

Task Description Sheet

Benchmark 1

Speaking

Task:

Context:

Criteria for success

Holistic

Analytic

PERFORMANCE CONDITIONS
<ul style="list-style-type: none"> • Interactions are short, face to face, informal, and with one person at a time. • Learner's speech is guided by questions from the interlocutor. • Learner's speech is encouraged by feedback from the interlocutor (e.g., <i>um, aha, I see, nod</i>). • Instruction is a short two- to three-word utterance.

WHAT THE PERSON CAN DO	PERFORMANCE INDICATORS
I. Social interaction <ul style="list-style-type: none"> • Use and respond to basic courtesy formulas. • Indicate problems in communication. 	<ul style="list-style-type: none"> • Responds to greetings, courtesy, leave-taking. • May initiate the above. • Apologizes. • Indicates problems in communicating verbally or non-verbally.
II. Instructions <ul style="list-style-type: none"> • Give two- to three-word basic everyday instructions/directions/commands. 	<ul style="list-style-type: none"> • Uses single directions and commands. • Listener can follow the information.
III. Suasion (getting things done) <ul style="list-style-type: none"> • Attract attention. • Request assistance. • Inquire about and state time. 	<ul style="list-style-type: none"> • Attracts attention to a situation. • Requests assistance in a situation. • Asks about and tells time.
IV. Information <ul style="list-style-type: none"> • Provide basic personal information related to the context. • Express ability/inability. 	<ul style="list-style-type: none"> • Responds to questions regarding basic personal data with required information; uses cardinal and ordinal basic numbers. • Expresses ability/inability (can, can + negative). • Listener can understand and use the information.

Task Description Sheet

Benchmark 2

Speaking

Task:

Context:

Criteria for success

Holistic

Analytic

PERFORMANCE CONDITIONS
<ul style="list-style-type: none"> • Interactions are short, face to face, informal, and with one person at a time. • Speech is slow. • Context strongly supports the utterance (e.g., by gestures, objects or location). • Instructions are simple imperative clauses, two to seven words long and practised in a classroom setting. • Learner's speech is largely guided and encouraged by questions from the interlocutor (e.g., <i>um, aba, I see, nod</i>). • Topics are about common everyday matters.

WHAT THE PERSON CAN DO	PERFORMANCE INDICATORS
I. Social interaction <ul style="list-style-type: none"> • Use and respond to a few courtesy formulas, greet someone known and not known. • Respond appropriately to introductions by other people. • Indicate communication problems in a number of ways. 	<ul style="list-style-type: none"> • Greets familiar and unfamiliar people. • Responds appropriately to introductions by other people. • Uses a few courtesy formulas. • Indicates communication problems verbally in a number of ways.
II. Instructions <ul style="list-style-type: none"> • Give a number of short common daily instructions. • Give positive and negative commands. 	<ul style="list-style-type: none"> • Uses appropriately a number of short one-sentence commands and requests. • Listener can follow the information.
III. Suasion (getting things done) <ul style="list-style-type: none"> • Express and respond to a number of requests. • Express and respond to caution and warning. 	<ul style="list-style-type: none"> • Successfully expresses and responds to a range of requests and warnings.
IV. Information <ul style="list-style-type: none"> • Provide expanded basic personal information appropriate to the context. • Give a basic description. • Talk about things one enjoys. 	<ul style="list-style-type: none"> • Responds to simple questions with required information. • Spells words related to personal identification and information. • Describes size, colour and number. • Uses basic time reference and basic expressions of location and movement. • Listener can follow the information.

Task Description Sheet

Benchmark 3

Speaking

Task:

Context:

Criteria for success

Holistic

Analytic

PERFORMANCE CONDITIONS

- Interaction is face to face, with one person at a time.
- Speech rate is slow to normal.
- Verbal communication is strongly supported with gestures and visual clues.
- Learner's speech is guided by specific questions if necessary.
- Interaction is empathetic and supportive.
- Emergency call is to a trained supportive operator.
- Topics are about common everyday matters.

WHAT THE PERSON CAN DO

I. Social interaction

- Greet, introduce self and ask about the other person.
- Indicate problems in communication.
- Ask for explanation.

II. Instructions

- Give short, one- to two- clause directions relating to movement and position in space.

III. Suasion (getting things done)

- Ask and grant permission.
- Advise someone of danger.
- Ask for, offer, and accept assistance.

IV. Information

- Tell a story about personal experience.
- Describe briefly a person, object, situation and daily routine.
- Express immediate and future needs, wants, plans.
- Talk about health and feelings.

PERFORMANCE INDICATORS

- Introduces self and asks about the other person.
- Indicates problems in communication.
- Asks for explanations where necessary.

- Gives short one- to two- clause directions relating to movement and position in space.

- Asks permission.
- Grants permission.
- Reports danger and provides basic details.
- Requests urgent assistance.
- Accepts assistance.
- Offers assistance.

- Talks about personal experience, needs, wants, health and feelings, as required.
- Describes a person, object and situation as required.
- Listener can follow and use the information (e.g., repeat or write down).

Task Description Sheet

Benchmark 4

Speaking

Task:

Context:

Criteria for success

Holistic

Analytic

PERFORMANCE CONDITIONS
<ul style="list-style-type: none"> • Interaction is face to face, with one person at a time or in a familiar supportive group. • Interaction on the phone is rare and brief. • Speech rate is slow to normal. • Verbal communication is strongly supported by gestures and other visual clues. • Instructions and directions have only three to four steps and are sometimes supported with hand gestures. • Learner's speech is guided by specific questions from the interlocutor if needed. • Interaction is empathetic and supportive. • Topics are about common everyday matters.

WHAT THE PERSON CAN DO	PERFORMANCE INDICATORS
I. Social interaction <ul style="list-style-type: none"> • Open, close and respond to short casual small talk. • Introduce two persons. • Take leave appropriately. • Answer the phone. • Leave a short simple message. 	<ul style="list-style-type: none"> • Opens, develops and closes short small-talk conversation, as appropriate to the situation (casually or more formally). • Introduces a person to one or two individuals. • Handles basic phone situations and standard replies.
II. Instructions <ul style="list-style-type: none"> • Give sets of simple everyday instructions and directions. 	<ul style="list-style-type: none"> • Gives simple directions. • Listener can follow the directions.
III. Suasion (getting things done) <ul style="list-style-type: none"> • Request, accept or reject goods or services, assistance or offer in a service or sales situation. • Respond to warnings. 	<ul style="list-style-type: none"> • Responds to openings, routine questions and closings in a service or sales transaction discourse. • Provides required information/description of item. Asks relevant questions about price, availability, location, appearance, function. • Responds to warnings.
IV. Information <ul style="list-style-type: none"> • Relate a story about an everyday activity. • Express preference, satisfaction/dissatisfaction. 	<ul style="list-style-type: none"> • Relates the story about an everyday activity in a coherent narrative (connected discourse). • Listener can follow the story. • Expresses need, preference, satisfaction/dissatisfaction.

Task Description Sheet

Benchmark 5

Speaking

Task:

Context:

Criteria for success

Holistic

Analytic

PERFORMANCE CONDITIONS

- Interaction is face to face, or on the phone.
 - Rate of speech is slow to normal.
 - Context is mostly familiar, or clear and predictable, but also moderately demanding (e.g., real world environment; limited support from interlocutors).
 - Circumstances range from informal to more formal occasions.
 - Instructions have five to six steps, and are given one-on-one, one step at a time, with visual clues.
 - Length of presentation is three to five minutes.
 - Topics are of immediate everyday relevance.
 - Audience is a small familiar group.
 - Setting is familiar.
 - Topic is concrete and familiar.
 - Presentation is informal or semi-formal.
 - Uses pictures or other visuals.
- Interaction one-on-one**
- Interaction is face to face or on the phone.
- Interaction in a group**
- Group of three to five people is familiar.
 - Topics are familiar, non-personal, concrete.
 - Interaction is informal or semi-formal.
 - Leader or moderator is encouraging.

WHAT THE PERSON CAN DO

PERFORMANCE INDICATORS

I. Social interaction

Interpersonal competencies

- Respond to small talk comments.
- Extend, accept or decline an invitation or offer.
- Express and respond to compliments.
- Express and respond to congratulations.

- Responds to small talk comments.
- Extends, accepts or declines an invitation or offer.
- Expresses and responds to compliments.
- Expresses and responds to congratulations.

Conversation management

- Indicate non-comprehension.
- Take turns.
- Encourage others in a conversation by showing interest.

- Indicates incomprehension.
- Takes turns by giving non-verbal and verbal signals (signalling to speak).
- Encourages conversation (e.g., eye contact, smiling, nodding and short phrases).

Phone competencies

- Answer the phone briefly according to the situation.

- Answers the phone.
- Provides needed information.
- Refers the call to another person.

II. Instructions

- Give an extended set of sequentially presented simple clause instructions/directions on daily routine actions.

- Gives spoken directions. (Listener can follow the directions.)

III. Suasion (getting things done)

- Give and get permission.
- Give simple informal advice.
- Call for emergency assistance.

- Gives and gets permission.
- Uses polite expressions with requests.
- Gives simple advice.
- Gives address.
- States the reason.
- Requests help.
- Provides details clearly, intelligibly.

Task Description Sheet
Speaking

Benchmark 5 (continued)

WHAT THE PERSON CAN DO	PERFORMANCE INDICATORS
<p>IV. Information <i>Presentations</i></p> <ul style="list-style-type: none"> • Relate a sequence of events in the present, past or future. • Tell a detailed story/report an incident. • Describe a scene or picture. • Describe a daily routine. 	<ul style="list-style-type: none"> • Presents information in a coherent connected discourse. • Uses an introduction, development and conclusion. • Uses explicit markers/logical connectors (first, next, finally, but). • Uses simple grammar structures, with clear present, past and future time reference; and personal and textual reference (only some errors). • Uses vocabulary adequately. • Provides accurate, detailed descriptions. • Speaks with appropriate eye contact, body language, voice volume, rate, fluency and intelligibility.
<p><i>Interaction one-on-one</i></p> <ul style="list-style-type: none"> • Ask for and provide information related to routine daily activities (e.g., personal, family, others, work). 	<ul style="list-style-type: none"> • Explains the nature of inquiry, provides necessary details. • Asks relevant questions. • Summarizes and repeats back. • Gives thanks for the help and information. • Speaks intelligibly; listener can follow all details.
<p><i>Interaction in a group</i></p> <ul style="list-style-type: none"> • Participate in a small group discussion. • Express necessity, worry, or concern. 	<ul style="list-style-type: none"> • Expresses opinion. • Agrees and disagrees. • Expresses necessity and reason (must/because). • Expresses worry/concern.

Task Description Sheet

Benchmark 6

Speaking

Task:

Context:

Criteria for success

Holistic

Analytic

PERFORMANCE CONDITIONS

- Interaction is face to face, or on the phone, with familiar and unfamiliar individuals and small informal groups.
- Rate of speech is slow to normal.
- Context is familiar, or clear and predictable.
- Context is moderately demanding (e.g., real world environment, limited support from speaker).
- Circumstances range from informal to more formal.
- Setting or content is familiar, clear and predictable.
- Topic is concrete and familiar.
- Presentation is informal or formal.
- Use of pictures or other visuals.
- Presentation is five to seven minutes long.

Interactions one-on-one

- Interactions are face to face or on the phone.
- Interaction is formal or semi-formal.
- Learner can partially prepare the exchange.

Interactions in a group

- Interaction occurs in a familiar group of three to five people.
- Topic or issue is familiar, non-personal, concrete.
- Interaction is informal or semi-formal.

WHAT THE PERSON CAN DO

IV. Information Presentations

- Relate a detailed sequence of events from the past; tell a detailed story, including reasons and consequences.
- Describe and compare people, places etc.
- Describe a simple process.

Interaction one-on-one

Ask for and provide information in an interview related to daily activities.

Interaction in a group

- Participate in a small group discussion/meeting on non-personal familiar topics and issues: express opinions, feelings, obligation, ability, certainty.

PERFORMANCE INDICATORS

- Presents information in a coherent connected discourse.
- Uses an introduction, development and conclusion.
- Uses explicit markers/logical connectors (first, next, finally).
- Uses simple grammar structures, with clear present, past and future time.
- Uses vocabulary adequately for topic.
- Provides accurate and detailed descriptions.
- Speaks with appropriate eye contact, body language, voice volume, rate, fluency and intelligibility.

- Explains the nature of inquiry and information needed.
- Provides necessary details.
- Asks relevant questions.
- Summarizes and repeats back. Thanks for the help and information.
- Speaks intelligibly; listener can follow.

- Participates in a small group discussion/meeting.
- Expresses opinions and feelings.
- Expresses obligation, ability, certainty (e.g., have to, must, able/unable).

Task Description Sheet
Speaking

Benchmark 6 (continued)

WHAT THE PERSON CAN DO	PERFORMANCE INDICATORS
<p>I. Social interaction <i>Interpersonal competencies</i></p> <ul style="list-style-type: none"> • Open, maintain and close a short routine formal conversation. • Introduce a person (e.g., guest, speaker) formally to a small familiar group. • Make or cancel an appointment or arrangement. • Express/respond to apology, regrets and excuses. 	<ul style="list-style-type: none"> • Opens, maintains, closes a short formal conversation (four to five words). • Closes a conversation in three customary steps (pre-closing, closing, leave-taking). • Introduces a guest/speaker formally to a small familiar group. • Makes/cancels an appointment • Expresses and responds to apology, regrets and excuses. • Uses appropriate non-verbal behaviour.
<p><i>Conversation management</i></p> <ul style="list-style-type: none"> • Indicate partial comprehension. • Take turns by interrupting. • Encourage conversation by adding supportive comments. • Avoid answering a question. 	<ul style="list-style-type: none"> • Indicates partial comprehension; asks clarifying questions. • Takes turns by interrupting appropriately. • Encourages conversation, repeating a key word or phrase. • Avoids answering a question. • Uses appropriate non-verbal behaviour.
<p><i>Phone competencies</i></p> <ul style="list-style-type: none"> • Take phone messages with three to five details. 	<ul style="list-style-type: none"> • Answers the phone appropriately. • Greets. • Clarifies and confirms accuracy of information. • Closes conversation. • Gets all the details in the message.
<p>II. Instructions</p> <ul style="list-style-type: none"> • Give a set of instructions dealing with simple daily actions and routines where the steps are not presented as a point-form sequence of single clauses. 	<ul style="list-style-type: none"> • Gives spoken directions. (uses correct sequence of steps, clear reference, correct stress and intonation: listener can follow the instructions.)
<p>III. Suasion (getting things done)</p> <ul style="list-style-type: none"> • Make a simple formal suggestion; provide reason. • Make a simple prediction of consequences. • Make a verbal request for an item. 	<ul style="list-style-type: none"> • Makes a simple formal suggestion; provides reason. • Makes a simple prediction of consequences. • Renews a verbal request for the item or service needed.

Task:

Context:

Criteria for success

Holistic

Analytic

PERFORMANCE CONDITIONS
<ul style="list-style-type: none"> • Interaction is face to face, or on the phone, with familiar individuals and small informal groups. • Rate of speech is slow to normal. • Context is mostly familiar and clear. • Context is moderately demanding (e.g., real world environment). • The steps in instructions are not always presented in sequence. • Length of presentation is 10 minutes. • Audience is a small, familiar or unfamiliar group. • Setting is familiar. • Topic is concrete and familiar. • Presentation is informal or semi-formal. • Pictures or other visuals are used.
<p>Interaction one-on-one</p> <ul style="list-style-type: none"> • Interaction is face to face or on the phone. • Interaction is formal or semi-formal. • Learner can partially prepare the exchange.
<p>Interaction in a group</p> <ul style="list-style-type: none"> • Interaction is in a familiar group of three to five people. • Topic is familiar, non-personal, mostly concrete but also abstract. • Interaction is formal or semi-formal.

WHAT THE PERSON CAN DO	PERFORMANCE INDICATORS
<p>IV. Information Presentations</p> <ul style="list-style-type: none"> • Give a summary/report of the main points of a presentation by someone else. • Tell a story, including a future scenario. • Describe, compare and contrast in detail two events, jobs or procedures. • Describe a moderately complex process. 	<ul style="list-style-type: none"> • Presents information in a coherent connected discourse. • Uses an introduction, development and conclusion. • Uses explicit markers and logical connectors (first, next, finally). • Uses simple grammar structures, with clear present, past and future time reference; and spatial, personal and textual reference (only some errors). • Uses vocabulary adequately for topic. • Provides detailed descriptions. • Speaks with appropriate eye contact, body language, voice volume, rate, etc.
<p>Interaction one-on-one</p> <ul style="list-style-type: none"> • Ask for and provide detailed information related to personal needs, varied daily activities and routine work requirements. 	<ul style="list-style-type: none"> • Explains the nature of inquiry. • Initiates questions to gather, analyse and compare information needed. • Responds to questions. • Summarizes and repeats back. • Gives thanks for the help and information. • Speaks intelligibly: listener can follow.
<p>Interaction in a group</p> <ul style="list-style-type: none"> • Participate in a small group discussion/meeting: express opinions and feelings; qualify opinion, express reservations, approval and disapproval. • Express or ask about possibility, probability. 	<ul style="list-style-type: none"> • Participates in a small group discussion or meeting. • Expresses opinions, feelings and reservations. • Qualifies own opinion. • Expresses approval and disapproval. • Expresses and asks about possibility, probability.

Task Description Sheet
Speaking

Benchmark 7 (continued)

WHAT THE PERSON CAN DO	PERFORMANCE INDICATORS
<p>I. Social interaction <i>Interpersonal competencies</i></p> <ul style="list-style-type: none"> • Introduce a guest, speaker formally to a large familiar group. • Express and respond to gratitude, appreciation, complaint, disappointment, dissatisfaction, satisfaction and hope. 	<ul style="list-style-type: none"> • Introduces a person (e.g., guest, speaker) formally to a small familiar group. • Expresses and responds to gratitude and appreciation. • Makes and responds to a complaint. • Expresses and responds to disappointment, dissatisfaction, satisfaction and hope. • Uses appropriate non-verbal behaviour.
<p><i>Conversation management</i></p> <ul style="list-style-type: none"> • Confirm own comprehension. • Use a number of strategies to keep the conversation going. • Hold the floor. • Resume after interruption. • Change topic. 	<ul style="list-style-type: none"> • Confirms own comprehension of details by repeating and paraphrasing. • Maintains conversation by various strategies (e.g., asking follow-up information questions). • Holds the floor, keeps the turn. • Resumes after interruption. • Changes topic. • Uses appropriate non-verbal behaviour.
<p><i>Phone competencies</i></p> <ul style="list-style-type: none"> • Take live phone messages with five to seven details. 	<ul style="list-style-type: none"> • Answers the phone. • Greets. • Clarifies and confirms accuracy of information. • Closes conversation. • Gets all the details in the message right.
<p>II. Instructions</p> <ul style="list-style-type: none"> • Give clear instructions and directions related to moderately complex familiar technical and non-technical tasks. 	<ul style="list-style-type: none"> • Gives spoken directions. (Conveys the sequence of steps, uses clear reference, precise vocabulary, correct stress and intonation: listener can follow the instructions).
<p>III. Suasion (getting things done)</p> <ul style="list-style-type: none"> • Give and respond to a warning; discourage others. • Request a word. Ask for and respond to recommendations or advice. • Make an extended suggestion on how to solve an immediate problem or make an improvement. 	<ul style="list-style-type: none"> • Gives and responds to a warning. • Discourages others. • Asks for and responds to recommendations or advice.

Task Description Sheet

Benchmark 8

Speaking

Task:

Context:

Criteria for success

Holistic

Analytic

PERFORMANCE CONDITIONS
<ul style="list-style-type: none"> Interaction is with one or more people, face to face or on the phone. It is often at a normal rate. Speech is partly predictable and does not always support the utterance. Considerable level of stress affects performance when verbal interaction may result in personal consequences (e.g. on the job). Audience is small familiar and unfamiliar informal groups. Setting and context are familiar, clear and predictable. Topic is familiar, concrete and abstract. Pictures and other visuals are used. Length of presentation is 15 to 20 minutes.
<p>Interaction one-on-one</p> <ul style="list-style-type: none"> Interaction is face to face or on the phone. Interaction is formal or semi-formal. Learner can partially prepare the exchange.
<p>Interaction in a group</p> <ul style="list-style-type: none"> Interaction takes place in a familiar group of up to 10 people. The topic or issue is familiar, non-personal, concrete and abstract. Interaction is informal or semi-formal.

WHAT THE PERSON CAN DO	PERFORMANCE INDICATORS
<p>I. Social interaction <i>Interpersonal competencies</i></p> <ul style="list-style-type: none"> Introduce a person (e.g., guest, speaker) formally to a large unfamiliar audience. Express/respond to a formal welcome/toast. Express sympathy formally. Respond to a minor conflict or complaint. Comfort and reassure a person in distress. 	<ul style="list-style-type: none"> Introduces a person (e.g., guest, speaker) formally to a small familiar group. Expresses/responds to a formal welcome or toast. Expresses/responds to sympathy. Responds to a minor conflict; comforts and reassures. Uses appropriate non-verbal behaviour. Adjusts conversation to appropriate formality level.
<p><i>Conversation management</i></p> <ul style="list-style-type: none"> Manage conversation. Check comprehension. Use a variety of strategies to keep conversation going. Encourage others to participate. 	<ul style="list-style-type: none"> Manages conversation. Checks if listener can follow. Keeps conversation going by a range of strategies, including follow-up questions. Includes others.
<p><i>Phone competencies</i></p> <ul style="list-style-type: none"> Carry on a brief phone conversation in a professional manner. 	<ul style="list-style-type: none"> Greets/identifies organization. Provides clear information to simple routine questions. Clarifies/confirms information. Refers/transfers calls. Closes conversation. Speaks intelligibly.
<p>II. Instructions</p> <ul style="list-style-type: none"> Give/pass on instructions about an established familiar process or procedure (technical and non-technical). 	<ul style="list-style-type: none"> Gives spoken directions. (Conveys the sequence of steps; uses clear reference, correct stress and intonation: listener can follow the instructions.)
<p>III. Suasion (getting things done)</p> <ul style="list-style-type: none"> Indicate problems and solutions in a familiar area. Propose/recommend that certain changes be made in a familiar area. 	<ul style="list-style-type: none"> Identifies the problem. Indicates possible solutions. Recommends best solution. Provides required details. Speaks intelligibly; listener can follow all details.

Task Description Sheet
Speaking

Benchmark 8 (continued)

WHAT THE PERSON CAN DO	PERFORMANCE INDICATORS
<p>IV. Information <i>Presentations</i></p> <ul style="list-style-type: none"> • Give a presentation to describe and explain a complex structure, system or process based on research. Use a diagram to support the explanations. • Tell a story, which includes an anecdote. 	<ul style="list-style-type: none"> • Addresses the purpose of the task. • Expresses main ideas and supports them with details. • Provides an introduction, development and conclusion. • Narrates, describes coherently (agents, actions, circumstance, process and sequence are clear). • Provides accurate and detailed descriptions, explanations or account of events in the story sequence. • Uses style of presentation and formality in addressing the listener. • Demonstrates good use of complex structures, with only minor difficulties. • Demonstrates adequate vocabulary for the topic, including sufficient technical language to describe a process. • Speaks with adequate fluency and intelligibility.
<p><i>Interaction one-on-one</i></p> <ul style="list-style-type: none"> • Ask for and/or provide detailed information related to personal needs, varied daily activities and routine work requirements. • Discuss options. 	<ul style="list-style-type: none"> • Explains or asks about the nature of inquiry or concern and information needed. • Initiates questions to gather, analyse and compare information needed for some decision making. • Responds to questions with required information. • Summarizes and repeats back the information. • Closes. • Speech is intelligible; listener can follow all details.
<p><i>Interaction in a group</i></p> <ul style="list-style-type: none"> • Participate in a debate/discussion/meeting on an abstract familiar topic or issue. • Express and analyse opinions and feelings. • Express doubts and concerns; oppose or support a stand or a proposed solution. 	<ul style="list-style-type: none"> • Participates in a seminar-style or business meeting (e.g., debate/discussion/meeting). • Expresses opinions, feelings, doubts and concerns. • Qualifies opinions, adds information, elaborates. • Opposes or supports a stand, idea, proposed solution. • Uses appropriate non-verbal behaviour.

Task Description Sheet

Benchmark 9

Speaking

Task:

Context:

Criteria for success

Holistic

Analytic

PERFORMANCE CONDITIONS
<ul style="list-style-type: none"> Interaction is with one or more people, face to face or on the phone; often with authority figures, in the academic/workplace contexts. Speech is at a normal or fast rate. Audience is familiar. Setting is formal but familiar. Topic is abstract and familiar; non-personal. Presentation is formal or semi-formal. Use of pictures/other visuals. Length is 15 to 30 minutes. Learner can partially prepare the exchange. Considerable level of stress affects performance when verbal interaction may result in personal consequences, depending on the action taken or impression made by the learner.

WHAT THE PERSON CAN DO	PERFORMANCE INDICATORS
<p>I. Social interaction <i>Interpersonal competencies</i></p> <ul style="list-style-type: none"> Express and respond to expressions of respect, friendliness, distance and indifference. 	<ul style="list-style-type: none"> Expresses and responds to expressions of respect, friendliness, distance and indifference. Uses non-verbal behaviour. Chooses expressions appropriate to the level of formality and other features of the situation (e.g., register).
<p><i>Conversation management</i></p> <ul style="list-style-type: none"> Contribute to/co-manage a discussion or debate in a small formal group (work meeting, seminar). 	<ul style="list-style-type: none"> Opens, maintains and closes the discussion. Negotiates discussion points. Manages conversational direction: establishes topic; takes turns. Asks others to give, confirm and clarify information, as needed. Uses a variety of strategies to keep the discussion on track and on topic. Encourages others to participate.
<p>II. Instructions</p> <ul style="list-style-type: none"> Give clear, detailed oral information to someone to carry out complex multi-step instructions for a familiar technical/non-technical process. 	<ul style="list-style-type: none"> Gives clear and detailed oral information to someone to carry out. Conveys the details and the sequence of steps by accurate language form (e.g., structures, vocabulary, sequence markers, accurate stress, etc.). Listener can follow the instructions.
<p>III. Suasion (getting things done)</p> <ul style="list-style-type: none"> Formally raise an issue with an individual or a group in authority. Present a formal proposal outlining how the concern should be addressed and a persuasive argument to adopt it. Ask for agreement/commitment. 	<ul style="list-style-type: none"> Indicates knowledge of the laws, rights, Canadian cultural practices of raising issues with authority figures. Indicates awareness of patterns of persuasion and their acceptability. Presents a formal proposal on how to deal with an issue. Presents a persuasive argument to adopt it. Provides required details. Asks for an agreement/commitment in a convincing and sensitive way.

Task Description Sheet
Speaking

Benchmark 9 (continued)

WHAT THE PERSON CAN DO	PERFORMANCE INDICATORS
<p>IV. Information <i>Presentations</i></p> <ul style="list-style-type: none"> • Give a demonstration, briefing, oral report or position paper. Argue a point. 	<ul style="list-style-type: none"> • Addresses the topic: explores several relevant aspects. • Obtains, organizes, states, supports, sequences and connects information and ideas. • Describes, classifies, defines, generalizes, explains, illustrates, exemplifies, summarizes. • Uses appropriate rhetorical discourse markers, phrases and sentences to help the listener follow (e.g., definitions, generalizations, summary, etc.). • Shows awareness of audience. • Responds to comments, questions. • Demonstrates linguistic control; adjusts language for accuracy.
<p><i>Interaction one-on-one</i></p> <ul style="list-style-type: none"> • Provide, obtain and discuss detailed complex information and opinions with individuals in order to coordinate team-work assignments/tasks. <p><i>Interaction in a group</i></p> <ul style="list-style-type: none"> • Contribute to a debate, case study discussion with familiar participants in an academic/workplace context. 	<ul style="list-style-type: none"> • Participates in a business meeting/discussion/debate. • Obtains, organizes, presents, exchanges and debates information. • Expresses opinions, feelings, doubts. • Opposes or supports/accepts or rejects a stand, motion, idea, proposed solution. • Uses appropriate non-verbal behaviour. • Initiates questions to gather, analyse and compare information needed for some decision making. • Responds to questions with required information. • Negotiates/clarifies meaning. • Summarizes or repeats back the information. • Summarizes positions/issues. • Demonstrates linguistic control or adjusts language for clarity and accuracy.

Task Description Sheet

Benchmark 10

Speaking

Task:

Context:

Criteria for success

Holistic

Analytic

PERFORMANCE CONDITIONS

- Interaction is with one or more people, face to face or on the phone, often with authority figures, in the academic/workplace contexts.
- Speech is at a normal or fast rate.
- Audience is familiar.
- Topic is abstract, non-personal.
- Presentation is formal or semi-formal. Pictures and other visuals are used.
- Length is 20 to 40 minutes.
- Seminar-style presentation 50%, discussion 50%.
- Learner can partially prepare the exchange.
- Considerable level of stress affects performance when verbal interaction has personal consequences, depending on the action taken or impression made by the learner.

WHAT THE PERSON CAN DO

I. Social interaction

Interpersonal competencies

- Respond to perceived hostility, blaming, putdowns, sarcasm, sabotage, condescension/patronizing or lies in social interaction.

Conversation management

- Contribute to/co-manage a discussion or debate in a large formal familiar group.

II. Instructions

- Give instructions for carrying out very important procedures; give complex multistep instructions for a familiar process or procedure in a demanding and stressful situation.

III. Suasion (getting things done)

- Express, ask, appeal for and respond to a promise.
- Respond to ingratiation (e.g., flattery, compliments, favours).
- Respond to threats (overt and covert).

PERFORMANCE INDICATORS

- Responds to perceived hostility, blaming, putdowns, sarcasm, etc.
- Uses appropriate non-verbal behaviour.
- Chooses expressions appropriate to the level of formality of the situation.

- Opens, maintains and closes the discussion.
- Negotiates discussion points.
- Manages conversational direction.
- Clarifies information, as needed.
- Uses a variety of strategies to keep the discussion going and on topic.
- Directly includes others.

- Gives clear, complex spoken instructions for a familiar process or procedure in a demanding and stressful situation as required.
- Conveys the details and sequence of steps using accurate language form (e.g., structures, vocabulary, sequence markers, accurate stress and intonation).
- Listener can follow the instructions.

- Expresses a commitment to persuade persons in authority to accept a proposal or grant an approval.
- Responds to threats with socioculturally appropriate verbal and non-verbal behaviour.
- Demonstrates awareness of cultural acceptability of ingratiation or threats.

Task Description Sheet
Speaking

Benchmark 10 (continued)

WHAT THE PERSON CAN DO	PERFORMANCE INDICATORS
<p>IV. Information Presentations</p> <ul style="list-style-type: none"> • Give a seminar-style presentation on a researched topic; explain complex concepts and ideas, by using analogy, examples, anecdotes and diagrams. 	<ul style="list-style-type: none"> • Addresses the topic: explores several relevant aspects. • Obtains, organizes, states, supports, sequences and connects information. • Explores, analyses and evaluates concepts or problems. • Explains by using analogy, examples, anecdotes and diagrams. • Uses appropriate discourse markers (e.g., phrases and sentences) to help the listener follow the development, patterns and transition points in the discourse (e.g., definitions, example, etc.). • Shows awareness of audience verbally and non-verbally. • Responds to comments, questions and objections; adds information, elaborates. • Demonstrates linguistic control; adjusts language for clarity and accuracy.
<p>Interaction one-on-one</p> <ul style="list-style-type: none"> • Provide, obtain and discuss detailed complex information and opinions with an individual in a peer or superior relationship in order to coordinate work, train in established procedures, delegate, solve a problem or conflict, or make a decision. <p>Interaction in a group</p> <ul style="list-style-type: none"> • Contribute to a seminar (presentation of research and challenge and defence discussion) with familiar participants. • Contribute to a debate. 	<ul style="list-style-type: none"> • Participates in a seminar-style or a business-style discussion/debate. • Delays questioning to the discussion stage. • Requests clarification of details. • Inquires about implications and consequences. • Comments on perceived strengths, gaps or weaknesses of the presentation. • Expresses and qualifies opinions, feelings and doubts. • Agrees/disagrees with a stand, motion, idea, proposed solution, point of view. • Uses verbal and non-verbal behaviour appropriate for an academic/professional oral argumentation and challenge and defence discussion in Canada; is aware of differences in cross-cultural perceptions about question asking.