



*English A syllabus*

# English A overview

	PROJECTS	LISTENING/READING		SPEAKING/WRITING		
<b>CAREER AND BUSINESS</b>	My specialization Why do you want this job?	English and business report		Negotiation role plays		
<b>SCIENCE AND MATHEMATICS</b>	Science fact, science fiction	History of zero documentary				
<b>LITERATURE AND THE ARTS</b>	Gothic fiction War literature	Hamlet, a Shakespeare play extract J.K. Rowling speech extracts		An academic tutorial Film and short story review		
<b>MEDIA AND SOCIETY</b>	Ethical debates The Internet Politics and the media					
	<b>LESSON 1</b>	<b>LESSON 2</b>	<b>LESSON 3</b>	<b>LESSON 4</b>	<b>LESSON 5</b>	<b>LESSON 6</b>
<b>ACADEMIC SKILLS</b>	Using texts in your writing	Critically evaluating texts	Following arguments in texts	Note-taking	The writing process	Essay structure

# Career and business

*The Career and business unit lets students think about the motivations behind their choice of course and career, and build on the skills needed to impress in job applications and interviews. The unit also includes practice on reading reports and the chance to develop negotiating skills.*

## PROJECT 1

### My specialization

---

#### Learning goals:

- Understand and respond to the content and language of two authentic articles
- Give a group presentation and write an opinion essay

#### Key language:

- Formal vocabulary
- Language for describing statistics
- Language for writing essays

#### Authentic texts:

- Guardian newspaper article: Specialists or generalists?
- Guardian newspaper article: Women stick to traditional subjects

## PROJECT 2

### Why do you want this job?

---

#### Learning goals:

- Understand and respond to a speech, a 'how to' article, and an advice video
- Write a CV and covering letter, and role-play a job interview

#### Key language:

- Technical language
- Idiomatic and colloquial language
- Formal language for writing CVs and covering letters

#### Authentic texts:

- Speech: Apple co-founder, Steve Wozniak
- Guardian newspaper article: CV mistakes
- BBC documentary: Interview advice

## READING

### English and business report

---

#### Learning goals:

- Understand and respond critically to the content of an authentic research report
- Be able to recognize and use language for describing statistics
- Be able to use a variety of reading strategies effectively

#### Key language:

- Language used to describe the relationships between factors

#### Authentic text:

- EF Report: English Proficiency Index

SPEAKING

## Negotiating role plays

---

**Learning goals:**

- Role-play a series of negotiations
- Be able to recognize and use language for making, accepting, and rejecting offers

**Key language:**

- Phrases for making, accepting, and rejecting offers

# Science and mathematics

*The Science and mathematics unit introduces key questions about the limits of scientific knowledge, and asks students to gather evidence and speculate about the future of technological innovation. There is also an opportunity to watch, take notes on, and discuss a documentary on an innovation in the history of mathematics.*

## PROJECT

### Science fact, science fiction

---

#### 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*

## LISTENING

### History of zero documentary

---

#### Learning goals:

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

#### Key language:

- Linkers use in an academic presentation

#### Authentic text:

- BBC documentary: The history of zero

# 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.*

## PROJECT 1

## Gothic fiction

---

**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*

## PROJECT 2

## War literature

---

**Learning goals:**

- Understand, analyse, and respond to the content of three poems and a novel extract
- Create analytical paragraphs and a full analysis essay comparing pieces of literature

**Key language:**

- Technical vocabulary for analysing poetry

**Authentic texts:**

- Poem: Wilfred Owen, 'Dulce et Decorum est'
- Poem: Rupert Brooke, 'The Soldier'
- Poem: Jessie Pope, 'The Call'
- Novel extract: Ford Madox Ford, *Parade's End*

## LISTENING

## Hamlet, a Shakespeare play extract

---

**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*

SPEAKING

## An academic tutorial

---

**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

READING

## J.K. Rowling speech extracts

---

**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

WRITING

## Film and short story review

---

**Learning goal:**

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

**Key language:**

- Language commonly used in film and story reviews

# Media and society

*The Media and society unit explores the creative advantages of modern media, and the dangers of social media use, trolling, and the political and media manipulation of public opinion. Students are also given a chance to explore critical ethical issues faced by modern society, explore their own opinions and reactions, and argue effectively for their views.*

## PROJECT 1

## The Internet

---

**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

## PROJECT 2

## Ethical debates

---

**Learning goals:**

- Understand and respond to an authentic philosophical article and a book review
- Hold a debate on the rights and wrongs of a major ethical issue
- Write a report on the factual and legal situation worldwide regarding an ethical issue

**Key language:**

- Forming words using suffixes
- Persuasive language for a debate
- Language for writing reports

**Authentic texts:**

- Guardian newspaper article: Peter Singer on eating meat
- Guardian newspaper book review: *Eating Animals* by Jonathan Safran Foer *Ethical debates*

## PROJECT 3

## Politics and the media

---

**Learning goals:**

- Understand and respond to the content and language of an authentic documentary video and two newspaper articles, as well as political advertising
- Create an original political advertisement and undertake a formal discussion in which news articles are analysed and compared

**Key language:**

- Figurative and idiomatic language
- Rhetorical techniques
- Language used in newspapers
- Language for formal discussion

**Authentic texts:**

- BBC documentary: Persuasive political techniques
- Guardian newspaper article: Barack Obama inauguration speech
- Guardian newspaper article: UK newspapers and Brexit



# Academic skills

*The Academic skills unit provides a series of short lessons in which students can learn, practise, and apply key skills which are vital to higher-level study.*

## LESSON 1

### Using texts in your writing

---

**Learning goal:**

- Understand and practise techniques for using other authors' texts in your writing, including summarizing, paraphrasing, quotation, and citation

**Authentic texts:**

- Guardian newspaper article
- Non-fiction book extract

## LESSON 2

### Critically evaluating texts

---

**Learning goal:**

- Be able to critically evaluate an extract from an authentic article

**Authentic text:**

- Guardian newspaper article

## LESSON 3

### Following arguments in texts

---

**Learning goal:**

- Be able to identify and evaluate arguments in texts

LESSON 4

## Note-taking

---

**Learning goal:**

- Understand key note-taking techniques, and produce a text based on notes from different sources

**Authentic text:**

- Guardian newspaper article

LESSON 5

## The writing process

---

**Learning goal:**

- Follow the steps of the academic writing process in planning, writing, and editing a paragraph

LESSON 6

## Essay structure

---

**Learning goal:**

- Be able to write a suitable opening for an academic essay



#### About EF Class

---

**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 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

---

**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

---

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)