

 / CLASS

*English literature and culture syllabus*

# English literature and culture overview

|                                      | SPEAKING                                       | LISTENING                                     | READING                               | WRITING                              | PROJECT   |
|--------------------------------------|--|---|---------------------------------------|--------------------------------------|---|
| <b>CLASSIC LITERATURE</b>            | The Importance of Being Earnest: A performance | Virginia Woolf: A documentary                 | Little Women: A novel extract         | A literary rebel: A biography        | History of literature: A presentation                           |
| <b>LITERARY ANALYSIS</b>             | My favourite book: A discussion                | Authors and their work: An interview          | N/A                                   | Poems: A poetry appreciation essay   | My novel: A literary analysis essay                             |
| <b>LITERATURE AND THE ARTS</b>       | An academic tutorial: Speaking                 | Hamlet, a Shakespeare play extract: Listening | J.K. Rowling speech extracts: Reading | Film and short story review: Writing | Gothic fiction: Project   |
| <b>FACTS, FICTION, AND THE MEDIA</b> | N/A  | N/A   | N/A                                   | N/A                                  | Science fact, science fiction: Project<br>The Internet: Project |

# Classic literature

*The Classic literature unit explores a range of literary works and eras, from rebellious Elizabethan playwrights and 19th century classics to the stream-of-consciousness novels of the Modernist era.*

## READING

### Little Women: A novel extract

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#### Learning goals:

- Understand and respond to the content and language of a novel extract
- Be able to use a variety of reading strategies effectively

#### Key language:

- Recognize new words based on their use in the text

#### Language extension:

- Recognize commonly confused words

#### Skills focus:

- Focus on approaching literary prose

#### Authentic text:

Louisa May Alcott novel extract

## LISTENING

### Virginia Woolf: A documentary

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#### Learning goals:

- Understand and respond to part of an authentic documentary
- Use a variety of listening strategies effectively

#### Key language:

- Choose the correct definitions for new words based on their use in the documentary

#### Language extension:

- Recognize binomial phrases

#### Skills focus:

- Focus on listening for main ideas

#### Authentic video:

BBC documentary

#### Authentic text:

Virginia Woolf novel extract

# Classic literature

## SPEAKING

### The Importance of Being Earnest: A performance

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**Learning goal:**

- Perform a scene from a play

**Key language:**

- Practise syllable and word stress in sentences

**Language extension:**

- Recognize formal, old-fashioned language

**Authentic text:**

Oscar Wilde script

## WRITING

### A literary rebel: A biography

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**Learning goal:**

- Write a biography

**Key language:**

- Recognize language for describing a series of events

**Language extension:**

- Practise using subordinating clauses

**Skills focus:**

- Focus on peer editing

## PROJECT

### History of literature: A presentation

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**Learning goal:**

- Give a presentation

# Literary analysis

*The Literary analysis unit encourages students to think about the structure and language of poetry and prose, looks at different genres, and gives insights into the motivations of writers.*

## LISTENING

### Authors and their work: An interview

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#### Learning goals:

- Understand and respond to an authentic interview
- Use a variety of listening strategies effectively

#### Key language:

- Choose the correct definitions for new words based on their use in the interview

#### Language extension:

- Recognize word families

#### Skills focus:

- Focus on listening to English outside class

#### Authentic video:

CBS roundtable discussion

# Literary analysis

## SPEAKING

### My favourite book: A discussion

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#### Learning goal:

- Hold a group discussion

#### Key language:

- Recognize language for encouraging people to continue speaking, asking people to explain their ideas, and asking people for their opinion

#### Language extension:

- Recognize vocabulary for talking about books

#### Skills focus:

- Practise asking follow-up questions

## WRITING

### Poems: A poetry appreciation essay

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#### Learning goal:

- Write a poetry appreciation essay

#### Key language:

- Recognize language for describing poems

#### Language extension:

- Recognize literary terms

#### Skills focus:

- Focus on approaching poetry

#### Authentic text:

Poems by Edward Lear, William Shakespeare, Natasha Trethewey, Walt Whitman, and W.B. Yeats

## PROJECT

### My novel: A literary analysis essay

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#### Learning goal:

- Write a literary analysis essay

# Literature and the arts

*The Literature and arts unit gives students the chance to explore pivotal genres, periods, and forms of English literature, hone their analytical skills, and apply their knowledge. There is also opportunity to engage with speech extracts from a popular author, gain an understanding of Shakespeare's language in context, review films based on short stories, and conduct a tutorial role play on the arts and humanities.*

## READING

### J.K. Rowling speech extracts

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#### Learning goals:

- Understand and respond to the content of a series of authentic speech extracts
- Be able to recognize and use figurative language
- Be able to use a variety of reading strategies effectively

#### Key language:

- Figurative uses of language as used in a speech

#### Authentic text:

- Guardian newspaper article: J.K. Rowling's ten quotes on failure

## LISTENING

### Hamlet, a Shakespeare play extract

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#### Learning goals:

- Understand an extract from a classic Shakespeare play
- Understand features of Shakespearean English

#### Key language:

- Shakespearean English

#### Authentic text:

- Play extract: William Shakespeare, *Hamlet*

# Literature and the arts

## SPEAKING

### An academic tutorial

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#### Learning goals:

- Role-play a short academic tutorial on the arts and humanities
- Be able to recognize and use language for interrupting politely, getting time to think, and acknowledging what someone else has said

#### Key language:

- Phrases for giving yourself time to think, interrupting politely, and showing that you understand what someone has said or that you think they made a good point

## WRITING

### Film and short story review

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#### Learning goal:

- Write a film review, comparing a film to its source material

#### Key language:

- Language commonly used in film and story reviews

## PROJECT

### Gothic fiction

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#### Learning goals:

- Understand, analyse, and respond to the content of a series of novel extracts, a short story, and passages from across a novel
- Create analytical paragraphs and a full analysis essay on a novel or short story

#### Key language:

- Technical vocabulary for analysing fiction

#### Authentic texts:

- Novel extract: Bram Stoker, *Dracula*
- Short story: Edgar Allan Poe, 'The Black Cat'
- Novel extracts: Mary Shelley, *Frankenstein*

# Facts, fiction, and the media

*The Facts, fiction, and the media unit explores the creative advantages of modern media, and the dangers of social media use and trolling. Students also explore the relationship between science fiction and real-life scientific developments.*

## PROJECT

### Science fact, science fiction

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#### Learning goals:

- Understand and respond to the content and language of two authentic articles and a novel extract
- Create an individual presentation and piece of creative writing

#### Key language:

- Informal language
- Scientific language
- Language for talking about plans and expectations

#### Authentic texts:

- Guardian newspaper article: Interview with two scientists
- Guardian newspaper article: 'Death ray' in use by 2020
- Novel extract: H.G. Wells, *War of the Worlds*

## PROJECT

### The Internet

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#### Learning goals:

- Understand and respond to the content and language of an authentic documentary and newspaper article
- Create an original podcast and a blog for online publication

#### Key language:

- Language for expressing reactions

#### Authentic texts:

- BBC documentary: *Digital footprints*
- Telegraph newspaper article: Psychology of a troll



#### About EF Class

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**We are dedicated to understanding the needs of teachers and students.**

EF Class has been designed, tested, and perfected where it matters most—in the classroom. Over the course of three years, we have worked with teachers, students, and principals to craft the way EF Class supports learning and teaching. As all classrooms are unique, we've visited, observed, and learned from a wide variety of Swedish public and charter schools in large cities and small towns.

EF Class makes teaching and learning more effective by enabling everyone in the classroom to participate.

#### About EF Education First

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**EF Education First is the world's leading international education company.**

With more than 50 years of experience and 500 EF schools and offices in 53 countries, we have been focused on how to improve the way teachers teach and students learn. We were the first to team up with Apple Computer to explore computer-aided classroom learning.

Our deep experience in traditional classroom teaching and our dedication to finding fundamentally better ways of learning has allowed us to bring you EF Class—bringing the power of digital learning to the physical classroom.

#### Contact us

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To learn more, visit: [class.ef.com](https://class.ef.com)

If you have any questions or would like to request a demo, email [class@ef.com](mailto:class@ef.com)