English lesson 2
– Teacher notes

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Learning aim:

To speak confidently and effectively within a class discussion.

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 Use verbal reasoning skills, form independent views and demonstrate effective listening skills by summarising key points, challenging what is heard on the grounds of reason, evidence or argument.

Skills Builder Framework Focus Skills

Speaking – The oral transmission of information or ideas	Speaking step 6 I speak effectively by using appropriate tone, expression and gesture.
Listening – The receiving, retaining and processing of information or ideas	Listening step 7 I show I am listening by using open questions to deepen my understanding.

Main skills developed and how:
- Speaking with confidence – Students will speak confidently, audibly and effectively, and listen to and build on the contributions of others.
- Summarising – Students will summarise texts and use information to justify their point of view.

Equipment required:
- Student worksheet
- Student handout – Job specification
- Student handout – Abdul CV
- Student handout – Zara CV
- PowerPoint

Suggested layout of the session:
2 minutes – Go over the session aims and main skills covered. Share the top three things that you are looking for students to do today, to help develop their confidence and effectiveness within class discussion. These are:
- Structure your input carefully.
- Use gesture to highlight key points.
- Use the intonation in your voice to stress key words and phrases.

11 minutes – Read through the brief at the top of the student worksheet. Ask students, in pairs or groups, to complete the table. They should aim to include a minimum of 3 points in each box.

10 minutes – Begin and facilitate a class discussion to answer this question: Who should Hawk UK invite to interview for the digital marketing degree apprenticeship role and why? (They can only select one applicant.) Start by inviting students to create a list of rules to follow when the debate begins. Cover active listening, speaking and awareness of purpose and audience.

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So that every student has at least one response that they can bring to the class debate, ask them, in pairs, to practise their contribution, aiming to include the 3 success criteria items. This will help to build their confidence before the class debate begins.

2 minutes – Hold a class vote where students put their hands up to vote for the candidate they believe should be selected. Then, ask students to quietly consider and complete the reflection questions.

Ways to differentiate:
- Read through the student worksheet together, asking questions about the job specification to aid understanding. Break the discussion down into four parts, following the areas set out in the chart.
- Provide students with a range of sentence starts to help them structure their responses. For example, 'I believe that…'
- Provide students with a range of sentence starts to help them add to a peer's idea and/or challenge courteously. For example, 'In consideration of X's point, I think…' and 'to develop X's point, I believe…'.

How to extend the session – if required:
- Students could work in pairs to role play the interview invitation between the hiring manager, Hamish, and the selected candidate. The hiring manager should congratulate the applicant and explain why the candidate has been successful in being welcomed to interview, with the candidate having the opportunity to ask any questions they might have. Students should have the opportunity to role play both parts.