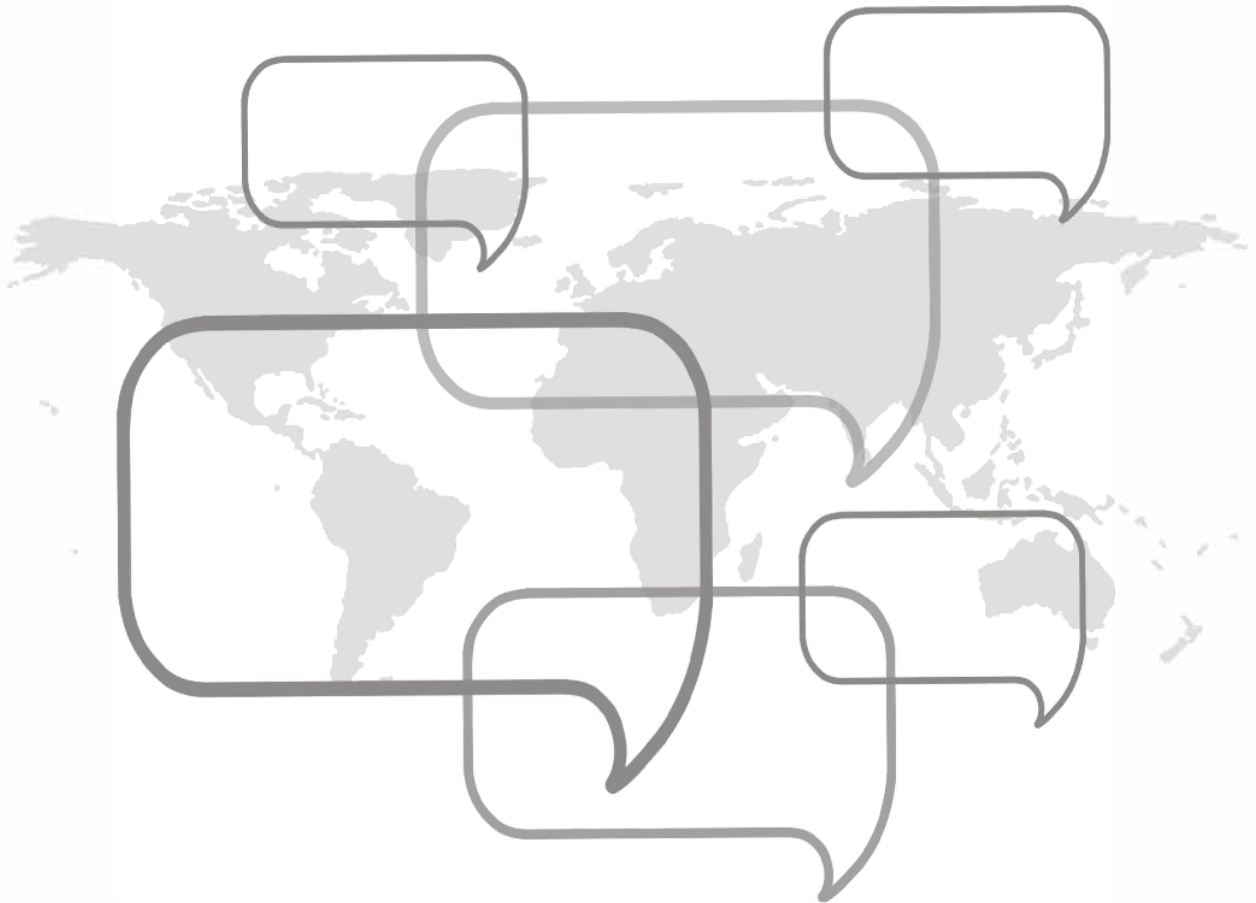


## ESB Level 1 Award in Speech (Grade 2)



### Speech for Employability: Teacher Guide



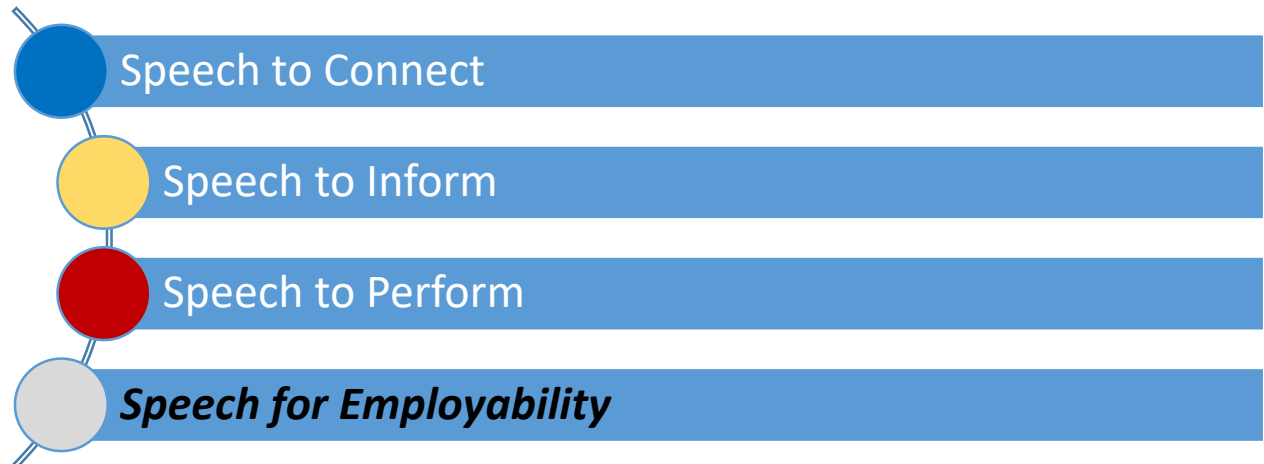
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## Welcome

Welcome to this teacher guide. Our updated **ESB Level 1 Award in Speech (Grade 2)** intends to give teachers greater choice and more opportunities for developing and advancing their learners' communication skills. This qualification is part of our Graded Examinations in Speech and it contains the following four pathways:



This short teaching guide concerns the **Speech for Employability** pathway. This pathway contains the following four assessment components:

1. **Employability Talk (40% of assessment)** – Learners should deliver a talk with knowledge and enthusiasm on a famous or successful person in business or about a job or career that is of interest to them.
2. **Take part in an Interview (20%)** – Learners should take part in an interview with the assessor, based on their Section 1 talk and CV.
3. **Prepare and Deliver a Pitch (20%)** – Learners should prepare a business pitch and deliver it. This could be for an existing or an invented product or service.
4. **Listening, Responding and Exchanging Views (20%)** – Learners should listen and respond to questions from the assessor and group in relation to the talk. They should also actively contribute to the group discussion by asking questions and offering comments.

As you will see, each page contains a list of hints and tips about preparing learners for the assessment. We really hope you enjoy teaching this qualification, and if you have any questions, please don't hesitate to contact us at: [product@esbuk.org](mailto:product@esbuk.org)

## **Section 1: Employability Talk (4 minutes)**

- Encourage learners to create a mind map of thoughts and ideas and a portfolio of information, visuals and inspiration from different sources, which can act as a springboard for their talk.
- Ensure that learners structure their talk with a beginning, a middle and a conclusion.
- Advise learners to time their talks when practising. This will ensure that introductions are not rushed and that there is the necessary time for a proper conclusion. Practising to time also helps build confidence, which encourages spontaneous delivery.
- Learners should not feel they need to apologise for being nervous. It is perfectly natural to feel some nerves, but apologising can draw attention to that fact – it is much better to just carry on.
- If learners use presentation software (such as Prezzi or PowerPoint) as a visual aid, ensure that they do not read their talks from slides, or face the screen, as this will limit their communication with the audience. Learners should stand to the side of the screen, facing the audience. Video clips, photos, art, equipment, food etc. are all suitable as visual aids.
- When referring to an image, encourage learners to talk about the ‘hidden’ and little-known details, which cannot be seen by an audience. For example, if the learner was giving a talk about Steve Jobs, an image could be shown of an iPhone. Here, the learner might say something along the lines of: *‘The iPhone was named as Invention of the Year by Time Magazine in 2007 and over 1 billion iPhones have now been sold’.*



## ***Section 2: Take Part in an Interview (2 minutes)***

- Ask learners to think about their strengths and interests when using the CV template. Advise them to always provide examples.
- Give out a list of common interview questions so that learners can think about what they want to say. However, we are not looking for rehearsed answers – we are looking for natural and honest answers, with a degree of spontaneity.
- Ask learners to practise in pairs, with one learner acting as the interviewee and the other acting as the interviewer. Then swap! This is a good way to build confidence by getting used to questions about oneself.
- Advise learners that all interviews are formal. Here, learners should respond to all questions using Standard English and not use colloquialisms.
- If learners are unsure about a question, ensure that they know it is fine to take a pause. There is no need to rush an answer.
- Encourage learners to look up and make as much eye contact with the assessor as possible. This is a great way to establish trust between an interviewee and an interviewer.
- Finally, always encourage learners to be themselves. We are looking for responses that show individuality.

## ***Section 3: Prepare and Deliver a Pitch (2 minutes)***

- Similar to the *Employability Talk*, encourage learners to keep notes about their pitch. If they choose to pitch a real product/service, their notes can contain facts and figures about how successful their product has been. If they choose to pitch an imagined product/service, their notes can be an outline of how their product idea came about.
- Advise learners to begin their pitch by stating the title of their product/service and what it does. Learners could say something along the lines of: *'I would like to introduce to you the Magic Kettle Cup – a cup that only takes five seconds to boil'*.
- The majority of the pitch should be dedicated to explaining the advantages of your chosen product or service. Take time to spell out how your product or service can help people. Encourage learners to use a persuasive technique (e.g. the Power of Three or a Rhetorical Question) when talking about the strengths of their product.
- A successful pitch always involves a good closing summary. Here, we are not looking for new points, but rather an overall summary of your chosen product and why it is important.
- Advise learners to use Standard English across the whole of their pitch. Using colloquialisms or slang may restrict a clear communication of an idea.
- Encourage learners to use gesture, make eye contact and use a visual aid during the pitch. This will help bring their pitch to life and capture the attention of an audience.

#### **Section 4: Listening, Responding and Exchanging Views (5 minutes)**

- To promote shared learning, encourage learners to provide both factual information and their own thoughts when answering a question.
- Sometimes, a question can put learners under pressure. If they are not sure about an answer, it is completely acceptable to admit that.
- Rather than giving a confused response, it is better to say something along the lines of: *'That's an interesting question. Unfortunately, I don't know the answer to it, but I'm certainly going to look into it.'*
- Always encourage learners to ask open-ended questions. Questions should seek additional information or put forward a different viewpoint.
- Limit learners to asking just one question at a time. It can be difficult for a presenter to make sense of, and respond directly to, several questions.
- It is vital that any criticism or challenging of a viewpoint must be constructive. Our assessments promote open, lively, positive discussion that encourages learning and understanding.

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