

## BEC Speaking Part 1

**Examiner:** Good morning / afternoon. I'm [*first name second name*]. And this is my colleague, [*first name second name*]. She is just going to listen to us.

**And your names are?**

**Where are you from?**

Can I have your mark sheets, please?

### BEC Single Questions

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• What do you do for a living?</li> <li>• What is your profession?</li> <li>• What department/industry sector do you work in?</li> <li>• What company do you work for?</li> </ul> |   |
| <ul style="list-style-type: none"> <li>• Why <b>did</b> you choose to become a business clerk?</li> <li>• What was your first job ever?</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Have</b> you ever been on a training course for your work?</li> <li>• How long <b>have</b> you worked in this industry?</li> </ul>        |
| <ul style="list-style-type: none"> <li>• <b>Would</b> you like to work from home?</li> <li>• <b>Would</b> you choose your job again?</li> <li>• <b>Would</b> you like to have a woman as your boss?</li> </ul>           | <ul style="list-style-type: none"> <li>• How long do you think you <b>will</b> stay in your present job?</li> <li>• How <b>will</b> your current job change in the future?</li> </ul> |

### BEC Questions about your opinion

- What advice do you have for someone new to your job?
- What are your main responsibilities as an office clerk?
- What parts of your job do you find most challenging?
- Which seasons of the year are toughest in your job?
- What do you like least about your work?
- What are your long-term career goals?
- What is the culture like at your company?
- How do you handle workplace disappointment?
- How do you maintain work-life balance?
- Do you feel like you're making a difference in your job? Why? Why not?
- Do you think new technology makes our working lives easier or more difficult?
- At what age do you think people should retire from work?
- What skills do you think employers look for in young people nowadays?
- What are the advantages and disadvantages of working in an open space office?
- Which do you prefer, speaking to people on the phone or sending emails?
- Do you think it is important for companies to help employees improve their English level?
- What hours do most office staff work in your country?
- Do you think there are advantages in meeting clients socially?

## Feedback Roles Part 1

| Examiner  | Observer  |
|---|---|
| <ul style="list-style-type: none"> <li>• guides through the exam</li> <li>• <b>introduces</b> the persons present</li> <li>• <b>addresses</b> the <b>questions</b> to the candidates</li> <li>• maintains a <b>positive atmosphere</b></li> <li>• ensures <b>equal speaking opportunities</b></li> <li>• <b>ends</b> the examination</li> </ul>   | <ul style="list-style-type: none"> <li>• monitors the <b>conduct of the candidates</b> <ul style="list-style-type: none"> <li>○ appears <b>self-confident</b></li> <li>○ performs in an <b>energetic / motivated</b> way</li> <li>○ maintains an <b>upright</b> and <b>natural posture</b></li> <li>○ makes use of <b>facial expressions</b></li> <li>○ uses <b>gesture</b> to support the words</li> <li>○ establishes <b>eye contact</b> with examiner</li> </ul> </li> </ul> |
| Content Tracker   | Voice Tracker   |
| <ul style="list-style-type: none"> <li>• focuses <b>on the content and makes notes</b> <ul style="list-style-type: none"> <li>○ <b>understands the questions easily</b></li> <li>○ <b>replies without much delay</b></li> <li>○ answers in <b>full sentences</b> (more than 1 word)</li> <li>○ adds <b>examples / reasons / opinions</b></li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>• Focuses on the <b>voice</b> of the candidate <ul style="list-style-type: none"> <li>○ is easily heard (<b>volume</b>)</li> <li>○ speaks in a positive and engaged way (<b>enthusiasm</b>)</li> <li>○ talks in a moderate <b>pace</b></li> <li>○ Breaths deep and relaxed (<b>breathing</b>)</li> </ul> </li> </ul>   |
| Grammar und Vocabulary Tracker  | Judge   |
| <ul style="list-style-type: none"> <li>• focuses <b>on the use of language</b> <ul style="list-style-type: none"> <li>○ <b>mirrors the tense</b> in the questions</li> <li>○ makes only a <b>few grammatical errors</b></li> <li>○ uses a wide <b>range of vocabulary</b></li> <li>○ uses <b>linking words</b></li> <li>○ has only a few <b>slips of the tongue</b></li> <li>○ uses only a few <b>fillers</b> ('äm')</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• assesses the <b>global achievement</b> <ul style="list-style-type: none"> <li>○ sums up the <b>positive and negative points</b></li> <li>○ <b>grades</b> the performance (3–6)</li> <li>○ offers <b>2–3 suggestions</b> for improvement</li> </ul> </li> </ul>   |

## BEC Speaking Part 2

**Examiner:** Now, in this part of the test, I'm going to give each of you a choice of two different topics. I'd like you to choose one topic and give a short presentation on it for about a minute.

You will have a minute to prepare this, and you can make notes if you want. Here are your topics: ... / Please don't write anything on the booklet.

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Now, [first name], which topic have you chosen? A or B? Would you like to show [first name] your task and tell us what you think is important when ...?

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Now, [first name], which option do you think is the most important?

---

Now, [first name], which topic have you chosen? A or B? Would you like to show [first name] your task and tell us what you think is important when ...?

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Now, [first name], which option do you think is the most important?

Thank you. Can I have the booklets, please?

### Written preparation

|                      | Option 1                           | Option 2   | Option 3  | Option 4  |
|----------------------|------------------------------------|--|---|---|
| <b>Intro-duction</b> | <i>I'm going to talk about ...</i> | <i>I decided to talk about ...</i>                   | <i>My topic is ...</i>                            | <i>Organizing ... isn't an easy task.</i>             |
|                      | <i>When it comes to ...</i>        | <i>There are several points to consider when ...</i> | <i>This includes ... / It means</i>               | <i>A lot will depend on the purpose of ...</i>        |
| <b>First point</b>   | <i>Firstly, ...</i>                | <i>To start off,</i>                                 | <i>I will begin with ...</i>                      | <i>It should be a priority to ....</i>                |
| <b>Second point</b>  | <i>Secondly, ...</i>               | <i>In addition, / Apart from</i>                     | <i>Now, I will move on to the second point...</i> | <i>But it might also be crucial to ...</i>            |
| <b>Third point</b>   | <i>Thirdly, ...</i>                | <i>Alternatively, / Furthermore ...</i>              | <i>This brings me to the third point ...</i>      | <i>You can't talk about... without mentioning ...</i> |
| <b>Conclusion</b>    | <i>To sum up / conclude...</i>     | <i>In all, ...</i>                                   | <i>Let me recap / wrap up</i>                     | <i>So, what is important when ...?</i>                |

Similar expressions for 'It is **important**'

- It's **vital**
- It's **crucial**
- It's **beneficial**
- It *might* be **advantageous**
- It *seems* to be **of great value**
- It plays a **big part / role** in

## Feedback Roles Part 2

| Examiner   | Observer  |
|--|---|
| <ul style="list-style-type: none"> <li>• introduces the <b>topics</b> to the candidates</li> <li>• <b>monitors the time</b> (<u>one entire minute</u>)</li> <li>• maintains a <b>positive atmosphere</b></li> <li>• ensures <b>equal speaking opportunities</b></li> <li>• <b>ends</b> the examination</li> </ul>  | <ul style="list-style-type: none"> <li>• monitors the <b>conduct of the candidates</b> <ul style="list-style-type: none"> <li>○ appears <b>self-confident</b></li> <li>○ performs in an <b>energetic / motivated</b> way</li> <li>○ maintains an <b>upright and natural posture</b></li> <li>○ makes use of <b>facial expressions</b></li> <li>○ uses <b>gesture</b> to support the words</li> <li>○ establishes <b>eye contact</b> with candidate</li> </ul> </li> </ul> |
| Content Tracker  | Voice Tracker   |
| <ul style="list-style-type: none"> <li>• focuses on the <b>content and makes notes</b> <ul style="list-style-type: none"> <li>○ <b>understands the business topic correctly</b></li> <li>○ <b>has a clear structure</b> (introduction, 1<sup>st</sup> point, 2<sup>nd</sup> point, 3<sup>rd</sup> point, conclusion)</li> <li>○ focuses on <b>every bullet</b> point separately</li> <li>○ makes a conclusion (if time allows)</li> <li>○ adds <b>examples / reasons / opinions</b></li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Focuses on the <b>voice</b> of the candidate <ul style="list-style-type: none"> <li>○ is easily heard (<b>volume</b>)</li> <li>○ speaks in a positive and engaged way (<b>enthusiasm</b>)</li> <li>○ talks in a moderate <b>pace</b></li> <li>○ Breaths deep and relaxed (<b>breathing</b>)</li> </ul> </li> </ul>   |
| Grammar und Vocabulary Tracker   | Judge   |
| <ul style="list-style-type: none"> <li>• focuses on the <b>use of language</b> <ul style="list-style-type: none"> <li>○ makes only a <b>few grammatical errors</b></li> <li>○ uses a wide <b>range of vocabulary</b></li> <li>○ uses <b>linking words</b></li> <li>○ has only a few <b>slips of the tongue</b></li> <li>○ uses only a few <b>fillers</b> ('äm')</li> </ul> </li> </ul>   | <ul style="list-style-type: none"> <li>• assesses the <b>global achievement</b> <ul style="list-style-type: none"> <li>○ sums up the <b>positive and negative points</b></li> <li>○ <b>grades</b> the performance (3–6)</li> <li>○ offers <b>2–3 suggestions</b> for improvement</li> </ul> </li> </ul>   |

## BEC Speaking Part 3

**Examiner:** Now, in this part of the test, you're going to talk something together. I'm going to describe a situation:

### **Scenario**

Talk together for about two minutes about ways to ... and decide about which one is best? Here are some ideas to help you.

I'll describe the situation again:

### **Scenario**

Now, talk together. Please speak so that we can hear you.

### **Discussion**

Can I have the booklet, please?

### **Further questions**

Thank you, that is the end of the test.

So, let's discuss about ... / Let's get started /

What do you think? / What is your opinion? / What would you say?

### **Stating / Agreeing**

### **Answering / Disagreeing**

#### **giving opinions**

As far as I'm concerned ...  
In my opinion ... In my view ...  
From my point of view ...  
The way I see it is (that) ...  
To my mind ...  
Well, I reckon (that) ...  
I (strongly) believe (that) ...  
I (honestly) think (that) ...  
I (really) feel (that) ...  
Personally speaking, I believe ...  
As for me, I reckon ...

#### **asking opinions**

What do you think/reckon?  
Do you see what I'm getting at?  
Do you know/see what I mean?  
Do you agree with me?  
Would you go along with that?  
Would you agree with me that ...?  
What are your thoughts on that?  
Don't you think (that) ... ?

#### **agreeing**

I (totally) agree with you/that.  
I couldn't agree more.  
I'd go along with that.  
I feel the same.  
You're absolutely right.  
Absolutely/Definitely/Exactly.  
No doubt about it.  
That's a good point / I see your point.  
I see where you're coming from.

#### **disagreeing**

I'm afraid I disagree.  
I don't agree with you/that.  
I'd be inclined to disagree.  
That's not the way I see it.  
I don't think so / I don't feel the same

#### **partly agreeing**

I see your point but ...  
I kind of agree with you/that.  
I agree with you to an extent, however, ...  
You make a good point, but ...

Let's agree on ... points.

## Feedback Roles Part 3

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|--|---|
| <ul style="list-style-type: none"> <li>• introduces the <b>scenario</b> to the candidates</li> <li>• <b>monitors the time</b> (between <u>2 and 3 minutes</u>)</li> <li>• maintains a <b>positive atmosphere</b></li> <li>• ensures <b>equal speaking opportunities</b> (questions at the end)</li> <li>• <b>ends</b> the examination</li> </ul>   | <ul style="list-style-type: none"> <li>• monitors the <b>conduct of the candidates</b> <ul style="list-style-type: none"> <li>○ is <b>self-confident</b></li> <li>○ maintains an <b>upright and natural posture</b></li> <li>○ makes use of <b>facial expressions</b></li> <li>○ uses <b>gesture</b> to support the words</li> <li>○ establishes <b>eye contact</b> with candidate</li> </ul> </li> </ul> |
| Content Tracker  | Voice Tracker   |
| <ul style="list-style-type: none"> <li>• focuses <b>on the content and makes notes</b> <ul style="list-style-type: none"> <li>○ understands the <b>scenario</b> correctly</li> <li>○ takes the <b>lead</b> to start the conversation</li> <li>○ plays an <b>active role</b> (number of quotes)</li> <li>○ reacts to what the partner says (<b>links to previous</b>)</li> <li>○ shows a <b>clear position</b> (agreeing, disagreeing)</li> <li>○ encourages the partner to speak (<b>equal speaking time</b>)</li> <li>○ come to a decision together (<b>agreement</b>)</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Focuses on the <b>voice</b> of the candidate <ul style="list-style-type: none"> <li>○ is easily heard (<b>volume</b>)</li> <li>○ speaks in a positive and engaged way (<b>enthusiasm</b>)</li> <li>○ talks in a moderate <b>pace</b></li> <li>○ Breaths deep and relaxed (<b>breathing</b>)</li> </ul> </li> </ul>   |
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