhead, 1998)</li> </ul>	<ul style="list-style-type: none"> <li>• A broad range of vocabulary / lexical phrases for various contexts</li> <li>• Over 10000 of the most frequent word families of spoken English + all 570 words of the academic word list (Coxhead, 1998)</li> </ul>	<ul style="list-style-type: none"> <li>• A very broad range of vocabulary / lexical phrases for various contexts</li> <li>• Around 20000 of the most frequent word families of spoken English + all 570 words of the academic word list (Coxhead, 1998)</li> </ul>	<ul style="list-style-type: none"> <li>• A full range of vocabulary including complex, abstract, conceptual and idiomatic language for most contexts</li> <li>• Well above 20000 of the most frequent word families of spoken English + all 570 words of the academic word list (Coxhead, 1998)</li> </ul>
<b>Idioms</b>	<ul style="list-style-type: none"> <li>• Some idioms, but not low-frequency idioms</li> </ul>	<ul style="list-style-type: none"> <li>• Some idioms, but not low-frequency idioms</li> </ul>	<ul style="list-style-type: none"> <li>• Some idioms, including some low-frequency idioms</li> </ul>	<ul style="list-style-type: none"> <li>• Some idioms, including low-frequency idioms</li> </ul>



**CLB 2000 Reading: Features of Social Interaction Tasks**

<b>Feature</b>	<b>Benchmark 1</b>	<b>Benchmark 2</b>	<b>Benchmark 3</b>	<b>Benchmark 4</b>
<b>Selected sample texts</b>	<ul style="list-style-type: none"> <li>• Short greetings</li> <li>• Goodwill messages</li> </ul>	<ul style="list-style-type: none"> <li>• Short greetings</li> <li>• Goodwill messages</li> <li>• Postcard from a friend</li> <li>• Farewell card</li> <li>• Get-well card</li> <li>• Invitation</li> <li>• Valentine</li> </ul>	<ul style="list-style-type: none"> <li>• Authentic greeting card or postcard messages</li> <li>• One-paragraph letter or note</li> <li>• “While you were out” note</li> </ul>	<ul style="list-style-type: none"> <li>• Authentic note</li> <li>• E-mail message</li> <li>• Letter</li> </ul>
<b>Selected skills and strategies</b>	<ul style="list-style-type: none"> <li>• Identify goodwill expressions and meanings</li> <li>• Locate specific information (e.g., for whom, from whom, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Get the gist</li> <li>• Identify meanings</li> <li>• Locates specific information</li> </ul>	<ul style="list-style-type: none"> <li>• Get the gist</li> <li>• Get key information /main idea.</li> <li>• Identify important details /specific information.</li> </ul>	<ul style="list-style-type: none"> <li>• Get the gist</li> <li>• Get key information /main idea</li> <li>• Identify important details /specific information.</li> </ul>
<b>Selected tasks</b>	<ul style="list-style-type: none"> <li>• Match goodwill message with occasion and address</li> </ul>	<ul style="list-style-type: none"> <li>• Match cards/messages with occasions and addresses</li> </ul>	<ul style="list-style-type: none"> <li>• Read a one-paragraph note or letter and answer five questions about the text (orally or in writing)</li> <li>• Read authentic greeting card or postcard message and reconstruct (tell) the stories and details</li> </ul>	<ul style="list-style-type: none"> <li>• Read an authentic note, e-mail message, or letter and answer seven to 10 questions</li> </ul>



**CLB 2000 Reading: Features of Social Interaction Tasks**

<b>Feature</b>	<b>Benchmark 5</b>	<b>Benchmark 6</b>	<b>Benchmark 7</b>	<b>Benchmark 8</b>
<b>Selected sample texts</b>	<ul style="list-style-type: none"> <li>Moderately complex notes, e-mail messages and letters (personal and public) containing compliments, invitations, likes, dislikes, preferences</li> </ul>	<ul style="list-style-type: none"> <li>Moderately complex notes, e-mail messages, letters and announcements containing cancellations of arrangements, apologies</li> <li>Social announcements, reports and other social texts in the newspaper</li> </ul>	<ul style="list-style-type: none"> <li>Moderately complex notes, e-mail messages and letters expressing appreciation, complaint, hope, satisfaction, dissatisfaction</li> </ul>	<ul style="list-style-type: none"> <li>Moderately complex notes, e-mail messages and letters containing general opinions and assessments of situations, response to a complaint and expressions of sympathy</li> </ul>
<b>Selected skills and strategies</b>	<ul style="list-style-type: none"> <li>Identify purpose</li> <li>Identify reader-writer relationship, attitude of writer, context</li> <li>Identify specific factual details and inferred meanings</li> </ul>	<ul style="list-style-type: none"> <li>Identify purpose</li> <li>Identify reader-writer relationship, attitude of writer and context</li> <li>Identify specific factual details and inferred meanings</li> <li>Obtain information</li> </ul>	<ul style="list-style-type: none"> <li>Identify purpose</li> <li>Identify reader-writer relationship, attitude of writer and context</li> <li>Identify specific factual details and inferred meanings</li> </ul>	<ul style="list-style-type: none"> <li>Identify purpose</li> <li>Identify reader-writer relationship, attitude of writer and context</li> <li>Identify mood/attitude of writer and register of the text</li> </ul>
<b>Selected tasks</b>	<ul style="list-style-type: none"> <li>Read a letter of invitation and identify purpose, attitude and factual details relating to the event</li> </ul>	<ul style="list-style-type: none"> <li>Read a notice of cancellation in the newspaper to obtain information; identify functional intent and factual details</li> </ul>	<ul style="list-style-type: none"> <li>Read a letter of complaint to determine attitude, intent, nature of the problem, and requested solution</li> </ul>	<ul style="list-style-type: none"> <li>Read an e-mail message that describes a work-related situation and presents the writer's opinion about a specific problem. Identify the problem, the writer's attitude, level of formality, factual and contextual details of the text</li> </ul>



### CLB 2000 Reading: Features of Social Interaction Tasks

<b>Feature</b>	<b>Benchmark 9</b>	<b>Benchmark 10</b>	<b>Benchmark 11</b>	<b>Benchmark 12</b>
<b>Selected sample texts</b>	<ul style="list-style-type: none"> <li>Editorials, letters to the editor, personal essays, fictional writing</li> </ul>	<ul style="list-style-type: none"> <li>Editorials, letters to editor, personal essays, fictional writing</li> <li>2 editorials same topic</li> <li>2 essays or short stories</li> </ul>	<ul style="list-style-type: none"> <li>Letters, notes of disagreement</li> <li>Exchange of communication containing disagreements, claims, denials, clarifications, and restatements of information</li> </ul>	<ul style="list-style-type: none"> <li>Social and non-social public, academic and business texts</li> <li>Business, professional and academic texts</li> </ul>
<b>Selected skills and strategies</b>	<ul style="list-style-type: none"> <li>Make inferences and state implicit details</li> <li>Distinguish fact from opinion</li> <li>Identify context, intent, communicative value</li> <li>Identify and explain point of view, attitudes, emotions (from stated and unspecified clues)</li> <li>Identify emotional tone, infer emotions from a few clues</li> </ul>	<ul style="list-style-type: none"> <li>Make inferences and state implicit details</li> <li>Distinguish fact from opinion</li> <li>Identify context, intent, communicative value</li> <li>Identify and explain values and assumptions (from stated and unstated clues)</li> <li>Identify and compare / contrast values, assumptions</li> </ul>	<ul style="list-style-type: none"> <li>Identify specific factual details and inferred meanings</li> <li>Distinguish fact from opinion</li> <li>Identify/interpret context</li> <li>Identify purpose, mood, attitude</li> <li>Infer attitude, emotion, intention, motivations, and draw conclusions (from stated and unstated clues)</li> <li>Identify politeness conventions and their violations in making and denying claims.</li> <li>Identify and interpret claims, denials of claims, clarifications and restatements of information</li> </ul>	<ul style="list-style-type: none"> <li>Full range of literal and pragmatic skills</li> <li>Identify and evaluate expressions of social politeness and cooperation, or their violations</li> <li>Identify/evaluate instances of social politeness by linguistic clues</li> <li>Identify/evaluate instances of "face threatening" talk (e.g., challenges to defend criticism, making and denying claims), or violations of social politeness/cooperation</li> </ul>
<b>Selected tasks</b>	<ul style="list-style-type: none"> <li>Compare and summarize differences and similarities in viewpoint, attitude, and emotions in two editorials on the same topic (e.g., Globe &amp; Mail and National Post)</li> <li>Compare several letters to the editor on the same topic</li> </ul>	<ul style="list-style-type: none"> <li>Identify and compare differences and similarities in values and assumptions in two editorials on the same topic (e.g., Globe &amp; Mail and National Post)</li> <li>Identify and compare values and assumptions in two personal essays or short stories</li> </ul>	<ul style="list-style-type: none"> <li>Read and interpret an exchange of letters or e-mail messages (semi-personal and public) containing disagreement, claims, denials of claims regarding a work-related situation, such as an accident or oversight. Identify and explain attitudes, emotions, intentions, motivations, and draw conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Read a coherent and sophisticated letter of complaint to the head of a company from an employee who has been dismissed. Identify mood, attitude, challenges, veiled threats, motivation and intent</li> </ul>





### CLB 2000 Reading: Features of Instructional Tasks

<b>Feature</b>	<b>Benchmark 1</b>	<b>Benchmark 2</b>	<b>Benchmark 3</b>	<b>Benchmark 4</b>
<b>Nature of text</b>	<ul style="list-style-type: none"><li>• Common everyday instructions</li><li>• Short - one-sentence</li></ul>	<ul style="list-style-type: none"><li>• Common everyday instructions</li><li>• One- to four-steps</li></ul>	<ul style="list-style-type: none"><li>• Common everyday instructions</li><li>• One- to five-steps</li></ul>	<ul style="list-style-type: none"><li>• Common everyday instructions</li><li>• One- to six-steps</li></ul>
<b>Sample texts</b>	<ul style="list-style-type: none"><li>• Sets of instructions with pictures (e.g., how to use a pay phone)</li></ul>	<ul style="list-style-type: none"><li>• Everyday written instructions in predictable contexts</li></ul>	<ul style="list-style-type: none"><li>• Everyday written instructions and instructional texts</li></ul>	<ul style="list-style-type: none"><li>• Everyday written instructions and instructional texts</li></ul>
<b>Selected tasks</b>	<ul style="list-style-type: none"><li>• Match a set of instructions with a set of pictures</li></ul>	<ul style="list-style-type: none"><li>• Read and explain /demonstrate standard operating instructions</li><li>• Read and follow instructions in educational materials in a classroom situation or instructions on common forms</li></ul>	<ul style="list-style-type: none"><li>• Match instructions with pictures and sequence them</li><li>• Interpret sequence and location signals in text</li><li>• Follow directions to locate items on maps and diagrams</li></ul>	<ul style="list-style-type: none"><li>• Follow instructions on employment forms</li><li>• Sequence instructions (making a long distance, using an ATM)</li><li>• Sequence a recipe</li><li>• Numbers steps in sequence</li></ul>



### CLB 2000 Reading: Features of Instructional Tasks

<b>Feature</b>	<b>Benchmark 5</b>	<b>Benchmark 6</b>	<b>Benchmark 7</b>	<b>Benchmark 8</b>
<b>Nature of text</b>	<ul style="list-style-type: none"> <li>Moderately complex</li> <li>Everyday instructions</li> </ul>	<ul style="list-style-type: none"> <li>Common everyday instructions</li> <li>May not be presented completely in point form, so that sequence /order must be inferred</li> </ul>	<ul style="list-style-type: none"> <li>Everyday instructional texts.</li> <li>Continuous (prose) text</li> <li>Written instructions, including diagrams</li> </ul>	<ul style="list-style-type: none"> <li>Coherent extended instructional directions, with diagrams</li> </ul>
<b>Sample texts</b>	<ul style="list-style-type: none"> <li>Seven to 10-step procedures</li> <li>Three-paragraph instructional text</li> </ul>	<ul style="list-style-type: none"> <li>Procedures up to 10 steps in length</li> <li>Financial deposit instructions</li> <li>Appliance safety and use instructions</li> </ul>	<ul style="list-style-type: none"> <li>Written instructions on 10-to-13-step everyday procedures related to simple technical and non-technical tasks</li> </ul>	<ul style="list-style-type: none"> <li>Established process, e.g., how to assemble a simple object, instructions for CPR or serious injury</li> </ul>
<b>Selected tasks</b>	<ul style="list-style-type: none"> <li>Sequence steps in instructions on how to unplug a sink using a commercially bottled liquid or environmentally friendly means</li> <li>Explain an instructional text.</li> <li>Follow/respond with action to directions and instructions</li> <li>Follow common authentic instructional texts with pictures</li> </ul>	<ul style="list-style-type: none"> <li>Explain instructions of use and warnings printed on labels of common commercial / industrial chemical products</li> </ul>	<ul style="list-style-type: none"> <li>Follow written instructions, including diagrams on how to apply the Heimlich manoeuvre</li> <li>Correctly sequence steps in a recipe based on a continuous (prose) text about cooking a meal (10 to 13- steps)</li> </ul>	<ul style="list-style-type: none"> <li>Explain how to assemble a simple object according to written instructions and diagrams</li> <li>Follow instructions for CPR and what to do in case of serious injury in a car accident</li> <li>Follow extended multi-step instructions for an established process or procedure</li> </ul>



**CLB 2000 Reading: Features of Instructional Tasks**

<b>Feature</b>	<b>Benchmark 9</b>	<b>Benchmark 10</b>	<b>Benchmark 11</b>	<b>Benchmark 12</b>
<b>Nature of text</b>	<ul style="list-style-type: none"> <li>• Formal advisory instructional texts</li> <li>• Familiar process or procedure that requires integration of several pieces of information</li> </ul>	<ul style="list-style-type: none"> <li>• Complex instructional texts in continuous prose</li> <li>• Familiar process or procedure that requires integration of several pieces of information</li> </ul>	<ul style="list-style-type: none"> <li>• Extensive written, specialized instructions for an unfamiliar, complex process or procedure; following the instructions requires integration of several detailed pieces of information</li> </ul>	<ul style="list-style-type: none"> <li>• A full range of complex, written instructions and instructional texts.</li> </ul>
<b>Sample texts</b>	<ul style="list-style-type: none"> <li>• Exam policies at educational institutions, how to edit and proofread an essay, policy and procedure manuals; equipment installation manuals; user product guides, health and safety advisories</li> </ul>	<ul style="list-style-type: none"> <li>• Policy and procedure manuals</li> <li>• Equipment installation and use manuals</li> <li>• User product guides</li> <li>• Health and safety advisories</li> <li>• Legal and administrative procedures</li> <li>• Scientific and experimental procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Computer software instructions to do a spreadsheet.</li> <li>• Workplace personnel policy instructions.</li> <li>• Detailed instructions on complex, unfamiliar work procedures and various emergency response procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional texts on complex tasks, such as how to balance a budget, how to conduct a staff briefing session</li> </ul>
<b>Selected tasks</b>	<ul style="list-style-type: none"> <li>• Locate and integrate several pieces of information to correctly interpret and follow extensive instructions for a familiar process</li> <li>• Read and explain policies and procedures Follow /explain /paraphrase instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Extract and present, in point form, instructions from continuous prose</li> <li>• Explain instructions from a program on how to lose, gain, maintain weight.</li> <li>• Locate and integrate several pieces of information to interpret and follow extensive instructions for a familiar process or procedure</li> </ul>	<ul style="list-style-type: none"> <li>• Integrate several detailed, extensive pieces of written information to complete a multi-step, unfamiliar, process</li> <li>• Apply information in workplace personnel policy instructions (e.g., case study).</li> <li>• Follow detailed instructions on computer software, unfamiliar work procedures, emergency response procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate/revise/edit for clarity, internal logical accuracy, consistency Evaluate validity by use of external criteria Follow and evaluate detailed, extensive and complex written instructions</li> <li>• Suggest improvements</li> </ul>



### CLB 2000 Reading: Features of Business Service Tasks

<b>Feature</b>	<b>Benchmark 1</b>	<b>Benchmark 2</b>	<b>Benchmark 3</b>	<b>Benchmark 4</b>
<b>Nature of text</b>	<ul style="list-style-type: none"> <li>• Simplified formatted</li> </ul>	<ul style="list-style-type: none"> <li>• Simplified formatted</li> </ul>	<ul style="list-style-type: none"> <li>• Basic formatted</li> <li>• Basic continuous</li> </ul>	<ul style="list-style-type: none"> <li>• Basic formatted</li> <li>• Basic continuous</li> </ul>
<b>Examples of texts</b>	<ul style="list-style-type: none"> <li>• Signs, requests and warnings (For rent; no smoking please; stop)</li> <li>• Community ads / simple Classifieds (House for rent, tel. 906-1211) Simplified, short, common forms (name; address; telephone); cheques</li> </ul>	<ul style="list-style-type: none"> <li>• Simplified maps, diagrams, signs, labels, tables, schedules.</li> <li>• Signs, requests, warnings (For rent; no smoking please)</li> <li>• Community ads / simple classifieds</li> <li>• Short common forms (name; address; telephone, etc.); bills</li> </ul>	<ul style="list-style-type: none"> <li>• Forms, tables, schedules, directories</li> <li>• Advertisements, flyers, classifieds, TV listings</li> <li>• Business brochures, notices, form letters</li> </ul>	<ul style="list-style-type: none"> <li>• Forms, tables, schedules, directories</li> <li>• White pages</li> <li>• Dictionaries, maps.</li> <li>• Bus route map</li> <li>• Simple graphs</li> <li>• Complex maps</li> <li>• Short business brochures, notices, memos, form letters and flyers</li> <li>• Classifieds, invoices</li> </ul>
<b>Selected skills and tasks for formatted texts</b>	<ul style="list-style-type: none"> <li>• Identify familiar layout or place (map, diagram).</li> <li>• Read a cash register receipt, check total amount, date, place</li> <li>• Locate items on simplified maps, diagrams</li> <li>• Match signs (e.g., traffic signs) with words</li> <li>• Identify where to write data on a form</li> </ul>	<ul style="list-style-type: none"> <li>• Identify familiar layout places (map, diagram).</li> <li>• Locate community facilities.</li> <li>• Identify where to write data</li> <li>• Locate details in a formatted (e.g., bill) or unformatted text (e.g., notice)</li> </ul>	<ul style="list-style-type: none"> <li>• Sort brochures and flyers into categories</li> <li>• Identify layout and specific information on a form.</li> <li>• Find information in a TV guide.</li> <li>• List key information in an ad</li> <li>• Identify purpose, topic, and important details</li> </ul>	<ul style="list-style-type: none"> <li>• Identify layout of forms; find specific information.</li> <li>• Use white pages to locate closest medical clinic /emergency service.</li> <li>• Match list of apartment requirements.</li> <li>• Match bus stops with arrival/departure times</li> </ul>
<b>Selected skills and tasks for continuous texts</b>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• Get overall meaning</li> <li>• List key points</li> <li>• Get key information/main idea from verbal and graphic texts</li> <li>• Identify purpose and topic</li> </ul>	<ul style="list-style-type: none"> <li>• Get overall meaning, key information and specific details</li> <li>• Distinguish facts from opinion</li> <li>• Compare facts to make choices.</li> </ul>



**CLB 2000 Reading: Features of Business Service Tasks**

<b>Feature</b>	<b>Benchmark 5</b>	<b>Benchmark 6</b>	<b>Benchmark 7</b>	<b>Benchmark 8</b>
<b>Nature of text</b>	<ul style="list-style-type: none"> <li>Moderately complex</li> <li>Formatted</li> <li>Continuous</li> </ul>	<ul style="list-style-type: none"> <li>Moderately complex</li> <li>Formatted</li> <li>Continuous</li> </ul>	<ul style="list-style-type: none"> <li>Moderately complex</li> <li>Formatted</li> <li>Continuous</li> </ul>	<ul style="list-style-type: none"> <li>Moderately complex</li> <li>Formatted</li> <li>Continuous</li> </ul>
<b>Examples of texts</b>	<ul style="list-style-type: none"> <li>Business brochures, memos, notices, form letters, websites, flyers</li> <li>White Pages</li> <li>Verbal text and graphics</li> <li>Charts and schedules</li> <li>Bus route maps/schedules</li> <li>Extensive directories, charts and schedules</li> </ul>	<ul style="list-style-type: none"> <li>Texts containing advice, requests, specifications</li> <li>Short business brochures, memos, notices, form letters,</li> <li>Announcements</li> <li>newspaper coverage, work orders, invoices</li> <li>Continuing education course calendar</li> </ul>	<ul style="list-style-type: none"> <li>Public health advisories, penalty payment forms, community bulletins</li> <li>Calendars from adult education institutions</li> </ul>	<ul style="list-style-type: none"> <li>Written proposed solutions, recommendations and proposals</li> <li>Statements of rules, regulations, laws and norms of behaviour</li> </ul>
<b>Selected skills and tasks for formatted texts</b>	<ul style="list-style-type: none"> <li>Use two bus route maps/schedules: locate a time of departure; coordinate with a transfer to reach destination.</li> <li>Use the White Pages to locate a business address</li> </ul>	<ul style="list-style-type: none"> <li>Scan a page; locate two to three pieces of information that match the requirements in another text.</li> </ul>	<ul style="list-style-type: none"> <li>Locate three or four pieces of information</li> <li>Obtain information to decide on action</li> </ul>	<ul style="list-style-type: none"> <li>Locate and integrate three or four pieces of information</li> </ul>
<b>Selected skills and tasks for continuous texts</b>	<ul style="list-style-type: none"> <li>Identify type and purpose, get the gist</li> <li>Identify factual details and some inferred meanings</li> <li>Locate specific details</li> </ul>	<ul style="list-style-type: none"> <li>Identify main intent, main idea, factual details and some inferred meanings</li> <li>Identify communicative value of text, and its parts</li> <li>Identify writer's purpose/intent/ attitude</li> </ul>	<ul style="list-style-type: none"> <li>Identify main intent, main idea, factual details and some inferred meanings</li> </ul>	<ul style="list-style-type: none"> <li>Identify main intent, main idea, factual details and some inferred meanings in the texts</li> <li>Interpret selections from texts</li> <li>Identify communicative value of text, and its parts.</li> <li>Identify writer's purpose/intent/attitude</li> </ul>



### CLB 2000 Reading: Features of Business Service Tasks

Feature	Benchmark 9	Benchmark 10	Benchmark 11	Benchmark 12
<b>Nature of text</b>	<ul style="list-style-type: none"> <li>• Complex prose texts</li> <li>• Complex formatted texts</li> <li>• “Small print”</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple, complex prose texts and graphic displays</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple complex forms and graphic displays</li> </ul>	<ul style="list-style-type: none"> <li>• Complex public and semi-public business texts</li> <li>• Multiple, complex prose texts</li> </ul>
<b>Examples of texts</b>	<ul style="list-style-type: none"> <li>• Formal business letters, employment contracts and benefit documents, public reports, business articles</li> <li>• Forms, financial tables, blueprints, computer programs with multiple menus and navigational functions</li> </ul>	<ul style="list-style-type: none"> <li>• Standard legal documents</li> <li>• Formal business reports</li> <li>• Warranty contracts.</li> <li>• Proposed timetables, schedules, programs and itineraries</li> <li>• Blueprints</li> <li>• Financial listings</li> <li>• Extensive complex tables</li> </ul>	<ul style="list-style-type: none"> <li>• Mortgage contracts, real property legal documents</li> <li>• Persuasive business/service texts</li> <li>• Plans for future development</li> <li>• Press releases</li> <li>• Summarizes information/ideas from multiple complex texts and graphics</li> <li>• Budgets</li> </ul>	<ul style="list-style-type: none"> <li>• Arbitration, court proceedings, adjudication decisions</li> <li>• Commentaries by media and political experts.</li> <li>• Policy proposals, terms of reference, mission, vision and mandate statements, legislative bills, audits</li> </ul>
<b>Selected skills and tasks for formatted texts</b>	<ul style="list-style-type: none"> <li>• Locate and integrate several pieces of information in extensive and visually complex formatted text</li> </ul>	<ul style="list-style-type: none"> <li>• Locate and integrate several pieces of explicit and implied information</li> <li>• Interpret information in some legal contracts and other documents.</li> </ul>	<ul style="list-style-type: none"> <li>• Locate and integrate several pieces of explicit and implied information in multiple complex prose texts</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret and evaluate information in complex legal contracts and other documents</li> </ul>
<b>Selected skills and tasks for continuous texts</b>	<ul style="list-style-type: none"> <li>• Compare complex information about benefits and entitlement of similar positions in two different companies</li> <li>• Read analytically to find detailed information</li> </ul>	<ul style="list-style-type: none"> <li>• Identify writer's purpose/intent/attitude in business letters</li> <li>• Evaluate validity /logistics compared with other variables (needs, requirements, availability, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, analyse, compare, evaluate aspects of persuasiveness</li> <li>• Identify techniques to obtain agreement for ideas (e.g., use of evidence, logical argument, ethical and emotional appeals)</li> <li>• Identify persuasive language and rhetorical features</li> <li>• Evaluate appropriateness of persuasive strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate position, intent</li> <li>• Summarize information and ideas in prose and graphics</li> <li>• Critically evaluate</li> <li>• Translate complex ideas into alternate forms of presentation</li> <li>• Evaluate relevance and validity</li> <li>• Evaluate content, form, tone and style in relation to purpose.</li> <li>• Identify stated/unstated facts, opinions and attitudes</li> </ul>



### CLB 2000 Reading: Features of Information Tasks

<b>Feature</b>	<b>Benchmark 1</b>	<b>Benchmark 2</b>	<b>Benchmark 3</b>	<b>Benchmark 4</b>
<b>Nature of text</b>	<ul style="list-style-type: none"> <li>• Very basic short texts</li> </ul>	<ul style="list-style-type: none"> <li>• Very basic short texts</li> </ul>	<ul style="list-style-type: none"> <li>• Simple explicit one to two-paragraph texts</li> </ul>	<ul style="list-style-type: none"> <li>• Simple, explicit two- to three-paragraph texts</li> </ul>
<b>Examples of texts</b>	<ul style="list-style-type: none"> <li>• Stories</li> <li>• Captions</li> <li>• Very short lists</li> <li>• Guided text</li> </ul>	<ul style="list-style-type: none"> <li>• Short notices</li> <li>• Advertisements</li> <li>• Descriptions</li> <li>• Longer lists</li> </ul>	<ul style="list-style-type: none"> <li>• Standard reference texts</li> <li>• Dictionaries</li> <li>• Short news articles</li> <li>• Stories</li> <li>• Maps and diagrams</li> </ul>	<ul style="list-style-type: none"> <li>• Standard reference texts</li> <li>• Dictionaries</li> <li>• Short news articles</li> <li>• Educational//content materials</li> <li>• Stories</li> <li>• Maps, diagrams and graphs</li> </ul>
<b>Selected skills and tasks</b>	<ul style="list-style-type: none"> <li>• Read a very short story about someone and complete a 3-5 sentence guided text by filling blanks with facts from the story</li> <li>• Match 1-3 sentence captions with the pictures they describe</li> <li>• Match a short shopping list with pictures of items</li> <li>• Identify specific details</li> </ul>	<ul style="list-style-type: none"> <li>• Match pictures with short verbal descriptions</li> <li>• Match a longer shopping list (school supply list, etc) with pictures or real items</li> <li>• Respond to simple questions about a text (who, what, when, where, why)</li> <li>• Identify main idea and specific details</li> <li>• Get key information.</li> <li>• Identify factual details</li> </ul>	<ul style="list-style-type: none"> <li>• Label a diagram using information in text</li> <li>• Read a short news article or story and answer 5-7 questions</li> <li>• Get the gist</li> <li>• Get key information /main idea</li> <li>• Locate specific information</li> <li>• Identify links between sentences and the narrative sequence</li> <li>• Classify information in a text into categories, complete a chart</li> </ul>	<ul style="list-style-type: none"> <li>• Read a short newspaper article and answer 7-10 questions</li> <li>• Label a diagram using information in a text</li> <li>• Give a text an appropriate and informative title Identify the percentage of Canadians who are first generation immigrants by looking at a simple pictorial graph (e.g., a pie graph) a percentage from a pie graph</li> <li>• Get key information and specific details</li> <li>• Identify main idea, key and supporting details</li> <li>• Identify layout of forms; finds specific information</li> <li>• Get overall meaning; identify genre and purpose</li> </ul>



### CLB 2000 Reading: Features of Information Tasks

<b>Feature</b>	<b>Benchmark 5</b>	<b>Benchmark 6</b>	<b>Benchmark 7</b>	<b>Benchmark 8</b>
<b>Nature of text</b>	<ul style="list-style-type: none"> <li>Two or three-paragraph moderately complex descriptive or narrative text on a familiar topic.</li> </ul>	<ul style="list-style-type: none"> <li>One-page moderately complex descriptive /narrative text on a familiar topic</li> </ul>	<ul style="list-style-type: none"> <li>One- or two-page moderately complex extended description, report or narration on a familiar topic</li> </ul>	<ul style="list-style-type: none"> <li>Five to 10 paragraph text about a current event.</li> <li>Extended description, report or narration when events are reported out of sequence</li> </ul>
<b>Examples of texts</b>	<ul style="list-style-type: none"> <li>Short newspaper articles</li> <li>Adapted literary texts</li> <li>Standard maps, basic diagrams, basic graphs</li> </ul>	<ul style="list-style-type: none"> <li>Reports, interviews, news items, stories that includes explanations and examples</li> <li>Cycle diagrams, flow charts, time lines/schedules</li> </ul>	<ul style="list-style-type: none"> <li>Stories</li> <li>Descriptions of cycles, processes</li> <li>Moderately complex tables, graphs, diagrams, and flow charts</li> </ul>	<ul style="list-style-type: none"> <li>Ideas and graphics contained in charts, graphs</li> </ul>
<b>Selected skills and tasks</b>	<ul style="list-style-type: none"> <li>Identify factual details and inferred meaning</li> <li>Identify organization of text and links between paragraphs</li> <li>Read for main ideas and supporting details</li> <li>Compare information</li> <li>Access and locate two pieces of information in CD-ROM ESL educational software texts for reading development</li> <li>Access and locate through tables of content, indexes or glossaries</li> </ul>	<ul style="list-style-type: none"> <li>Access/locate/compare two or three pieces of information</li> <li>Identify factual details and inferred meanings</li> <li>Identify main idea and key details</li> <li>Explain how something works based on a text.</li> <li>Relate the sequence of steps in a cycle</li> <li>Interpret cycle diagram, time line/schedule chart to solve a simple scheduling problem.</li> <li>Access, locate and compare/contrast two or three pieces of information in an electronic reference</li> </ul>	<ul style="list-style-type: none"> <li>Identify factual details and inferred meanings, main ideas, key details</li> <li>Paraphrase main points of a story that includes a scenario</li> <li>Identify organization of text and relationship between paragraphs</li> <li>Follow sequence of narration.</li> <li>Interpret/explain information</li> <li>Correctly sequence steps in a cycle or process based on a text</li> <li>Access and locate three or four pieces of information. in an on-line electronic reference sources or in print reference sources</li> <li>Use information in a text to predict how something would work</li> </ul>	<ul style="list-style-type: none"> <li>Get factual details and inferred meaning</li> <li>Extract detailed information</li> <li>Summarize text</li> <li>Identify organization of text, topic sentences and logical links between paragraphs</li> <li>Follows the sequence of narration or process even when events are out of sequence</li> <li>Interpret a process flow chart related to basic science or social science</li> <li>Interpret key information in a diagram or graph; transfer key ideas diagrammatic display</li> <li>Express in alternate forms verbal ideas and graphics</li> <li>Complete a classification or categorization diagram</li> </ul>





### CLB 2000 Reading: Features of Information Tasks

<b>Feature</b>	<b>Benchmark 9</b>	<b>Benchmark 10</b>	<b>Benchmark 11</b>	<b>Benchmark 12</b>
<b>Nature of text</b>	<ul style="list-style-type: none"> <li>• Authentic multipurpose texts</li> </ul>	<ul style="list-style-type: none"> <li>• Two argumentative texts on the same topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Texts written by or about two writers.</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple complex texts</li> </ul>
<b>Examples of texts</b>	<ul style="list-style-type: none"> <li>• Manuals.</li> <li>• Complex process flow charts, graphs, pictographs and diagrams</li> </ul>	<ul style="list-style-type: none"> <li>• Complex expository or argumentative texts</li> <li>• Questionnaires, surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Fragments of texts</li> <li>• Rating scales graphs, evaluation grids.</li> <li>• Related statements scattered in one or many complex texts</li> </ul>	<ul style="list-style-type: none"> <li>• Complex maps and graphics</li> <li>• Computer information displays</li> <li>• Another's report, article, essay</li> <li>• Books about theories, historical evidence</li> </ul>
<b>Selected skills and tasks</b>	<ul style="list-style-type: none"> <li>• Identify factual details, main idea which may not be explicitly stated, supporting details, inferred meanings</li> <li>• Separate relevant from irrelevant information</li> <li>• Transfer complex textual information, charts, graphs, pictographs, diagrams to alternate formats</li> <li>• Make a detailed outline of how supporting details relate to main ideas</li> <li>• Compare accuracy of graphic information with detailed descriptive text</li> <li>• Label missing elements in a diagram.</li> <li>• Use complex sociogram of a family tree to recreate biographical and historical information from a novel</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret and convert survey information from a questionnaire into percentages/categories as text and graphs</li> <li>• Trace, summarize and evaluate the development of arguments</li> <li>• Supply connector words in the blanks in a complex three- to five-paragraph argumentative text to reconstruct the thematic and logical relations in the text (e.g., of manner, purpose, consequence)</li> <li>• Trace the logical line of argumentation in support of a conclusion (e.g., proposition, general truth, example, evidence, conclusion)</li> </ul>	<ul style="list-style-type: none"> <li>• Summarize positions of writers</li> <li>• Express rating scales and evaluation grids in alternate forms</li> <li>• Interpret textual information from several texts</li> <li>• Use a rating scale to interpret group test scores (numbers); in text and/or graph for visual illustration (percentages); explain in plain language what the scores mean</li> <li>• Evaluate multiple pieces of information and reconstruct the whole, then infer the position, bias, values, assumptions and motives</li> <li>• Reconstruct the message, position, bias, values, assumptions and motives of a writer from fragments of texts</li> </ul>	<ul style="list-style-type: none"> <li>• Express textual ideas in alternate forms</li> <li>• Translate verbal or graphic display forms into alternate forms; synthesize, interpret and evaluate information from multiple verbal texts and graphics</li> <li>• Evaluate content, organization, language, tone, style and format; draw conclusions</li> <li>• Evaluate reports, essays, books about theories, historical evidence; draw conclusions</li> <li>• Evaluate text for internal logical accuracy, clarity and consistency.</li> <li>• Evaluate text by established external criteria and standards</li> <li>• Interprets symbolic language (e.g., metaphor)</li> <li>• Review and summarize a complex text in a two-page summary; critique/evaluate the information</li> </ul>



**CLB 2000 Listening: General Characteristics of the Learner**

<b>Characteristic</b>	<b>Benchmark 1</b>	<b>Benchmark 2</b>	<b>Benchmark 3</b>	<b>Benchmark 4</b>
<b>Examples of discourse the learner can follow</b>	<ul style="list-style-type: none"> <li>Greetings and simple instructions that depend on gestures and other contextual clues</li> </ul>	<ul style="list-style-type: none"> <li>Simple personal information questions and simple commands or directions related to immediate context</li> </ul>	<ul style="list-style-type: none"> <li>Questions related to personal experience and an expanded range of common daily instructions, affirmative and negative commands, and requests related to immediate context</li> </ul>	<ul style="list-style-type: none"> <li>With considerable effort, simple formal and informal conversations and other listening texts on topics of immediate personal relevance at slower to normal rate of speech</li> <li>Many topics by familiar words and phrases</li> <li>Simple predictable phone messages</li> </ul>
<b>Examples of material the learner can understand and extract</b>	<ul style="list-style-type: none"> <li>Very limited number of common individual words and simple phrases in a predictable context and on everyday personal topics</li> </ul>	<ul style="list-style-type: none"> <li>Limited number of individual words, simple phrases and simple short sentences within topics of immediate personal relevance when spoken slowly and with frequent repetitions</li> </ul>	<ul style="list-style-type: none"> <li>Key words, formulaic phrases and most short sentences in simple, predictable conversations on topics of immediate personal relevance when spoken slowly and with frequent repetitions</li> </ul>	<ul style="list-style-type: none"> <li>Many common everyday instructions and directions related to immediate context</li> </ul>
<b>Support</b>	<ul style="list-style-type: none"> <li>Extensive assistance</li> <li>Speech modification</li> <li>Pictures and visuals or real objects in immediate context</li> </ul>	<ul style="list-style-type: none"> <li>Considerable assistance</li> <li>Speech modification</li> <li>Pictures and visuals or real objects in immediate context</li> </ul>	<ul style="list-style-type: none"> <li>Frequent assistance</li> <li>Speech modification</li> <li>Pictures and visuals or real objects in immediate context</li> </ul>	<ul style="list-style-type: none"> <li>A little assistance</li> <li>Speech modification</li> <li>Pictures and visuals or real objects in immediate context</li> </ul>
<b>Typical Limitations</b>	<ul style="list-style-type: none"> <li>Struggles to understand instructions that do not depend on gestures and other contextual clues</li> <li>Practically no ability to follow most phone calls</li> </ul>	<ul style="list-style-type: none"> <li>Struggles to understand simple instructions if without clear contextual clues</li> <li>Almost no ability to follow most phone calls</li> </ul>	<ul style="list-style-type: none"> <li>Very limited ability to follow unexpected, unscheduled phone calls, except for a typical scenario call when previously rehearsed</li> </ul>	<ul style="list-style-type: none"> <li>Considerably limited ability to follow unexpected, non-routine phone calls re. unfamiliar situations</li> </ul>



### CLB 2000 Listening: General Characteristics of the Learner

<b>Characteristic</b>	<b>Benchmark 5</b>	<b>Benchmark 6</b>	<b>Benchmark 7</b>	<b>Benchmark 8</b>
<b>Examples of discourse the learner can follow</b>	<ul style="list-style-type: none"> <li>• Very broadly and with some effort the gist of oral discourse in moderately demanding contexts (e.g., face to face formal and informal conversations, audio tapes and radio broadcasts) on everyday personally relevant topics at a slower to normal rate of speech.</li> <li>• Simple short predictable phone messages</li> </ul>	<ul style="list-style-type: none"> <li>• Main ideas, key words and important details in oral discourse in moderately demanding contexts (face to face formal and informal conversations, audio tapes and radio broadcasts) on relevant topics at a slower to normal rate of speech</li> <li>• Discourse related to common experience, general knowledge</li> <li>• Simple short predictable phone messages</li> </ul>	<ul style="list-style-type: none"> <li>• Most formal and informal conversations on familiar topics at a descriptive level at a normal rate of speech, especially as a participant</li> <li>• Short predictable phone messages on familiar matters</li> </ul>	<ul style="list-style-type: none"> <li>• Most formal and informal general conversations, some technical, work-related discourse in own field at normal rate of speech</li> <li>• Discourse about abstract and complex ideas on familiar topic</li> <li>• Clear, coherent extended instructional texts and directions</li> <li>• Clear, coherent phone messages on unfamiliar and non-routine matters</li> </ul>
<b>Examples of material the learner can understand and extract</b>	<ul style="list-style-type: none"> <li>• Short sets of common daily instructions and directions; direct questions about personal experience and familiar topics; routine (simple, repetitive, predictable) media announcements</li> </ul>	<ul style="list-style-type: none"> <li>• Short sets of instructions and directions</li> </ul>	<ul style="list-style-type: none"> <li>• Main points and most important details in moderately demanding contexts</li> <li>• More complex indirect questions about personal experience, familiar topics, general knowledge</li> <li>• Routine work-related conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Main points, details, speaker's purpose, attitudes, levels of formality and styles in oral discourse in moderately demanding contexts of language use</li> <li>• Moods, attitudes and feelings</li> </ul>
<b>Support</b>	<ul style="list-style-type: none"> <li>• May need repetition</li> </ul>	<ul style="list-style-type: none"> <li>• May need repetition</li> </ul>	<ul style="list-style-type: none"> <li>• Clarification and confirmation</li> </ul>	<ul style="list-style-type: none"> <li>• Clarification and confirmation</li> </ul>
<b>Typical Limitations</b>	<ul style="list-style-type: none"> <li>• Limited ability to understand unpredictable phone conversations and messages when context and topic are not familiar</li> </ul>	<ul style="list-style-type: none"> <li>• Frequent problems following unknown details on the phone in unpredictable conversations and messages when context and topic are not familiar</li> </ul>	<ul style="list-style-type: none"> <li>• Some problems following unknown details on unfamiliar matters on phone</li> <li>• Following a fast conversation between native speakers can still be a fairly frequent problem</li> </ul>	<ul style="list-style-type: none"> <li>• Following rapid, colloquial/idiomatic or regionally accented speech between native speakers can still sometimes be difficult</li> </ul>



### CLB 2000 Listening: General Characteristics of the Learner

<b>Characteristic</b>	<b>Benchmark 9</b>	<b>Benchmark 10</b>	<b>Benchmark 11</b>	<b>Benchmark 12</b>
<b>Examples of discourse the learner can follow</b>	<ul style="list-style-type: none"> <li>Broad variety of general interest, technical topics in own field, including unfamiliar topics on abstract conceptual or technical matters, when discourse has clear organizational structure and clear transition signals, and is delivered in a familiar accent</li> </ul>	<ul style="list-style-type: none"> <li>Formal and informal discourse on most general interest and technical topics in own field, delivered at a normal rate of speech</li> </ul>	<ul style="list-style-type: none"> <li>Most formal and informal general interest conversations and academic and professional presentations on unknown topics by unfamiliar speakers with a variety of accents.</li> </ul>	<ul style="list-style-type: none"> <li>Long monologues and exchanges, with complex abstract and conceptual language to obtain complex, detailed and specialized information for complex tasks (professional and academic)</li> </ul>
<b>Examples of material the learner can understand and extract</b>	<ul style="list-style-type: none"> <li>Key information for important tasks (work, academic, personal) by listening to 15- to 30-minute complex authentic exchanges and presentations in some demanding contexts</li> <li>Sufficient meaning to paraphrase or summarize key points and details.</li> <li>Speaker's bias and purpose, and some other attitudinal and sociocultural information</li> </ul>	<ul style="list-style-type: none"> <li>Complex detailed information, ideas and opinions needed for important tasks (work, academic, personal) from multiple sources by listening to 30- to 60-minute complex authentic exchanges and presentations in demanding contexts</li> <li>Much "unspoken" attitudinal and sociocultural information and critically evaluate selected aspects of oral discourse.</li> </ul>	<ul style="list-style-type: none"> <li>Complex detailed information, ideas and opinions needed for complex tasks (work, academic, personal) by listening to extensive (over an hour in length) complex authentic exchanges and presentations in demanding contexts</li> <li>Most unstated information (e.g., between the lines or outside-of-text knowledge)</li> </ul>	<ul style="list-style-type: none"> <li>Formal and informal discourse, general and technical, in own field of study or work, in a broad variety of demanding contexts, live and audio/video recorded</li> <li>Most stated and unstated information, Canadian cultural references, figurative, symbolic and idiomatic language, irony, sarcasm, verbal humour</li> </ul>
<b>Support</b>	<ul style="list-style-type: none"> <li>May need pictures, visuals</li> </ul>	<ul style="list-style-type: none"> <li>May need pictures, visuals</li> </ul>	<ul style="list-style-type: none"> <li>May need pictures, visuals</li> </ul>	<ul style="list-style-type: none"> <li>May need pictures, visuals</li> </ul>
<b>Typical Limitations</b>	<ul style="list-style-type: none"> <li>Sometimes may miss some details or transition signals</li> <li>Often has difficulty with interpreting verbal humour, low-frequency idioms and cultural references</li> </ul>	<ul style="list-style-type: none"> <li>Only occasionally misses topic shift or transition</li> <li>Sometimes has difficulty interpreting culturally embedded verbal humour, especially at a rapid rate</li> </ul>	<ul style="list-style-type: none"> <li>Has only occasional difficulty with Canadian cultural references, figurative, symbolic, and idiomatic language, irony sarcasm or verbal humour</li> </ul>	<ul style="list-style-type: none"> <li>Only rare difficulty with Canadian cultural references, figurative, symbolic, and idiomatic language, irony sarcasm or verbal humour</li> </ul>



### CLB 2000 Listening: General Characteristics of the Text

<b>Characteristic</b>	<b>Benchmark 1</b>	<b>Benchmark 2</b>	<b>Benchmark 3</b>	<b>Benchmark 4</b>
<b>Rate of speech</b>	<ul style="list-style-type: none"> <li>• Slow</li> </ul>	<ul style="list-style-type: none"> <li>• Slow</li> </ul>	<ul style="list-style-type: none"> <li>• Slow to normal</li> </ul>	<ul style="list-style-type: none"> <li>• Slow to normal</li> </ul>
<b>Modality</b>	<ul style="list-style-type: none"> <li>• Face-to face</li> <li>• Video mediated</li> </ul>	<ul style="list-style-type: none"> <li>• Face-to-face</li> <li>• Video mediated</li> </ul>	<ul style="list-style-type: none"> <li>• Face-to-face</li> <li>• Video mediated</li> </ul>	<ul style="list-style-type: none"> <li>• Face-to-face</li> <li>• Video mediated</li> <li>• Audio mediated</li> </ul>
<b>Number of speakers and exchanges</b>	<ul style="list-style-type: none"> <li>• Monologues</li> <li>• Dialogues: 1-2 turns (exchanges); each turn is usually 1 short clause</li> </ul>	<ul style="list-style-type: none"> <li>• Monologues</li> <li>• Dialogues: 2-3 turns (exchanges) ; each turn is usually 1-2 short clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Monologues</li> <li>• Dialogues with approximately 5 turns (exchanges); each turn is usually 1-2 short clauses</li> <li>• Conversations with 3 participants</li> </ul>	<ul style="list-style-type: none"> <li>• Monologues</li> <li>• Dialogues with up to 10 turns (exchanges) ); each turn is usually 1-3 clauses</li> <li>• Conversations with 3 participants</li> </ul>
<b>Typical topic types</b>	<ul style="list-style-type: none"> <li>• Personally relevant</li> <li>• Related to immediate context</li> <li>• Everyday, common</li> <li>• Familiar</li> </ul>	<ul style="list-style-type: none"> <li>• Personally relevant</li> <li>• Related to immediate context</li> <li>• Everyday, common</li> <li>• Familiar</li> </ul>	<ul style="list-style-type: none"> <li>• Personally relevant</li> <li>• Related to immediate context</li> <li>• Everyday, common</li> <li>• Familiar</li> </ul>	<ul style="list-style-type: none"> <li>• Personally relevant</li> <li>• Related to immediate context</li> <li>• Everyday, common</li> <li>• Familiar</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Limited to familiar, individual, high-frequency words and holo phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Limited to mostly short strings of familiar high-frequency everyday words (phrases, short sentences)</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly adequate only for basic, context-immediate, everyday communication on some familiar topics</li> <li>• Almost no idioms</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate only for basic, context-immediate, everyday communication on a range of familiar topics</li> <li>• Few idioms</li> </ul>
<b>Structural Complexity</b>	<ul style="list-style-type: none"> <li>• Simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly simple and compound sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Simple, compound and some complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Simple, compound and complex sentences</li> </ul>



**CLB 2000 Listening: General Characteristics of the Text**

<b>Characteristic</b>	<b>Benchmark 5</b>	<b>Benchmark 6</b>	<b>Benchmark 7</b>	<b>Benchmark 8</b>
<b>Rate of speech</b>	<ul style="list-style-type: none"> <li>• Slower to normal</li> </ul>	<ul style="list-style-type: none"> <li>• Slower to normal</li> </ul>	<ul style="list-style-type: none"> <li>• Normal</li> </ul>	<ul style="list-style-type: none"> <li>• Normal</li> </ul>
<b>Modality</b>	<ul style="list-style-type: none"> <li>• Face-to-face</li> <li>• Video mediated</li> <li>• Audio mediated</li> </ul>	<ul style="list-style-type: none"> <li>• Live</li> <li>• Video mediated</li> <li>• Audio mediated</li> </ul>	<ul style="list-style-type: none"> <li>• Live</li> <li>• Video mediated</li> <li>• Audio mediated</li> </ul>	<ul style="list-style-type: none"> <li>• Live</li> <li>• Video mediated</li> <li>• Audio mediated</li> </ul>
<b>Number of speakers and exchanges</b>	<ul style="list-style-type: none"> <li>• Monologues / presentations</li> <li>• Dialogues and conversations with 3-4 participants</li> <li>• Approximately 10 turns, each turn up to 5 sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Monologues / presentations / lecturettes</li> <li>• Dialogues and conversations with 3-4 participants</li> <li>• Approximately 10-12 turns, each turn up to 5 sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Monologues / presentations / lecturettes</li> <li>• Dialogues and conversations with 3-4 participants</li> <li>• Approximately 12-15 turns, each turn up to 5 sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Monologues / presentations / lectures</li> <li>• Dialogues and conversations with 3-5 participants</li> <li>• Over 15 turns, each turn up to 5 sentences</li> </ul>
<b>Typical topic types</b>	<ul style="list-style-type: none"> <li>• Everyday &amp; familiar</li> <li>• Mostly personally relevant</li> <li>• Mostly concrete and factual</li> <li>• Some general abstract concepts and ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Everyday &amp; familiar</li> <li>• Mostly personally relevant</li> <li>• A mix of concrete and factual, and of general abstract concepts and ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly personally relevant</li> <li>• Mostly general abstract concepts and ideas</li> </ul>	<ul style="list-style-type: none"> <li>• General topics with abstract complex ideas</li> <li>• Detailed stories of general popular interest (events, discoveries)</li> <li>• Familiar technical / specialized discourse in own field / work</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• A range of common vocabulary</li> <li>• Very limited number of idioms</li> </ul>	<ul style="list-style-type: none"> <li>• A range of common vocabulary</li> <li>• Limited number of idioms</li> </ul>	<ul style="list-style-type: none"> <li>• Expanded inventory of concrete and idiomatic language</li> </ul>	<ul style="list-style-type: none"> <li>• Expanded range of concrete, abstract, and conceptual language</li> <li>• Sufficient vocabulary, idioms and colloquial expressions to follow detailed stories of general popular interest</li> </ul>



**CLB 2000 Listening: General Characteristics of the Text**

<b>Characteristic</b>	<b>Benchmark 9</b>	<b>Benchmark 10</b>	<b>Benchmark 11</b>	<b>Benchmark 12</b>
<b>Rate of speech</b>	<ul style="list-style-type: none"> <li>• Normal</li> </ul>	<ul style="list-style-type: none"> <li>• Normal</li> </ul>	<ul style="list-style-type: none"> <li>• Normal to fast</li> </ul>	<ul style="list-style-type: none"> <li>• Normal or fast</li> </ul>
<b>Modality</b>	<ul style="list-style-type: none"> <li>• Live</li> <li>• Video mediated</li> <li>• Audio mediated</li> </ul>	<ul style="list-style-type: none"> <li>• Live</li> <li>• Video mediated</li> <li>• Audio mediated</li> </ul>	<ul style="list-style-type: none"> <li>• Live</li> <li>• Video mediated</li> <li>• Audio mediated</li> </ul>	<ul style="list-style-type: none"> <li>• Live</li> <li>• Video mediated</li> <li>• Audio mediated</li> </ul>
<b>Number of speakers and exchanges</b>	<ul style="list-style-type: none"> <li>• Monologues / presentations / lectures</li> <li>• Dialogues</li> <li>• Conversations / debates with 3-5 participants</li> </ul>	<ul style="list-style-type: none"> <li>• Monologues / presentations / lectures</li> <li>• Dialogues</li> <li>• Conversations / debates with multiple participants</li> </ul>	<ul style="list-style-type: none"> <li>• Monologues / presentations / lectures</li> <li>• Dialogues</li> <li>• Conversations / debates with multiple participants</li> </ul>	<ul style="list-style-type: none"> <li>• Monologues / presentations / lectures</li> <li>• Dialogues</li> <li>• Conversations / debates with multiple participants</li> </ul>
<b>Typical topic types</b>	<ul style="list-style-type: none"> <li>• Work</li> <li>• Academic</li> <li>• Personal</li> <li>• General interest</li> <li>• Technical (own field)</li> <li>• Occupational</li> <li>• Professional</li> </ul>	<ul style="list-style-type: none"> <li>• Work</li> <li>• Academic</li> <li>• Personal</li> <li>• General interest</li> <li>• Technical (own field)</li> <li>• Occupational</li> <li>• Professional</li> </ul>	<ul style="list-style-type: none"> <li>• Work</li> <li>• Academic</li> <li>• Personal</li> <li>• General interest</li> <li>• Technical (own field)</li> <li>• Occupational</li> <li>• Professional</li> </ul>	<ul style="list-style-type: none"> <li>• Work</li> <li>• Academic</li> <li>• Personal</li> <li>• General interest</li> <li>• Technical (own field)</li> <li>• Occupational</li> <li>• Professional</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Broad range</li> </ul>	<ul style="list-style-type: none"> <li>• Broad range for various contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Very broad range for various contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Full range, including complex, abstract, conceptual and idiomatic language for most contexts</li> </ul>



### **CLB 2000 Listening: Features of Social Interaction Tasks**

<b>Typical Functions</b>	<b>Benchmark 1 Skills and Strategies</b>	<b>Benchmark 2 Skills and Strategies</b>	<b>Benchmark 3 Skills and Strategies</b>	<b>Benchmark 4 Skills and Strategies</b>
<b>Openings and closings</b>	<ul style="list-style-type: none"> <li>Identify expression of greeting and leave-taking</li> <li>Identify expression as introduction</li> </ul>	<ul style="list-style-type: none"> <li>Identify a few expressions of greeting and leave-taking</li> <li>Identify verbal and some non-verbal details</li> <li>Identify a few common expressions as introductions</li> </ul>	<ul style="list-style-type: none"> <li>Identify a range of expressions of greeting and leave-taking</li> <li>Identify style / register of greeting and leave-taking</li> <li>Identify a range of expressions as introductions</li> <li>Infer some contextual and situational details (participant roles, relationships, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Identify a full range of expressions of greeting and leave-taking</li> <li>Identify style / register of greeting or leave-taking</li> <li>Identify specific factual details and inferred meanings</li> <li>Identify a broader range of expressions as introductions</li> <li>Infer a range of contextual and situational details including participant roles, relationships.</li> </ul>
<b>Goodwill expressions</b>	<ul style="list-style-type: none"> <li>Identify expression</li> </ul>	<ul style="list-style-type: none"> <li>Identify a few simple expressions</li> </ul>	<ul style="list-style-type: none"> <li>Identify a range of common expressions</li> </ul>	<ul style="list-style-type: none"> <li>Identify a broader range of common expressions</li> </ul>
<b>Appeals</b>	<ul style="list-style-type: none"> <li>Recognize simple explicit appeal for repetition, clarification</li> </ul>	<ul style="list-style-type: none"> <li>Recognize a few simple explicit appeals for repetition and clarification</li> </ul>	<ul style="list-style-type: none"> <li>Recognize a range of explicit appeals for repetition and clarification</li> </ul>	<ul style="list-style-type: none"> <li>Recognize a full range of explicit and some less explicit appeals for repetition and clarification</li> </ul>
<b>Courtesy formulas</b>	<ul style="list-style-type: none"> <li>Identify 1-2 courtesy formulas</li> </ul>	<ul style="list-style-type: none"> <li>Identify a few of basic courtesy formulas</li> </ul>	<ul style="list-style-type: none"> <li>Identify a range of courtesy formulas in formal and casual style</li> <li>Infer some contextual and situational details (participant roles, relationships)</li> </ul>	<ul style="list-style-type: none"> <li>Identify a broader range of courtesy formulas</li> <li>Identify formal and casual style / register</li> <li>Infer a range of contextual and situational details including participant roles, relationships, etc.</li> </ul>
<b>Problems in communication</b>	<ul style="list-style-type: none"> <li>Recognize the problem identify explicit expression (i.e. <i>Sorry?</i>, <i>Repeat please</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Recognize the problem; identify a few explicit expressions (i.e. <i>What is this word? You speak too fast. Can you repeat?</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Recognize / identify a range of indicators of problem as explicit appeals for repetition , explanation, rewording</li> </ul>	<ul style="list-style-type: none"> <li>Recognize / identify a full range of explicit and some less explicit indicators of communication breakdown and appeals for repetition and clarification</li> </ul>





**CLB 2000 Listening: Features of Social Interaction Tasks**

Typical Functions	Benchmark 5 Skills and Strategies	Benchmark 6 Skills and Strategies	Benchmark 7 Skills and Strategies	Benchmark 8 Skills and Strategies
<p><b>Compliments</b> <b>Invitations</b> <b>Offers</b></p> <p><b>Likes / dislikes</b> <b>Statements of interest</b> <b>Preferences</b></p> <p><b>Apologies</b> <b>Regrets</b> <b>Excuses</b></p> <p><b>Making and cancelling appointments</b></p> <p><b>Appreciation</b> <b>Satisfaction / dissatisfaction</b> <b>Approval / disapproval</b></p> <p><b>Hope</b></p> <p><b>Formal welcomes</b> <b>Farewells</b> <b>Congratulations</b> <b>Condolences</b> <b>Disappointment</b></p>	<ul style="list-style-type: none"> <li>• Identify specific factual details and inferred meanings</li> <li>• Identify the commonly used explicit expressions and some implicit ones</li> <li>• Identify details, facts, opinions about situation, relationship, intent, and mood</li> <li>• Identify functional value of utterances</li> </ul>	<ul style="list-style-type: none"> <li>• Identify factual details and inferred meaning</li> <li>• Identify situation, relationship, emotional state</li> <li>• Identify a range of expressions with both the explicit and implicit (unspecified) meaning</li> <li>• Identify details, facts, opinions about situation, relationship, intent, and mood</li> <li>• Identify functional value of utterances</li> </ul>	<ul style="list-style-type: none"> <li>• Identify inferred meanings</li> <li>• Identify mood and attitude</li> <li>• Identify stated and unspecified details, facts, opinions about situation, relationship, intent</li> <li>• Identify a broad range of expressions with both the explicit and implicit (unspecified) meaning</li> <li>• Identify details, facts, opinions about situation, relationship, intent, and mood</li> <li>• Identify functional value of utterances</li> </ul>	<ul style="list-style-type: none"> <li>• Stated and unspecified details about mood, attitude, situation, and formality</li> <li>• Identify factual details and inferred meaning</li> <li>• Identify situation, relationship, some attitudinal nuance, emotional tone</li> <li>• Identify a full range of expressions with both the explicit and implicit (unspecified) meaning</li> </ul>



**CLB 2000 Listening: Features of Social Interaction Tasks**

Typical Functions	Benchmark 9 Skills and Strategies	Benchmark 10 Skills and Strategies	Benchmark 11 Skills and Strategies	Benchmark 12 Skills and Strategies
<p><b>A range of language functions commonly heard in</b></p> <p><b>Workplace,</b></p> <p><b>Business,</b></p> <p><b>Academic</b></p> <p><b>Formal Social Interactions</b></p>	<ul style="list-style-type: none"> <li>• Identify some specific factual details and inferred meaning by paralinguistic, prosodic, and verbal clues</li> <li>• Identify details about situational and social context: social roles, relationships, relative status (where obvious from stated and unstated clues)</li> <li>• Identify stated and implied details about mood, some attitudinal nuance, emotional tone and register/ formality</li> <li>• Identify functional value of utterances</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a range of specific factual details and inferred meaning by paralinguistic, prosodic, and verbal clues</li> <li>• Identify / infer personal attitudes, emotions, and intentions to other speakers and to the topic (where obvious from stated and unstated clues)</li> <li>• Identify / infer specific clues from pitch height and range, pause, tempo</li> <li>• Identify / infer emotional tone from a few scattered clues and general tone</li> <li>• Identify converging and diverging styles of speech (to convey solidarity or difference)</li> <li>• Identify functional value of utterances</li> </ul>	<ul style="list-style-type: none"> <li>• Identify most specific factual details and inferred meaning by paralinguistic, prosodic, and verbal clues</li> <li>• Identify / infer and explain personal attitudes, emotions, and intentions to other speakers and to the topic (where obvious from stated and unstated clues)</li> <li>• Identify, analyse, and evaluate conflict-resolving, consensus-building, and compromise negotiating language and interpersonal strategies</li> <li>• Identify conflict-escalating language behaviour</li> <li>• Identify and evaluate specific examples of conflict-resolving, consensus-building, and compromise negotiating language and interpersonal strategies, and examples of conflict-escalating language behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Identify all factual details and inferred meaning by paralinguistic, prosodic, and verbal clues</li> <li>• Relate utterances to situational and social context</li> <li>• Identify functional value of utterances</li> </ul>



**CLB 2000 Listening: Features of Social Interaction Tasks**

<b>Typical Functions</b>	<b>Benchmark 9 Skills and Strategies</b>	<b>Benchmark 10 Skills and Strategies</b>	<b>Benchmark 11 Skills and Strategies</b>	<b>Benchmark 12 Skills and Strategies</b>
<p><b>Discourse requiring the use of socio-cultural and pragmatic skills to</b></p> <p><b>Workplace</b></p> <p><b>Business</b></p> <p><b>Academic</b></p> <p><b>Formal Transactional Discourse</b></p> <p><b>(Lectures, speeches, meetings, debates)</b></p>	<ul style="list-style-type: none"> <li>Identify some expressions as instances of social politeness and cooperation or their violations in a work / business context from paralinguistic and linguistic clues</li> <li>Identify / infer some personal attitudes, emotions, and intentions to other speakers and to the topic (where obvious from stated and unstated clues)</li> <li>Evaluate the expressions in terms of cultural appropriateness in professional and academic discourse</li> </ul>	<ul style="list-style-type: none"> <li>Identify a range of expressions as instances of social politeness and cooperation or their violations in a work / business context from paralinguistic and linguistic clues</li> <li>Identify / infer a range of personal attitudes, emotions, and intentions to other speakers and to the topic (where obvious from stated and unstated clues)</li> <li>Evaluate the expressions in terms of cultural appropriateness in professional and academic discourse</li> </ul>	<ul style="list-style-type: none"> <li>Identify most expressions, instances and nuances of social politeness and cooperation or their violations (where obvious from stated and unstated clues) in a work / business context</li> <li>Identify most instances of “hedging” and “face-threatening” talk (e.g., requests for favours, challenges to defend position, or criticism)</li> <li>Evaluate expressions in terms of cultural standards in professional and academic discourse</li> </ul>	<ul style="list-style-type: none"> <li>Identify all expressions, instances and nuances of social politeness and cooperation or their violations (where obvious from stated and unstated clues) in a work / business context</li> <li>Identify all instances of “hedging” and “face-threatening” talk (e.g., requests for favours, challenges to defend position, or criticism)</li> <li>Evaluate all the expressions in terms of cultural standards in professional and academic discourse</li> </ul>



### CLB 2000 Listening: Features of Instructional Tasks

<b>Feature</b>	<b>Benchmark 1</b>	<b>Benchmark 2</b>	<b>Benchmark 3</b>	<b>Benchmark 4</b>
<b>Typical genres and functions</b>	<ul style="list-style-type: none"> <li>▪ Commands</li> <li>▪ Requests for personal details</li> </ul>	<ul style="list-style-type: none"> <li>▪ Commands</li> <li>▪ Requests</li> <li>▪ Simple directions</li> <li>▪ Common basic daily instructions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Common daily instructions</li> <li>▪ Commands</li> <li>▪ Directions relating to movement and position in space</li> <li>▪ Directions relating to size, weights, measures, amounts</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sets of mostly sequentially presented everyday instructions and directions relating to movement, position in space, manner, frequency, and duration</li> </ul>
<b>Average length</b>	<ul style="list-style-type: none"> <li>▪ Short</li> <li>▪ One sentence, up to 5 words</li> </ul>	<ul style="list-style-type: none"> <li>▪ Short</li> <li>▪ One sentence, up to 7 words</li> </ul>	<ul style="list-style-type: none"> <li>▪ Short</li> <li>▪ 2–4 sentences as steps in the instructions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Short</li> <li>▪ 4-5 sentences as steps in the instructions</li> </ul>
<b>Paralinguistic support</b>	<ul style="list-style-type: none"> <li>▪ Gestures</li> <li>▪ Clear contextual and / or visual clues</li> </ul>	<ul style="list-style-type: none"> <li>▪ Clear contextual and visual clues</li> </ul>	<ul style="list-style-type: none"> <li>▪ Frequently requires clear contextual and visual clues</li> </ul>	<ul style="list-style-type: none"> <li>▪ Requires some contextual and visual clues</li> </ul>
<b>Complexity</b>	<ul style="list-style-type: none"> <li>▪ Simple clauses</li> <li>▪ Very clear, explicit and direct commands</li> </ul>	<ul style="list-style-type: none"> <li>▪ Simple and compound sentences</li> <li>▪ Clear, explicit and direct commands</li> </ul>	<ul style="list-style-type: none"> <li>▪ Simple, compound and some complex sentences</li> <li>▪ Clear and explicit</li> <li>▪ All steps follow in a clear numerical sequence</li> <li>▪ Longer phrases of location, movement, manner</li> </ul>	<ul style="list-style-type: none"> <li>▪ Simple, compound and some complex sentences</li> <li>▪ Clear and explicit</li> <li>▪ Most steps follow in a clear sequence               <ul style="list-style-type: none"> <li>▪ Longer phrases of location, movement, manner</li> </ul> </li> </ul>
<b>Selected tasks</b>	<ul style="list-style-type: none"> <li>▪ Respond physically; locate item; manipulate item (e.g. mark, point to, number, circle)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Respond physically; locate item; manipulate item (e.g. mark, point to, number, circle)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Locate items in store sections by following instructions               <ul style="list-style-type: none"> <li>▪ Draw a very simple picture or a diagram by following instructions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Locate items on diagrams, maps, in real space</li> <li>▪ Follow directions to correct the order of steps in a recipe               <ul style="list-style-type: none"> <li>▪ Draw a picture or a diagram by following instructions</li> </ul> </li> </ul>



### CLB 2000 Listening: Features of Instructional Tasks

Feature	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
<b>Typical genres and functions</b>	<ul style="list-style-type: none"> <li>• Common daily instructions and directions</li> <li>• Routine media announcements with directions</li> <li>• Simple phone instructions and directions</li> </ul>	<ul style="list-style-type: none"> <li>• Contextualized short sets of instructions and directions</li> <li>• Routine media announcements with directions</li> <li>• Simple to medium complexity phone instructions and directions</li> </ul>	<ul style="list-style-type: none"> <li>• Sets of instructions related to simple everyday technical and non-technical tasks</li> <li>• Medium complexity directions on the phone or left on voice mail (5 to 7 details)</li> </ul>	<ul style="list-style-type: none"> <li>• Clear and coherent extended instructional texts and directions</li> <li>• Extended set of multi-step instructions on technical and non-technical tasks for familiar processes or procedures</li> </ul>
<b>Average length</b>	<ul style="list-style-type: none"> <li>• Short to medium</li> <li>• 7-8 steps with up to 10 details (less on phone)</li> </ul>	<ul style="list-style-type: none"> <li>• Medium</li> <li>• 9-10 steps with up to 12 details (less on phone)</li> </ul>	<ul style="list-style-type: none"> <li>• Medium</li> <li>• 10-12 steps with up to 15 details (less on phone)</li> </ul>	<ul style="list-style-type: none"> <li>• Longer</li> <li>• 12 + steps and up to 20 details (less on phone)</li> </ul>
<b>Typical skills and strategies</b>	<ul style="list-style-type: none"> <li>• Follow mostly by step number, sometimes also by sequence clues</li> </ul>	<ul style="list-style-type: none"> <li>• Follow sequence markers and other linguistic clues to comprehend order of steps</li> </ul>	<ul style="list-style-type: none"> <li>• Follow sequence markers and other linguistic clues to comprehend order of steps</li> </ul>	<ul style="list-style-type: none"> <li>• Follow all clues in the set of instructions to complete the task</li> </ul>
<b>Support</b>	<ul style="list-style-type: none"> <li>• Some visual clues may be required</li> </ul>	<ul style="list-style-type: none"> <li>• Some visual clues may be required</li> </ul>	<ul style="list-style-type: none"> <li>• Some visual clues may be required</li> </ul>	<ul style="list-style-type: none"> <li>• Some visual clues may be required</li> </ul>
<b>Complexity</b>	<ul style="list-style-type: none"> <li>• Simple to medium</li> <li>• Simple, compound and complex sentences</li> <li>• Clear and explicit</li> <li>• Mostly presented step by step as explicit sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Medium</li> <li>• Simple, compound and complex sentences</li> <li>• Clear and explicit</li> <li>• Not always presented step by step but always coherent</li> </ul>	<ul style="list-style-type: none"> <li>• Medium</li> <li>• Simple, compound and complex sentences</li> <li>• Clear and explicit</li> <li>• Not always presented step by step but always coherent</li> </ul>	<ul style="list-style-type: none"> <li>• Medium to complex</li> <li>• Simple, compound and complex sentences</li> <li>• Clear and explicit</li> <li>• Not always presented step by step</li> </ul>
<b>Selected tasks</b>	<ul style="list-style-type: none"> <li>• Respond with action to directions and instructions</li> <li>• Take a set of simple instructions on the phone</li> </ul>	<ul style="list-style-type: none"> <li>• Write down customer work order in point form as simple instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Take pre-recorded phone instructions with up to 10 steps and 10 details</li> <li>• Listen to evaluate accuracy of directions or instructions by checking on map</li> </ul>	<ul style="list-style-type: none"> <li>• Take pre-recorded phone instructions with 12-15 steps</li> <li>• Listen to evaluate accuracy of directions or instructions by checking on map or diagram</li> <li>• Follow first aid or other emergency instructions by phone</li> </ul>



### **CLB 2000 Listening: Features of Instructional Tasks**

<b>Feature</b>	<b>Benchmark 9</b>	<b>Benchmark 10</b>	<b>Benchmark 11</b>	<b>Benchmark 12</b>
<b>Typical genres and functions</b>	<ul style="list-style-type: none"> <li>Detailed, extensive oral information to carry out multi-step complex instructions for a familiar process or procedure</li> </ul>	<ul style="list-style-type: none"> <li>Detailed, extensive oral information to carry out multi-step complex instructions for a familiar process or procedure</li> </ul>	<ul style="list-style-type: none"> <li>Detailed, extensive oral information to carry out multi-step complex instructions for an unfamiliar process or procedure</li> </ul>	<ul style="list-style-type: none"> <li>Detailed, extensive oral instructions or instructional texts</li> </ul>
<b>Average length</b>	<ul style="list-style-type: none"> <li>Long</li> </ul>	<ul style="list-style-type: none"> <li>Long</li> </ul>	<ul style="list-style-type: none"> <li>Long</li> </ul>	<ul style="list-style-type: none"> <li>Any length, including extensive</li> </ul>
<b>Typical skills and strategies</b>	<ul style="list-style-type: none"> <li>Integrate a few pieces of detailed complex information to carry out a procedure in a relatively demanding context</li> </ul>	<ul style="list-style-type: none"> <li>Integrate several pieces of detailed complex extensive information to carry out procedure in a demanding and stressful situation / context</li> </ul>	<ul style="list-style-type: none"> <li>Integrate many pieces of detailed extensive information to carry out procedure in a demanding and stressful situation / context</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate instructions / instructional text for clarity and validity</li> <li>Evaluate instructions / instructional text or internal logical accuracy</li> <li>Evaluate instructions / instructional text by external criteria and standards</li> </ul>
<b>Paralinguistic Support</b>	<ul style="list-style-type: none"> <li>Visual clues may be required</li> </ul>	<ul style="list-style-type: none"> <li>Visual clues may be required</li> </ul>	<ul style="list-style-type: none"> <li>Visual clues may be required</li> </ul>	<ul style="list-style-type: none"> <li>Visual clues may be required</li> </ul>
<b>Complexity</b>	<ul style="list-style-type: none"> <li>Complex</li> <li>Coherent</li> </ul>	<ul style="list-style-type: none"> <li>Complex</li> <li>Coherent</li> </ul>	<ul style="list-style-type: none"> <li>Very complex</li> <li>Coherent</li> </ul>	<ul style="list-style-type: none"> <li>Very complex</li> <li>Coherent</li> </ul>
<b>Selected tasks</b>	<ul style="list-style-type: none"> <li>Follow an accountant's instructions on the phone to properly complete a financial report or tax form</li> <li>Follow extensive continuous directions with complex navigational detail to reach a remote or difficult to identify location</li> </ul>	<ul style="list-style-type: none"> <li>Follow extensive multi-step instructions on how to mediate and resolve an escalating conflict between children or how to deal with a difficult client or employee</li> </ul>	<ul style="list-style-type: none"> <li>Follow detailed extensive instructions on complex, unfamiliar work procedures and emergency response procedures</li> <li>Follow detailed extensive instructions on how to play a complex, unfamiliar game (e.g., card game, verbal game, strategic game)</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate detailed instructions or instructional texts on complex tasks (e.g., how to fill out a set of tax forms, financial reports; how to revise a paper)</li> </ul>



### CLB 2000 Listening: Features of Suasion Tasks

<b>Feature</b>	<b>Benchmark 1</b>	<b>Benchmark 2</b>	<b>Benchmark 3</b>	<b>Benchmark 4</b>
<b>Typical genres</b>	<ul style="list-style-type: none"> <li>Dialogues and discourse with simple expressions, such as “<i>Can you help me?</i>”, “<i>Excuse me</i>”, “<i>Please help</i>”</li> </ul>	<ul style="list-style-type: none"> <li>Simple discourse with expressions such as. “<i>Can you pass me the...</i>”, “<i>Careful!</i>”, “<i>Look out!</i>”, “<i>Excuse me, I lost my...</i>”, “<i>Can you help me please?</i>”</li> </ul>	<ul style="list-style-type: none"> <li>Dialogues and discourse, including expressions such as, “<i>Can I help?</i>”, “<i>Can I borrow...?</i>”, “<i>Can I leave five minutes early?</i>”</li> <li>911 calls</li> </ul>	<ul style="list-style-type: none"> <li>Persuasive oral texts</li> <li>Public announcements</li> <li>Commercials</li> <li>Infomercials</li> </ul>
<b>Typical language functions presented in the spoken text</b>	<ul style="list-style-type: none"> <li>Attracting attention</li> <li>Requests for assistance</li> </ul>	<ul style="list-style-type: none"> <li>Attracting attention</li> <li>Requests for assistance</li> <li>Warnings</li> </ul>	<ul style="list-style-type: none"> <li>Asking for permission</li> <li>Granting permission</li> <li>Advising of danger / warning</li> <li>Asking for assistance</li> <li>Accepting assistance</li> </ul>	<ul style="list-style-type: none"> <li>Persuading</li> <li>Suggesting</li> <li>Advising</li> <li>Convincing</li> </ul>
<b>Typical skills and strategies</b>	<ul style="list-style-type: none"> <li>Identify the expression</li> </ul>	<ul style="list-style-type: none"> <li>Identify a range of expressions in discourse</li> </ul>	<ul style="list-style-type: none"> <li>Identify a range of common suasive expressions</li> <li>Identify some factual details</li> </ul>	<ul style="list-style-type: none"> <li>Identify a broader range of suasive expressions</li> <li>Identify main intent</li> <li>Identify main idea</li> <li>Identify factual details</li> <li>Identify key words</li> <li>Identify meaning and functional value</li> </ul>
<b>Selected sample tasks</b>	<ul style="list-style-type: none"> <li>Identify the expressions used to attract attention or to request assistance in dialogues, discourse</li> </ul>	<ul style="list-style-type: none"> <li>Identify a range of expressions used to request assistance, express and respond to requests, and express warnings</li> </ul>	<ul style="list-style-type: none"> <li>Identify problem, some details (address) in a 911 call</li> <li>Identify expressions used to ask and grant permission, advise of danger, ask for, offer and accept assistance</li> </ul>	<ul style="list-style-type: none"> <li>Get information from a public announcement, commercial or infomercial</li> </ul>



### **CLB 2000 Listening: Features of Suasion Tasks**

<b>Feature</b>	<b>Benchmark 5</b>	<b>Benchmark 6</b>	<b>Benchmark 7</b>	<b>Benchmark 8</b>
<b>Typical genres</b>	<ul style="list-style-type: none"> <li>• Announcements</li> <li>• Commercials</li> </ul>	<ul style="list-style-type: none"> <li>• Presentations / shows / talks with suggestions on what and how to ( e.g. about house renovations)</li> </ul>	<ul style="list-style-type: none"> <li>• Interactions in a court of law</li> <li>• Interactions between law enforcement officials and civilians</li> </ul>	<ul style="list-style-type: none"> <li>• Public announcements</li> <li>• Commercials</li> <li>• Infomercials that contain extended warnings, suggested solutions to problems, or recommendations</li> </ul>
<b>Typical language functions in the spoken text</b>	<ul style="list-style-type: none"> <li>• Simple advice</li> <li>• Suggestions</li> <li>• Persuasion</li> </ul>	<ul style="list-style-type: none"> <li>• Suggestions</li> <li>• Advice</li> <li>• Encouragements</li> <li>• Requests</li> </ul>	<ul style="list-style-type: none"> <li>• Directive requests</li> <li>• Reminders</li> <li>• Orders</li> <li>• Pleas</li> </ul>	<ul style="list-style-type: none"> <li>• Extended warnings</li> <li>• Threats</li> <li>• Suggestions</li> <li>• Recommendations</li> <li>• Proposed solutions</li> </ul>
<b>Typical skills and strategies</b>	<ul style="list-style-type: none"> <li>• Identify factual details</li> <li>• Identify inferred meaning</li> <li>• Identify main intent / purpose</li> <li>• Identify main idea</li> <li>• Identify key words and expressions</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehend speaker's purpose</li> <li>• Identify main idea</li> <li>• Identify factual details</li> <li>• Identify key words and expressions</li> <li>• Identify inferred meaning</li> <li>• Identify functional value</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehend speaker's purpose</li> <li>• Identify main ideas</li> <li>• Identify factual details</li> <li>• Identify key words and expressions</li> <li>• Identify inferred meaning</li> <li>• Identify functional value</li> <li>• Predict consequences and outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Identify main intent</li> <li>• Identify main ideas</li> <li>• Identify factual details</li> <li>• Identify words and expressions</li> <li>• Identify inferred meaning</li> <li>• Identify functional value of utterances and whole text</li> </ul>
<b>Selected sample tasks</b>	<ul style="list-style-type: none"> <li>• Recall up to 7 important features in a recommended product</li> </ul>	<ul style="list-style-type: none"> <li>• Recall 7 out of 10 important tips in a short talk about house renovations</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate comprehension of 10-15 details / variables in a short court case open to the public (people's or small claims court)</li> <li>• Evaluate the validity of a proposed solution</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the validity of a suggestion or proposed solution from several points of view</li> </ul>





### CLB 2000 Listening: Features of Suasion Tasks

Feature	Benchmark 9	Benchmark 10	Benchmark 11	Benchmark 12
<b>Examples of typical genres and types</b>	<ul style="list-style-type: none"> <li>Extended suggestions for solutions to problems, recommendations, everyday public formal proposals</li> </ul>	<ul style="list-style-type: none"> <li>Presentations to councils, committees, commissions, formal proposals in specialized / technical or academic matters</li> </ul>	<ul style="list-style-type: none"> <li>A variety of complex persuasive oral texts</li> <li>A wide range of suasive function utterances and texts</li> </ul>	<ul style="list-style-type: none"> <li>Complex oral public suasive texts</li> <li>A full range of suasive function utterances and texts</li> </ul>
<b>Examples of some typical skills and strategies</b>	<ul style="list-style-type: none"> <li>Identify stated or unstated facts, opinions, and attitudes</li> <li>Evaluate in relation to purpose and audience</li> <li>Identify main intent</li> <li>Identify inferred meaning</li> <li>Evaluate appropriateness, usefulness, relevance, validity</li> </ul>	<ul style="list-style-type: none"> <li>Identify, analyse, and evaluate stated and unstated values and assumptions in oral suasive discourse (where obvious in the text)</li> <li>Analyse and evaluate critically by a set of internal and external criteria or standards</li> </ul>	<ul style="list-style-type: none"> <li>Identify, analyse, compare, and evaluate aspects of persuasiveness</li> <li>Identify effective techniques to obtain agreement on or acceptance of ideas or products (e.g., use of evidence, logical arguments, ethical and emotional appeals, interpersonal style)</li> <li>Evaluate appropriateness of persuasive strategies to audience and purpose in specific contexts</li> <li>Evaluate positions of speakers</li> </ul>	<ul style="list-style-type: none"> <li>Identify, analyse, compare, and evaluate aspects of persuasiveness</li> <li>Identify effective techniques to obtain agreement on or acceptance of ideas or products (e.g., use of evidence, logical arguments, ethical and emotional appeals, interpersonal style)</li> <li>Evaluate appropriateness of persuasive strategies to audience and purpose in specific contexts</li> <li>Evaluate positions of speakers</li> </ul>
<b>Examples of some typical tasks and responses</b>	<ul style="list-style-type: none"> <li>Listen to extended suggestions, solutions, recommendations, proposals in the context of politics, social issues, business, law, workplace, academic studies, and complete a related evaluation task</li> </ul>	<ul style="list-style-type: none"> <li>Listen to extended suggestions, solutions, recommendations, proposals in the context of politics, social issues, business, law, workplace, academic studies, and complete a related evaluation task</li> </ul>	<ul style="list-style-type: none"> <li>Listen to extended suggestions, solutions, recommendations, proposals in the context of politics, social issues, business, law, workplace, academic studies, and complete a related evaluation task</li> </ul>	<ul style="list-style-type: none"> <li>Listen to extended suggestions, solutions, recommendations, proposals in the context of politics, social issues, business, law, workplace, academic studies, and complete a related evaluation task</li> </ul>



### CLB 2000 Listening: Features of Informational Tasks

Feature	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
<b>Typical skills and strategies</b>	<ul style="list-style-type: none"> <li>• Comprehend requests for a few personal details</li> <li>• Identify details such as               <ul style="list-style-type: none"> <li>• names</li> <li>• numbers</li> <li>• letters</li> <li>• time reference</li> <li>• places</li> <li>• key words related to personal ID</li> <li>• short expressions</li> <li>• time</li> <li>• date</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Comprehend requests for some personal details</li> <li>• Identify details including:               <ul style="list-style-type: none"> <li>• names</li> <li>• numbers</li> <li>• letters</li> <li>• time references</li> <li>• places</li> <li>• key words related to personal ID, colour, size, time, location, movement</li> <li>• short expressions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Comprehend requests for , and identify a range of details such as details of personal identity &amp; experience, likes and dislikes, and details of other familiar everyday topics</li> <li>• Get the gist</li> <li>• Grasp key information</li> <li>• Grasp important factual details</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehend requests for , and identify many specific factual details and some inferred meanings in conversations on familiar everyday topics</li> <li>• Get the gist</li> <li>• Identify and grasp main points and factual details</li> <li>• Identify key words and expressions</li> </ul>
<b>Selected tasks</b>	<ul style="list-style-type: none"> <li>• Fill in blanks or answer questions after listening to a story about a person or family</li> <li>• Participate in a short personal interview – respond to questions</li> </ul>	<ul style="list-style-type: none"> <li>• Fill in blanks, answer questions or circle the right information after listening to a common personal story</li> <li>• Fill in blanks after listening to a short description of a missing object or a piece of clothing.</li> <li>• Get 5-7 bits of information from short personal interviews between a student and a teacher, medical receptionist, or other official.</li> <li>• Comprehend 6-7 simple questions when participation in a short, personal interview</li> </ul>	<ul style="list-style-type: none"> <li>• Fill in blanks, answer questions or circle the right information after listening to a story about personal experience</li> <li>• Fill in blanks after listening to a description of a person, object, situation, scene, daily routine</li> <li>• Get 7-8 bits of information from a short personal interview with a classmate or another person</li> </ul>	<ul style="list-style-type: none"> <li>• Fill in blanks, answer questions or circle the right information after listening to a story about obtaining goods or services (shopping, repairs, arranging travel</li> <li>• Listen to a story Listen to a weather forecast or traffic report</li> <li>• Listen to a radio or TV news item</li> <li>• Listen to a short story or description with 10 key details</li> </ul>



### CLB 2000 Listening: Features of Informational Tasks

Feature	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
<b>Typical skills and strategies</b>	<ul style="list-style-type: none"> <li>• Get gist</li> <li>• Identify factual details, key words, phrases</li> <li>• Comprehend some inferred meaning</li> <li>• Identify facts and opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Identify main ideas</li> <li>• Identify factual details</li> <li>• Identify inferred meaning</li> <li>• Identify statements and examples, supporting details</li> <li>• Identify facts and opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Identify inferred meaning</li> <li>• Identify rhetorical discourse markers and patterns of chronological order/sequence, comparison and contrast, cause and effect</li> <li>• Identify main ideas, factual details, inferred meaning, facts and opinions, statements and examples, rhetorical signals, patterns of chronological order, comparison and contrast, cause and effect</li> </ul>	<ul style="list-style-type: none"> <li>• Identify main idea (which is not explicitly stated)</li> <li>• Identify organization</li> <li>• Identify specific details</li> <li>• Identify fact and opinion Identify phrases and sentences that mark topic introduction, development, shift, and conclusion</li> <li>• Identify a wider range of rhetorical signals/ discourse markers</li> <li>• Identify a wider range of rhetorical patterns in discourse</li> </ul>
<b>Selected tasks</b>	<ul style="list-style-type: none"> <li>• Fill in a schedule while listening</li> <li>• Get 10-15 essential details (e.g. numerical values, time, spatial directions, names, etc.) from a 200 word listening info text about general science</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest a conclusion to a story using inference</li> <li>• Identify main statements in an explanation on why certain food supplement products are more appropriate than others in a specific situation</li> <li>• Number a set of pictures in sequence based on a story that includes explanations and examples</li> <li>• Predict what will happen next in a narration</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to a presentation on gardening conditions, procedures and regional plants in two different regions of Canada or listen to information about services (transit, library, travel, reservations, renting, accommodation, entertainment, schedules), and retell, respond to questions, complete a chart, table, or diagram</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to a presentation on basic personality types, learning styles or life styles, and identify main idea, details, transition points</li> <li>• Identify the component parts of a presentation</li> <li>• Listen to a conversation about public services (transit, library) or ice climbing in the Rockies, and identify facts, opinions, attitudes</li> </ul>



### CLB 2000 Listening: Features of Informational Tasks

Feature	Benchmark 9	Benchmark 10	Benchmark 11	Benchmark 12
<b>Typical skills and strategies</b>	<ul style="list-style-type: none"> <li>• Identify how supporting details develop main ideas</li> <li>• Identify bias, fact, opinion</li> <li>• Summarize and evaluate positions</li> <li>• Identify phrases and sentences that mark: introducing topic, listing and naming of points to come, restating, giving examples, summarizing or connecting examples to a point, transitioning, concluding</li> </ul>	<ul style="list-style-type: none"> <li>• Trace and evaluate logical line of argument</li> <li>• Identify logical fallacies</li> <li>• Identify words and phrases that introduce different parts of arguments and mark logical relationships between parts of the discourse</li> <li>• Trace pros and cons</li> <li>• Extract detailed information to separate fact from opinion to evaluate credibility/validity</li> <li>• Identify a proposition as different from its argument</li> <li>• Extract details in the presence of distracting information</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate multiple pieces of information</li> <li>• Infer position, bias, assumptions, motives</li> <li>• Identify details as evidence</li> <li>• Summarize information into a coherent whole</li> <li>• Identify position, bias, assumptions, motives in the presence of distracting information and competing answers</li> </ul>	<ul style="list-style-type: none"> <li>• Critically evaluate content, organization, delivery</li> <li>• Identify phrases, sentences that achieve functions</li> <li>• Identify, summarize and critically evaluate development of positions, conversational management, and cultural conversation styles (e.g., high involvement, high considerateness)</li> <li>• Critically evaluate content, organization, delivery</li> </ul>
<b>Selected tasks</b>	<ul style="list-style-type: none"> <li>• Make a diagram, chart, outline to explain how supporting details relate to and develop main ideas in a presentation</li> <li>• Summarize a lecture</li> <li>• Follow a panel discussion or debate to obtain detailed information about each speaker and position</li> </ul>	<ul style="list-style-type: none"> <li>• Trace and summarize the argument in a presentation or lecture</li> <li>• Follow a presentation to obtain detailed information to evaluate the validity of argumentation</li> <li>• Follow a panel discussion or debate to obtain detailed information from and about each speaker and position</li> </ul>	<ul style="list-style-type: none"> <li>• Reconstruct the message or position of a speaker by following information that is scattered in one of many texts, but connected as views or ideas. Explain how such specific statements relate to the speaker's main message</li> <li>• Summarize positions in a debate or discussion. Provide specific details (e.g., quotes) as evidence for synthesis</li> </ul>	<ul style="list-style-type: none"> <li>• Summarize a complex lecture/presentation</li> <li>• Critique and evaluate</li> <li>• Analyze and evaluate overall organization and the boundaries and purpose of oral "paragraphs"</li> <li>• Identify and evaluate macro-level (rhetorical) organization</li> <li>• Summarize positions in a formal debate, interview, discussion on a complex topic</li> </ul>



### CLB 2000 Speaking: General Characteristics of the Learner

Characteristic	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
<b>Typical functions demonstrated in the discourse</b>	<ul style="list-style-type: none"> <li>• Answer basic questions</li> <li>• Give personal information</li> <li>• Convey basic needs in a limited way</li> </ul>	<ul style="list-style-type: none"> <li>• Convey personal needs in a limited way</li> <li>• Ask simple, routine questions</li> <li>• Answer simple, routine questions</li> <li>• Give simple imperative instructions (2-7 words)</li> </ul>	<ul style="list-style-type: none"> <li>• Convey basic needs with some difficulty</li> <li>• Convey personal experience with some difficulty</li> <li>• Ask simple familiar questions, including WH questions</li> <li>• Answer simple familiar questions, including WH questions</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in short routine conversations</li> <li>• Convey basic needs and personal experience</li> <li>• Ask simple familiar questions</li> <li>• Answer simple familiar questions</li> <li>• Describe a situation</li> <li>• Tell a simple story</li> </ul>
<b>Typical limitations and coping strategies</b>	<ul style="list-style-type: none"> <li>• Often repeats words</li> <li>• Depends on gestures</li> <li>• May switch to first language</li> </ul>	<ul style="list-style-type: none"> <li>• Makes long pauses</li> <li>• Depends on gestures</li> </ul>	<ul style="list-style-type: none"> <li>• Communication strongly supported with gestures and visual clues.</li> </ul>	<ul style="list-style-type: none"> <li>• Interaction on the phone is rare and brief.</li> <li>• Communication strongly supported by gestures and other visual clues</li> </ul>
<b>Support that may be required</b>	<ul style="list-style-type: none"> <li>• Needs considerable assistance</li> <li>• Guided by questions</li> <li>• Encouraged by feedback (e.g., <i>um, aha, I see</i>, nod)</li> </ul>	<ul style="list-style-type: none"> <li>• Needs frequent assistance.</li> <li>• Context strongly supports the utterance (e.g., by gestures, objects or location)</li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes needs assistance</li> <li>• Guided by specific questions if necessary</li> <li>• Interaction is empathic and supportive</li> <li>• Emergency call is to a trained supportive operator</li> </ul>	<ul style="list-style-type: none"> <li>• Needs only a little assistance</li> <li>• Group interaction is familiar and supportive</li> <li>• Guided by specific questions from the interlocutor if needed</li> <li>• Interaction is empathic and supportive</li> </ul>



### CLB 2000 Speaking: General Characteristics of the Learner

<b>Characteristic</b>	<b>Benchmark 5</b>	<b>Benchmark 6</b>	<b>Benchmark 7</b>	<b>Benchmark 8</b>
<b>Typical functions demonstrated in the discourse</b>	<ul style="list-style-type: none"> <li>• Participate with some effort in routine social conversations</li> <li>▪ Talk about needs and familiar topics of personal relevance</li> <li>• Use the phone to communicate simple personal information</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate with some confidence in casual social conversations</li> <li>• Communicate facts and ideas in some detail</li> <li>▪ Describe</li> <li>▪ Report</li> <li>▪ Provide simple narration</li> <li>▪ Use the phone to communicate on familiar matters</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate comfortably in most common daily situations</li> <li>• Participate in formal and informal conversations involving problem solving and decision making</li> <li>• Speak on familiar concrete topics at a descriptive level</li> <li>▪ Present a detailed analysis or comparison</li> <li>• Use the phone on familiar and routine matters</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate effectively in most daily practical and social situations</li> <li>▪ Communicate in familiar routine work situations.</li> <li>• Participate in conversations with confidence.</li> <li>• Speak on familiar topics at both concrete and abstract levels</li> <li>• Provide descriptions, opinions and explanations</li> <li>▪ Provide synthesis of abstract complex ideas</li> <li>▪ Present a hypothesis</li> <li>▪ Respond appropriately to formality level</li> <li>• Use the phone on less familiar and some non-routine matters</li> </ul>
<b>Typical limitations and coping strategies</b>	<ul style="list-style-type: none"> <li>▪ May avoid topics with unfamiliar vocabulary</li> <li>▪ Considerable stress affects performance when interaction may result in personal consequences</li> </ul>	<ul style="list-style-type: none"> <li>▪ Phone exchanges with strangers are stressful</li> <li>▪ Considerable stress affects performance when interaction may result in personal consequences</li> </ul>	<ul style="list-style-type: none"> <li>▪ Clarifying unknown details may still present communication problems.</li> </ul>	N/A
<b>Support that may be required</b>	<ul style="list-style-type: none"> <li>▪ Still requires some visual support</li> <li>▪ Leader or moderator is encouraging in a group</li> </ul>	N/A	N/A	N/A



### CLB 2000 Speaking: General Characteristics of the Learner

<b>Characteristic</b>	<b>Benchmark 9</b>	<b>Benchmark 10</b>	<b>Benchmark 11</b>	<b>Benchmark 12</b>
<b>Typical functions demonstrated in the discourse</b>	<ul style="list-style-type: none"> <li>• Provide and exchange key information for important tasks (work, academic, personal)</li> <li>• Actively and effectively participate in 30-minute formal exchanges about complex, abstract, conceptual and detailed information and ideas to analyse, problem-solve and make decisions</li> <li>• Make 15- to 30-minute prepared formal presentations</li> <li>• Interact to coordinate tasks with others</li> <li>• Advise or persuade (e.g., to sell or recommend a product or service)</li> <li>• Reassure others</li> <li>• Deal with complaints</li> </ul>	<ul style="list-style-type: none"> <li>• Obtain, exchange and present information, ideas and opinions for important tasks (work, academic, personal)</li> <li>• Actively participate in formal meetings, interviews or seminars about complex, abstract, conceptual and detailed topics</li> <li>• Lead routine meetings and manage interaction in a small familiar cooperating group.</li> <li>• Make 20- to 40-minute prepared formal presentations</li> <li>• Present and analyse information and ideas</li> <li>• Argue a point</li> <li>• Communicate to problem-solve and to make decisions</li> <li>• Advise</li> <li>• Inform</li> <li>• Persuade</li> <li>• Give complex directions and instructions</li> <li>• Socialize/entertain in a formal one-on-one business situation</li> </ul>	<ul style="list-style-type: none"> <li>• Obtain, exchange and present information, ideas and opinions for complex tasks (work, academic, personal).</li> <li>• Satisfy expectations for competent communication</li> <li>• Contribute to extended authentic exchanges (over 60 minutes) about complex, abstract, conceptual and detailed topics, in large formal and unfamiliar groups</li> <li>• Lead routine meetings and manage interaction in large familiar and cooperative groups</li> <li>• Deliver prepared presentations</li> <li>• Skilfully persuade</li> <li>• Provide basic counselling (e.g., about products, services, programs)</li> <li>• Communicate to assess needs or evaluate detailed or complex information</li> </ul>	<ul style="list-style-type: none"> <li>• Create and co-create oral discourse, formal and informal, general or technical, in own field of study or work, in a broad range of complex situations</li> <li>• Satisfy most academic and work-related expectations for competent communication</li> <li>• Deliver public presentations</li> <li>• Lead formal group discussions, meetings and workshops</li> <li>• Explain complex ideas to diverse groups</li> <li>• Debate arguments on complex matters</li> <li>• Teach</li> <li>• Negotiate and resolve conflict in a variety of situations</li> </ul>



### CLB 2000 Speaking: General Characteristics of the Discourse

<b>Characteristic</b>	<b>Benchmark 1</b>	<b>Benchmark 2</b>	<b>Benchmark 3</b>	<b>Benchmark 4</b>
<b>Fluency</b>	<ul style="list-style-type: none"> <li>Isolated words and strings of 2 – 3 words</li> <li>Speech is slow</li> <li>No evidence of connected discourse</li> <li>Long pauses</li> </ul>	<ul style="list-style-type: none"> <li>Single words and short sentences</li> <li>No evidence of connected discourse</li> <li>Long pauses</li> </ul>	<ul style="list-style-type: none"> <li>Single words and short sentences</li> <li>Speech is slow to normal</li> <li>Evidence of some connected discourse (and, but)</li> </ul>	<ul style="list-style-type: none"> <li>A variety of short sentences</li> <li>Clear evidence of connected discourse (and, but, first, next, then, because)</li> </ul>
<b>Grammar and Structure</b>	<ul style="list-style-type: none"> <li>Almost no control of basic grammar structure and tenses</li> </ul>	<ul style="list-style-type: none"> <li>Little control of basic grammar structures and tenses.</li> </ul>	<ul style="list-style-type: none"> <li>Some control of very basic grammar structures and tenses</li> <li>Many structures are "reduced"</li> <li>Use of basic time expressions (e.g., yesterday)</li> <li>Correct past tense used only with some common verbs</li> </ul>	<ul style="list-style-type: none"> <li>Control of basic grammar (basic structures and tenses)</li> <li>Correct past tense with many common verbs</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Very limited</li> </ul>	<ul style="list-style-type: none"> <li>Limited vocabulary and a few simple phrases</li> </ul>	<ul style="list-style-type: none"> <li>Still somewhat limited for basic, routine, everyday topics</li> </ul>	<ul style="list-style-type: none"> <li>Adequate for basic routine everyday communication</li> </ul>
<b>Pronunciation</b>	<ul style="list-style-type: none"> <li>Difficulties may significantly impede communication</li> </ul>	<ul style="list-style-type: none"> <li>Difficulties may significantly impede communication</li> </ul>	<ul style="list-style-type: none"> <li>Difficulties may often impede communication</li> </ul>	<ul style="list-style-type: none"> <li>Difficulties may impede communication</li> </ul>





**CLB 2000 Speaking: General Characteristics of the Discourse**

<b>Characteristic</b>	<b>Benchmark 5</b>	<b>Benchmark 6</b>	<b>Benchmark 7</b>	<b>Benchmark 8</b>
<b>Fluency</b>	<ul style="list-style-type: none"> <li>• Speech is slow to normal</li> <li>• Connected (and, but, first, next, then, because) and reasonably fluent, but hesitations and pauses are frequent</li> </ul>	<ul style="list-style-type: none"> <li>• Speech is slow to normal</li> <li>• Reasonably fluent, with frequent, normal hesitations</li> </ul>	<ul style="list-style-type: none"> <li>• Speech is slow to normal</li> <li>• Reasonably fluent, with frequent self-corrections and/or rephrasing</li> </ul>	<ul style="list-style-type: none"> <li>• Reasonably fluent</li> </ul>
<b>Grammar and Structure</b>	<ul style="list-style-type: none"> <li>• A variety of simple structures and some complex ones, with occasional reductions</li> <li>• Grammar errors are frequent and sometimes impede communication</li> </ul>	<ul style="list-style-type: none"> <li>• A variety of structures with some omission/reduction of elements (e.g., articles, past tense, morphemes)</li> <li>• Grammar errors are frequent and may sometimes impede communication</li> </ul>	<ul style="list-style-type: none"> <li>• A variety of sentence structures (including compound and complex sentences)</li> <li>• Grammar errors are still frequent, but rarely impede communication</li> </ul>	<ul style="list-style-type: none"> <li>• A variety of sentence structures, including embedded/report structures</li> <li>• Grammar errors rarely impede communication</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• A range of common everyday vocabulary and a limited number of idioms</li> </ul>	<ul style="list-style-type: none"> <li>• A range of everyday vocabulary, some common idiomatic language</li> </ul>	<ul style="list-style-type: none"> <li>• An expanded inventory of concrete and common idiomatic language</li> </ul>	<ul style="list-style-type: none"> <li>• An expanded inventory of concrete, idiomatic and conceptual language</li> </ul>
<b>Pronunciation</b>	<ul style="list-style-type: none"> <li>• Pronunciation errors are frequent and sometimes impede communication</li> </ul>	<ul style="list-style-type: none"> <li>• Pronunciation errors are frequent and may sometimes impede communication</li> </ul>	<ul style="list-style-type: none"> <li>• Pronunciation errors are still frequent, but rarely impede communication</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar and pronunciation errors rarely impede communication</li> </ul>



**CLB 2000 Speaking: General Characteristics of the Discourse**

<b>Characteristic</b>	<b>Benchmark 9</b>	<b>Benchmark 10</b>	<b>Benchmark 11</b>	<b>Benchmark 12</b>
<b>Fluency</b>	<ul style="list-style-type: none"> <li>• Fluent</li> </ul>	<ul style="list-style-type: none"> <li>• Fluent</li> </ul>	<ul style="list-style-type: none"> <li>• Fluent</li> </ul>	<ul style="list-style-type: none"> <li>• Fluent with native-like idiomaticity</li> </ul>
<b>Grammar and Structure</b>	<ul style="list-style-type: none"> <li>• Grammar errors very rarely impede communication.</li> <li>• Prepared discourse is mostly accurate in form, but may often be rigid in its structure/ organization and delivery style</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar errors very rarely impede communication</li> <li>• Prepared discourse is almost always grammatically accurate and complex, but may lack flexibility in the structure of information, organization and style of delivery in view of purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar errors do not impede communication</li> <li>• Complex, accurate language form in presentations with good flexibility in the structure of information, organization and delivery style in view of purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar errors do not impede communication</li> <li>• Language is complex, accurate and flexible in the manipulation of structure of the information in clauses to express emphasis, comment, attitude for creative personal expression</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Vocabulary errors very rarely impede communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary errors very rarely impede communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary errors do not impede communication</li> </ul>	<ul style="list-style-type: none"> <li>• Language is complex, accurate and flexible</li> <li>• Language is free from non-native like errors</li> </ul>
<b>Pronunciation</b>	<ul style="list-style-type: none"> <li>• Pronunciation errors very rarely impede communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Pronunciation errors very rarely impede communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Pronunciation errors do not impede communication</li> </ul>	<ul style="list-style-type: none"> <li>• Pronunciation errors do not impede communication</li> </ul>



**CLB 2000 Speaking: Features of Social Tasks in a One-on-One Setting**

<b>Characteristic</b>	<b>Benchmark 1</b>	<b>Benchmark 2</b>	<b>Benchmark 3</b>	<b>Benchmark 4</b>
<b>Context</b>	<ul style="list-style-type: none"> <li>• Face to face</li> <li>• Strongly supportive</li> <li>• Considerable assistance</li> <li>• Guided by questions</li> <li>• Encouraged by feedback</li> <li>• Informal</li> </ul>	<ul style="list-style-type: none"> <li>• Face to face</li> <li>• Strongly supportive</li> <li>• Frequent assistance.</li> <li>• Context strongly supports the utterance (e.g., by gestures, objects or location).</li> <li>• Informal</li> </ul>	<ul style="list-style-type: none"> <li>• Face to face</li> <li>• Supportive</li> <li>• Empathic</li> <li>• Some assistance</li> <li>• Guided by questions if necessary.</li> <li>• Informal</li> </ul>	<ul style="list-style-type: none"> <li>• Face to face or phone</li> <li>• Supportive</li> <li>• Empathic</li> <li>• A little assistance.</li> <li>• Guided by questions if needed</li> </ul>
<b>Topic Types</b>	<ul style="list-style-type: none"> <li>• Common</li> <li>• Everyday matters</li> <li>• Highly familiar and routine</li> </ul>	<ul style="list-style-type: none"> <li>• Common</li> <li>• Everyday matters</li> </ul>	<ul style="list-style-type: none"> <li>• Common</li> <li>• Everyday matters</li> </ul>	<ul style="list-style-type: none"> <li>• Familiar</li> <li>• Personally relevant</li> <li>• Common</li> <li>• Everyday matters</li> </ul>
<b>Typical language functions, strategies, and sample tasks</b>	<ul style="list-style-type: none"> <li>• Greet</li> <li>• Take leave</li> <li>• Apologize</li> <li>• Indicate problems in communicating verbally or non-verbally</li> <li>• Use basic courtesy formulas</li> </ul>	<ul style="list-style-type: none"> <li>• Greet familiar and unfamiliar people</li> <li>• Respond appropriately to introductions</li> <li>• Indicate communication problems verbally in a number of ways.</li> <li>• Use basic courtesy formulas</li> </ul>	<ul style="list-style-type: none"> <li>• Greet</li> <li>• Introduce self</li> <li>• Ask about the other person</li> <li>• Indicate problems in communication</li> <li>• Ask for explanation</li> </ul>	<ul style="list-style-type: none"> <li>• Open, close, respond to short casual small talk</li> <li>• Take leave</li> <li>• Handle basic phone situations and standard replies</li> <li>• Introduce two persons</li> <li>• Leave a short, simple voice mail message</li> <li>• Introduce a person to one or two individuals</li> </ul>



**CLB 2000 Speaking: Features of Social Tasks in a One-on-One Setting**

<b>Characteristic</b>	<b>Benchmark 5</b>	<b>Benchmark 6</b>	<b>Benchmark 7</b>	<b>Benchmark 8</b>
<b>Context</b>	<ul style="list-style-type: none"> <li>• Face to face or phone</li> <li>• Mostly familiar</li> <li>• Clear and predictable</li> <li>• Moderately demanding (e.g., real world environment; limited support from interlocutors)</li> <li>• Informal to more formal</li> </ul>	<ul style="list-style-type: none"> <li>• Face to face or phone</li> <li>• Mostly familiar</li> <li>• Clear and predictable</li> <li>• Moderately demanding (e.g., real world environment; limited support from interlocutors)</li> <li>• Informal to more formal</li> </ul>	<ul style="list-style-type: none"> <li>• Face to face or phone</li> <li>• Mostly familiar</li> <li>• Clear and predictable</li> <li>• Moderately demanding (e.g., real world environment; limited support from interlocutors)</li> <li>• Informal, formal, semi-formal</li> </ul>	<ul style="list-style-type: none"> <li>• Face to face or phone</li> <li>• Mostly familiar</li> <li>• Clear and predictable</li> <li>• Moderately demanding (e.g., real world environment; limited support from interlocutors)</li> <li>• Formal, semi-formal.</li> </ul>
<b>Topic Types</b>	<ul style="list-style-type: none"> <li>• Familiar</li> <li>• Personally relevant</li> <li>• Mostly concrete</li> </ul>	<ul style="list-style-type: none"> <li>• Familiar</li> <li>• Personally relevant</li> <li>• Mostly concrete</li> </ul>	<ul style="list-style-type: none"> <li>• Familiar, non-personal</li> <li>• Mostly concrete but also abstract</li> </ul>	<ul style="list-style-type: none"> <li>• Familiar, non-personal</li> <li>• Mostly concrete but also abstract</li> </ul>
<b>Typical language functions, strategies, and sample tasks</b>	<ul style="list-style-type: none"> <li>• Express and respond to compliments</li> <li>• Express and respond to congratulations</li> <li>• Respond to small talk comments</li> <li>• Extend, accept or decline an invitation or offer</li> <li>• Take turns</li> <li>• Use phone to communicate simple personal information</li> </ul>	<ul style="list-style-type: none"> <li>• Open, maintain and close a short routine conversation</li> <li>• Express and respond to apology, regrets and excuses</li> <li>• Take turns by interrupting</li> <li>• Encourage by adding supportive comments</li> <li>• Avoid a question</li> <li>• Give apologies, reasons</li> <li>• Clarify and confirm</li> <li>• Make or cancel an appointment or arrangement</li> <li>• Apologize for mistakes</li> </ul>	<ul style="list-style-type: none"> <li>• Express and respond to gratitude, appreciation, complaint, hope, disappointment, dissatisfaction, satisfaction</li> <li>• Use strategies to keep conversation going.</li> <li>• Hold the floor</li> <li>• Resume after interruption</li> <li>• Change topic</li> </ul>	<ul style="list-style-type: none"> <li>• Respond appropriately to formality level</li> <li>• Express sympathy formally</li> <li>• Respond to a minor conflict or complaint</li> <li>• Comfort and reassure</li> <li>• Use strategies to keep conversation going</li> <li>• Manage conversation</li> <li>• Check if listener can follow</li> <li>• Close conversation</li> <li>• Clarify and confirm</li> <li>• Carry on a brief phone conversation in a professional manner</li> </ul>



**CLB 2000 Speaking: Features of Social Tasks in a One-on-One Setting**

<b>Characteristic</b>	<b>Benchmark 9</b>	<b>Benchmark 10</b>	<b>Benchmark 11</b>	<b>Benchmark 12</b>
<b>Context</b>	<ul style="list-style-type: none"> <li>• Face to face or phone</li> <li>• Complex</li> <li>• Routine and a few non-routine situations</li> <li>• Some demanding contexts, often with authority figures in academic or workplace</li> <li>• Considerable level of stress affects performance when interaction may result in personal consequences</li> </ul>	<ul style="list-style-type: none"> <li>• Face to face or phone</li> <li>• Complex</li> <li>• Routine and some non-routine situations</li> <li>• Many demanding contexts, often with authority figures in academic or workplace</li> <li>• Considerable level of stress affects performance when interaction may result in personal consequences</li> </ul>	<ul style="list-style-type: none"> <li>• Face to face or phone</li> <li>• Complex</li> <li>• Routine and non-routine situations</li> <li>• Demanding contexts, often with authority figures in academic or workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Face to face or phone</li> <li>• Broad range of complex situations</li> <li>• Routine and non-routine situations</li> <li>• Demanding contexts, often with authority figures in academic or workplace</li> </ul>
<b>Topic Types</b>	<ul style="list-style-type: none"> <li>• Abstract</li> <li>• Conceptual</li> <li>• Detailed</li> </ul>	<ul style="list-style-type: none"> <li>• Abstract</li> <li>• Conceptual</li> <li>• Detailed</li> </ul>	<ul style="list-style-type: none"> <li>• Abstract</li> <li>• Conceptual</li> <li>• Detailed</li> </ul>	<ul style="list-style-type: none"> <li>• Abstract</li> <li>• Conceptual</li> <li>• Detailed</li> </ul>
<b>Typical language functions, strategies, and sample tasks</b>	<ul style="list-style-type: none"> <li>• Express and respond to expressions of respect, friendliness, distance, indifference</li> <li>• Convey appropriately respect, friendliness, distance, indifference</li> <li>• Choose expressions appropriate to level of formality and other features of the situation</li> </ul>	<ul style="list-style-type: none"> <li>• Choose expressions appropriate to the level of formality of the situation.</li> <li>• Exchange and clarify information, ideas and opinions for important tasks (work, academic, personal) in complex routine and some non-routine situations in demanding contexts</li> <li>• Actively participate in formal interviews about complex, abstract, conceptual and detailed topics</li> </ul>	<ul style="list-style-type: none"> <li>• Satisfy many social, academic or work-related expectations for competent communication</li> <li>• Express criticism</li> <li>• Respond to criticism</li> <li>• Express negative value judgements politely</li> <li>• Use intonation, pitch and tone of voice to express desired meanings</li> <li>• Exchange information, ideas and opinions for complex tasks (work, academic, personal)</li> <li>• Communicate to persuade, to provide basic counselling, assess or evaluate</li> </ul>	<ul style="list-style-type: none"> <li>• Satisfy most academic and work-related expectations for competent communication</li> <li>• Explain complex ideas</li> <li>• Express welcome, recognition, validation, encouragement</li> <li>• Use intonation, pitch, tone of voice, volume, non-verbal behaviour for greater impact</li> <li>• Convey appropriate response to perceived hostility, sarcasm, condescension, or lies in a simulated work-related, academic, or community context</li> </ul>



**CLB 2000 Speaking: Features of Social Interaction Tasks in a Group Setting**

**NOTE: Group tasks are not applicable to Stage I, except at benchmark 4 where group is familiar and supportive.**

<b>Characteristic</b>	<b>Benchmark 5</b>	<b>Benchmark 6</b>	<b>Benchmark 7</b>	<b>Benchmark 8</b>
<b>Context for Group Interaction</b>	<ul style="list-style-type: none"> <li>• Three to five people</li> <li>• Informal or semi-formal</li> <li>• Encouraging leader</li> <li>• Mostly familiar</li> <li>• Clear and predictable</li> <li>• Moderately demanding (real world, limited support)</li> </ul>	<ul style="list-style-type: none"> <li>• Three to five people</li> <li>• Informal or semi-formal</li> <li>• Encouraging leader</li> <li>• Mostly familiar</li> <li>• Clear and predictable</li> <li>• Moderately demanding (real world, limited support)</li> </ul>	<ul style="list-style-type: none"> <li>• Three to five people</li> <li>• Familiar</li> <li>• Formal or semi-formal</li> </ul>	<ul style="list-style-type: none"> <li>• Up to ten people</li> <li>• Familiar</li> <li>• Informal or semi-formal</li> </ul>
<b>Topic Types</b>	<ul style="list-style-type: none"> <li>• Immediate everyday relevance</li> <li>• Familiar, non-personal, concrete</li> </ul>	<ul style="list-style-type: none"> <li>• Familiar</li> <li>• Non-personal</li> <li>• Concrete.</li> </ul>	<ul style="list-style-type: none"> <li>• Familiar</li> <li>• Non-personal</li> <li>• Mostly concrete but also abstract</li> </ul>	<ul style="list-style-type: none"> <li>• Familiar</li> <li>• Non-personal</li> <li>• Concrete and abstract</li> </ul>
<b>Selected language functions, strategies, and sample tasks</b>	<ul style="list-style-type: none"> <li>• Respond to small talk comments</li> <li>• Indicate non-comprehension.</li> <li>• Encourage others by showing interest</li> <li>• Take turns by giving non-verbal and verbal signals</li> </ul>	<ul style="list-style-type: none"> <li>• Open, maintain, close</li> <li>• Indicate partial comprehension</li> <li>• Encourage conversation by supportive comments</li> <li>• Avoid answering a question</li> <li>• Ask clarifying questions</li> <li>• Take turns</li> <li>• Interrupt appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Keep up the conversation</li> <li>• Hold the floor</li> <li>• Resume after interruption.</li> <li>• Change topic</li> <li>• Confirm own comprehension of details by repeating and paraphrasing</li> </ul>	<ul style="list-style-type: none"> <li>• Manage conversation</li> <li>• Check comprehension</li> <li>• Keep conversation going</li> <li>• Encourage others</li> <li>• Respond to minor conflict</li> <li>• Provide description, opinions and explanation</li> <li>• Synthesize abstract complex ideas, hypothesize</li> <li>• Adjust to formality level</li> <li>• Check comprehension</li> <li>• Include others</li> </ul>



### CLB 2000 Speaking: Features of Social Interaction Tasks in a Group Setting

<b>Characteristic</b>	<b>Benchmark 9</b>	<b>Benchmark 10</b>	<b>Benchmark 11</b>	<b>Benchmark 12</b>
<b>Context for Group Interaction</b>	<ul style="list-style-type: none"> <li>30-minute formal exchanges</li> </ul>	<ul style="list-style-type: none"> <li>Formal meetings, seminars</li> <li>Complex routine and some non-routine situations and demanding contexts of language use</li> </ul>	<ul style="list-style-type: none"> <li>Extended authentic exchanges (over 60 minutes)</li> <li>Large formal and unfamiliar groups</li> </ul>	<ul style="list-style-type: none"> <li>Large formal groups, often with authority figures, in academic, workplace, civic context</li> </ul>
<b>Topic Types</b>	<ul style="list-style-type: none"> <li>Complex, abstract, detailed, conceptual</li> </ul>	<ul style="list-style-type: none"> <li>Complex, abstract, detailed, conceptual</li> </ul>	<ul style="list-style-type: none"> <li>Complex, abstract, detailed, conceptual</li> </ul>	<ul style="list-style-type: none"> <li>Complex, abstract, detailed, conceptual</li> </ul>
<b>Selected language functions, strategies, and sample tasks</b>	<ul style="list-style-type: none"> <li>Contribute to/co-manage a discussion or debate in a small formal group</li> <li>Express and respond to expressions of respect, friendliness, distance and indifference</li> <li>Adjust to level of formality and other features of situation</li> <li>Open, maintain, close</li> <li>Negotiate discussion points</li> <li>Manage conversational direction: establish topic; take turns</li> <li>Ask others to give, confirm and clarify information</li> <li>Use a variety of strategies to keep the discussion on track and on topic</li> <li>Encourage others</li> </ul>	<ul style="list-style-type: none"> <li>Contribute to/co-manage a discussion or debate in a large formal familiar group</li> <li>Exchange ideas and opinions for important tasks (work, academic, personal)</li> <li>Lead routine meetings and manage interaction in a small familiar cooperating group</li> <li>Convey socioculturally appropriate response to perceived hostility, blaming, putdowns, sarcasm, sabotage, condescension, or lies</li> <li>Choose expressions appropriate level of formality</li> <li>Open, maintain, close</li> <li>Negotiate points and manage conversation</li> <li>Clarify information</li> <li>Keep discussion going and on topic</li> <li>Directly include others</li> </ul>	<ul style="list-style-type: none"> <li>Lead formal debate, chair discussion or teleconference</li> <li>Lead routine meeting, manage interaction in familiar, cooperative group</li> <li>Interact appropriately in a situation of criticism</li> <li>Exchange ideas, information, opinions for complex tasks (work, academic, personal)</li> <li>Express and respond to negative value judgements</li> <li>Recognize and prevent conflict-escalating language behaviour by reframing negative statements</li> <li>Justify own position</li> <li>Keep discussion on topic and moving</li> <li>Help group reach an agreement/clarity/goal</li> <li>Manage agenda</li> <li>Catch and repair communication problems</li> </ul>	<ul style="list-style-type: none"> <li>Lead formal group discussions, meetings, debates, workshops</li> <li>Chair a formal meeting</li> <li>Create and co-create oral discourse, formal and informal, general or technical, in own field of study or work, in a broad range of complex situations</li> <li>Satisfy most academic and work-related expectations for competent communication.</li> <li>Explain complex ideas to diverse groups</li> <li>Debate, teach, negotiate, resolve conflict</li> <li>Open formal proceedings, welcome participants, establish climate of motivation, respect and friendly collaboration</li> <li>Use intonation, pitch, tone of voice, non-verbal behaviour for greater impact</li> </ul>



### **CLB 2000 Speaking: Features of Instructional Tasks**

<b>Feature</b>	<b>Benchmark 1</b>	<b>Benchmark 2</b>	<b>Benchmark 3</b>	<b>Benchmark 4</b>
<b>Complexity</b>	<ul style="list-style-type: none"> <li>• Basic everyday instructions of two to three words</li> </ul>	<ul style="list-style-type: none"> <li>• A number of short common daily instructions.</li> <li>• Positive and negative commands.</li> </ul>	<ul style="list-style-type: none"> <li>• Simple, everyday instructions of one to two clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Sets of simple everyday instructions and directions in three to four steps</li> </ul>
<b>Typical Expressions</b>	<ul style="list-style-type: none"> <li>• <i>Please come in. Wait.</i></li> <li>• <i>Please sit down.</i></li> <li>• <i>Please repeat.</i></li> <li>• <i>Tell me. Show me.</i></li> <li>• <i>Give me.</i></li> <li>• <i>Tea, please.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Put the CD disk in the sleeve.</i></li> <li>• <i>Close the door. Don't open the window.</i></li> <li>• <i>Please go next door.</i></li> <li>• <i>Don't water the plants every day.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Go straight.</i></li> <li>• <i>Turn right and go west.</i></li> <li>• <i>Put it on the table</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Press power. Put in the tape. Press play.</i></li> <li>• <i>Push the button. Turn the knob. Set the time.</i></li> <li>• <i>It's under the bed. It's on the table beside the sofa.</i></li> </ul>
<b>Selected Sample Tasks</b>	<ul style="list-style-type: none"> <li>• Give single directions and commands</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriately a number of short one-sentence commands and requests</li> </ul>	<ul style="list-style-type: none"> <li>• Give short one- to two- clause directions relating to movement and position in space</li> </ul>	<ul style="list-style-type: none"> <li>• Tell someone where to find something or someone; give directions how to get there</li> <li>• Give instructions on how to set an alarm clock, use a tape recorder and play a video</li> </ul>





**CLB 2000 Speaking: Features of Instructional Tasks**

<b>Feature</b>	<b>Benchmark 5</b>	<b>Benchmark 6</b>	<b>Benchmark 7</b>	<b>Benchmark 8</b>
<b>Complexity</b>	<ul style="list-style-type: none"> <li>Extended set of sequentially presented simple clause instructions/directions on daily routine actions</li> </ul>	<ul style="list-style-type: none"> <li>Set of instructions dealing with simple daily actions and routines where the steps are not presented as a point-form sequence of single clauses</li> </ul>	<ul style="list-style-type: none"> <li>Clear instructions and directions related to moderately complex familiar technical and non-technical tasks</li> </ul>	<ul style="list-style-type: none"> <li>Clear instructions and directions related to moderately complex familiar technical and non-technical tasks</li> </ul>
<b>Selected Sample Tasks</b>	<ul style="list-style-type: none"> <li>Direct a person to a place with or without maps, diagrams, sketches (e.g., give clear directions to one's home; the washrooms)</li> </ul>	<ul style="list-style-type: none"> <li>Explain how to make something or do something properly; give a short set of instructions (e.g., change a light bulb)</li> <li>Give spoken directions including correct sequence of steps, clear reference, correct stress and intonation</li> </ul>	<ul style="list-style-type: none"> <li>Explain how to avoid jet lag, stay on a budget or handle a household emergency</li> <li>Give spoken directions. (Convey the sequence of steps, use clear reference, precise vocabulary, correct stress and intonation)</li> </ul>	<ul style="list-style-type: none"> <li>Give instructions on how to administer first aid</li> <li>Give instructions/ directions to tourists on points of interests, trails, museums, restaurants, etc.</li> <li>Give instructions on operating a cash register</li> <li>Give spoken directions.</li> <li>(Convey the sequence of steps using clear reference, correct stress and intonation)</li> <li>Give/pass on instructions about an established familiar process or procedure (technical and non-technical)</li> </ul>



### CLB 2000 Speaking: Features of Instructional Tasks

<b>Feature</b>	<b>Benchmark 9</b>	<b>Benchmark 10</b>	<b>Benchmark 11</b>	<b>Benchmark 12</b>
<b>Complexity</b>	<ul style="list-style-type: none"> <li>• Clear, detailed information to carry out complex multi-step instructions for a familiar technical/non-technical process</li> <li>• Convey details and sequence of steps by accurate language form (e.g., structures, vocabulary, sequence markers, accurate stress, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Instructions for very important procedures; complex multistep instructions for a familiar process or procedure in a demanding and stressful situation</li> <li>• Convey details and sequence using accurate language form (e.g., structures, vocabulary, sequence markers, accurate stress and intonation)</li> </ul>	<ul style="list-style-type: none"> <li>• Effective instructions on complex unfamiliar work procedures and technical and non-technical unfamiliar processes in a demanding and stressful situation</li> <li>• Convey details and sequence by accurate language form</li> </ul>	<ul style="list-style-type: none"> <li>• Effective instruction to instil understanding of a complex technical subject matter</li> </ul>
<b>Selected Sample Tasks</b>	<ul style="list-style-type: none"> <li>• Give complex instructions on familiar first aid and emergency procedures in the work place</li> <li>• Explain to another person the instructions from a system emergency broadcast in case of a natural disaster</li> </ul>	<ul style="list-style-type: none"> <li>• Convey to others clearly and precisely instructions regarding emergency situations (e.g., fire evacuation, hazardous waste removal)</li> <li>• Give extensive continuous directions with complex navigational detail on how to reach a location, which is remote or difficult to identify</li> </ul>	<ul style="list-style-type: none"> <li>• Give complex and detailed instructions on lab, experimental procedures, research assignments</li> <li>• Give complex instructions on work procedures, maintenance, set-up and operation of equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Give effective instruction to others in own area of expertise (e.g., how to deal with conflicts; how to do complex calculations for highly technical tasks)</li> </ul>



### CLB 2000 Speaking: Features of Suasion Tasks

Feature	Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4
<b>Examples of Suasion skills and strategies</b>	<ul style="list-style-type: none"> <li>• Attract attention.</li> <li>• Request assistance.</li> <li>• Inquire about and state time</li> </ul>	<ul style="list-style-type: none"> <li>• Express and respond to a number of requests</li> <li>• Express and respond to caution and warning</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and grant permission</li> <li>• Advise someone of danger</li> <li>• Ask for, offer, and accept assistance</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Request, accept or reject goods or services, assistance or offer in a service or sales situation</li> <li>• Respond to warnings</li> <li>• Obtain a service or purchase; return or exchange goods in a transaction</li> </ul>
<b>Examples of typical discourse</b>	<ul style="list-style-type: none"> <li>• <i>Excuse me, Bob.</i></li> <li>• <i>Help me, please.</i></li> <li>• <i>What time is it? It is...</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Excuse me, can you help me please? No problem. Can you pass me the...?</i></li> <li>• <i>Thanks.</i></li> <li>• <i>Fire!</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>I need help. Can you help me? Can I help? Thanks (for your help).</i></li> <li>• <i>Can I leave five minutes early?</i></li> <li>• <i>Can I borrow your pen? Sure, no problem.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>You can't park here. Please remove your car.</i></li> <li>• <i>Smoking is not allowed.</i></li> </ul>
<b>Examples of some typical tasks</b>	<ul style="list-style-type: none"> <li>• Attract attention to a situation</li> <li>• Request assistance in a situation</li> <li>• Ask about and tell time</li> </ul>	<ul style="list-style-type: none"> <li>• Report a loss</li> <li>• Order food</li> <li>• Express and respond to requests and warnings</li> </ul>	<ul style="list-style-type: none"> <li>• Call 911, report a problem and give the address</li> <li>• Ask permission Report danger and provide basic details</li> <li>• Request urgent assistance</li> <li>• Offer assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to warnings on simple by-law violations</li> <li>• Respond to openings, routine questions and closings in a service or sales transaction discourse</li> <li>• Describe an item</li> <li>• Ask questions about price, availability, location, appearance, function</li> </ul>



### CLB 2000 Speaking: Features of Suasion Tasks

Feature	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
<b>Examples of Suasion skills and strategies</b>	<ul style="list-style-type: none"> <li>• Ask for permission.</li> <li>• Give permission</li> <li>• Give simple advice</li> <li>• Use polite expressions with requests</li> <li>• Give address</li> <li>• State reason</li> <li>• Request help</li> </ul>	<ul style="list-style-type: none"> <li>• Offer suggestions</li> <li>• Give reasons</li> <li>• Make a prediction</li> <li>• Make requests</li> </ul>	<ul style="list-style-type: none"> <li>• Give and respond to a warning</li> <li>• Discourage others</li> <li>• Request a word</li> <li>• Ask for and respond to recommendations</li> <li>• Make a suggestion</li> <li>• Give and respond to a warning</li> <li>• Discourage others</li> </ul>	<ul style="list-style-type: none"> <li>• Indicate problems and solutions in a familiar area</li> <li>• Propose/recommend that certain changes be made</li> <li>• Identify problem</li> <li>• Indicate possible solution</li> <li>• Recommend best solution</li> <li>• Provide required details</li> </ul>
<b>Examples of typical discourse</b>	<ul style="list-style-type: none"> <li>• <i>Please, would you mind, could you, would you?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>It's cold - perhaps we should close the window. • You shouldn't... If we do X, Y will happen.</i></li> <li>• <i>I ordered X a while ago; I was wondering when it will be ready/if it's ready yet.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Do you have a minute? Can I talk to you? Can I have a word?</i></li> <li>• <i>I'd like to ask for advice, suggestions, feedback</i></li> <li>• <i>Can you suggest something? What would you suggest?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>I think that the real question here is... In my opinion, the problem is...</i></li> </ul>
<b>Examples of some typical tasks</b>	<ul style="list-style-type: none"> <li>• Request permission to leave work early or take a day off</li> </ul>	<ul style="list-style-type: none"> <li>• Make a simple formal suggestion</li> <li>• Provide a reason</li> <li>• Make a simple prediction of consequences</li> <li>• Make a verbal request for an item</li> </ul>	<ul style="list-style-type: none"> <li>• Make an extended suggestion on how to solve an immediate problem or make an improvement</li> <li>• Discourage a person from drinking and driving, or other illegal or dangerous actions</li> <li>• Ask an instructor or supervisor for feedback about performance</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opinions and suggestions as a respondent in a phone survey on health care services or bank services, etc.</li> </ul>



### CLB 2000 Speaking: Features of Suasion Tasks

Feature	Benchmark 9	Benchmark 10	Benchmark 11	Benchmark 12
<b>Examples of Suasion skills and strategies</b>	<ul style="list-style-type: none"> <li>• Formally raise an issue</li> <li>• Present a formal proposal</li> <li>• Indicate knowledge of the laws, rights, cultural practices of raising issues with authority figures</li> <li>Indicate awareness of patterns of persuasion and their acceptability</li> <li>• Ask for an agreement or commitment in a convincing and sensitive way</li> </ul>	<ul style="list-style-type: none"> <li>• Express, ask, appeal for and respond to a promise</li> <li>• Respond to ingratiation</li> <li>• Respond to threats with socio culturally appropriate behaviour</li> <li>• Demonstrate awareness of cultural acceptability of ingratiation or threats</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Use persuasive techniques to obtain agreement for ideas (e.g., evidence, logical argument, ethical and emotional appeals)</li> <li>• Negotiate a concession, solution</li> </ul>	<ul style="list-style-type: none"> <li>• Use persuasive techniques to obtain agreement or acceptance for ideas</li> <li>• Negotiate a contract or agreement</li> <li>• Move opponents to resolve conflict</li> </ul>
<b>Examples of some typical tasks</b>	<p>Formally raise an issue with authority figures or groups</p> <ul style="list-style-type: none"> <li>• Present a formal proposal outlining a solution and a persuasive argument to adopt it</li> <li>• Discuss a raise or a schedule change with the supervisor</li> <li>• Discuss concerns a child's teacher and school principal</li> <li>• Discuss concerns about your academic progress with the professor</li> <li>• Appropriately argue a grade</li> </ul>	<ul style="list-style-type: none"> <li>• Present qualifications in a selection interview; describe area of specialization and work/academic experience in detail</li> <li>• Express future career/employment or academic goals</li> <li>• Express a commitment to convince an employer/grant committee, etc.</li> <li>• Express a commitment to persuade persons in authority to accept a proposal or grant an approval</li> </ul>	<ul style="list-style-type: none"> <li>• Negotiate a "mutual interests" solution to a problem. Get a concession from the other party through logical argumentation</li> <li>• Negotiate a concession from a supervisor, boss, professor through logical argumentation</li> </ul>	<ul style="list-style-type: none"> <li>• Negotiate a contract/agreement</li> <li>• Manage and mediate a conflict/dispute between others</li> <li>• Mediate and help resolve a conflict between two neighbours over loud music</li> <li>• Mediate and help resolve a conflict between two employees over schedules/equal workload/vacation periods</li> </ul>



**CLB 2000 Speaking: Features of Informational Tasks in a One-on-One Setting**

<b>Feature</b>	<b>Benchmark 1</b>	<b>Benchmark 2</b>	<b>Benchmark 3</b>	<b>Benchmark 4</b>
<b>Typical language functions and usage</b>	<ul style="list-style-type: none"> <li>• Provide basic personal information</li> <li>• Express ability/inability.</li> <li>• Use cardinal and ordinal basic numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Provide basic personal information</li> <li>• Give basic description</li> <li>• Talk about things one enjoys</li> <li>• Respond to simple questions</li> <li>• Spell words related to personal identification and information</li> <li>• Describe size, colour and number</li> <li>• Use basic time references</li> <li>• Use basic expressions of location and movement</li> </ul>	<ul style="list-style-type: none"> <li>• Express immediate and future plans</li> <li>• Talk about personal experience, health, feelings</li> <li>• Describe a person, object and situation</li> </ul>	<ul style="list-style-type: none"> <li>• Express need, preference, satisfaction,</li> <li>• dissatisfaction</li> <li>• Relate a story about an everyday activity</li> </ul>
<b>Selected one-on-one tasks</b>	<ul style="list-style-type: none"> <li>• Short interview with teacher, counsellor</li> <li>• Answer questions about basic personal information (name, address, language, country, ability)</li> </ul>	<ul style="list-style-type: none"> <li>• Short interview with teacher, if assisted, with medical receptionist or official (e.g., to enrol a child in school)</li> <li>• Describe a missing object or piece of clothing in three to five short sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Tell a story about personal experience</li> <li>• Describe person, object, situation routine</li> <li>• Talk about work, family, weather, daily routine and activities, hobbies and interests, health and feelings, wants and plans</li> <li>• Describe a friend, a favourite object, your room</li> </ul>	<ul style="list-style-type: none"> <li>• Tell a story about obtaining goods or services (e.g., about registering a child in a daycare or going to the doctor)</li> <li>• Relate a story about an everyday activity in a coherent narrative (connected discourse)</li> </ul>



**CLB 2000 Speaking: Features of Informational Tasks in a One-on-One Setting**

<b>Feature</b>	<b>Benchmark 5</b>	<b>Benchmark 6</b>	<b>Benchmark 7</b>	<b>Benchmark 8</b>
<b>Typical language functions and usage</b>	<ul style="list-style-type: none"> <li>• Explain the nature of inquiry</li> <li>• Provide necessary details</li> <li>• Ask relevant questions</li> <li>• Summarize and repeat back</li> <li>• Thank for help and information</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the nature of inquiry and information needed</li> <li>• Provide necessary details</li> <li>• Ask relevant questions</li> <li>• Summarize and repeat back</li> <li>• Thank for help and information</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions</li> <li>• Ask for advice</li> <li>• Explain the nature of inquiry.</li> <li>• Initiate questions to gather, analyse and compare information needed</li> <li>• Respond to questions</li> <li>• Summarize and repeat back</li> <li>• Thank for help and information</li> </ul>	<ul style="list-style-type: none"> <li>• Explain or asks about the nature of inquiry or concern</li> <li>• Initiate questions to gather, analyse and compare information</li> <li>• Respond to questions</li> <li>• Summarize and repeat back</li> <li>• Close</li> </ul>
<b>Selected one-on-one tasks</b>	<ul style="list-style-type: none"> <li>• Request and provide information related to routine daily activities (personal, work, family)</li> <li>• Obtain information at a pharmacy to get the best product for a specific situation</li> </ul>	<ul style="list-style-type: none"> <li>• Request and provide information in an interview related to daily activities</li> <li>• Phone a library to inquire and obtain information about research materials and their availability; reserve materials</li> <li>• Express concerns, provide explanations, and seek advice in a parent-teacher interview</li> <li>• Phone an airline and arrange a flight</li> </ul>	<ul style="list-style-type: none"> <li>• Request and provide detailed information related to personal needs, varied daily activities and routine work requirements</li> <li>• Call to request information about specific services or products, or to discuss a very specific need (plan an extended trip, a big investment; ask about new appliances, renovations, training for a new career)</li> </ul>	<ul style="list-style-type: none"> <li>• Ask for and/or provide detailed information related to personal needs, varied daily activities and routine work requirements</li> <li>• Discuss options.</li> <li>• Obtain multiple opinions about a medical condition, treatment options, prognosis</li> </ul>



**CLB 2000 Speaking: Features of Informational Tasks in a One-on-One Setting**

<b>Feature</b>	<b>Benchmark 9</b>	<b>Benchmark 10</b>	<b>Benchmark 11</b>	<b>Benchmark 12</b>
<b>Typical language functions and usage</b>	<ul style="list-style-type: none"> <li>Organize, present, debate</li> <li>Express opinions, feelings, doubts</li> <li>Oppose, support, accept, reject motions, ideas</li> <li>Initiate questions to gather, analyse, compare information</li> <li>Respond to questions</li> <li>Negotiate, clarify meaning</li> <li>Summarize information</li> <li>Summarize positions</li> </ul>	<ul style="list-style-type: none"> <li>Inquire about implications, consequences</li> <li>Comment on gaps, strengths, weaknesses</li> <li>Express, qualify opinions, feelings, doubts</li> <li>Agree, disagree with a stand, motion, idea, proposed solution, point of view</li> </ul>	<ul style="list-style-type: none"> <li>Discuss detailed complex information to solve a problem, make a decision, supervise, motivate, discipline or evaluate performance</li> </ul>	<ul style="list-style-type: none"> <li>Discuss detailed complex information to solve a problem, make a decision, supervise, motivate, discipline, or evaluate</li> <li>Exchange detailed information/opinions to advise, counsel, collaborate in creating complex project</li> <li>Elicit information, views</li> <li>Discuss complex ideas</li> </ul>
<b>Selected one-on-one tasks</b>	<ul style="list-style-type: none"> <li>Discuss detailed complex information and opinions to coordinate teamwork assignments/tasks</li> <li>Exchange complex information on consumer issues (e.g., buying a computer, car, house, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Discuss detailed complex information and opinions in a peer or superior relationship to coordinate work, train in established procedures, delegate, solve a problem or conflict, or make a decision</li> </ul>	<ul style="list-style-type: none"> <li>Discuss detailed performance evaluation as supervisor or as employee</li> <li>Develop an argument for a set of prepared "academic controversy" material</li> </ul>	<ul style="list-style-type: none"> <li>Counsel/support an individual in a personal or academic/work-related crisis</li> </ul>





### CLB 2000 Speaking: Features of Information Tasks in a Group Setting

**Note: Group tasks are not applicable to Stage I, except at benchmark 4 where group is familiar and supportive.**

<b>Feature</b>	<b>Benchmark 5</b>	<b>Benchmark 6</b>	<b>Benchmark 7</b>	<b>Benchmark 8</b>
<b>Group Context</b>	<ul style="list-style-type: none"> <li>• Small group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Small group discussion/meeting on non-personal familiar topics and issues</li> </ul>	<ul style="list-style-type: none"> <li>• Small group discussion or meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Debate or discussion or meeting on an abstract familiar topic or issue (seminar style)</li> </ul>
<b>Examples of some typical Group Tasks</b>	<ul style="list-style-type: none"> <li>• Plan a trip from point A to point B</li> <li>• Discuss a familiar current issue</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss current events in Canada</li> <li>• Discuss researched topics on social, cross-cultural, or work-related issues</li> <li>• Discuss aspects of Canadian culture and advice and suggestions based on “Dear” advice columns</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in a small group discussion or meeting</li> <li>• Express opinions and feelings, qualify opinions, express reservations, approval, disapproval</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss values and attitudes in different cultures</li> <li>• Participate in a training workshop</li> <li>• Give a three-minute summary</li> </ul>
<b>Examples of typical language functions, strategies and usage</b>	<ul style="list-style-type: none"> <li>• Explain nature of inquiry</li> <li>• Provide details</li> <li>• Ask relevant questions</li> <li>• Summarize and repeat back</li> <li>• Thank for information</li> <li>• Express necessity, worry, concern, opinion</li> <li>• Agree, disagree</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in a small group discussion/meeting.</li> <li>• Express opinions and feelings</li> <li>• Express obligation, ability, certainty</li> </ul>	<ul style="list-style-type: none"> <li>• Express or ask about possibility, probability</li> <li>• Express opinions, feelings, reservations</li> <li>• Qualify opinion</li> <li>• Express approval, disapproval</li> <li>• Expresses and ask about possibility, probability</li> </ul>	<ul style="list-style-type: none"> <li>• Express and analyse opinions and feelings</li> <li>• Oppose or support a stand, idea, proposed solution</li> <li>• Express opinions, feelings, doubts</li> <li>• Qualify opinions, elaborate</li> </ul>



### **CLB 2000 Speaking: Features of Information Tasks in a Group Setting**

**Note: Group tasks are not applicable to Stage I, except at benchmark 4 where group is familiar and supportive**

<b>Feature</b>	<b>Benchmark 9</b>	<b>Benchmark 10</b>	<b>Benchmark 11</b>	<b>Benchmark 12</b>
<b>Group Context</b>	<ul style="list-style-type: none"> <li>• Debate, case study discussion with familiar participants in an academic/workplace context</li> <li>• Business meeting, debate</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar-style or business-style discussion, debate</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar, symposium or conference colloquium with unfamiliar participants</li> </ul>	<ul style="list-style-type: none"> <li>• Seminar, symposium or conference colloquium with unfamiliar participants</li> <li>• Discussion, seminar, formal meeting</li> </ul>
<b>Examples of some typical Group Tasks</b>	<ul style="list-style-type: none"> <li>• Participate actively, fluently and appropriately in a formal group discussion on a researched/prepared complex issue</li> </ul>	<ul style="list-style-type: none"> <li>• Contribute to a debate to support or oppose a current controversy (e.g., that a minority-view student club should be funded by the student union to promote its ideas on campus)</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss/debate prepared “academic controversy” material in tutorial/seminar</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate a working group discussion: establish goals and objectives and facilitate the process</li> <li>• Communicate with a number of individuals to design/create a complex unique project</li> </ul>
<b>Examples of typical language functions, strategies and usage</b>	<ul style="list-style-type: none"> <li>• Express opinions, feelings, doubts</li> <li>• Oppose, support, accept, reject a stand, motion, idea, proposed solution</li> <li>• Initiate questions to gather, analyse and compare information</li> <li>• Respond to questions</li> <li>• Negotiate, clarify meaning</li> <li>• Summarize or repeat back</li> <li>• Summarize positions</li> </ul>	<ul style="list-style-type: none"> <li>• Inquire about implications and consequences</li> <li>• Comment on strengths, gaps, weaknesses</li> <li>• Express and qualify opinion, feeling, doubt</li> <li>• Agree, disagree with a stand, motion, idea, proposed solution</li> <li>• Request clarification of details</li> </ul>	<ul style="list-style-type: none"> <li>• Use questioning to obtain information.</li> <li>• Express and qualify opinion, feeling, doubt</li> <li>• Oppose or support a proposed solution</li> <li>• Clarify issues</li> <li>• Brainstorm, reach a consensus, decision, solution</li> <li>• Sum up consensus</li> </ul>	<ul style="list-style-type: none"> <li>• Help participants clarify issues and reach set goals</li> <li>• Focus and motivate</li> <li>• Elicit information, views</li> <li>• Clarify issues and ideas</li> <li>• Brainstorm, reach a consensus, decision, solution</li> </ul>



**CLB 2000 Speaking: Features of Information Tasks involving Presentation**

**Note: This classification does not apply to Stage I**

<b>Feature</b>	<b>Benchmark 5</b>	<b>Benchmark 6</b>	<b>Benchmark 7</b>	<b>Benchmark 8</b>
<b>Length</b>	<ul style="list-style-type: none"> <li>• 3 – 5 minutes</li> </ul>	<ul style="list-style-type: none"> <li>• 5 – 7 minutes</li> </ul>	<ul style="list-style-type: none"> <li>• 10 minutes</li> </ul>	<ul style="list-style-type: none"> <li>• 15 – 20 minutes</li> </ul>
<b>Type</b>	<ul style="list-style-type: none"> <li>• Informal or semi-formal</li> </ul>	<ul style="list-style-type: none"> <li>• Informal or formal</li> </ul>	<ul style="list-style-type: none"> <li>• Informal or semi-formal</li> </ul>	<ul style="list-style-type: none"> <li>• May be researched</li> </ul>
<b>Genre</b>	<ul style="list-style-type: none"> <li>• Story</li> <li>• Description</li> </ul>	<ul style="list-style-type: none"> <li>• Detailed sequence</li> <li>• Comparison</li> <li>• Process</li> </ul>	<ul style="list-style-type: none"> <li>• Summary</li> <li>• Report</li> <li>• Compare and contrast</li> </ul>	<ul style="list-style-type: none"> <li>• Complex description</li> <li>• Story with anecdote</li> <li>• Summary</li> <li>• Complex explanation</li> </ul>
<b>Audience</b>	<ul style="list-style-type: none"> <li>• Small</li> <li>• Familiar</li> </ul>	<ul style="list-style-type: none"> <li>• Small</li> <li>• Familiar</li> </ul>	<ul style="list-style-type: none"> <li>• Small</li> <li>• Familiar or unfamiliar</li> </ul>	<ul style="list-style-type: none"> <li>• Small</li> <li>• Familiar and unfamiliar</li> </ul>
<b>Topic types</b>	<ul style="list-style-type: none"> <li>• Familiar</li> <li>• Concrete</li> <li>• Immediate</li> <li>• Everyday</li> </ul>	<ul style="list-style-type: none"> <li>• Familiar</li> <li>• Concrete</li> </ul>	<ul style="list-style-type: none"> <li>• Familiar</li> <li>• Concrete</li> </ul>	<ul style="list-style-type: none"> <li>• Familiar</li> <li>• Concrete</li> <li>• Abstract</li> </ul>
<b>Visuals</b>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Other visual aids</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Other visual aids</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Other visual aids</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Other visual aids</li> </ul>



### CLB 2000 Speaking: Features of Information Tasks involving Presentation

**Note: This classification does not apply to Stage**

<b>Feature</b>	<b>Benchmark 9</b>	<b>Benchmark 10</b>	<b>Benchmark 11</b>	<b>Benchmark 12</b>
<b>Length</b>	<ul style="list-style-type: none"> <li>• 15 – 30 minutes</li> </ul>	<ul style="list-style-type: none"> <li>• 20 – 40 minutes</li> </ul>	<ul style="list-style-type: none"> <li>• 30 – 40 minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Any length</li> </ul>
<b>Type</b>	<ul style="list-style-type: none"> <li>• Formal or semi-formal</li> <li>• Prepared</li> </ul>	<ul style="list-style-type: none"> <li>• Formal or semi-formal</li> <li>• Seminar style</li> </ul>	<ul style="list-style-type: none"> <li>• All levels of formality</li> <li>• Lecture style</li> </ul>	<ul style="list-style-type: none"> <li>• All levels of formality</li> <li>• Lecture style</li> </ul>
<b>Genre</b>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Briefing</li> <li>• Report</li> </ul>	<ul style="list-style-type: none"> <li>• Complex explanation</li> <li>• Overview of procedures, process or method</li> </ul>	<ul style="list-style-type: none"> <li>• Exposition</li> <li>• Argumentation</li> <li>• Overview of perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Exploration, explanation</li> <li>• Hypothesis</li> <li>• Analysis</li> <li>• Comparative evaluation</li> <li>• Inspirational or emotional appeal</li> </ul>
<b>Audience</b>	<ul style="list-style-type: none"> <li>• Large</li> <li>• Familiar</li> </ul>	<ul style="list-style-type: none"> <li>• Large</li> <li>• Familiar</li> </ul>	<ul style="list-style-type: none"> <li>• Large</li> <li>• May be unfamiliar</li> <li>• Diverse</li> </ul>	<ul style="list-style-type: none"> <li>• Small or large</li> <li>• May be unfamiliar</li> <li>• May be uncooperative</li> <li>• May be challenging</li> </ul>
<b>Topic types</b>	<ul style="list-style-type: none"> <li>• Familiar or researched</li> <li>• Non-personal</li> <li>• Abstract</li> </ul>	<ul style="list-style-type: none"> <li>• Familiar or researched</li> <li>• Non-personal</li> <li>• Abstract</li> </ul>	<ul style="list-style-type: none"> <li>• Familiar or researched</li> <li>• Non-personal</li> <li>• Abstract</li> </ul>	<ul style="list-style-type: none"> <li>• Familiar or researched</li> <li>• Non-personal</li> <li>• Abstract</li> </ul>
<b>Visuals</b>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Other visuals</li> </ul>	<ul style="list-style-type: none"> <li>• Diagrams</li> <li>• Charts and graphs</li> </ul>	<ul style="list-style-type: none"> <li>• Diagrams</li> <li>• Charts and graphs</li> </ul>	<ul style="list-style-type: none"> <li>• Diagrams</li> <li>• Cross-sectional sketches</li> </ul>



**CLB 2000 Speaking: Features of Information Tasks involving Presentation**

**Note: This classification does not apply to Stage**

<b>Feature</b>	<b>Benchmark 5</b>	<b>Benchmark 6</b>	<b>Benchmark 7</b>	<b>Benchmark 8</b>
<b>Features of the Presentation</b>	<ul style="list-style-type: none"> <li>• Introduce, develop, conclude</li> <li>• Provide accurate and detailed descriptions</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce, develop, conclude</li> <li>• Provide accurate and detailed descriptions</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce, develop, conclude</li> <li>• Provide accurate and detailed descriptions</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction, development and conclusion.</li> <li>• Accurate and detailed descriptions, explanations or account of events</li> <li>• Express main ideas and support with details</li> <li>• Narrate, describe coherently (agents, actions, circumstance, process and sequence are clear).</li> <li>• Presentation style delivery</li> </ul>
<b>Features of the Spoken Discourse</b>	<ul style="list-style-type: none"> <li>• Coherent connected discourse</li> <li>• Explicit markers/logical connectors (first, next, finally, but)</li> <li>• Simple grammar structures, with clear present, past and future time reference; and personal and textual reference (only some errors)</li> <li>• Appropriate rate, fluency, intelligibility</li> </ul>	<ul style="list-style-type: none"> <li>• Coherent connected discourse</li> <li>• Explicit markers/logical connectors (first, next, finally)</li> <li>• Simple grammar structures, with clear present, past and future</li> <li>• Appropriate rate, fluency, intelligibility</li> </ul>	<ul style="list-style-type: none"> <li>• Coherent connected discourse</li> <li>• Explicit markers and logical connectors (first, next, finally)</li> <li>• Simple grammar structures, with clear present, past and future time reference; and spatial, personal and textual reference (only some errors)</li> </ul>	<ul style="list-style-type: none"> <li>• Good use of complex structures, with only minor difficulties</li> <li>• Adequate vocabulary for the topic, including sufficient technical language</li> <li>• Adequate fluency and intelligibility</li> </ul>



**CLB 2000 Speaking: Features of Information Tasks involving Presentation**

**Note: This classification does not apply to Stage**

<b>Feature</b>	<b>Benchmark 9</b>	<b>Benchmark 10</b>	<b>Benchmark 11</b>	<b>Benchmark 12</b>
<b>Features of the Presentation</b>	<ul style="list-style-type: none"> <li>• Address topic and explore several relevant aspects</li> <li>• Obtain, organize, state, support, sequence, connect information and ideas</li> <li>• Describe, classify, define, generalize, explain, illustrate, exemplify, summarize</li> <li>• Demonstrate awareness of audience.</li> <li>• Respond to comments, questions</li> </ul>	<ul style="list-style-type: none"> <li>• Address topic and explore several relevant aspects</li> <li>• Obtain, organize, state, support, sequence and connect information</li> <li>• Explore, analyse, evaluate concepts or problems</li> <li>• Explain by using analogy, examples, anecdotes, and diagrams</li> <li>• Demonstrate awareness of audience</li> <li>• Respond to comments, questions and objections; add information, elaborate</li> </ul>	<ul style="list-style-type: none"> <li>• Address topic and explore, explain complex concepts by using concrete details, statistics, testimony and graphic illustrations</li> <li>• Organize, sequence complex information</li> <li>• State the thesis/proposition.</li> <li>• Develop a logical line of argumentation</li> <li>• Explore pros and cons</li> <li>• Make logical relationships between parts of discourse</li> <li>• Explain by using details, scenarios, reasons, cause and effect, statistics, testimony, pictures, graphs, etc.</li> <li>• Demonstrate awareness of audience and purpose</li> <li>• Respond to comments, questions and objections; add information, elaborate</li> </ul>	<ul style="list-style-type: none"> <li>• Address topic and explore, explain and hypothesize about sociocultural context</li> <li>• State the thesis/proposition.</li> <li>• Develop a logical line of argumentation</li> <li>• Explore causal and logical relationships between facts, phenomena, events; explores pro and con arguments, hypothesize, draw conclusions</li> <li>• Demonstrate awareness of audience and purpose</li> <li>• Respond to comments, questions and objections; add information, elaborate</li> </ul>
<b>Features of the Spoken Discourse</b>	<ul style="list-style-type: none"> <li>• Appropriate rhetorical discourse markers, phrases and sentences to help the listener follow (e.g., definitions, generalizations, summary, etc.)</li> <li>• Linguistic control; adjusts language for accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate discourse markers (e.g., phrases and sentences) help listener follow development, patterns and transition points (e.g., definitions, example, etc.)</li> <li>• Linguistic control; adjusts language for clarity and accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Very good control, flexibility and range of linguistic form, with only minimal grammatical errors or awkward lexical phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate expository discourse; makes explicit the logical relationships between parts of the discourse</li> <li>• Excellent control and flexibility using a complex range of linguistic form</li> </ul>



## CLB 2000 Speaking: Features of Information Tasks involving Presentation

**Note: This classification does not apply to Stage**

Feature	Benchmark 5	Benchmark 6	Benchmark 7	Benchmark 8
<b>Task Overview</b>	<ul style="list-style-type: none"> <li>• Relate a sequence of events</li> <li>• Tell a detailed story</li> <li>• Report an incident</li> <li>• Describe a scene</li> <li>• Describe a routine</li> </ul>	<ul style="list-style-type: none"> <li>• Relate a detailed sequence of events</li> <li>• Tell a detailed story</li> <li>• Describe and compare</li> <li>• Describe a simple process</li> </ul>	<ul style="list-style-type: none"> <li>• Tell a story, including a future scenario</li> <li>• Describe, compare and contrast in detail</li> <li>• Describe a moderately complex process</li> </ul>	<ul style="list-style-type: none"> <li>• Tell a story, including an anecdote</li> <li>• Describe and explain in detail</li> <li>• Compare and contrast</li> </ul>
<b>Examples of Selected Tasks</b>	<ul style="list-style-type: none"> <li>• Tell a detailed historical or biographical story or report an incident based on a series of pictures</li> <li>• Give a detailed description of a scene or a picture.</li> <li>• Report on routine activities, including explanations and examples</li> </ul>	<ul style="list-style-type: none"> <li>• Tell a detailed story that includes reasons and consequences</li> <li>• Describe and compare two contemporary or historical figures or locations</li> <li>• Give a detailed description of a simple process (e.g., the collection, sorting and distribution of mail at Canada Post)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and compare the characteristics of two jobs (e.g., a hospitality host and waiter; an administrative assistant and receptionist)</li> <li>• Use research to make a 10-minute presentation or demonstration, describe a process (photosynthesis, immigration or admission to a program) and then respond to questions</li> <li>• Give a summary or report of main points of a presentation by another</li> </ul>	<ul style="list-style-type: none"> <li>• Make a 15-minute oral presentation on a researched topic</li> <li>• Analyse opinions, synthesize information.</li> <li>• Present a summary of the weekly newscast</li> <li>• Give a 20-minute formal presentation to describe and explain the internal structures of organisms or objects, using cross-sectional sketches</li> <li>• Compare processes, (e.g., two types of water treatment/purification)</li> <li>• Describe and explain a complex structure, system or process based on research Use a diagram to support the explanations</li> <li>• Tell a story which includes an anecdote</li> </ul>



**CLB 2000 Speaking: Features of Information Tasks involving Presentation**

**Note: This classification does not apply to Stage**

<b>Feature</b>	<b>Benchmark 9</b>	<b>Benchmark 10</b>	<b>Benchmark 11</b>	<b>Benchmark 12</b>
<b>Task Overview</b>	<ul style="list-style-type: none"> <li>• Give a demonstration, briefing, oral report or position paper</li> <li>• Argue a point</li> </ul>	<ul style="list-style-type: none"> <li>• Give a seminar-style presentation on a researched topic; explain complex concepts and ideas, by using analogy, examples, anecdotes and diagrams</li> </ul>	<ul style="list-style-type: none"> <li>• Give a small lecture-style expository or argumentative presentation on a researched topic</li> </ul>	<ul style="list-style-type: none"> <li>• Give a lecture-style presentation to explore, explain and hypothesize about causal and logical relationships between facts, phenomena, events</li> <li>• Give a presentation of complex information and ideas that includes an evaluation/critique, recommendations, demands and appeals</li> </ul>
<b>Examples of Selected Tasks</b>	<ul style="list-style-type: none"> <li>• Give a 20-minute presentation on a research topic in own area of study</li> <li>• Compare two or three perspectives on trade, globalization, world finance institutions (e.g., IMF, World Bank), trade agreements and their influence on various countries</li> <li>• Give a demonstration or a briefing about a program, product, service or issue in own department at a staff meeting or to a familiar small group of clients</li> </ul>	<ul style="list-style-type: none"> <li>• Give a presentation on a topic in your area of study based on research findings</li> <li>• Present an overview of recombinant-DNA procedures in genetic engineering and in other biotechnological applications</li> <li>• Explain how to carry out a process, procedure, method or technique (e.g., Southern Blotting, polymerised chain reaction, bioremediation of PCBs, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Give a presentation on a topic in own area of study based on research findings</li> <li>• Present an overview of perspectives on the Canadian legislative system and policy making, focusing on executive-legislative relations</li> <li>• Develop an argument for a set of reforms to restructure the role of politicians in policy making</li> </ul>	<ul style="list-style-type: none"> <li>• Present an evaluation/critique, recommendation, appeal</li> <li>• Give a presentation that analyses, compares and evaluates other people's discourse (e.g., writing or speeches; contemporary or classical)</li> <li>• Give a presentation that ends with an inspirational or emotional appeal, quotation, question or challenge for the audience</li> </ul>





### **CLB 2000 Writing: General Characteristics of the Learner**

<b>Characteristic</b>	<b>Benchmark 1</b>	<b>Benchmark 2</b>	<b>Benchmark 3</b>	<b>Benchmark 4</b>
<b>Global Performance</b>	<ul style="list-style-type: none"> <li>• Can write a small number of familiar words, simple phrases and sentences about self, related to immediate needs</li> <li>• Can describe a personal situation by completing a short guided text about self and family</li> <li>• Can write personal and familiar details in appropriate blanks</li> <li>• Can copy/record time, addresses, names, numbers, prices</li> <li>• Can write down basic personal identification information</li> <li>• Limited knowledge of language and a limited exposure to sound-symbol relationship and spelling conventions in English limits ability to write unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>• Can write a few sentences and phrases about self and family or other highly familiar information as a simple description, as answers to written questions, or on simplified forms and slips</li> <li>• Can describe a picture (e.g., of a family) by completing a text about the picture</li> <li>• Can write full-sentence answers to five or six questions about self, family and/or friend</li> <li>• Can copy basic factual information from directories and schedules</li> <li>• Limited knowledge of language and a limited exposure to sound-symbol relationship and spelling conventions in English limits ability to write unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>• Can write a number of one-clause sentences about self and family (e.g., simple descriptions and narration)</li> <li>• Can demonstrate adequate competence in simple, familiar, personal writing tasks within predictable contexts of everyday needs and experience</li> <li>• Can copy or write down a set of simple instructions or a simple message</li> </ul>	<ul style="list-style-type: none"> <li>• Can write simple descriptions and narration of events, stories, future plans about self and family, or other highly familiar topics</li> <li>• Can effectively convey in writing simple ideas and information about personal experience within predictable contexts of everyday needs</li> <li>• Can copy information from dictionaries, encyclopaedias, manuals</li> </ul>



**CLB 2000 Writing: General Characteristics of the Learner**

<b>Characteristic</b>	<b>Benchmark 5</b>	<b>Benchmark 6</b>	<b>Benchmark 7</b>	<b>Benchmark 8</b>
<b>Global Performance</b>	<ul style="list-style-type: none"> <li>• Can write short letters and notes on a familiar topic</li> <li>• Can effectively convey an idea, opinion, feeling or experience in a simple paragraph</li> <li>• Demonstrates better control over writing when reproducing information (e.g., writing down notes, messages and paraphrasing)</li> </ul>	<ul style="list-style-type: none"> <li>• Can convey information from a table, graph or chart in a coherent paragraph</li> <li>• Can effectively convey familiar information in familiar standard formats</li> </ul>	<ul style="list-style-type: none"> <li>• Can write personal letters and simple routine business letters</li> <li>• Can construct coherent paragraphs on familiar concrete topics, with clear main ideas and some supporting details, and with a developing sense of audience</li> <li>• Can join two or three paragraphs into a larger text</li> </ul>	<ul style="list-style-type: none"> <li>• Can extract key information and relevant detail from a page-long text and write an outline or a one-paragraph summary</li> <li>• Can write routine business letters (e.g., letters of inquiry, cover letters for applications) and personal and formal social messages</li> <li>• Can link sentences and paragraphs (three or four) to form coherent texts to express ideas on familiar abstract topics, with some support for main ideas, and with an appropriate sense of audience</li> <li>• Can reproduce complex ideas from multiple sources (e.g., from written texts, routine meetings, lectures) as functional notes, outlines or summaries</li> </ul>



### CLB 2000 Writing: General Characteristics of the Learner

Characteristic	Benchmark 9	Benchmark 10	Benchmark 11	Benchmark 12
<b>Global Performance</b>	<ul style="list-style-type: none"> <li>• Can write formal and informal texts needed for complex routine tasks in some demanding contexts of language use (business/work, academic or social)</li> <li>• Can write a coherent essay, paper or report (three to five double-spaced typed pages; descriptive, narrative, expository, argumentative /persuasive) in order to present information and state a position on a previously researched topic</li> <li>• Can reproduce complex ideas from multiple sources (e.g., from written texts, routine meetings, lectures) as functional notes, outlines or summaries</li> <li>• Can write to offer and request information, clarification, confirmation, agreement, commitment and to express feelings, opinions and ideas to mostly familiar and sometimes unfamiliar readers</li> </ul>	<ul style="list-style-type: none"> <li>• Can take notes and write minutes/records of complex meetings (e.g., at work, at conferences or symposia)</li> <li>• Can write formal texts needed for complex routine tasks in many demanding contexts of language use (business/ work, academic, social)</li> <li>• Can write an effective, stylistically complex and interesting essay, story, paper report (10 double-spaced typed pages) about a previously researched topic</li> <li>• Can reproduce complex extensive information and ideas from multiple sources as an accurate outline and a summary or abstract of a desired length and detail level for other people or own use</li> <li>• Can write to inform, express opinions and ideas, communicate solutions and decisions, present and debate an argument, or to persuade familiar and unfamiliar audiences</li> </ul>	<ul style="list-style-type: none"> <li>• Can write formal texts needed for complex non-routine tasks in demanding contexts of language use</li> <li>• Can write an effective, stylistically complex and interesting sizable text (up to 20 double-spaced typed pages): expository or argumentative essay; symbolic or allegorical story; rational inquiry paper; problem-solution paper; or analytic report about a previously researched topic</li> <li>• Can synthesize complex extensive information and ideas from multiple sources as a coherent whole for use by others</li> <li>• Can write complex original formal texts to inform, recommend, critique/evaluate ideas and information, present and debate complex arguments, or to persuade a mostly unfamiliar audience.</li> <li>• Can write technical texts, informational and sales/promotional brochures, advertisements and instructions, formal reports and short proposals</li> </ul>	<ul style="list-style-type: none"> <li>• Can take notes/write minutes and commentaries on complex topics</li> <li>• Can write complex original formal texts needed for very complex, technical or specialized tasks in demanding contexts of language use</li> <li>• Can produce effective and stylistically polished essays, documents, articles, theses (over 20 double-spaced typed pages or other volume, appropriate to purpose and audience)</li> <li>• Can synthesize and evaluate complex extensive information and ideas from multiple sources as a coherent whole (e.g., as an evaluative report of desired length and detail level)</li> <li>• Can write highly specialized complex external and internal documents (correspondence, proposals, news releases, formal and public reports, publication reviews, procedures, policy manuals)</li> </ul>



**CLB 2000 Writing: General Characteristics of the Discourse**

<b>Characteristic</b>	<b>Benchmark 1</b>	<b>Benchmark 2</b>	<b>Benchmark 3</b>	<b>Benchmark 4</b>
<b>Expression of Ideas</b>	<ul style="list-style-type: none"> <li>• Very limited</li> </ul>	<ul style="list-style-type: none"> <li>• Limited</li> </ul>	<ul style="list-style-type: none"> <li>• Somewhat limited and highly predictable</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate for communication of simple information</li> </ul>
<b>Content and Organization</b>	<ul style="list-style-type: none"> <li>• No substantive content or organization</li> <li>• Confined to single words and familiar, simple phrases</li> <li>• Best results on copying information or filling out very simple formatted texts</li> </ul>	<ul style="list-style-type: none"> <li>• No substantive content or organization</li> <li>• Confined to simple sentences and phrases about highly familiar information</li> <li>• Best results on copying information or filling out very simple formatted texts</li> </ul>	<ul style="list-style-type: none"> <li>• A number of single-clause sentences about self and family</li> </ul>	<ul style="list-style-type: none"> <li>• Simple ideas and information about personal experience in predictable contexts</li> </ul>
<b>Grammar and Structure</b>	<ul style="list-style-type: none"> <li>• Inadequate control of simple structures</li> <li>• Limited knowledge of language</li> <li>• Limited exposure to sound-symbol relationship and spelling conventions</li> </ul>	<ul style="list-style-type: none"> <li>• Limited control of simple structures</li> <li>• Limited knowledge of language</li> <li>• Limited exposure to sound-symbol relationship and spelling conventions</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate control of simple structures</li> <li>• Successful use of one-clause sentences about self and family</li> </ul>	<ul style="list-style-type: none"> <li>• Good control of simple structures</li> <li>• Successful use of one-clause sentences</li> <li>• Successful use of coordinated clauses with basic tenses</li> </ul>



**CLB 2000 Writing: General Characteristics of the Discourse**

<b>Characteristic</b>	<b>Benchmark 5</b>	<b>Benchmark 6</b>	<b>Benchmark 7</b>	<b>Benchmark 8</b>
<b>Expression of Ideas</b>	<ul style="list-style-type: none"> <li>• Main ideas adequately expressed and supported with some details</li> <li>• Some awkward sounding phrases and word combinations</li> </ul>	<ul style="list-style-type: none"> <li>• Main ideas clearly expressed and supported with some details</li> <li>• Some awkward sounding phrases and word combinations</li> </ul>	<ul style="list-style-type: none"> <li>• Main ideas clearly expressed and supported with appropriate details</li> <li>• Discourse patterns may be typical of first language</li> <li>• Discourse may sometimes seem "foreign" to an English-speaking reader</li> <li>• Personal creative expression may reveal "over-elaboration," literal translation, false cognates, circumlocution</li> </ul>	<ul style="list-style-type: none"> <li>• Main ideas very clearly expressed and well supported with appropriate details</li> <li>• Occasional problems with naturalness of expression</li> </ul>
<b>Content and Organization</b>	<ul style="list-style-type: none"> <li>• On tasks of an appropriate difficulty, topic is introduced, developed to some degree, and concluded</li> <li>• Adequate paragraph structure in the text</li> </ul>	<ul style="list-style-type: none"> <li>• On tasks of an appropriate difficulty, topic is introduced, developed to some degree, and concluded</li> <li>• Adequate paragraph structure in the text</li> </ul>	<ul style="list-style-type: none"> <li>• Accurate and detailed descriptions, explanations or account of events in the report/story sequence</li> <li>• Introduction, development and conclusion, and an adequate paragraph structure in the text</li> </ul>	<ul style="list-style-type: none"> <li>• Reduces information to main points, with accurate supporting details, with no major omissions of important points or details</li> </ul>
<b>Grammar and Structure</b>	<ul style="list-style-type: none"> <li>• Good control of simple grammatical structures.</li> <li>• Some difficulty with complex structures</li> </ul>	<ul style="list-style-type: none"> <li>• Good control of simple grammatical structures</li> <li>• Developing ability to use complex structures</li> </ul>	<ul style="list-style-type: none"> <li>• Good use of complex structures with occasional difficulty</li> </ul>	<ul style="list-style-type: none"> <li>• Good control of common sentence patterns, coordination, subordination</li> <li>• Occasional difficulty with complex structures (e.g., those reflecting cause and reason, purpose, comment),</li> <li>• Demonstrates good use of complex structures, with only minor difficulties</li> </ul>



**CLB 2000 Writing: General Characteristics of the Discourse**

<b>Characteristic</b>	<b>Benchmark 9</b>	<b>Benchmark 10</b>	<b>Benchmark 11</b>	<b>Benchmark 12</b>
<b>Expression of Ideas</b>	<ul style="list-style-type: none"> <li>• Conveys main ideas and supports them with detail</li> <li>• Flexibility in tone and style is limited</li> </ul>	<ul style="list-style-type: none"> <li>• Conveys main ideas and supports them with detail</li> </ul>	<ul style="list-style-type: none"> <li>• Conveys main ideas and supports them with detail</li> </ul>	<ul style="list-style-type: none"> <li>• Creates original texts containing complex detailed ideas, which successfully inform and persuade</li> </ul>
<b>Content and Organization</b>	<ul style="list-style-type: none"> <li>• Coherent text</li> <li>• Fair use of complicated discourse patterns and structures (e.g., definition, classification, exemplification, cause and effect)</li> <li>• Fair presentation of complex propositions, assumptions, substantiation</li> </ul>	<ul style="list-style-type: none"> <li>• Coherent text</li> <li>• Adequate use of complicated discourse patterns and structures (e.g., definition, classification, exemplification, cause and effect)</li> <li>• Adequate presentation of complex propositions, assumptions, substantiation</li> </ul>	<ul style="list-style-type: none"> <li>• Coherent text</li> <li>• Good use of complicated discourse patterns and structures (e.g., definition, classification, exemplification, cause and effect)</li> <li>• Good presentation of complex propositions, assumptions, substantiation</li> </ul>	<ul style="list-style-type: none"> <li>• Coherent text</li> <li>• Excellent use of complicated discourse patterns and structures (e.g., definition, classification, exemplification, cause and effect)</li> <li>• Excellent presentation of complex propositions, assumptions, substantiation</li> </ul>
<b>Grammar and Structure</b>	<ul style="list-style-type: none"> <li>• Good control of a range of complex and diverse structures</li> <li>• Grammatical errors (e.g., in article use) and errors in word combinations (e.g., phrases, collocations and idiom use) still occur</li> </ul>	<ul style="list-style-type: none"> <li>• Good control of a range of complex and diverse structures</li> <li>• Occasional grammatical errors (e.g., in article use) and some errors in phrases, collocations and idiom use still occur</li> </ul>	<ul style="list-style-type: none"> <li>• Very good control of a broad range of complex and diverse structures</li> <li>• Occasional grammatical errors are minimal</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent control over the variations and subtleties of grammar and structure</li> </ul>



### CLB 2000 Writing: Features of Social Interaction Tasks

<b>Feature</b>	<b>Benchmark 1</b>	<b>Benchmark 2</b>	<b>Benchmark 3</b>	<b>Benchmark 4</b>
<b>Task Descriptions</b>	<ul style="list-style-type: none"> <li>Choose and complete a greeting card and address the envelope</li> </ul>	<ul style="list-style-type: none"> <li>Complete a guided or form letter to introduce self</li> <li>Choose and complete an appropriate card for an occasion</li> </ul>	<ul style="list-style-type: none"> <li>Write a short note to a neighbour indicating you will be away, where you have gone, when you will return, who to call in case of emergency</li> <li>Write a short note inviting a friend to lunch, including time and location</li> <li>Write a short personal note in a standard card to express sympathy</li> </ul>	<ul style="list-style-type: none"> <li>Write a short letter to a friend about a new apartment or a trip</li> <li>Write a formal invitation for a family function</li> <li>Write a personal note of thanks, regret, cancellation, apology</li> <li>Write a personal letter to thank a friend for a dinner or party</li> </ul>
<b>Target Language Functions</b>	<ul style="list-style-type: none"> <li>Convey greetings and goodwill messages in a greeting card</li> </ul>	<ul style="list-style-type: none"> <li>Convey expanded range of goodwill messages, such as thanks, apology, get well, congratulations, goodbye, sympathy</li> </ul>	<ul style="list-style-type: none"> <li>Convey a personal message in an informal written note</li> </ul>	<ul style="list-style-type: none"> <li>Convey personal messages in an informal or formal personal short letter or note of invitation, thanks, regrets, cancellation, apology</li> </ul>
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>Appropriate salutation and closing</li> <li>Accurate spelling, punctuation, layout with only an occasional error</li> </ul>	<ul style="list-style-type: none"> <li>Minimum required information</li> <li>Accurate spelling and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Message is conveyed and reader can follow</li> <li>Language and content appropriate to occasion, intent, and social context</li> <li>Time and location described with precision</li> <li>Only a few errors in grammar, punctuation, spelling</li> </ul>	<ul style="list-style-type: none"> <li>Message is conveyed and reader can follow</li> <li>Language and content appropriate to occasion, intent, and social context</li> <li>Simple grammar structures, punctuation, spelling with few errors</li> <li>Main ideas conveyed and supported with detail in a basic paragraph structure</li> </ul>



### CLB 2000 Writing: Features of Social Interaction Tasks

<b>Feature</b>	<b>Benchmark 5</b>	<b>Benchmark 6</b>	<b>Benchmark 7</b>	<b>Benchmark 8</b>
<b>Task Descriptions</b>	<ul style="list-style-type: none"> <li>• Write a formal invitation for a special group function</li> <li>• Write a 100 – 150 word letter to a friend to describe feelings about a new home town, province, country</li> </ul>	<ul style="list-style-type: none"> <li>• Write a personal note to cancel an appointment due to something unexpected. Express inability, disappointment</li> <li>• Write a personal note of thanks for a personal gesture, Write a personal note to offer assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Write a note or letter to respond to appreciation, complaint, disappointment, satisfaction, dissatisfaction, hope</li> <li>• Write a note to a sick acquaintance to express regret and hope of quick recovery and to offer help</li> </ul>	<ul style="list-style-type: none"> <li>• Write a personal note of sympathy to someone who has experienced a loss</li> <li>• Write a note or letter to address or to attempt to explain and resolve a minor conflict</li> </ul>
<b>Target Language Functions</b>	<ul style="list-style-type: none"> <li>• Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to invitation, quick updates, feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to congratulations, thanks, apology, offer of assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to appreciation, complaint, disappointment, satisfaction, dissatisfaction, hope</li> </ul>	<ul style="list-style-type: none"> <li>• Convey a personal message in a formal short letter or note, or through e-mail, expressing or responding to sympathy, clarifying a minor conflict, or giving reassurance</li> </ul>
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• Message is conveyed so that reader can follow</li> <li>• Language and content appropriate to occasion</li> <li>• Simple grammar structures, punctuation, spelling with only a few errors</li> <li>• Main ideas conveyed and supported with detail in a basic paragraph structure</li> </ul>	<ul style="list-style-type: none"> <li>• Message is conveyed so that reader can follow</li> <li>• Language and content appropriate to occasion</li> <li>• Simple grammar structures, punctuation, spelling, vocabulary, format/layout with few errors</li> <li>• Main ideas conveyed and supported with detail in a basic paragraph structure</li> </ul>	<ul style="list-style-type: none"> <li>• Task purpose addressed</li> <li>• Appropriate and relevant sense of audience, language, format, content</li> <li>• Main ideas conveyed and supported with detail</li> <li>• Good use of most complex structures with occasional difficulty</li> <li>• Vocabulary adequate for topic</li> <li>• Good use of spelling and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Task purpose addressed</li> <li>• Appropriate and relevant sense of audience, language, format, content</li> <li>• Main ideas conveyed and supported with detail</li> <li>• Good use of complex structures</li> <li>• Vocabulary adequate for topic</li> <li>• Good use of spelling and punctuation</li> </ul>





### CLB 2000 Writing: Features of Social Interaction Tasks

<b>Feature</b>	<b>Benchmark 9</b>	<b>Benchmark 10</b>	<b>Benchmark 11</b>	<b>Benchmark 12</b>
<b>Task Descriptions</b>	<ul style="list-style-type: none"> <li>• Write a note of thanks to a professor, colleague or business associate for a dinner party</li> <li>• Write a note or e-mail to a professor, colleague, client, or business associate to make, cancel, or reschedule an appointment or meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Write semi-formal or formal letter to accept, thank for an appointment or nomination</li> <li>• Write a formal letter of acceptance and appreciation for an award, grant, scholarship, contract, job</li> <li>• Write a formal letter of apology for a mistake or to resolve a minor conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Write semi-formal or formal letter to recommend a person for work, study, practicum, internship, apprenticeship</li> <li>• Write a letter to neighbours, customers, clients, colleagues, community, to announce or inform about a new product, service, staff member, program, initiative, campaign, location</li> </ul>	<ul style="list-style-type: none"> <li>• Write formal tribute or thank-you speech to honour someone for their achievements, contributions or special qualities</li> <li>• Write an acknowledgement note for a published document to thank reviewers, contributors, sponsor for their work</li> </ul>
<b>Target Language Functions</b>	<ul style="list-style-type: none"> <li>• Express thanks, accept, acknowledge in a business/academic environment</li> <li>• Schedule, cancel, reschedule academic, professional appointments or business meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Express thanks; acceptance, acknowledgement, offer of resignation; congratulations, sympathy; condolence, foster goodwill; or express an opinion as a citizen</li> </ul>	<ul style="list-style-type: none"> <li>• Give personal references and recommendations</li> <li>• Foster good will for a company, project, initiative, campaign (e.g., announcement and information letters).</li> <li>• Network and exchange ideas with others</li> </ul>	<ul style="list-style-type: none"> <li>• Write press, news, media releases, public materials to foster goodwill for a company, project, initiative, campaign</li> <li>• Write public tributes, thanks, acknowledgements</li> </ul>
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>• Sense of audience, formality, genre</li> <li>• Appropriate language, format, content for occasion, intent, and social context/relationship</li> <li>• Main ideas conveyed and supported with sufficient detail</li> <li>• Adequate paragraph structure with few minor errors in grammar, vocabulary, spelling, punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Message conveyed with a sense of audience, formality, genre</li> <li>• Main ideas conveyed and supported with sufficient detail</li> <li>• Adequate paragraph structure with only occasional minor errors in grammar, vocabulary, spelling, punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Message conveyed with adequate sense of audience, formality, genre</li> <li>• Appropriate and relevant language, format, content for occasion, intent, and social context/relationship</li> <li>• Main ideas conveyed and supported with sufficient detail</li> <li>• Adequate paragraph structure with only a rare error in grammar or punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Message conveyed with a sense of audience, formality, genre</li> <li>• Appropriate and relevant language, format, content for occasion, intent, and social context/relationship</li> <li>• Main ideas conveyed and supported with sufficient detail</li> <li>• Adequate paragraph structure with no errors in grammar or punctuation</li> </ul>



**CLB 2000 Writing: Features of Tasks involving Reproducing Information**

<b>Feature</b>	<b>Benchmark 1</b>	<b>Benchmark 2</b>	<b>Benchmark 3</b>	<b>Benchmark 4</b>
<b>Text to be Reproduced</b>	<ul style="list-style-type: none"> <li>• Short (10- to 20-item list, three- to five-sentences)</li> <li>• Easy layout</li> <li>• Basic, everyday information</li> </ul>	<ul style="list-style-type: none"> <li>• Short (10- to 20-item list, five to seven sentences)</li> <li>• Easy layout</li> <li>• Basic, everyday information</li> </ul>	<ul style="list-style-type: none"> <li>• Equivalent to a paragraph</li> <li>• Easy layout</li> </ul>	<ul style="list-style-type: none"> <li>• One to two paragraphs</li> <li>• Easy layout</li> </ul>
<b>Tasks for Reproducing Information</b>	<ul style="list-style-type: none"> <li>• Copy numbers, letters, words, phrases, sentences</li> <li>• Copy from ID documents onto a form</li> <li>• Copy from appointment note onto a calendar</li> <li>• Copy from bill or invoice to complete a cheque</li> </ul>	<ul style="list-style-type: none"> <li>• Copy from White Pages onto a form</li> <li>• Copy from signs or schedules</li> <li>• Copy prices and brand names for comparison</li> <li>• Copy words, letters, numbers, sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Copy short texts from directories, schedules, instructions, notices for specific purposes</li> <li>• Copy the pronunciation of a word from the dictionary</li> <li>• Copy words, letters, numbers, sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Copy information about a product or service from catalogues, directories, instructions and manuals for personal use or comparison</li> <li>• Copy definitions from two or three sources and compare</li> </ul>
<b>Success Criteria for Reproducing Information</b>	<ul style="list-style-type: none"> <li>• North American numeral conventions</li> <li>• Only occasional errors</li> <li>• Reader can decode with only slight difficulty</li> </ul>	<ul style="list-style-type: none"> <li>• Proper capitalization, punctuation</li> <li>• Only a few occasional errors</li> <li>• Reader can decode with only slight difficulty</li> </ul>	<ul style="list-style-type: none"> <li>• Proper capitalization, punctuation, phonetic notation</li> <li>• Only a few occasional errors</li> <li>• Reader can decode with only slight uncertainty</li> </ul>	<ul style="list-style-type: none"> <li>• Proper capitalization, punctuation, phonetic and other notation</li> <li>• Only a few occasional errors</li> <li>• Reader can decode with only slight uncertainty</li> </ul>



**CLB 2000 Writing: Features of Tasks involving Reproducing Information**

<b>Feature</b>	<b>Benchmark 5</b>	<b>Benchmark 6</b>	<b>Benchmark 7</b>	<b>Benchmark 8</b>
<b>Text to be Reproduced</b>	<ul style="list-style-type: none"> <li>• Up to one page long</li> <li>• Easy layout</li> </ul>	<ul style="list-style-type: none"> <li>• Up to one and a half pages</li> <li>• May be a short oral text (10 to 15 minutes).</li> </ul>	<ul style="list-style-type: none"> <li>• One to two pages</li> <li>• May be a short oral text (10 to 15 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>• One to two pages</li> <li>• May be a short oral text (10 to 15 minutes)</li> </ul>
<b>Tasks for Reproducing Information</b>	<ul style="list-style-type: none"> <li>• Reduce a page of information to a list of 7-10 important points.</li> <li>• Take clear notes from a short pre-recorded message about a job opening, application procedures, minimum requirements</li> <li>• Take live phone messages, voice mail messages or pre-recorded information with five to seven details</li> </ul>	<ul style="list-style-type: none"> <li>• Take notes from a 10- to 15-minutes oral/TV presentation on a general topic</li> <li>• Take notes from an oral presentation on desirable qualifications employers look for in potential employees</li> <li>• Take notes from a talk on newcomer orientation/ settlement issues</li> <li>• Take notes from a page of written information</li> </ul>	<ul style="list-style-type: none"> <li>• Write an outline or a summary of a longer text</li> <li>• Take notes in point form from an oral presentation</li> <li>• Take notes from pre-recorded longer phone messages on public or community information phone lines or voice mail messages with seven to 10 details</li> </ul>	<ul style="list-style-type: none"> <li>• Write an outline or a summary of a longer text</li> <li>• Listen to instructions for a complex recipe and write accurate, neatly organized notes for other cooks</li> <li>• Write instructions about an established process or procedures given in a live demonstration, over the phone or from pre-recorded audio or video material</li> </ul>
<b>Success Criteria for Reproducing Information</b>	<ul style="list-style-type: none"> <li>• Written information is reduced to important points with accurate details</li> <li>• Message is clearly conveyed</li> <li>• Names, addresses, numbers, dates, times, directions and other details recorded with correct spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Written and oral information is reduced to important points with accurate details</li> <li>• Message is clearly conveyed</li> <li>• Names, addresses, numbers, dates, times, directions and other details recorded with correct spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Task purpose addressed</li> <li>• Essential information clearly conveyed</li> <li>• Information is reduced to main points with accurate supporting details and no major omissions</li> <li>• Sense of audience in language, format and content</li> <li>• Good use of complex grammatical structures, vocabulary, spelling and punctuation (few errors)</li> </ul>	<ul style="list-style-type: none"> <li>• Task purpose addressed</li> <li>• Essential information clearly conveyed</li> <li>• Information is reduced to main points with accurate supporting details and no major omissions</li> <li>• Sense of audience in language, format and content</li> <li>• Good use and control of complex grammatical structures, vocabulary, spelling and punctuation (few errors)</li> </ul>



### CLB 2000 Writing: Features of Tasks involving Reproducing Information

<b>Feature</b>	<b>Benchmark 9</b>	<b>Benchmark 10</b>	<b>Benchmark 11</b>	<b>Benchmark 12</b>
<b>Text to be Reproduced</b>	<ul style="list-style-type: none"> <li>• Up to 5 pages written text</li> <li>• Up to 30 minutes oral discourse</li> <li>• Texts are varied and may be specialized or technical</li> </ul>	<ul style="list-style-type: none"> <li>• Up to 20 pages written text</li> <li>• Up to 60 minutes oral discourse</li> <li>• Texts are varied and may be specialized or technical</li> </ul>	<ul style="list-style-type: none"> <li>• Up to 30 pages written text</li> <li>• Up to two hours oral discourse</li> <li>• Texts are varied and may be specialized or technical</li> </ul>	<ul style="list-style-type: none"> <li>• Up to 30 pages written text</li> <li>• Up to two hours oral discourse</li> <li>• Texts are varied, specialized, technical</li> </ul>
<b>Tasks for Reproducing Information</b>	<ul style="list-style-type: none"> <li>• Write a paragraph to summarize complex information in questionnaires, graphs, charts</li> <li>• Summarize a longer text</li> <li>• Summary report of data (e.g., process control data) recorded in various formats and from several different sources, including graphs, charts and other computer screen displays</li> <li>• Write minutes or narrative record of a formal meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to a presentation of complex information. Record an outline of main points and supporting details; a one- to two-paragraph summary; a chart or diagram</li> <li>• Reproduce information from several complex visual graphics in one- to two paragraph format</li> <li>• Write a report to describe, compare, summarize data from a number of formats</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce, synthesize complex, extensive information from multiple sources</li> <li>• Take point-form notes, minutes, prepare outlines, summaries, reports, abstracts, charts, tables, graphs</li> <li>• Write a summary report that relates information from 2 or 3 applied research studies</li> <li>• Prepare an executive summary</li> <li>• Write an official narrative record of a formal meeting involving complex issues and multiple participants</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate, revise, edit complex and extensive information by other writers</li> <li>• Edit a report that synthesizes information from 2 or 3 different applied research studies in the same area</li> <li>• Edit an executive summary</li> <li>• Edit an official narrative record of a formal meeting involving complex issues and multiple participants</li> </ul>
<b>Success Criteria for Reproducing Information</b>	<ul style="list-style-type: none"> <li>• Essential information conveyed, reduced to main points with accurate supporting details, with no major factual omissions or errors</li> <li>• Only minor errors in grammar, vocabulary, spelling and punctuation; document layout/ format</li> </ul>	<ul style="list-style-type: none"> <li>• Essential information conveyed, reduced to main points with accurate supporting details, with no major factual omissions or errors in details</li> <li>• Only occasional minor errors in grammar, vocabulary, spelling and punctuation</li> <li>• Customary document layout/ format</li> </ul>	<ul style="list-style-type: none"> <li>• Essential information conveyed, reduced to main points with accurate supporting details, with no major factual omissions or errors in details</li> <li>• Only a rare error in grammar, vocabulary, spelling and punctuation</li> <li>• Customary document layout/ format</li> </ul>	<ul style="list-style-type: none"> <li>• Essential information conveyed, reduced to main points with accurate supporting details, with no major factual omissions or errors in details</li> <li>• Error free</li> <li>• Customary document layout/ format</li> <li>• Competence in evaluation, and in editing or revising for clarity and accuracy</li> </ul>



**CLB 2000 Writing: Features of Business Tasks**

<b>Genre</b>	<b>Benchmark 1</b>	<b>Benchmark 2</b>	<b>Benchmark 3</b>	<b>Benchmark 4</b>
<b>Formatted Text</b>	<ul style="list-style-type: none"> <li>• Simple forms</li> <li>• Date, first name, last name, address, postal code, phone number, date of birth, age, sex, eye colour, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Simple forms</li> <li>• Application form (e.g., library, video store)</li> <li>• Request for a mailing address change</li> <li>• Bank withdrawal slip</li> <li>• Cheque</li> </ul>	<ul style="list-style-type: none"> <li>• Simple forms</li> <li>• Emergency information form (e.g., for employer, school, summer camp, etc.)</li> <li>• Application for a driver's licence/organ donor form</li> </ul>	<ul style="list-style-type: none"> <li>• Simple forms</li> <li>• Application form: car rental, direct deposit request</li> </ul>
<b>Messages, Memos, and Letters</b>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• Guided note to landlord about a problem (e.g., with your bathroom or kitchen)</li> <li>• Business messages as written notes to pass on routine information, make requests, respond to recommendations, warnings</li> </ul>	<ul style="list-style-type: none"> <li>• Write down message from one person to pass on to another</li> <li>• Short note to teacher about child's absence</li> <li>• Business messages as written notes, memoranda, letters of request, or work record log entries, to indicate a problem, to request a change, or to request information</li> </ul>



**CLB 2000 Writing: Features of Business Tasks**

<b>Genre</b>	<b>Benchmark 5</b>	<b>Benchmark 6</b>	<b>Benchmark 7</b>	<b>Benchmark 8</b>
<b>Formatted Text</b>	<ul style="list-style-type: none"> <li>• Application form for power, water, telephone</li> <li>• Worker's accident report</li> </ul>	<ul style="list-style-type: none"> <li>• Short medical history</li> <li>• Straightforward job application</li> </ul>	<ul style="list-style-type: none"> <li>• Application for training</li> </ul>	<ul style="list-style-type: none"> <li>• Employment application of any length</li> <li>• Personal resume</li> </ul>
<b>Messages, Memos, and Letters</b>	<ul style="list-style-type: none"> <li>• Convey business message as written note</li> </ul>	<ul style="list-style-type: none"> <li>• Letter of request to have money returned for a guaranteed product that was unsatisfactory</li> </ul>	<ul style="list-style-type: none"> <li>• Letter of concern/ complaint as a parent to the daycare/after-school care administrator</li> <li>• Letter/memo to supervisor to request a week off work</li> </ul>	<ul style="list-style-type: none"> <li>• Report/ memo in paragraph form</li> <li>• Letter of application for employment</li> </ul>
<b>Reports</b>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• Report on progress, action plan, incident, inspection, e.g., what has been discovered or why something is not working the way it should</li> </ul>



### CLB 2000 Writing: Features of Business Tasks

<b>Genre</b>	<b>Benchmark 9</b>	<b>Benchmark 10</b>	<b>Benchmark 11</b>	<b>Benchmark 12</b>
<b>Formatted Text</b>	<ul style="list-style-type: none"> <li>• Pre-set forms to complete, such as purchase orders, invoices, suggestion forms and short report forms</li> </ul>	<ul style="list-style-type: none"> <li>• Complex pre-set forms to complete, such as employment applications, standard legal forms of agreement, offer to purchase or work contract</li> <li>• Create a personal resume for a mid-range position</li> </ul>	<ul style="list-style-type: none"> <li>• Create forms and other materials in preset formats to collect and record complex information in a standard way</li> </ul>	<ul style="list-style-type: none"> <li>• Create formatted manuals, reports, procedures for company use</li> </ul>
<b>Messages, Memos, and Letters</b>	<ul style="list-style-type: none"> <li>• Purchase orders and invoices as memos or letters</li> <li>• Letter to make or respond to a request for information, directions, service/product, clarification, permission</li> <li>• Short suggestions and reports as memos</li> <li>• Reminder or confirmation letter for arrangements with another company or a business partner on a shared project</li> <li>• Cover/transmittal letter, order letter, or instruction letter</li> </ul>	<ul style="list-style-type: none"> <li>• Credit communication and complaint, claim and adjustment letters</li> <li>• Proposal for a service contract (e.g., for janitorial or delivery services) as a two- to three-page letter</li> <li>• Instruction letter</li> </ul>	<ul style="list-style-type: none"> <li>• Sales/marketing letter</li> </ul>	<ul style="list-style-type: none"> <li>• A full range of complex formal and informal business communication to suit a variety of purposes</li> </ul>
<b>Reports</b>	<ul style="list-style-type: none"> <li>• Incident /accident report; work progress or periodic progress report; service evaluation/inspection, intake, technician's or lab report</li> </ul>	<ul style="list-style-type: none"> <li>• Report that evaluates and compares three products and recommends one of them</li> <li>• Semi-formal reports and proposals, such as for a service contract</li> </ul>	<ul style="list-style-type: none"> <li>• Formal business reports</li> <li>• Requests for proposals</li> <li>• Investigative reports</li> <li>• Analytic reports on topics such as government funding of programs and activities</li> <li>• Report that presents information and logical deductions suggested by the facts (e.g., conclusions)</li> </ul>	<ul style="list-style-type: none"> <li>• Manuals, procedures, training materials and other formal documentation.</li> <li>• Report on a large project.</li> <li>• Official bid on a job/contract, or a funding request for a project</li> <li>• External evaluation report</li> <li>• Full formal proposals and public reports</li> </ul>



**CLB 2000 Writing: Features of Tasks involving Presenting Information**

<b>Feature</b>	<b>Benchmark 1</b>	<b>Benchmark 2</b>	<b>Benchmark 3</b>	<b>Benchmark 4</b>
<b>Tasks for Presenting Information</b>	<ul style="list-style-type: none"> <li>• Complete a simple guided text about self and/or family by filling blanks with relevant information</li> </ul>	<ul style="list-style-type: none"> <li>• Describe a picture, such as that of a family, by completing a guided text</li> <li>• Write full-sentence answers to questions about self, family, friends</li> </ul>	<ul style="list-style-type: none"> <li>• Write a short text about personal or familiar situation</li> <li>• Describe a person, object, place, situation, event</li> <li>• Describe daily routine, past events, future plans</li> </ul>	<ul style="list-style-type: none"> <li>• Describe an event or tell a story, such as coming to Canada</li> <li>• Describe past work experience</li> <li>• Write about future plans and reasons for them</li> </ul>
<b>Success Criteria for Presenting Information</b>	<ul style="list-style-type: none"> <li>• Appropriate blanks filled</li> <li>• Fair use of spelling and punctuation conventions</li> <li>• Reader can follow</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate blanks filled</li> <li>• Adequate use of spelling and punctuation conventions</li> <li>• Reader can follow</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate description</li> <li>• Adequate use of simple structures</li> <li>• Adequate vocabulary for topic</li> <li>• Adequate use of spelling and punctuations conventions with few errors</li> </ul>	<ul style="list-style-type: none"> <li>• Good description</li> <li>• Good use of simple structures</li> <li>• Adequate vocabulary for topic</li> <li>• Clear expression of main ideas and supporting details</li> <li>• Basic paragraph structure</li> <li>• Correct spelling and use of punctuation conventions</li> </ul>





### CLB 2000 Writing: Features of Tasks involving Presenting Information

<b>Feature</b>	<b>Benchmark 5</b>	<b>Benchmark 6</b>	<b>Benchmark 7</b>	<b>Benchmark 8</b>
<b>Tasks for Presenting Information</b>	<ul style="list-style-type: none"> <li>• Write a paragraph to relate a sequence of events, describe a person, object, scene, picture, procedure, routine, or to explain reasons</li> <li>• Describe an event, incident</li> <li>• Report on the historical trek of an explorer based on a map or diagram</li> <li>• Write a paragraph for a school newsletter to describe a new community or facility</li> </ul>	<ul style="list-style-type: none"> <li>• Write one or two paragraphs to relate a sequence of events, tell a story, provide detailed description or comparison of people, places, objects, animals, plants, materials, routines</li> <li>• Give a detailed description of a simple process (e.g., the collection, sorting and distribution of mail at Canada Post).</li> <li>• Describe and compare two simple science experiments.</li> </ul>	<ul style="list-style-type: none"> <li>• Write two or three paragraphs to narrate a familiar sequence of events from the past, tell a story, provide a detailed description or comparison</li> <li>• Write a report comparing two education systems, using a graph, table, chart or diagram to extract some of the information, then add a paragraph expressing preference for one or the other and giving reasons</li> <li>• Describe a process (e.g., photosynthesis)</li> </ul>	<ul style="list-style-type: none"> <li>• Write three or four paragraphs to narrate a historical event; tell a story; express or analyse opinions on a familiar abstract topic; or provide a detailed description and explanation of a phenomenon or process.</li> <li>• Write a paragraph to relate/explain information in a table, graph, flow chart or diagram.</li> <li>• Describe how a familiar business operates</li> <li>• Write three- or four-paragraphs on a general, previously researched academic or work-related topic, to relate events, describe, explain, or express opinions or argue a point</li> </ul>
<b>Success Criteria for Presenting Information</b>	<ul style="list-style-type: none"> <li>• Purpose addressed</li> <li>• Good control of simple and some difficulty with complex structures</li> <li>• Adequate vocabulary for topic</li> <li>• Main ideas accurately expressed and supported with details</li> <li>• Introduction, development, conclusion</li> <li>• Appropriate use of logical connectors</li> </ul>	<ul style="list-style-type: none"> <li>• Purpose addressed</li> <li>• Good control of simple and some difficulty with complex structures</li> <li>• Adequate vocabulary for topic</li> <li>• Main ideas accurately expressed and supported with details</li> <li>• Introduction, development, conclusion</li> <li>• Appropriate use of logical connectors</li> </ul>	<ul style="list-style-type: none"> <li>• Purpose addressed</li> <li>• Good control of complex structures</li> <li>• Adequate vocabulary for topic</li> <li>• Main ideas accurately expressed and supported with details</li> <li>• Introduction, development, conclusion</li> <li>• Coherent, connected discourse with good use of logical connectors</li> <li>• Sense of audience and appropriate style</li> </ul>	<ul style="list-style-type: none"> <li>• Purpose addressed</li> <li>• Good control of complex structures</li> <li>• Adequate vocabulary for topic</li> <li>• Main ideas accurately expressed and supported with details</li> <li>• Introduction, development, conclusion</li> <li>• Coherent, connected discourse with good use of logical connectors</li> <li>• Sense of audience and appropriate style</li> </ul>



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Feature	Benchmark 9	Benchmark 10	Benchmark 11	Benchmark 12
<b>Tasks for Presenting Information</b>	<ul style="list-style-type: none"> <li>• Narrate past event sequence</li> <li>• Describe and compare complex ideas, phenomena or processes</li> <li>• Write a narrative essay referring to researched facts/historical documents</li> <li>• Write a creative fiction</li> <li>• Write a personal response to a text, performance or visual art, sensory experience, issue</li> <li>• Describe a service operation or a natural phenomenon</li> </ul>	<ul style="list-style-type: none"> <li>• Write to explain causal and logical relationships between facts, phenomena and events</li> <li>• Write to pose a problem and argue a solution</li> <li>• Write an experiment report</li> <li>• Write a research report using secondary sources</li> <li>• Describe and compare two processes (e.g., routines, sequences, cycles, states, systems, components and their functions) in own area of study or work</li> </ul>	<ul style="list-style-type: none"> <li>• Write a rational inquiry paper.</li> <li>• Write to speculate and hypothesize about causal and logical relationships between facts, phenomena, events</li> <li>• Write to interpret extensive complex information collected in a large research study, survey, or pilot project</li> <li>• Write a non-experimental research paper based on a logical argumentation structure</li> </ul>	<ul style="list-style-type: none"> <li>• Write a thesis, dissertation or journal paper</li> <li>• Create a news or magazine article or a brochure</li> <li>• Write an interpretation of a large amount of data and complex information collected through questionnaires, interviews, experiments, ethnographies</li> <li>• Develop public relations, promotional materials</li> <li>• Create very complex original texts containing complex detailed ideas to inform and persuade</li> </ul>
<b>Success Criteria for Presenting Information</b>	<ul style="list-style-type: none"> <li>• Purpose addressed with appropriate sense of audience</li> <li>• Range of complex, diverse vocabulary and structures</li> <li>• Main ideas conveyed with sufficiently detailed support</li> <li>• Coherent, unified text with all parts required by the genre</li> <li>• Complex discourse patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Purpose addressed with appropriate sense of audience</li> <li>• Wide range of complex, diverse vocabulary and structures</li> <li>• Main ideas conveyed with sufficiently detailed support</li> <li>• Coherent, unified text with all parts required by the genre</li> <li>• Complex discourse patterns and functions</li> <li>• Clearly developed line of argumentative and logical connections among ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Purpose addressed with appropriate sense of audience</li> <li>• Wide range of complex, diverse vocabulary and structures</li> <li>• Main ideas conveyed with detailed substantiation</li> <li>• Coherent, unified text with all parts required by the genre</li> <li>• Complex discourse patterns and functions</li> <li>• Clearly developed line of argumentative and logical connections among ideas</li> <li>• Clear statement of proposition and assumptions</li> </ul>	<ul style="list-style-type: none"> <li>• Purpose addressed with appropriate sense of audience</li> <li>• Original, detailed text to inform or persuade</li> <li>• Main ideas conveyed with detailed substantiation</li> <li>• Coherent, unified text with all parts required by the genre</li> <li>• Fluent, error-free command of grammar, vocabulary, idioms, structure of information, style, mechanics</li> </ul>