



*ENA1 The English language and the world syllabus*

# ENA1 The English language and the world

*The course reviews the basics of grammar and vocabulary studied in basic education. Vocabulary and structures are reinforced, according to students' needs. The topics are related to everyday life and relationships and the language used is colloquial and informal. Written assignments are also informal. Discussion, expressing opinions, and key strategies of oral communication are focused on.*

	SPEAKING	LISTENING	READING	WRITING	PROJECT	GRAMMAR
<b>GETTING TO KNOW YOU</b>	<ul style="list-style-type: none"> <li>• Questions about personality: A discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Learning languages: A documentary</li> </ul>	<ul style="list-style-type: none"> <li>• Pen pals: A personal narrative</li> </ul>	<ul style="list-style-type: none"> <li>• Giving personal information: An informal email</li> </ul>	N/A	N/A
<b>TEEN LIFE</b>	<ul style="list-style-type: none"> <li>• Relationship issues: Giving advice</li> </ul>	<ul style="list-style-type: none"> <li>• Teenagers and alcohol: A news report</li> </ul>	<ul style="list-style-type: none"> <li>• Body image: A newspaper article</li> </ul>	<ul style="list-style-type: none"> <li>• A memorable experience: A personal narrative</li> </ul>	<ul style="list-style-type: none"> <li>• Teen pressures: A blog post</li> </ul>	<ul style="list-style-type: none"> <li>• Online bullying: Second conditional</li> </ul>

# Getting to know you

## SPEAKING

### Questions about personality: A discussion

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#### Learning goals:

- Interview other students about personality

#### Key language:

- Recognize language for describing personalities

#### Skill focus:

- Ask follow-up questions

## LISTENING

### Learning languages: 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:

- Recognize new words based on their use in the documentary

#### Language extension:

- Focus on keeping a record of new vocabulary

#### Skills focus:

- Focus on listening for details

#### Authentic video:

- BBC documentary

## READING

### Pen pals: A personal narrative

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#### Learning goals:

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

#### Key language:

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

#### Language extension:

- Avoid spelling errors

#### Skills focus:

- Recognize text types

#### Authentic text:

- Guardian newspaper article

# Getting to know you

## WRITING

### Giving personal information: An informal email

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#### Learning goals:

- Write an informal email

#### Key language:

- Recognize language used in informal emails

#### Language extension:

- Identify formal and informal English

# Teen life

## SPEAKING

### Relationship issues: Giving advice

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#### Learning goals:

- Be able to give advice on relationship problems

#### Key language:

- Recognize language for giving advice

#### Skill focus:

- Understand the structure of a discussion about a specific topic

## LISTENING

### Teenagers and alcohol: A news report

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#### Learning goals:

- Understand and respond to part of an authentic report on teenage issues
- Use a variety of listening strategies effectively and recognize attitudes

#### Key language:

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

#### Authentic texts:

- Practise writing definitions for informal American slang terms

#### Authentic video:

- CBS news report

## READING

### Body image: A newspaper article

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#### Learning goals:

- Understand and respond to the content and language of an authentic news article on teenage issues
- Be able to use a variety of reading strategies effectively

#### Key language:

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

#### Language extension:

- Practise using negative prefixes with different adjectives

#### Authentic text:

- Guardian newspaper articlezzzz

# Teen life

## WRITING

### A memorable experience: A personal narrative

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#### Learning goals:

- Write a personal narrative

#### Key language:

- Recognize and categorize phrases for talking about time

#### Skill focus:

- Focus on sequencing events using time phrases

## PROJECT

### Teen pressures: A blog post

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#### Learning goals:

- Create a blog post

## GRAMMAR

### Online bullying: Second conditional

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#### Learning goals:

- Be able to use the second conditional
- Be able to have a conversation about online bullying

#### Language extension:

- Recognize and form compound words related to online technology



#### 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](http://class.ef.com)

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