



*English 6 2<sup>nd</sup> edition syllabus*

# English 6 2<sup>nd</sup> edition

	SPEAKING	LISTENING	READING	WRITING	PROJECT
<b>ALTERNATIVE LIFESTYLES</b>	School rules: A meeting	New Age religions: A documentary	The Man with the Twisted Lip: A short story extract	Living near an alternative community: A formal email	Giving it up: A personal narrative
<b>EQUALITY</b>	Ending inequality: A debate	Nature or nurture: A documentary	Twelve Years a Slave: A non-fiction book extract	Gender issues: A problem–solution essay	Social attitudes survey: A report
<b>ENJOYING LIFE</b>	Dealing with stress: A discussion and role play	Meditation: A report	Telling jokes: A feature article	A stressful experience: A personal narrative	Global happiness: A report
<b>THE WORLD OF WORK</b>	A job interview: A role play	An unusual company: A news report	Working as a TV producer: An interview	Applying for a job: A covering letter	My dream job: An interview
<b>RELATIONSHIPS</b>	Moral dilemmas: A short drama	Homeschooling: A news report	Egg Lessons: A short story about revenge	How they met: A short story	A teen survival guide: A magazine article
<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>THE WORLD OF SCIENCE</b>	Life in the future: A discussion	The science of popcorn: A lecture	Candy Crush Saga: A popular science article	Nature: A process essay	Causes and effects: A presentation
<b>SALES AND MARKETING</b>	Selling: A role play	Luxury brands: A documentary	The Tipping Point: A non-fiction book extract	Advertising bans: An argumentative essay	A new business: A radio advert
<b>LITERARY ANALYSIS</b>	My favourite book: A discussion	Authors and their work: An interview	Dystopian novels: Book reviews	Poems: A poetry appreciation essay	My novel: A literary analysis essay

# Alternative lifestyles

*The Alternative lifestyles unit allows students to explore other ways of living, from a classic story about a man who chooses to live on the streets to New Age communities and democratic schools.*

## READING

### The Man with the Twisted Lip: A short story extract

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#### Learning goals:

- Understand and respond to the content and language of an authentic short story
- 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:

- Recognize word families

#### Skills focus:

- Focus on scanning

#### Authentic text:

Arthur Conan Doyle short story extract

## LISTENING

### New Age religions: 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:

- Practise using verb & preposition collocations

#### Skills focus:

- Recognize speakers' attitudes

#### Authentic video:

BBC documentary

# Alternative lifestyles

## SPEAKING

### School rules: A meeting

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**Learning goal:**

- Hold a student meeting

**Key language:**

- Recognize language for managing a meeting

**Language focus:**

- Recognize idioms for meetings and discussions

## WRITING

### Living near an alternative community: A formal email

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**Learning goal:**

- Write a formal email

**Key language:**

- Recognize language used in informal emails

**Language extension:**

- Practise using formal expressions

## PROJECT

### Giving it up: A personal narrative

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**Learning goal:**

- Write a personal narrative

# Equality

*The Equality unit looks at discrimination and ways it should be overcome, from the historic tragedy of slavery in the United States to issues around gender that still affect us today.*

## READING

### Twelve Years a Slave: A non-fiction book extract

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#### Learning goals:

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

#### Key language:

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

#### Language extension:

- Recognize synonyms

#### Skills focus:

- Focus on narrative points of view

#### Authentic text:

Solomon Northup autobiography extract

## LISTENING

### Nature or nurture: 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:

- Identify language for describing experiments based on their use in the documentary

#### Skills focus:

- Practise taking lecture notes

#### Authentic video:

BBC documentary

# Equality

## SPEAKING

### Ending inequality: A debate

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**Learning goal:**

- Take part in a debate

**Key language:**

- Recognize language for making generalizations

## WRITING

### Gender issues: A problem-solution essay

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**Learning goal:**

- Write a problem-solution essay

**Key language:**

- Recognize language for describing problems and solutions

## PROJECT

### Social attitudes survey: A report

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**Learning goal:**

- Write a report

# Enjoying life

*The Enjoying life unit encourages students to talk about the stresses and strains they face in daily life, and suggests ways in which we can increase our happiness, from meditation to telling jokes.*

## READING

### Telling jokes: A feature article

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#### Learning goals:

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

#### Key language:

- Choose the correct definitions for informal language based on its context in the article

#### Language extension:

- Recognize idioms related to success and failure

#### Skills focus:

- Focus on skimming

#### Authentic text:

Guardian newspaper article

## LISTENING

### Meditation: A report

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#### Learning goals:

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

#### Key language:

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

#### Language extension:

- Practise using separable and inseparable phrasal verbs

#### Skills focus:

- Practise responding critically to texts

#### Authentic video:

CBS documentary

# Enjoying life

## SPEAKING

### Dealing with stress: A discussion and role play

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**Learning goal:**

- Role-play stressful situations

**Key language:**

- Recognize colloquial language

## WRITING

### A stressful experience: A personal narrative

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**Learning goal:**

- Write a personal narrative

**Key language:**

- Recognize language for talking about stress

**Language extension:**

- Practise using prepositional phrases

## PROJECT

### Global happiness: A report

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**Learning goal:**

- Write a report



# The world of work

*The world of work unit gives tips on how to find a job through a good cover letter and interview, and encourages students to think about what they really want from a job.*

## READING

### Working as a TV producer: An interview

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#### Learning goals:

- Understand and respond to the content and language of an authentic interview
- 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 interview

#### Language extension:

- Practise using transitive and intransitive phrasal verbs

#### Skills focus:

- Practise source-critical awareness

#### Authentic text:

Guardian newspaper interview

## LISTENING

### An unusual company: A news report

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#### Learning goals:

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

#### Key language:

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

#### Language extension:

- Recognize business collocations

#### Skills focus:

- Focus on inferring in listening

#### Authentic video:

CBS documentary

# The world of work

## SPEAKING

### A job interview: A role play

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**Learning goal:**

- Role-play a job interview

**Key language:**

- Recognize language for asking and answering common interview questions

**Language extension:**

- Practise intonation in questions

## WRITING

### Applying for a job: A covering letter

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**Learning goal:**

- Write a covering letter for a job

**Key language:**

- Recognize formal language used in covering letters

**Language extension:**

- Recognize language for promoting yourself

## PROJECT

### My dream job: An interview

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**Learning goal:**

- Discuss your dream job in an interview

# Relationships

*The Relationships unit looks at the ways we get along with other people, exploring issues such as revenge, relationships with parents, and the importance of school in our lives.*

## READING

### Egg Lessons: A short story

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#### Learning goals:

- Understand and respond to the content and language of an authentic short story
- Be able to use a variety of reading strategies effectively

#### Key language:

- Write definitions for new words based on their use in the story

#### Language extension:

- Recognize word families

#### Skills focus:

- Focus on the context, purpose, and audience of text

#### Authentic text:

Kimberly Kirberger narrative

## LISTENING

### Homeschooling: A news report

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#### Learning goals:

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

#### Key language:

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

#### Language extension:

- Practise using three-word phrasal verbs

#### Skills focus:

- Focus on previewing listening recordings

#### Authentic video:

CBS news report

# Relationships

## SPEAKING

### Moral dilemmas: A short drama

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#### Learning goal:

- Perform a short drama

#### Key language:

- Recognize language for showing surprise, sympathy, and interest

#### Language extension:

- Practise phrases for expressing reactions

#### Skills focus:

- Recognize formal, informal, and semi-formal language

## WRITING

### How they met: A short story

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#### Learning goal:

- Write a short story

#### Key language:

- Recognize language for descriptions

#### Language extension:

- Identify synonyms for verbs

## PROJECT

### A teen survival guide: A magazine article

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#### Learning goal:

- Create a teen self-help guide

# 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 presentations

# The world of science

*In The world of science unit, students examine topics in areas such as biology and psychology, explore key processes and cause and effect relationships, and speculate about the future of technology.*

## READING

### Candy Crush Saga: A popular science article

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#### Learning goals:

- Understand and respond to the content and language of an authentic popular science article
- Be able to use a variety of reading strategies effectively

#### Key language:

- Write the correct definitions for new words based on their use in the article

#### Language extension:

- Recognize a range of suffixes

#### Skills focus:

- Practise taking notes on reading texts

#### Authentic text:

Guardian newspaper article

## LISTENING

### The science of popcorn: A lecture

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#### Learning goals:

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

#### Key language:

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

#### Language extension:

- Recognize scientific vocabulary

#### Skills focus:

- Focus on guessing meaning from context

#### Authentic video:

BBC science programme

# The world of science

## SPEAKING

### Life in the future: A discussion

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#### Learning goal:

- Discuss predictions about the future

#### Key language:

- Recognize language for expressing certainty, probability, possibility, and doubt

#### Skills focus:

- Practise strategies for discussing photos

## WRITING

### Nature: A process essay

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#### Learning goal:

- Write a process essay

#### Key language:

- Recognize language to describe the sequence of steps in a process

#### Language extension:

- Practise using sentence linkers

## PROJECT

### Causes and effects: A presentation

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#### Learning goal:

- Give a presentation



# Sales and marketing

*The Sales and marketing unit looks at the profound effect that marketing and trends have on our buying choices, and lets students practise their sales skills.*

## READING

### The Tipping Point: A non-fiction book extract

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#### Learning goals:

- Understand and respond to the content and language of an authentic non-fiction book 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 idioms related to sales and marketing

#### Skills focus:

- Focus on inferring as a reading strategy

#### Authentic text:

Malcolm Gladwell non-fiction book extract

## LISTENING

### Luxury brands: 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:

- Practise using adjective & noun collocations

#### Skills focus:

- Practise inferring relationships between speakers

#### Authentic video:

BBC documentary

# Sales and marketing

## SPEAKING

### Selling: A role play

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**Learning goal:**

- Role-play buying and selling products

**Key language:**

- Recognize formal language for selling things

**Language extension:**

- Practise using adverb & adjective collocations

## WRITING

### Advertising bans: An argumentative essay

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**Learning goal:**

- Write an argumentative essay

**Key language:**

- Recognize language for giving opinions and summarizing

**Language extension:**

- Focus on writing introductory paragraphs

## PROJECT

### A new business: A radio advert

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**Learning goal:**

- Perform a radio advert

# 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.*

## READING

### Dystopian novels: Book reviews

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#### Learning goals:

- Understand and respond to the content and language of authentic book reviews
- Be able to use a variety of reading strategies effectively

#### Key language:

- Recognize new phrases based on their use in the reviews

#### Language extension:

- Practise using compound adjectives

#### Skills focus:

- Focus on learning English through extensive reading

#### Authentic text:

Guardian review blog post

## 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

**Poetry:**  
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



#### 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 in Sweden 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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