

## Proficiency guide for oral presentations

LEVEL AND YEAR	ORAL PRESENTATION STRUCTURE	INTERACTING WITH AUDIENCE	GRAMMAR AND COHERENCE	VOCABULARY RANGE AND USE
<b>B2 – First year</b>	Can give a clear, prepared presentation, stating reasons in support of or against a particular point of view or option, and expanding supporting ideas with subsidiary points and relevant examples.	<p>Has clearly intelligible pronunciation and intonation, with minimal strain on the listener.</p> <p>Can take a series of follow up questions with a degree of fluency that poses no strain for speaker or listeners.</p>	<p>Shows a relatively high degree of grammatical control. Makes some mistakes, but they do not lead to misunderstanding.</p> <p>Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, although there may be some disjointedness in longer utterances.</p>	<p>Has a good range of vocabulary for matters connected to his/her field.</p> <p>Can vary formulation to avoid frequent repetition, but gaps in vocabulary can still cause hesitation and the need to ‘talk around’ the gaps.</p>
<b>C1 – Second year</b>	Can give a clear, well-structured presentation of a complex subject, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, rounding off with an appropriate conclusion.	<p>Has clearly intelligible pronunciation, and can manage tone and stress correctly in order to express a range of meanings.</p> <p>Can handle interjections well, responding spontaneously and almost effortlessly.</p>	<p>Consistently maintains a high degree of grammatical accuracy; errors are rare and difficult to spot.</p> <p>Can produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.</p>	<p>Has a good command of a broad range of vocabulary, allowing gaps to be readily overcome; there is little obvious searching for expressions or avoidance strategies.</p> <p>Good command of idiomatic expressions and colloquialisms. There may be occasional minor mistakes, but no significant vocabulary errors.</p>
<b>C2 – Third year (this is considered mastery, so subsequent years of study will also be assessed at this level)</b>	Can give a clear, detailed presentation on a complex subject, demonstrating a logical structure that integrates sub themes, develops particular points and finishes with an appropriate conclusion.	<p>Can vary intonation and place sentence stress correctly in order to express finer shades of meaning.</p> <p>Can handle difficult and even hostile questioning.</p>	<p>Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others’ reactions).</p> <p>Can create coherent and cohesive text, making full and appropriate use of a variety of organisational patterns and a wide range of cohesive devices.</p>	<p>Has a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning.</p> <p>Consistently correct and appropriate use of vocabulary.</p>