



1. Can take general and specific notes on a lecture, talk or report delivered in standard dialect.
2. Can understand recordings in standard dialect and identify speaker viewpoints and attitudes as well as the information content.
3. Can understand documentaries, live interviews, TV programs and the majority of films in standard dialect.
4. Can listen to a description of an incident in order to recount its causes and/or effects
5. Can follow a discussion on matters related to his/her field, understanding in detail the points given prominence by the speaker(s.)
6. Can match longer statements with their paraphrased counterparts.
7. Can use reading strategies and techniques to locate relevant details and identify patterns of organization in longer, moderately complex texts.
8. Can understand specialised articles from and outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.
9. Given a text, can create a chart or graph to illustrate the information presented.
10. Can take an active part in informal discussion in familiar contexts, commenting, putting points of view clearly.
11. Can ask questions about others' opinions and points of view.
12. Can use softening phrases to express opinions, points of view, agreement and disagreement.
13. Can ask/respond to follow-up questions after a presentation, with a degree of fluency.
14. Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view.
15. Can paraphrase long sentences by changing sentence structure and using synonyms.
16. Can write a formal letter or e-mail requesting information.
17. Can use pre-writing techniques to gather information and organize ideas for writing.
18. Can improve a first draft of an essay with particular attention to grammar, word choice and punctuation.
19. Can write a 3 paragraph essay (opinion, cause/effect, etc.), following organizational conventions and using appropriate linking phrases to highlight and sequence ideas.