

FIRST PERIOD : GRAMMAR AND LANGUAGE USE

AIM OF THE CLASS

The class is set for our students to learn *the necessary minimum* of grammar and language use. Returnee exams often require students to answer questions in complete sentences and write essays. Thus, this class will prepare our students to write accurately and precisely.

CONTENTS TO BE COVERED

BASICS

- A. SIMPLE SENTENCE STRUCTURES
- B. GENERALIZED NOUNS
- C. ARTICLES
- D. DETERMINERS
- E. ADJECTIVES AND ADVERBS

LANGUAGE USE

- A. CLAUSES
- B. CONJUNCTIONS
- C. COMPOUND AND COMPLEX SENTENCES
- D. TRANSITIONS
- E. DASHES

...to be continued

SKILL 1 BASICS (SAMPLE)

A. SIMPLE SENTENCE STRUCTURES

Although writing tests are not grammar tests, using grammar correctly when writing an essay is important. Above all, remember that a sentence must express a complete thought.

When writing a sentence, remember to capitalize the first letter and to use proper punctuation at the end. Also, remember that every sentence must have a subject and a verb. Of course, sentences may also contain many other parts.

1. SUBJECT

The *subject* is the person or thing that performs the action or experiences the condition described in the sentence. The subject can be a noun, pronoun, noun phrase, noun clause, infinitive verb, or gerund.

2. VERB

A *verb* usually tells what the subject of the sentence is doing. Action verbs show the action of the subject, and linking verbs show state of being.

3. OBJECT

An *object* is the noun affected by the subject of the sentence. There are two types Of objects: indirect objects and direct objects.

4. MODIFIER

A *modifier* describes or modifies another part of speech. A modifier that describes a noun is called an adjective; a modifier that describes a verb or another adjective is an adverb.

5. COMPLEMENT

A *complement* is a noun, a pronoun, or an adjective that follows a subject or an object and gives essential information about the subject or object.

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SECOND PERIOD : READING COMPREHENSION

AIM OF CLASS

The class is set for our students to acquire the techniques and knowledge needed to tackle non-fiction and fiction reading. In the case of the former, students will learn how to structurally analyze the reading passage. This analytical skill will enable our students to boost their reading speed without sacrificing accuracy. Concerning the latter, students will be reading world literature reflecting a diversity of culture and societies. For this reason, our students will be displayed a variety of writing styles and genres.

CONTENTS TO BE COVERED

NON-FICTION

HUMANITIES – ARCHAEOLOGY, FINE ARTS, LINGUISTICS...

SOCIAL SCIENCES – ECONOMICS, BUSINESS, POLITICAL SCIENCE...

BIOLOGICAL SCIENCES – BIOLOGY, ENVIRONMENTAL SCIENCE, ZOOLOGY...

PHYSICAL SCIENCES – PHYSICS, COMPUTER SCIENCE, MATHEMATICS...

...to be continued

FICTION

Rabindranath Tagore, *The Postmaster*

W.M. Thackeray, *Vanity Fair*

Oscar Wilde, *The Canterville Ghost*

Jack London, *The Unexpected*

James Joyce, *Counterparts*

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LINGUISTICS (SAMPLE)

It is common knowledge that a crying baby is a discontent baby. The trick for caregivers is to figure out why infants are unhappy. A new method of parent/infant communication has been introduced that might make determining what a baby wants much easier. Dunstan Baby Language is a concept stating that all babies aged zero to three months, regardless of nationality and ethnicity, use five distinctive sounds to

communicate their needs.

Dunstan Baby Language was conceived in Australia in 2006 by Priscilla Dunstan when she recognized that her infant son repeatedly made certain noises, or "sound reflexes." The sound reflexes are cues that the baby has needs to be met, such as hunger or tiredness. If the need goes unattended by the caregiver, the infant begins to cry. Dunstan took notes detailing the specific sound reflexes and whether the action she took in response had soothing effects. Through her empirical studies, she determined there are five sounds. "Neh" indicates hunger, "owh" communicates tiredness, "heh" expresses discomfort like needing a new diaper, "eairh" indicates flatulence, and "eh" signals the need for burping. Dunstan claims these noises are produced by the infant's body in response to a need. The theory states that once caregivers can recognize the different sound reflexes, they can respond accordingly to the needs indicated by the cues.

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1. Read the following passage. Then fill in the diagram with the information that you read.

LOGICAL STRUCTURE OF THE PASSAGE

Benefits	Criticisms

...to be continued

THIRD PERIOD : DISCUSSION AND DEBATE

AIM OF THE CLASS

The class is set for our students to get acquainted with core themes they must cope with in language arts. However, instead of painstaking deskwork, we ask students to engage in discussions and debates on the theme. With the teacher as their facilitator, students will be given a poem and a non-fiction passage chosen under the same theme. After carefully reading each one of them and discussing the main points, students will be asked to answer questions readily-made for tackling tier-one returnee schools.

CONTENTS TO BE COVERED

THEME : ENCOUNTERING NEW TECHNOLOGY

Emily Dickinson, *I like to see it lap the miles* (poem)

Anonymous, *Scientist controls colleague's hand in first brain-to brain interface* (adapted from Scientific American)

THEME : MAKING CHOICES AND LEARNING FROM FAILURES

Robert Frost, *The Road Not Taken* (poem)

J.K. Rowling, *The Fringe Benefits of Failure and the Importance of Imagination* (adapted from Harvard Magazine)

THEME : OVERCOMING CHALLENGES

James Weldon Johnson, *LIFT EVERY VOICE AND SING* (poem)

Alan Yuhas, *The next space race: how billionaires launched the next era of exploration* (adapted from The Guardian)

...to be continued

I like to see it lap the Miles

By Emily Dickinson

*I like to see it lap the Miles —
And lick the Valleys up —
And stop to feed itself at Tanks —
And then — prodigious step
Around a Pile of Mountains —
And supercilious peer
In Shanties — by the sides of Roads —
And then a Quarry pare
To fit its Ribs
And crawl between
Complaining all the while
In horrid — hooting stanza —
Then chase itself down Hill —
And neigh like Boanerges —
Then — punctual as a Star
Stop — docile and omnipotent
At its own stable door —*

DISCUSS AFTER READING (SAMPLE)

1. What is the subject of this poem?
2. What are the speaker's feelings about the train? She says that she "likes" to see it as it speeds by – is that the only emotion she expresses, or might her feelings be more complicated?
3. What do you think the train is "[c]omplaining" about in line 10?
4. What can you say about the author?

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FOURTH PERIOD : ESSAY WRITING

AIM OF THE CLASS

The class is set for our students to acquire the exact skills needed to write essays. In addition to reviewing the logical structures of essay writing, students will also be asked to write about the poem they had discussed within the previous discussion / debate class. The output task will enable students to truly get their heads around new concepts and ideas introduced prior to the exercise.

CONTENTS TO BE COVERED

ESSAY WRITING STRUCTURES

EFFECTIVE TRANSITION USAGE

PROPER USAGE OF LITERARY TERMS

...to be continued

SHORT ANSWER (S A M P L E)

After reading the poem above, answer the following in one or two well-organized, supported paragraph(s), making sure to explain your interpretation: a) what do you think the poet might be saying, and b) how does the poet use language and ideas to express this meaning to the reader?

For b), you might want to look at how she uses imagery, word choice, emotion, or another technique to communicate this message.

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FIFTH PERIOD : VOCABULARY BUILD-UP / ROLE PLAY

AIM OF THE CLASS

The aim of this class is two-fold. In the first half of the class, our students will learn new vocabularies and their appropriate word formations. Students will be asked to check their understanding by dealing with exercises. In the latter half of the class, students will engage in role-playing. Role-play has recently become popular in entrance exams. But besides such pragmatic purpose, we wish you to relax a little as we finish off our long day.

CONTENTS TO BE COVERED

WORD FORMATION EXERCISES

ROLE-PLAY UNDER VARIOUS CIRCUMSTANCES

SAMPLE

LESSON 1

Words to Learn

Today

abandon

keen

jealous

...and more

Word Formation

Change the part of speech of each of the following words in order to fit the sentence below.

1. Abandon - desert; leave without planning to come back; quit
 - a. The child was found () but unharmed. .
 - b. The soldier could not () his friends who were hurt in battle.
 - c. Every adopted person has to deal with the fact of (), and what that has done to them.

2. Keen - sharp; eager; intense; sensitive
 - a. The butcher's () knife cut through the meat.
 - b. My dog has a () sense of smell.
 - c. Of the two, Harry was the () to get the relationship going again.

...to be continued

SAMPLE

ROLE-PLAY

Student A

You've just arrived in your first country at the beginning of your world tour. You're worried about money and so you'd like to find a cheap hotel to stay in. Try and convince your friends that this is the best option.

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