

English for Global Leaders

English for Global Leaders enables students to strengthen their proficiency in the English language while developing the mindset and communication skills that will benefit them as future global citizens. They will build confidence in English as a tool for leadership, creativity, and purposeful engagement with the wider world.

Course structure

Learning is structured into a series of four challenges, which each guide students through six phases, moving from exploring a problem to developing and presenting a solution. This process has been designed to mirror real-world professional practice and encourage inquiry, collaboration, and critical thinking. Tutors act as facilitators, supporting students through the set tasks.

Skills gained

English for Global Leaders helps learners acquire a powerful blend of linguistic, academic, and interpersonal skills. Building their language fluency, confidence, and ability to communicate effectively in both academic and real-world contexts supports academic success and prepares them for communication-rich, internationally oriented environments.



- Students build confidence in **speaking** by contributing to discussions, articulating well-reasoned ideas clearly, and engaging in collaborative tasks.
- **Reading** and **writing** become more analytical and purposeful as they interpret authentic material and craft well-structured, coherent texts.
- **Critical thinking** and **problem-solving skills** grow through the evaluation of global issues and the development of thoughtful, evidence-based responses.
- A focus on **collaborative working** in diverse groups ensures students develop skills in teamwork, adaptability, active listening, and negotiation.
- Understanding of **ethical reasoning** and **global awareness** is enhanced through consideration of multiple perspectives and exploration of global challenges, building awareness of how to engage with topics responsibly and creatively.

Key learning objectives

- Build fluency and accuracy across English speaking, listening, reading, and writing.
- Develop the vocabulary to confidently discuss global themes - such as sustainability, innovation, social change, and international cooperation - with clarity and nuance.
- Evaluate ideas and express informed viewpoints, drawing on material from speeches, texts, discussions, media extracts, and reflective writing.
- Collaborate on project work, learning how to discuss, negotiate, plan, and communicate ideas effectively with others.
- Exercise skills in independent and reflective thinking to help refine communication techniques and develop greater ownership of learning.

Example challenge

Climate X - Asking for change

This challenge focuses on developing persuasive communication skills through the analysis and creation of speeches. Students will practise diplomatic skills, including writing and giving a speech, collaboration, negotiation and drafting a resolution about an issue of personal importance. They will work towards participating in a model United Nations simulation.

PHASE	ACTIVITY	SKILLS DEVELOPMENT
<p>PHASE 1</p> <p>Foundation and Orientation</p>	<p>Students familiarise themselves with and analyse famous speeches.</p>	<p>Reading and Writing:</p> <ul style="list-style-type: none"> Identifying and reproducing key ideas from authentic texts by working with speech transcripts and completing dictation tasks. <p>Speaking and Listening:</p> <ul style="list-style-type: none"> Improving use of tone, stress, and repetition by listening to famous speeches and recreating selected lines with accurate intonation. <p>Hard Skills:</p> <ul style="list-style-type: none"> Strengthening recognition of rhetorical devices and discourse markers in speeches. <p>Soft Skills:</p> <ul style="list-style-type: none"> Enhancing critical thinking and communication skills by discussing social issues and expressing opinions respectfully and confidently.
<p>PHASE 2</p> <p>Exploration and Practice</p>	<p>Students research and write a speech about an issue important to them, deliver it to the class and receiving feedback from peers.</p>	<p>Reading and Writing:</p> <ul style="list-style-type: none"> Developing the ability to research, organise, and produce a coherent persuasive speech, applying rhetorical structures (ethos, pathos and logos) in writing. <p>Speaking and Listening:</p> <ul style="list-style-type: none"> Improving public speaking skills by practising and delivering speeches, while also listening critically to peers and offering constructive feedback. <p>Hard Skills:</p> <ul style="list-style-type: none"> Strengthening the ability to analyse rhetorical techniques, identifying and evaluating the use of ethos, pathos, and logos in model texts and applying them accurately in their own work. <p>Soft Skills:</p> <ul style="list-style-type: none"> Enhancing confidence, self-expression, and collaboration by discussing meaningful causes, supporting peers, and engaging in respectful dialogue and feedback.
<p>PHASE 3</p> <p>Application and Collaboration</p>	<p>Students learn vocabulary related to global issues, applying this language in the context of negotiation skills to offer reasoned opinions on major global issues.</p>	<p>Reading and Writing:</p> <ul style="list-style-type: none"> Developing the ability to understand and summarise key information about the UN's aims and actions from texts and worksheets, using this information to express informed viewpoints in writing. <p>Speaking and Listening:</p> <ul style="list-style-type: none"> Improving the ability to explain global issues clearly and respond to others' ideas, using topic-specific vocabulary while discussing the UN's successes and ongoing challenges. <p>Hard Skills:</p> <ul style="list-style-type: none"> Strengthening research and analytical skills by identifying the UN's main objectives (peace, poverty reduction, human rights) and evaluating examples of its work through evidence-based discussion. <p>Soft Skills:</p> <ul style="list-style-type: none"> Enhancing skills in collaboration, empathy, and global awareness by engaging respectfully with classmates' perspectives on international issues and considering the impact of global challenges on different communities.

PHASE	ACTIVITY	SKILLS DEVELOPMENT
<p>PHASE 4</p> <p>Independence and Mastery</p>	<p>Students read examples of model texts, identifying key features to apply to their own writing.</p>	<p>Reading and Writing:</p> <ul style="list-style-type: none"> Developing the ability to interpret and summarise complex information about the Security Council and the Olympic Truce, to build accurate, level-appropriate notes and explanations. Speaking and Listening: Improving confidence in using key diplomatic vocabulary and explaining Security Council procedures while listening to peers and responding during the simulation. <p>Hard Skills:</p> <ul style="list-style-type: none"> Strengthening the ability to analyse and use rhetorical language by identifying examples of ethos, pathos, and logos in model texts and applying these structures accurately in their own speech writing. <p>Soft Skills:</p> <ul style="list-style-type: none"> Enhancing independence, confidence, and role-play collaboration skills by taking part in a Security Council simulation, communicating respectfully, and making informed decisions as representatives.
<p>PHASE 5</p> <p>Consolidation and Presentation</p>	<p>Students take part in the model-UN role-play putting into place their newly learned vocabulary and skills.</p>	<p>Reading and Writing:</p> <ul style="list-style-type: none"> Developing the ability to synthesise information to collaboratively draft a clear, structured Security Council resolution related to the Olympic Truce. <p>Speaking and Listening:</p> <ul style="list-style-type: none"> Improving skills in formal negotiation and diplomatic communication by presenting positions, responding to other delegates, and participating actively in Security Council debate. <p>Hard Skills:</p> <ul style="list-style-type: none"> Strengthening the ability to use topic-specific vocabulary and sentence structures to express positions, propose solutions, and draft resolution clauses in clear, accurate English. <p>Soft Skills:</p> <ul style="list-style-type: none"> Enhancing teamwork, collaboration, and problem-solving abilities by working with peers to reach consensus and co-create a resolution.
<p>PHASE 6</p> <p>Evaluation and Reflection</p>	<p>Students collaborate to write their UN resolution based on the outcomes of the role-play.</p>	<p>Reading and Writing:</p> <ul style="list-style-type: none"> Developing the ability to reflect in writing on the outcomes of the simulation, evaluating what they learned about UN processes, negotiation, and peacebuilding. <p>Speaking and Listening:</p> <ul style="list-style-type: none"> Improving reflective discussion skills by sharing insights, listening to peer feedback, and articulating what strategies were effective—or not—in the simulation. <p>Hard Skills:</p> <ul style="list-style-type: none"> Strengthening language awareness by evaluating how effectively key vocabulary, grammar, and functional language was applied during the simulation and identifying areas for linguistic improvement. <p>Soft Skills:</p> <ul style="list-style-type: none"> Enhancing self-awareness, critical thinking, and constructive feedback skills by reflecting on performance, recognising areas for growth, and acknowledging successful collaboration.