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Approx. 3 mins.

Phase 1

Good morning/afternoon/evening. I'm (full name) and this is my colleague, (full name). S/he's just going to listen to us.
And your names are?
[To A] And where are you from?
[To B] And where are you from?
Can I have your marksheets, please?
Thank you.
Do you work or are you a student, <i>B</i> ?
What work do you do?/What do you study?
What about you, A?
What work do you do?/What do you study?
What work ao you do i/ What ao you study.
What do you like most about your job/studies, A? (Why?)
What about you, <i>B</i> ? (Why?)

Phase 2 for 2 candidates

Frame 1: Working Hours

Now I'm going to ask you both some questions about working hours.

How much of your time do you spend working/studying, *A*? (Why?)

What about you, *B*? (Why?)

How important do you think it is for employees to have relaxation time after work, *B*? (Why?/Why not?)

What do you think, *A*? (Why?/Why not?)

A, do you think companies should offer their staff flexible hours of work? (Why?/Why not?)

B, do you think more people will choose to work part-time in future? (Why?/Why not?)

Thank you.

Task Sheet for Candidate A

Foreign Business Trip

Your company is attending a trade fair in a foreign country for the first time.

You have been asked to help with the preparations for the trip.

Discuss the situation together, and decide:

- what travel and accommodation arrangements you will need to make before the trip
- which kinds of business customs in the foreign country it would be useful to know about, and how to find out about these before the trip

BEC Vantage - PART THREE

ASSESSMENT OF SPEAKING

Candidates are assessed on their own performance and not in relation to each other, according to the following analytical criteria: Grammar and Vocabulary, Discourse Management, Pronunciation and Interactive Communication. These criteria are interpreted at Vantage level. Assessment is based on performance in the whole test and is not related to particular parts of the test.

Both examiners assess the candidates. The Assessor applies detailed, analytical scales, and the Interlocutor applies a Global Achievement Scale which is based on the analytical scales.

Grammar and Vocabulary

This refers to range and accuracy as well as the appropriate use of grammatical and lexical forms. At BEC Vantage level, a range of grammar and vocabulary is needed to deal with the tasks. At this level candidates should be accurate enough, and use sufficiently appropriate vocabulary, to convey their intended meanings.

Discourse Management

This refers to the coherence, extent and relevance of each candidate's individual performance. Contributions should be adequate to deal with the BEC Vantage level tasks. At times, candidates' utterances may be inappropriate in length.

Pronunciation

This refers to the candidate's ability to produce comprehensible utterances. At BEC Vantage level, meanings are conveyed through the appropriate use of stress, rhythm, intonation and clear individual sounds, although there may be occasional difficulty for the listener.

Interactive Communication

This refers to the candidate's ability to take an active part in the development of the discourse. At BEC Vantage level, candidates should be sensitive to turn-taking and sustain the interaction by initiating and responding appropriately. Hesitation may, at times, demand patience of the listener.