



English lesson 4

- Teacher notes

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Learning aim:

To speak clearly and confidently, adopting language that is appropriate to purpose and audience.

Curriculum links and Skills Builder focus skills chart:

England The national curriculum (England)	Spoken English Pupils should be taught to speak confidently, audibly and effectively, including through listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary.
Scotland SQA National 5 English	Performance – spoken language Employs detailed and relevant ideas and/or information using a structure appropriate to purpose and audience.
Wales WJEC GCSE in English language specification	Oracy Skills Speak accurately and fluently, adapting style and language to a wide range of forms, contexts, audiences and purposes.
Skills Builder Framework Focus Skills	
Speaking – The oral transmission of information or ideas	Speaking step 7 I speak engagingly by using facts and examples to support my points.
Listening – The receiving, retaining and processing of information or ideas	Listening step 8 I show I am listening by summarising or rephrasing what I have heard.

Main skills developed and how:

- Fluency – Students will speak confidently and fluently.
- Listening – Students will carefully consider the contributions of others.

Equipment required:

- Student worksheet
- PowerPoint (optional)
- This activity can be self or peer marked against the success criteria, so there is no answer sheet for this lesson. The success criteria can be found on the student worksheet and the PowerPoint.

Suggested layout of the session:

3 minutes – Go over the session aims and main skills covered. Stress to students that you would like to see all students, where possible, speaking confidently and effectively within a formal interview scenario.

5 minutes – Together, or independently, students should read the student worksheet. (If you'd like to share a copy of the blog extract on the board, use the accompanying PowerPoint.)

12 minutes – Students now have time to: consider how they would respond to the two questions, make notes to help them structure their responses and begin their role play. Remind students that they both need to have a go at answering and asking the questions. Students should also be encouraged to offer their partner meaningful, actionable feedback to help them improve next time. They can refer to the success criteria or create their own improvement points.

5 minutes – As a reflection, allow the students to complete parts 1, 2 and 3 on their own. Then go around the room asking every student to tell you one thing that they could do to improve their effectiveness in an interview scenario. Examples include: adopting language that is more appropriate to the audience, speaking more engagingly, using gesture to support key

points, listening actively, smiling more to demonstrate passion or regulating breathing to help provide a slower, more accessible response.

Ways to differentiate:

- Provide students with a written framework to help them answer the questions.
- Ask two students to model the role play and then welcome peer feedback - before the remaining pairs have a go.
- Students can record themselves and then listen back to help them revise and improve their responses.

How to extend the session – if required:

- Students could write out and then record their responses. These can then be used to help support them in preparing for any future interview scenarios.
- Students could be invited to perform their role play to the rest of the class. The students then provide the pair with feedback to action.

