

Reaching Goals, Achieving Dreams!



Congratulations to our very own IELTS student Nguyen Le Phuong Anh “Minnie” for getting the official IELTS Score of 5.5 from 3.5 in CIEC. She took the test last June 29, 2018 and was confident enough to answer the test. Her journey towards her success is due to her hard work for three months. Her continuous struggle and with the help of her IELTS teachers and intensive program, she was able to achieve her target score.



The CIEC IELTS Program can guarantee the students with their scores with the continuous hard work and dedication of the students itself. The program consist of the mastery of the English Language and improvement in test taking skill. With focusing on the skills of the students, we were able to assist the student in developing her confidence in using the English language and answering the test. The school’s main goal is promote the student’s skills in Academic in order for them to prepare for their future goals to study or even work abroad.

| Candidate Number: 5003 | |
|-------------------------------|-----|
| Overall Band | 5.5 |
| Listening: | 5.5 |
| Reading: | 5.0 |
| Writing | 5.0 |
| Speaking | 5.5 |

Study, improve, and achieve your dreams with CIEC IELTS Program.

Academic update; Lesson Guide

As part of CIEC's plan to give quality education, the school has created a lesson guide for teachers. Lesson guide is defined as the step-by-step guide that provides a structure for an essential learning. Before planning a lesson, it is important to identify the learning outcomes of the students.

What are the advantages of having a lesson guide? First, the school will have a unified lessons. Teachers will know the specific activities to prepare to meet the objectives of the lesson, the sequence of those activities and how long each activity might take. Second, it saves time later. Lesson guide can be used again in the future. All the lesson guide will be compiled and can be used as the reference of other teachers whenever they need to teach a certain lesson. Third, this is useful for the substitute teachers. This will serve as the reference of the substitute teacher when they have to handle another teacher's class. Lastly, this builds more confidence in teachers. The teacher is clear on what needs to be done, how and when. The class tends to flow smoothly. Teachers will no longer waste the time flipping through the textbook, thinking what to do next. The teacher's confidence will inspire more learners, thereby reduce the complaints and problems. Thus, having a lesson guide is essential because it helps the teacher in maintaining a standard teaching pattern and makes sure to provide quality education to students.

LISTENING LOW (G1-G3)

WEEK 1

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|--|---|--|---|
| <ul style="list-style-type: none"> Have a short diagnostic test about the things inside the classroom Vocabularies discussion Introduce the picture to the class. Let the student identify of what is inside the picture. 10 minutes brainstorming about the picture and the topic. Discussion of useful expressions Listening practice (A,B,C) Listening practice (A,B) | <p>On your own Activity: 1 Group activity. Let the student ask their classmate (student information)</p> <p>On your own Activity: 2</p> <ul style="list-style-type: none"> Partner. Sharing of information Ten minutes (study the words) Spelling test (1-20) Checking | <p>Warm-up Activity:</p> <ul style="list-style-type: none"> Shows a picture to the class and discuss what is inside the picture. And after, ask some questions to the students. Discussion of useful expressions Start listening task Listening practice (A,B,C) Listening practice (A,B) <p>On your own Activity: 1:</p> <ul style="list-style-type: none"> Group activity. Let the student ask their classmate. | <p>Continuation.... On your own Activity 2:</p> <ul style="list-style-type: none"> Group activity. Let the student ask their classmate. Five minutes task (A,B,C,D) Ten minutes checking Ten minutes work puzzle checking | <ul style="list-style-type: none"> Have a review Do the workbook activities |

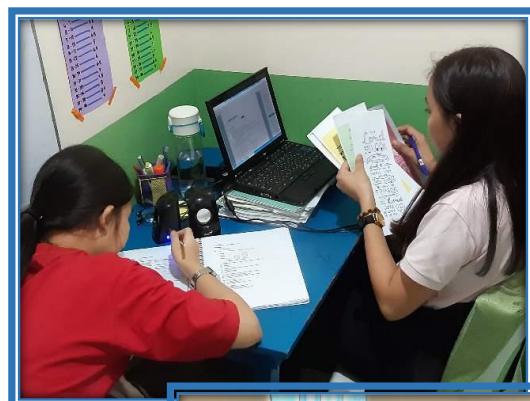
Active English Grammar 5

Week 1

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|--|---|---|---|---|
| <ul style="list-style-type: none"> Profiling (introducing yourself and your student) Have a short review of their knowledge about present conjunctive mood Give a diagnostic test about conjunctive mood <p>Motivation:</p> <ul style="list-style-type: none"> Post a short dialogue about the doctor giving a suggestions to the patient. (or a short dialogue from the book) Introduce the lesson/topic <p>Activity</p> <ol style="list-style-type: none"> Let the student identify the verb in a sentence. Let them read the dialogue again. Discuss about the function of the verb in a sentence. Discuss about the main clause and subjunctive clause. | <ul style="list-style-type: none"> Have a short review about the topic yesterday <p>Discussion</p> <ul style="list-style-type: none"> What is Present Subjunctive Mood? Post the tabulated explanations about present subjunctive mood (refer to the book) Give an example about word of suggestion, word of demand, word of request and subjunctive clause negative. Let the students make their own sentences about the topic. Discuss and check their answer. <p>Activity</p> <ul style="list-style-type: none"> Divide the class into two. Let them make their own dialogue using present subjunctive mood. <p>Homework</p> <ul style="list-style-type: none"> Make 5 sentences of the following words: <ol style="list-style-type: none"> Suggestion Demand Request Subjunctive clause negative | <ul style="list-style-type: none"> Check the student homework and have a short review of yesterday's topic. <p>Motivation</p> <ul style="list-style-type: none"> Ask the students about their ambition in life 20 years from now. <p>Introduce the lesson/topic: Past Subjunctive Mood</p> <ul style="list-style-type: none"> Have a thoroughly discussions about the topic. Look the tabulated explanation from the book and discuss the following: <ul style="list-style-type: none"> After the verb wish After if in second conditional After "as though" or "as if" Let the students construct their own sentences. Check and discuss their answer. | <ul style="list-style-type: none"> Have a review about Present Subjunctive Mood and Past Subjunctive Mood. Let the students construct sentences using present and past subjunctive mood. Compare present and past subjunctive mood. Practice: let the students make a composition or a short story using conjunctive mood. Check and have a short discussion about the student work. | <ul style="list-style-type: none"> Unit test/Review test about Past and Present Conjunctive Mood. Let the students do the activity from the book pages 14-15. |

Below is a sample class flow:

- Profiling:** Teachers will do the question and answer about student's background and to also know the level of the students.
- Motivation:** Present a short activity to get the attention of students. It is important to keep the students interested in the class and avoid the boredom.
- Discussion:** Unlocking of difficulties, presentation of examples and asking student's examples are the activities done during this period.
- Activity and Assessment:** This part is where the teachers give the assessment to students to check if they learned and understood the lesson.
- Assignment:** Giving homework to students is a big part of learning. Students continue their studies during their free time and are able to study in advance.



OFF-CAMPUS update



Aiden - 3rd grade



Sophia - 3rd grade

It is very important to congratulate our students who did an outstanding job on passing the entrance exam, earning a place in **Bright Academy**. We are so proud of the result of their countless effort, hours of study and hard work to prepare for this moment. They've proven their dedication to learning and made an impact on inspiring other students to take up the same challenge. **CIEC** will continue to grab this opportunity to motivate them to do more as they face new challenges.

To quote, "The only limit to the height of your achievements is the reach of your dreams and your willingness to work for them."

Emily – 4th grade



Emma – 2nd grade

guided-practice

Be encouraged! That's a practical way to motivate yourself to use English even if you have a low opinion of your skills, which you might say or think "I'm afraid to speak, others might not understand me!" There is always room to improve and it starts from focusing on what you can do. Our English proficiency program is designed for this sole purpose, to eliminate negative views, our students might have, of their English skills. The program helps our students to experience a positive supportive and motivating learner-centered environment where they can freely participate in communicative activities which allow them to express their thoughts and feelings effectively. These communicative activities were designed, not only to focus on speaking but integrated with other macro skills. With the use of learning disciplines like Guided-practice & Independent work-time, students are able to reflect on the learning and become more responsible in accomplishing the task.



As we all know, many activities encourage creativity and imagination where they can foster social and emotional development which can help students improve their communication and language. EPP activities is designed in a way where students have control over how the task is prepared and presented. Supported by the content from other macro skills, students are equipped with the knowledge, which enables them to efficiently incorporate their understanding to any given task, as they are given the freedom to freely innovate. Guided-practice sessions are facilitated, to give students the opportunity to practice with their teachers where they give suggestions or feedback that students can receive and apply for improvement.

We also give independent work time after guided practice session, to embolden our students to use their initiative, where they can operate independently in exchanging ideas and become more responsible in attending to the task as a group. This will develop their interpersonal skills that will help them cultivate awareness.

Cebu Ivy Education Center

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