



## ESB Level 2 Certificate in Speech (Grade 4)

Speech for Employability  
603/5192/5





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## ***Introduction to English Speaking Board (International) Ltd.***

English Speaking Board (International) Ltd. (ESB International) offers high-quality Speech and Language qualifications in the UK and internationally.

We aim to support learners to possess the oracy and English language skills they need to achieve their aspirations. ESB International has a full range of qualifications for learners of all ages and backgrounds which are designed to stretch the most able, support the least confident and realise the potential of all. Do contact ESB International via our website [www.esbuk.org](http://www.esbuk.org) if you wish to find out more about our qualifications and how learners can progress.

Our assessments are marked and administered externally by ESB International. ESB International carries out moderation and standardisation of all its assessors to ensure their assessment of your learners is consistent and of the highest quality.

When you choose to be a centre of ESB International and prepare your learners for our assessments, we offer you support via our website and your centre's online booking hub, along with training and guidance for all of your staff involved with the learning experience. We are here to support you so that your learners achieve and enjoy the experience of assessment with ESB International.

### ***ESB Level 2 Certificate in Speech (Grade 4) (Speech for Employability)***

The ESB Level 2 Certificate in Speech (Grade 4) – Speech for Employability offers a practical and engaging route for ESOL learners to develop essential communication skills aligned with employability and workplace readiness. This qualification is ideal for learners in further education and community learning settings aiming to enhance their spoken English in real-world contexts, to enter or re-enter the workforce. It is suitable for learners at and above RQF Level 1 or B2 on the CEFR, and can be adapted to be accessible to Entry 3 / B1 learners.

Centres delivering ESOL provision will find this qualification a valuable addition to their curriculum, either as a standalone course or embedded into broader programmes such as ESOL Skills for Life or career-focused study. Through a combination of structured speaking tasks and interactive assessments, learners gain confidence and fluency in using English in job-related scenarios. CV writing, interview practice and the writing and presentation of information using digital platforms can be integrated into classroom and self-access preparation. The ESB Level 2 Certificate in Speech (Grade 4) (Speech for Employability) is an excellent tool for ESOL tutors and managers seeking to empower adult learners with purposeful, outcome-focused communication skills.



<b>Qualification Information: ESB Level 2 Certificate in Speech (Grade 4) (Speech for Employability)</b>	
<b>Accreditation Information</b>	Regulated by Ofqual 603/5192/5. Start Date: 17/10/2019.
<b>Qualification Objective</b>	The overall objective of the qualification is to promote effective, confident communication in the workplace or educational environment.
<b>Assessment Method</b>	Assessments take place in groups of 6 learners. Each learner is assessed individually and interacts with the group, tutor and the assessor. Face-to-face assessments are held in person, with an ESB-trained assessor coming to the centre. Online assessments use a video-conferencing platform, with ESB-trained assessors joining the group of learners and tutor remotely.
<b>Prior Knowledge, Skills and Understanding</b>	This qualification is standalone. There is no prior learning, other qualification or units a learner must have completed prior to enrolling on ESB Level 2 Certificate in Speech (Grade 4).
<b>Quality Assurance</b>	To ensure quality assurance throughout the assessment process, ESB carries out moderation and standardisation activities with its assessment team.
<b>Total Individual Assessment Time</b>	13-15 minutes
<b>Total Qualification Time (hours)</b>	130
<b>Guided Learning Hours</b>	24
<b>Grading</b>	Learners can achieve one of the following grades: <ul style="list-style-type: none"> <li>• Unsuccessful</li> <li>• Pass</li> <li>• Good Pass</li> <li>• Merit</li> <li>• Merit Plus</li> <li>• Distinction</li> </ul>

### ***Funding Sources***

#### Available funding for 2025 to 2026:

14-16 EFA

16-19 EFA

Adult Skills

Other

Community Learning

MCA/GLA

Tailored Learning

### ***Reasonable Adjustments***

Assessment should be a fair test of learners' skills and knowledge; for some learners the usual format of assessment may not be suitable or accessible. Learners with specific needs can apply for reasonable adjustments to be made to the assessment.

For further information about our policy in relation to access arrangements, please visit: [ESB-POL-C10-Reasonable-Adjustments-and-Special-Considerations-Policy](#).

At ESB International, we use Standard English as a term to specify that the spoken language used by learners does not cause any difficulty of understanding for a sympathetic listener. There is no requirement to conform linguistically to any particular accent or pronunciation model.

### ***Curriculum Coverage***

This qualification can be flexibly taught and can support ESOL Skills for Life learners to access employment, further and higher education. It can be embedded into the classroom teaching of a curriculum topic, careers courses or delivered as a standalone activity. Preparation for the Speech for Employability qualification can also be used to help centres achieve several [Gatsby Benchmarks](#).

- **Benchmark 2: Learning from career and labour market information**  
Access and use information about career paths and the labour market to inform their own decisions on study options
- **Benchmark 3: Addressing the needs of each student**  
Encourage students to actively challenge stereotypical thinking and raise aspirations
- **Benchmark 4: Linking curriculum learning to careers**  
Provide opportunities to experience how the curriculum can help people gain entry to and be more effective workers within a wide range of occupations.

### ***Ofsted Inspection Framework 2025***

The ESB Level 2 Certificate in Speech (Grade 4) – Speech for Employability can provide evidence for further education and skills providers that they contribute to meeting skills needs in [curriculum, teaching and training](#), achievement, and participation and development. The qualification can have a positive impact on the learning of learners, e.g. those who may face other barriers to their learning and/or well-being, including those without level 2 English and/or mathematics.

### ***Progression***

The ESB Level 2 Certificate in Speech (Grade 4) – Speech for Employability complements and enhances mainstream 16-18 and adult learning programmes in the UK. It can be used alongside or as a progression route:

#### ***ESOL Skills for Life (Entry 3 to Level 2)***

- Supports development of spoken interaction and communicative confidence, especially in job-seeking and workplace contexts.
- Reinforces skills assessed in ESOL Speaking & Listening units, including giving presentations, listening and responding, and engaging in discussions.
- Can be embedded as a practical speaking component within an ESOL curriculum, making classroom learning more purpose-driven.

### ***Functional Skills English (Level 1 and 2)***

- Develops key oracy skills such as presenting information clearly, expressing opinions, and adapting language to context.
- Complements literacy-based Functional Skills by providing confidence in verbal communication, particularly important for learners preparing for apprenticeships or vocational training.

### ***Work-Based Learning & Employability Programmes***

- Aligns with vocational study programmes, traineeships, and sector-based work academies.
- Prepares learners for real-world communication tasks like job interviews, making telephone enquiries, and discussing workplace tasks.
- Encourages personal reflection, confidence-building, and goal-setting.

## **Assessment and Grading**

Each assessment section, e.g., Section 1: Talk, is an activity in which the learners can achieve one or more learning outcomes (e.g., plan a talk). Each learning outcome has assessment criteria with grade descriptors that describe the learner's performance. The assessor reviews each learner completing the tasks and applies a descriptor to allocate one of the following grades to every assessment criterion: *Unsuccessful; Pass; Good Pass; Merit; Merit Plus; Distinction*.

## **Weighting**

Each assessment criterion is weighted and Section 1 forms 40% of the assessment. In this section there are small differences in the weighting of assessment criteria for each grade, e.g. the descriptor for *Good Pass* in *Content* has a higher weighting than the descriptor for *Good Pass* in *Visual Aids*. From highest to lowest, the weightings are distributed as follows:

- Content
- Structure, Style, Communication
- Voice and Speech
- Visual Aids

Sections 2, 3 and 4 each form 20% of the assessment. Within those sections, the assessment criteria are equally weighted.

## **Report forms**

The assessor completes a report form with a final grade and comments on strengths and areas to work on. Learners can be awarded one of the following grades:

- Unsuccessful
- Pass or Good Pass
- Merit or Merit Plus
- Distinction

Pass and Merit grades are differentiated with the additional endorsed grades of Good Pass and Merit Plus. The assessment model is compensatory. If a learner is *Unsuccessful* in an assessment criterion or number of criteria, they can still be awarded an overall *Pass* if they achieve a higher grade in another assessment criterion or group of criteria.

## **Certificates**

Successful learners receive a certificate of *Pass, Merit or Distinction*. The ESB International endorsed grades of *Good Pass* and *Merit Plus* are noted on the certificate.

## **Assessment Overview**

The assessment takes place in groups of 6 learners and is divided into four sections:

### ***Section 1 (40% of the assessment marks): Employability Talk***

4 minutes

Before the assessment, learners prepare a brief CV, a talk of 4 minutes, and relevant visual aids, e.g. a PowerPoint, poster or object. The talk is on a job, career, course of study, or a business pitch. Learners use the visual aids and CV to explain their interest in a career or area of work. Appendix 1 contains a CV template.

### ***Section 2 (20% of the assessment marks): Taking Part in an Interview***

2-3 minutes

Learners take part in an interview with the assessor, based on their Section 1 talk and CV. Learners need to provide the assessor with a hard copy of their CV and should respond to questions formally and positively.

### ***Section 3 (20% of the assessment marks): Making a Telephone Call***

2-3 minutes

Learners make a mock telephone call to a teacher/tutor based on a planned employability-related scenario. They choose one of five scenarios which are made available in advance of the assessment. During the mock telephone call, learners will need to give, receive, and recall information. Appendix 2 contains a list of scenarios for the mock telephone call.

### ***Section 4 (20% of the assessment marks): Listening, Responding and Exchanging Views***

5 minutes

Learners listen and respond to questions from the group and the assessor during the first three activities. They should also actively contribute to the group discussion by asking questions and offering comments after their classmates' talks.

### ***Learning Outcomes and Assessment Criteria***

This **Speech for Employability** qualification has the following learning outcomes and assessment criteria:

<b>Learning Outcomes</b> <i>The learner will:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>
1	Deliver a 4-minute talk or pitch about an employability-related issue using audio and/or visual support.	1.1 Structure a talk of approximately 4 minutes. 1.2 Present a talk using notes. 1.3 Explain points based on own research. 1.4 Use clear and audible voice to communicate information in Standard English. 1.5 Show an awareness of the audience. 1.6 Use audio and/or visual support.
2	Take part in a 1:1 interview with the assessor.	2.1 Give clear and relevant answers to questions. 2.2 Present knowledge and skills based on CV. 2.3 Use clear and audible voice to communicate information in Standard English. 2.4 Show an awareness of the interviewer.
3	Make a 'telephone call' in relation to a work-based scenario.	3.1 Give a reason for the call in a polite and positive way. 3.2 Summarise information at the end of the call. 3.4 Use clear and audible voice to disseminate information in Standard English.
4	Participate in a formal discussion.	4.1 Provide appropriate responses to questions. 4.2 Ask relevant questions based on someone else's work. 4.3 Offer own views in relation to own or someone else's work.

## Grade Descriptors

Section 1: Employability Talk (4 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
<b>Structure</b>	The talk shows evidence of planning, with an introduction, body and conclusion. The talk runs under or over the allotted time by more than 50 seconds.	The talk shows evidence of planning, with an introduction, body and conclusion. The talk runs under or over the allotted time by more than 30 seconds.	The talk shows evidence of effective planning, with a clear and detailed introduction, body and conclusion. The talk adheres to the time limit.	The talk shows evidence of effective planning, with a clear and detailed introduction, body and conclusion. There is originality in the introduction and conclusion. The talk adheres to the time limit.	The talk shows evidence of effective planning and creative thinking. There is originality, clarity and detail in the introduction, body and conclusion. The talk adheres to the time limit.
<b>Style</b>	The talk is heavily reliant on notes and/or memorised text.	The talk is mostly reliant on notes and/or memorised text.	The talk is mostly delivered naturally, with or without notes.	With the exception of one or two moments, the talk is delivered naturally throughout.	The talk shows a confident command of material and is delivered naturally throughout with or without notes.
<b>Voice and Speech</b>	There is clear and audible voice, with some hesitation. Standard English is mostly used.	There is clear and audible voice, with some use of pause. Standard English is mostly used.	There is clear and audible voice. Speech is unhurried. Voice is engaging and there is regular use of pause. Standard English is used throughout.	There is clear and audible voice. Voice is engaging and content is well-paced with effective use of pause. Standard English is used throughout.	There is clear and audible voice, with fluent and positive delivery. The talk is delivered with authority and is sensitively paced, with intelligent use of pause. Standard English is confidently used throughout.

Section 1: Employability Talk (4 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
<b>Content</b>	The talk shows evidence of research. Content is appropriate and partially explained to the audience. Brief reasons are given to support one or two views.	The talk shows evidence of research. Content is appropriate and partially explained to the audience. Brief reasons are given to support three or more views.	The talk shows evidence of effective research and personal interest. There is selective use of researched material. Content is appropriate and is well-explained. Detailed reasons based on evidence are given to support one view.	The talk shows evidence of effective research and personal interest. There is selective use of researched material. Content is appropriate and is well-explained. Detailed reasons based on evidence are given to support two views.	The talk shows evidence of effective research and personal interest, which is presented convincingly. Content is appropriate, well-explained and carefully put together. Detailed reasons based on evidence are given to support the majority of views.
<b>Visual/Audio Support</b>	There is a basic use of audio-visual material. There is a significant under reliance or overreliance on the audio-visual material.	There is a straightforward use of audio-visual material. Some of the material is well-discussed.	There is a competent use of audio/visual material. Most of the material is well-discussed.	There is an effective use of audio/visual material. All of the material is well-discussed.	There is an effective and accomplished use of well-chosen audio/visual material. Reference to this material engages listeners and furthers knowledge and understanding.
<b>Audience Awareness</b>	There is some eye contact with the assessor and/or the group at the beginning and end of the talk.	There is some eye contact with the assessor and/or the group throughout the talk.	There is regular eye contact with the assessor, and some of the group, throughout the talk. There is appropriate body language (facial expression, gesture, etc.).	There is regular eye contact with the assessor and all of the group throughout the talk. There is an appropriate and consistent use of body language (facial expression, gesture, etc.).	There is regular and confident eye contact with the assessor and all of the group throughout the talk. There is an appropriate, consistent and confident use of body language (facial expression, gesture, etc.)

Section 2: Taking part in an Interview (2-3 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
<b>Responding to Questions</b>	Clear, pertinent and brief responses are given to some questions.	Clear, pertinent and brief responses are given to all questions.	Clear, pertinent and full responses are given to questions in a positive manner.	Clear, pertinent and full responses are given to questions, positively and confidently.	Clear, pertinent and full answers are given to questions, positively, confidently and persuasively.
<b>Presentation of Knowledge and Skills</b>	Clear and brief presentation of knowledge and skills with two or more prompts from the assessor.	Clear and brief presentation of knowledge and skills with one prompt from the assessor.	Clear and full presentation of knowledge and skills with one prompt from the assessor.	Clear and full presentation of knowledge and skills with no prompts from the assessor.	Clear, full and persuasive presentation of knowledge and skills with no prompts from the assessor.
<b>Voice and Speech</b>	There is clear and audible voice, with some hesitation.  Standard English is mostly used.	There is clear and audible voice, with some use of pause.  Standard English is mostly used.	There is clear and audible voice. Speech is unhurried. Voice is engaging and there is regular use of pause.  Standard English is used throughout.	There is clear and audible voice. Voice is engaging and content is well-paced with effective use of pause.  Standard English is used throughout.	There is clear and audible voice, with fluent and positive delivery. Responses are delivered with authority and are sensitively paced, with intelligent use of pause.  Standard English is confidently used throughout.

Section 2: Taking part in an Interview (2-3 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
<b>Interviewer Awareness</b>	There is some eye contact with the assessor at the beginning and end of the interview.	There is some eye contact with the assessor during most of the interview.	There is regular eye contact with the assessor during most of the interview.  There is appropriate body language (facial expression, gesture, etc.)	There is regular eye contact with the assessor throughout the interview.  There is an appropriate and consistent use of body language (facial expression, gesture, etc.)	There is regular and confident eye contact with the assessor throughout the interview.  There is an appropriate and confident use of body language (facial expression, gesture, etc.).

Section 3: Making a Telephone Call (2-3 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
<b>Information Request</b>	Gives a partially clear reason for a call in a polite and positive way with three or more prompts from the assessor.	Gives a partially clear reason for a call in a polite and positive way with one or two prompts from the assessor.	Gives a clear reason for call in a polite and positive way, with one or two prompts from the assessor.	Gives a clear reason for call in a polite and positive way, with no prompts from the assessor.	Gives a clear reason for call and required information is taken in a thorough manner. The candidate is polite, positive and confident throughout. No prompting is required.
<b>Information Summary</b>	Accurate summary of some information with three or more prompts from the assessor.	Accurate summary of some information with one or two prompts from the assessor.	Accurate summary of most information with one or two prompts from the assessor.	Accurate summary of most information with no prompts from the assessor.	Accurate summary of all information, with no prompting from assessor.
<b>Voice and Speech</b>	There is clear and audible voice, with some hesitation.  Standard English is mostly used.	There is clear and audible voice, with some use of pause.  Standard English is mostly used.	There is clear and audible voice. Speech is unhurried. Voice is engaging and there is regular use of pause.  Standard English is used throughout.	There is clear and audible voice. Voice is engaging and content is well-paced with effective use of pause.  Standard English is used throughout.	There is clear and audible voice, with fluent and positive delivery. The call is delivered with authority and is sensitively paced, with intelligent use of pause.  Standard English is confidently used throughout.

Section 4: Listening, Responding and Exchanging Views (5 minutes)	Pass	Good Pass (Endorsed)	Merit	Merit Plus (Endorsed)	Distinction
<b>Responding to Questions</b>	Appropriate and brief responses are given to all questions.	Appropriate and partially developed responses are given to one or more questions.	Appropriate and full responses are given to one or more questions.	Appropriate and full responses are given to all questions.	Appropriate, full and confident responses to all questions.  The exchange of views has substance and develops understanding.
<b>Asking Questions</b>	Asks one or two relevant, but closed questions.	Asks three or more relevant, but closed questions.	Asks one or two relevant and open questions, which seek additional information about the topic.	Asks three or more relevant and open questions, which seek additional information about the topic.	Asks one or two relevant and open questions, which are thought-provoking and challenge thinking.
<b>Contributing to the Discussion</b>	Makes one or two brief contributions, and takes part when prompted.	Makes one or two brief contributions, without prompting.	Makes one or two detailed contributions and engages positively with the group, without prompting.	Makes three or more detailed contributions and engages positively with the group, without prompting.	Makes one or two unprompted, detailed and original contributions to support the group, which develop understanding.

### **Appendix 1: CV Template**

<b>Name:</b>	
<b>Centre:</b>	
<b>Profile</b> (Write 5-6 lines about yourself)	
<b>Education</b> (Write 5-6 lines about your education so far)	
<b>Work Experience</b> (Write 5-6 lines about any work experience you have done or would like to do)	
<b>Interests</b> (Write 5-6 lines about your hobbies and interests and how they are relevant to your work interests or career)	

## ***Appendix 2: Scenarios for mock telephone call***

### **Scenario 1**

You want to obtain a work experience placement at a local company. Phone the company and talk to the receptionist. You will need to:

- Explain your interest;
- Ask if there are any opportunities for work experience;
- Give the information that you are asked for; **and**
- Check that you have understood what you need to do and what will happen next.

### **Scenario 2**

You have an excellent idea for a product that you want to pitch to a large company. Phone the company and talk to the receptionist. You will need to:

- Explain your product idea;
- Ask if the idea would be of interest to the company;
- Give the information that you are asked for; **and**
- Check that you have understood what you need to do and what will happen next.

### **Scenario 3**

You have received a letter inviting you to a work experience interview, but you are going on holiday the day before. Phone the company and talk to the receptionist. You will need to:

- Explain that you are unable to attend the interview;
- Ask if it is possible to rearrange the date;
- Give the information that you are asked for; **and**
- Check that you have understood what you need to do and what will happen next.

### **Scenario 4**

You have applied for a course but now you have noticed another course in the prospectus which looks equally good, if not better. Telephone the course tutor's direct line. You will need to:

- Explain that you have applied for a course, but seen another similar one in the prospectus;
- Ask what the key differences are;
- Give the tutor a date and time that's convenient for you to meet with them; **and**
- Check that you have understood the difference between the courses and what you need to do.

### **Scenario 5**

You want to find out if a course is well-recognised by employers. You cannot find any information online, so telephone the student services department. You will need to:

- Explain your interest in the course;
- Ask if the course is recognised by employers;
- Give the information that you are asked for; **and**
- Check that you have understood what you need to do and what will happen next.

### **Appendix 3: Language Readiness Checklist for ESOL Tutors**

For tutors preparing 16-18 and adult learners for ESB Level 2 Certificate in Speech (Grade 4) – Speech for Employability.

#### **General English Proficiency (Entry 3/B1 – Level 1/B2)**

	Can the learner...	Ready? (✓ / X / Notes)
Listening	Understand short, clear explanations and simple questions about work or study?	
	Understand and respond to every day and work-related questions in conversation?	
Speaking	Communicate basic ideas about work, study, or personal experiences, with some pauses?	
	Communicate ideas clearly in short talks or conversations with some fluency and accuracy?	
Pronunciation	Be understood by a sympathetic listener?	
Grammar	Use common verb tenses (past simple and continuous, present simple and continuous, future with will and going to) and modals (e.g. can, should) accurately most of the time? (Errors do not impede communication)	
	Use a range of verb tenses (past, present perfect simple and continuous, present and future, the simple passive voice and modals accurately most of the time? (Errors do not impede communication)	
Vocabulary	Use common words and phrases for jobs, tasks, daily routines, and personal information?	
	Use some specialized words and phrases related to jobs, education, skills, and daily tasks?	

## Employability Talk

	Can the learner...	Ready? (✓ / X / Notes)
Structure a talk	Organise information into an introduction, body and conclusion (with support)?	
	Give a short talk with a clear beginning, middle, and end using a simple plan?	
Use notes	Refer to simple key words or phrases instead of reading full sentences?	
Explain ideas	Give 2-3 simple reasons for interest in a job or course, using basic linking words (e.g. because, so, for example)?	
	Give reasons for career interests or experience, linking ideas and examples using linking words and discourse structure?	
Use visual support	Point to and explain simple visual aids (e.g. pictures, posters)?	
	Confidently describe visual materials like a poster or slide?	

## Interview with Assessor

	Can the learner...	Ready? (✓ / X / Notes)
Answer questions	Answer simple questions about themselves and their CV?	
	Respond clearly and fully to familiar questions about their experience and goals?	
Describe experience	Speak about their work, studies and interests, linking past experience to their plans and dreams?	
	Speak about their skills, educational experience and CV content with confidence, giving reasons and explanations?	
Maintain formality	Use polite expressions (e.g., I would like to..., I think I can...)?	
	Use appropriate tone and polite expressions in a more formal setting (e.g., I believe I'm good at...)	

## Telephone Call

	Can the learner...	Ready? (✓ / X / Notes)
Start a call	Begin the call politely and say why they are calling?	
	Open a conversation politely and explain the reason for the call?	
Give/receive information	Ask and answer simple questions (e.g., What time? Where?)?	
	Ask and answer questions, and clarify details?	
Summarise	Repeat key information at the end of the call?	

## Group Interaction

	Can the learner...	Ready? (✓ / X / Notes)
Respond to others	Answer questions about talks or topics, giving some fuller responses or adding detail?	
	Answer follow-up questions and show interest in other people's comments, questions or opinions?	
Ask questions	Ask simple questions about someone's ideas or work?	
	Ask open questions about others' experiences or ideas?	
Contribute	Say their opinion or idea in a few clear sentences?	
	Share opinions or ideas clearly in small group discussion?	

## Other Considerations

Area	Can the learner...	Ready? (✓ / X / Notes)
Digital skills	Use tools like PowerPoint or Zoom with guidance or support?	
	Operate video conferencing (if assessed online), or prepare slides/visuals (if using PowerPoint)?	
Confidence level	Speak in a small group setting with encouragement and support?	
	Participate in a group setting with some confidence, even if slightly nervous?	
Practice / experience	Tried at least one simple practice talk or mock assessment?	
	Completed at least 1 full mock assessment under timed conditions?	

## **Appendix 4: My Speaking and Listening Skills Checklist for ESOL Learners**

This checklist helps you see if you are ready for the ESB Speaking for Employability assessment.

Tick ✓ what you can do.

### **Talking in English**

- I can understand simple questions about work or study.
- I can talk about myself using short sentences.
- People can usually understand me when I speak.
- I can use past, present, and future (e.g., I worked, I work, I will work).
- I know words for jobs, work, and hobbies.

### **Giving a Talk (4 minutes)**

- I can plan a short talk with a beginning, middle and end.
- I can use notes (not full sentences) to help me speak.
- I can say why I want to do a job or course.
- I can show and explain pictures, objects or slides.

### **Interview Practice**

- I can answer questions about my CV or experience.
- I can say what I'm good at and what I like.
- I can speak politely and clearly.

### **Telephone Skills**

- I can start a phone call and say why I'm calling.
- I can ask and answer simple questions.
- I can repeat important information at the end of the call.

### **Talking with Others**

- I can answer questions about someone's talk.
- I can ask other students questions.
- I can share my opinion and ideas with my group.

### **Other Skills**

- I can use Zoom or PowerPoint with a little help.
- I can speak in a group with some support.
- I have done a practice talk or telephone call.

## **Appendix 5: Language Support**

### **5.1 Lexical Areas**

#### **Section 1: Employability Talk**

**Jobs and roles** teacher, builder, nurse, manager, driver

**Workplace nouns** company, team, shift, interview, skills

**Verbs** apply, manage, organise, support, help, lead, create

**Adjectives** reliable, friendly, experienced, hardworking

#### **Section 2: Interview**

**Interview language** experience, qualifications, strengths, weaknesses

**Verbs** describe, explain, learn, improve, develop

**Phrases** I have experience in..., I'm interested in..., I would like to...

#### **Section 3: Telephone Call**

**Telephone phrases** Hello, I'm calling about..., Can I speak to...?

**Polite requests** Could you tell me...? I'd like to ask..., Is it possible to...?

**Clarification** Can you repeat that? Sorry, I didn't catch that.

#### **Section 4: Group Discussion**

**Opinions** I think..., In my opinion..., I believe that...

**Questions** What do you think? Why do you like it?

### **5.2 Sentence Starters and Question Frames**

#### **Talking About Yourself**

My name is...

I live in...

I am interested in...

#### **Explaining work or study**

I have experience in...

I studied at...

I would like to work as a...

#### **Giving reasons**

Because I enjoy helping people...

So I can learn more about...

For example, I once...

#### **Telephone calls**

I'm calling because...

Am I speaking to...?

Could you help me with...?

#### **Asking questions**

What do you think about...?

Can you tell me more about...?

Why did you choose...?

### ***5.3 Rephrasing for Confidence***

- Let me say that again.
- I'm not sure of the word, but I mean...
- It's like... (give an example or describe it)
- I don't know the exact word, but it's similar to...
- What I want to say is...
- I'll try to explain it another way.

## **Appendix 6: Using inclusive and trauma-informed approaches**

Many adult ESOL learners bring with them diverse life experiences, including trauma related to war, displacement, discrimination, or socioeconomic hardship. These learners may need additional sensitivity, flexibility, and emotional safety to engage fully in speaking assessments.

### **6.1 General Principles**

- Prioritise Emotional Safety Over Performance**

Use gentle encouragement rather than pressure.  
Allow learners to opt out of triggering topics or assessment scenarios.

- Use Choice and Flexibility**

Offer multiple task options (e.g., different scenarios for talks or calls).  
Allow learners to suggest their own topics that feel safe and meaningful.

- Foster a Supportive Environment**

Encourage peer support, small-group discussions, and buddy systems.  
Establish clear routines and expectations so learners feel safe and in control.

### **6.2 Specific Tips for Assessment Preparation**

#### **Section 1: Employability Talk**

- Help learners choose topics that empower rather than expose vulnerabilities. E.g., instead of focusing on past difficulties, they might talk about their future goals.
- Offer models/examples of positive framing ("I want to learn new skills" rather than "I don't have experience").

#### **Section 2: Interview**

- Practice with soft-start questions (e.g., "What's your favourite thing about your current studies?")
- Give students control over what's on their CV – they don't need to list experiences they aren't ready to discuss.

#### **Section 3: Telephone Call**

- Provide scripts and structured rehearsals with familiar partners first.
- For learners with phone anxiety, practice with audio recordings before full roleplays.

#### **Section 4: Group Discussion**

- Set group norms that value listening, respect, and inclusion.
- Allow learners to pass or write a comment if they're uncomfortable speaking in the moment.

#### **Language and Content Adaptation Tips**

- Avoid tasks that require disclosure of personal trauma, family loss, or immigration status.
- Phrase instructions in positive, supportive language (e.g., "Share something you're comfortable with" instead of "Talk about your challenges").

#### **Culturally Responsive Practice**

- Be aware of cultural differences in communication (e.g., eye contact, formality).
- Invite learners to bring in examples from their culture or background if they feel confident doing so.

## **Appendix 7: Scaffolding activities and ideas for tutors**

### **Section 1: Employability Talk**

Brainstorm job-related vocabulary as a class using visuals or flashcards.

Use guided worksheets to help learners plan their talk (who, what, where, why).

Practice in pairs with peer feedback before presenting to the group.

Use picture prompts to support ideas for talks and help develop content.

### **Section 2: Interview**

Use a bank of common interview questions for role-play with a partner.

Play ‘interview dice’ – roll a die to answer different types of interview questions.

Model and drill polite interview phrases before learners practice in pairs.

Record mock interviews on phones or tablets for playback and feedback.

### **Section 3: Telephone Call**

Provide simple scripts with gaps to complete in pairs or small groups.

Role-play familiar situations (e.g. calling about an appointment) with rotation of roles.

Listen to audio examples of calls and highlight key phrases and pronunciation.

Do ‘jigsaw calls’: split a dialogue between two learners who must reconstruct it together.

### **Section 4: Group Discussion**

Use sentence stems to practice giving opinions (e.g., ‘I think...’, ‘In my view...’).

Use ‘walking debates’ to get learners physically moving while stating views.

Structured turn-taking games (e.g. talk tokens) to promote equal participation.

Use role cards to assign different perspectives during group discussions.

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