

**PART 1 for 2 candidates**

⌚ *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, B?**

**What work do you do?/What do you study?**

**What about you, A?**

**What work do you do?/What do you study?**

.....

**What do you like most about your job/studies, A? (Why?)**

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

## **Phase 2 for 2 candidates**

### **Frame 1: Challenges at Work**

**Now I'm going to ask you both some questions about challenges at work.**

**Which aspect of your work/studies do you find most challenging, *A*?**

**(Why?)**

**What do you think, *B*? (Why?)**

**Do you think everyone enjoys facing challenges at work, *B*? (Why?/Why not?)**

**What do you think, *A*?**

***A*, how can employers make work challenging for their staff?**

***B*, What is your greatest career ambition?**

**Thank you.**

Task Sheet 2

**A: WHAT IS IMPORTANT WHEN...?**

Applying for a job in a different city

- Travel costs
- Working hours
- 
- 

**B: WHAT IS IMPORTANT WHEN...?**

Planning a project

- Having a clear focus
- Setting deadlines
- 
- 

**C: WHAT IS IMPORTANT WHEN...?**

Reducing staff costs

- Offering part-time contracts
- Cancelling over-time hours
- 
- 

Task Sheet 1

**A: WHAT IS IMPORTANT WHEN...?**

Encouraging staff to cycle to work

- Facilities
- Office location
- 
- 

**B: WHAT IS IMPORTANT WHEN...?**

Advertising in several countries

- Different cultures
- Language
- 
- 

**C: WHAT IS IMPORTANT WHEN...?**

Deciding whether to pay dividends to shareholders

- The company's investment plans
- The company's profits
- 
-

## Collecting Customer Feedback

The bank where you work wants to find out what its customers think of its service.

You have been asked to suggest ways of getting feedback from customers.

Discuss the situation together, and decide:

- what the best ways are to get feedback from customers
- whether to tell customers the results of the feedback.

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.