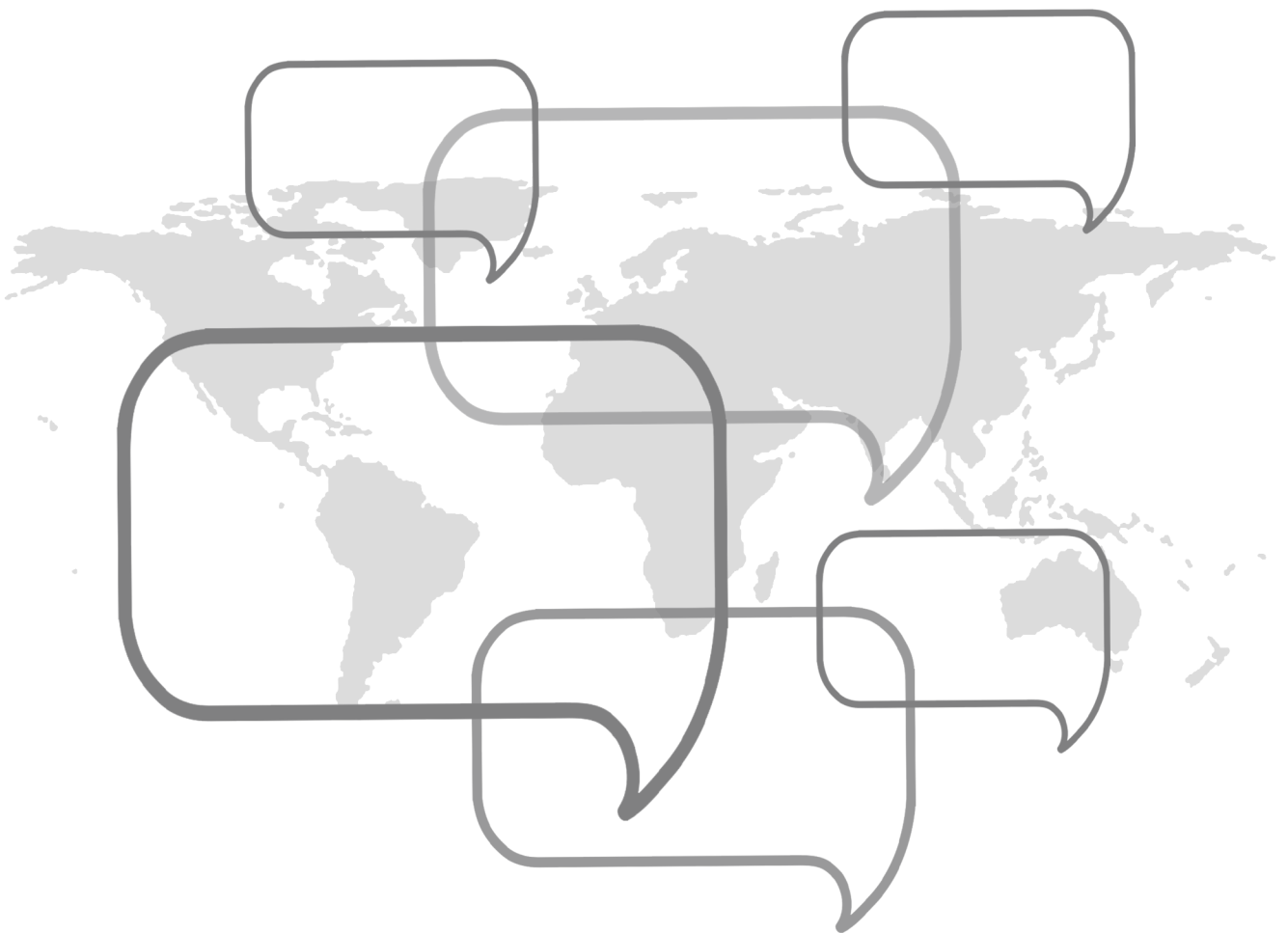
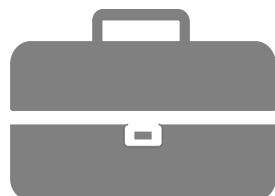


## ESB Level 2 Certificate in Speech (Grade 4)



**Speech for Employability: Teacher Guide**



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## Welcome

Welcome to this teacher guide. Our updated **ESB Level 2 Certificate in Speech (Grade 4)** intends to give students greater choice and more opportunities for developing and advancing their communication skills. This is a pathway-based qualification, which is part of our Graded Examinations in Speech portfolio. In particular, it contains 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)** – Students should research and deliver a talk on a job, career, course of study or make a business pitch. They should provide a CV and use it to explain their interest in a career area (e.g. Finance or Marketing).
2. **Take part in an interview (20%)** – Students will take part in an interview with the assessor, based on their Section 1 talk and CV. They will need to provide the assessor with a hard copy of their CV, and should respond to questions formally and positively.
3. **Making a telephone call (20%)** – Students should make a mock telephone call to a teacher/tutor based on a planned employability-related scenario. They will choose one of five scenarios, which are made available in advance of the assessment. During the mock telephone call, students will need to give, receive, and recall information.
4. **Listening, Responding and Exchanging Views (20%)** – Students 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 students 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)**

- Ensure that students structure their talk with a beginning, a middle and a conclusion. It is always worth asking them to time their talks when practising. It will ensure that introductions are not rushed and there is the necessary time for a proper conclusion.
- Ask students to be selective with their research and make notes of key points that they want to discuss. They can then refer to their notes during their talk if necessary. However, please remember that we want to encourage spontaneous speech, so it is important that students don't simply read from their notes.
- In addition to being selective with research, it is important that students properly process and digest their findings. This will help them explain their topic to the audience and support their views with reasons and evidence. We would advise sourcing material from many different places, and not only from the internet.
- Encourage pupils to breathe naturally when speaking and not to speak too fast. Breathing naturally, using the diaphragm and the intercostal muscles, will help them project their voice so that it is clear and audible.
- Ask students to practise giving their talks in groups of 5-6. This will help them to build their confidence and maintain eye-contact with an audience. Explain that regular eye-contact, the use of hand gestures, and facial expressions are an effective means of making people listen more intently, making them feel more comfortable, and adding an air of authority to the words.
- If students use PowerPoint slides as a visual aid, ensure that they do not read their talks from it, or face the screen, as this will limit their communication with the audience. Students should stand to the side of the screen, facing the audience.
- Encourage students to think about the power of imagery. For example, if a student was giving a talk about Martin Luther King Jr, an image or 10 seconds of video footage of him delivering his famous '*I have a dream*' speech could perhaps be incorporated.
- Students should try not to backtrack if they forget a piece of information. If they do, this information can always be brought in later, during the discussion.

## ***Section 2: Take Part in an Interview (2-3 minutes)***

- Emphasise to students the importance of maintaining an appropriate register throughout the interview. We are seeking clear and accurate responses to questions, delivered in a positive and polite manner.
- When using the CV template, ask students to consider their strengths, and areas for development. Students might find it useful to try and describe themselves in just three words initially, before building on this.
- Supply students with a list of common interview questions so they can think about their responses. However, it is also important to ensure students do not over-rehearse their responses, or learn their answers by rote, as spontaneity of speech is needed in order to really allow their personality to become evident.
- Ask students to practise in pairs, with one pupil acting as the interviewee and the other acting as the interviewer. Encourage them to swap roles and peer assess each other. Practising their answers in front of a trusted friend will allow them to become more comfortable in answering questions in general, and will help them to gain confidence in preparation for the actual interview.
- If students are unsure about a question, ensure that they know it is fine to take a pause or a breath to avoid a hurried answer. Explain that they may also ask the interviewer for clarification/expansion on the question in order to give themselves some time. If students do not know the answer, however, it is also acceptable to admit that.
- Students should be prepared to ask a final question to show their interest in the organisation. They should also prepare a few concluding comments to reinforce the detail in their CV.

## ***Section 3: Making a Telephone Call (2-3 minutes)***

- Model a mock telephone call in front of the class to demonstrate how to respond in a professional and articulate manner.
- In pairs, students should take it in turns to make a call and practise asking / answering questions, sharing positive and constructive feedback, which will help develop confidence.
- Advise students that they may make bullet points to use as prompts when recalling information at the end of this section. For example, they could take notes about the following: name of person receiving call; date; points of conversation; and any follow-up activities.
- Ensure students know how to pace themselves when responding to questions. They may need a little time to consider a good response, so pauses are acceptable. Listening carefully is fundamental during a telephone call. If they do not fully understand a question, they are able to ask for clarification/an explanation.

#### ***Section 4: Listening, Responding and Exchanging Views***

- Ask students to consider potential areas of enquiry when preparing for their assessment, and to think about their responses to potential questions. It is always helpful to the speaker when a listener asks a question that he/she has already considered.
- Encourage students to provide as much detail as possible when responding to a question. This will help persuade the audience to their way of thinking.
- Reassure students that, if they don't know the answer to a question, it is completely acceptable to admit it. 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.'
- Advise students to ask open-ended questions, which seek additional information or put forward a different viewpoint in a constructive way.
- Limit students 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.

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