



**PHILINTER
ACADEMY**

Learn English the Right Way!

PREMIUM SGC

**ELEVATE YOUR ENGLISH SKILLS
WITH SPECIALIZED, FOCUSED LEARNING!**

THE PREMIUM SGC (SMALL GROUP CLASSES)
in PHILINTER is a series of high-quality group classes with specialized learning experience designed to provide exceptional instruction.

Perfect for students who enjoy learning English with others, this course delivers a personalized and engaging experience.

*PHILINTER IS THE VERY FIRST ESL SCHOOL TO LAUNCH AND OFFER THIS UNIQUE COURSE.

WHY CHOOSE PREMIUM SGC?

FEATURES

✓ **IELTS 8.0 Teachers**

Learn from highly qualified instructors with IELTS scores of 8.0 or higher, backed by years of extensive experience in the field.



✓ **Speaking Focus**

Achieve your personal speaking goals with customized assessments and detailed progress tracking, designed to ensure continuous improvement and success in your English speaking skills.



✓ **Premium Resources**

Gain access to carefully curated, high-quality resources and a curriculum designed to address your unique learning needs, with free consultations available anytime for ongoing support.



✓ **Collaborative Learning**

Participate in group classes that foster collaboration, teamwork, and shared learning experiences.



IELTS 8.0 TEACHERS



**PHILINTER
ACADEMY**
Learn English the Right Way!



Bachelor of Secondary
Education major in English
IELTS, General ESL, Intensive ESL,
IPS, TOEIC, Business English

GEZEL

GOEN

Bachelor of Science in
Marine Transportation
Bachelor of Arts in English
IELTS

"Trust the timing of your life."

YOHAN

Bachelor of Secondary
Education major in English
IELTS, General ESL, Intensive ESL,
IPS, Business English

"Once a teacher, forever a student."

Bachelor of Science in Mathematics
IELTS, General ESL,
Intensive ESL, IPS

"Big achievements
begin with small
improvements."

DELL

MARY

Bachelor of Secondary
Education major in
Technology and
Livelihood Education
IELTS, TOEIC, General ESL,
Intensive ESL, Junior ESL, IPE

"Education is not
preparation for life,
education is life itself."

Bachelor of Elementary
Education major in General
Education
IELTS, General ESL,
Intensive ESL, IPS

"Keep smiling, one day life will
get tired upsetting you."

ROVIE

Bachelor of Secondary
Education major in English
IELTS, General ESL, Intensive ESL,
IPS

"Only the brave
choose to teach."

YURA

Bachelor of Science in
Entrepreneurship
IELTS, General ESL, Intensive ESL,
IPS

"Hard work beats talent when
talent doesn't work hard."

SETH

HANNAH

Bachelor of Arts in English
major in Linguistics
and Literature
IELTS, General ESL, Intensive ESL,
IPS, Business English,
TOEIC, TOEFL, Cambridge

"Progress over perfection,
every step forward is growth."

ANA

Bachelor of Elementary
Education major in
General Education
IELTS, IPE, General ESL,
Intensive ESL

"Teaching is a work of heart."

Bachelor of Secondary
Education major in
Mathematics
IELTS, TOEIC, Business English,
Intensive ESL, General ESL, IPS

"To teach is to learn
twice over."

JOVELYN

Bachelor of Elementary
Education major in
General Education
IELTS, General ESL, Intensive ESL

"Stop dreaming and
start doing."

EMILY

AIZA

Bachelor of Secondary
Education major in English
IELTS, TOEFL, TOEIC,
Business English, General ESL

"Teaching is more than imparting
knowledge, it is inspiring change."

JONI

Bachelor of Secondary
Education major in
Industrial Technology
IELTS, General ESL, Intensive ESL,
IPS, Business English

"If you have knowledge, make others
light their candles on it."

CHRIS

Bachelor of Elementary
Education major in
General Education
IELTS, IPS, General ESL,
Intensive ESL,
Business English

"Learning is a lifelong
journey."

Bachelor of Secondary
Education Major in Filipino
IELTS, General ESL,
Intensive ESL

"You should never regret
anything in life. If it's good,
it's wonderful. If it's bad,
it's experience."

ELENA

Bachelor of Secondary
Education major in English
IELTS, IPS, General ESL,
Intensive ESL, TOEFL

"The first step is the hardest
step but it is also the
most crucial step to
start change."

JAM

Bachelor of Elementary
Education major in General
Education
IELTS, IPS, TOEFL, TOEIC,
General ESL, Intensive ESL

"Learn today for your
success tomorrow."

NICA

LIA

Bachelor of Secondary
Education Major in English
IELTS, TOEIC, Business English,
Intensive ESL, General ESL,
IPS, TESOL

"Success isn't about waiting for
luck to find me; it's about creating
my own luck through dedication,
persistence, and effort."

MAEZZA

Bachelor of Science in
Travel Management
IELTS, IPS, General ESL,
Intensive ESL

"Develop a passion for learning.
If you do, you will never cease
to grow."

IELTS 7.5 TEACHERS



**PHILINTER
ACADEMY**
Learn English the Right Way!

Bachelor of Arts major
in English

IELTS, TOEIC, Business English

"You don't have to be good
to start, but you have to
start to be good."

RUTH



NES

Bachelor of Science in
Business Administration
major in Business Economics
IELTS, Business English,
General ESL, Intensive ESL, IPS

"Mistakes and errors shape us;
it is just a matter of perspective
on how we learn from them."



ABE

Bachelor of Science
in Statistics

IELTS, General ESL, Intensive ESL,
IPS, Business English

"Teaching involves helping,
educating, and learning all at
the same time."



Bachelor of Secondary
Education major in English

IELTS, General ESL,
Intensive ESL, IPS, TOEFL

"It takes a passionate and
detailed teacher
to open a learner's
heart and mind."

LICA



Bachelor of Secondary
Education major in English

IELTS, Intensive ESL, General ESL, IPS

"True understanding
comes through
hands-on experience,
where knowledge
is forged by action."

MABETH



SAR

Bachelor of Elementary
Education major in
General Education

IELTS, Intensive ESL,
General ESL, IPS, Junior ESL

"The greatest tragedy
in life is a life without
purpose."



Bachelor of Secondary
Education major in
Technology and Livelihood Education

IELTS, Business English,
General ESL, Intensive ESL,
IPS, TOEIC

"Try and try until
you succeed."

DWAYNE



Bachelor of Elementary
Education major in General
Education

IELTS, General ESL, Intensive ESL,
IPS

"Never stop learning
because life never
stops teaching."

CHARRY



SARAH

Bachelor of Secondary
Education major in English

IELTS, TOEIC, Business English,
Intensive ESL, General ESL

"Learning is a journey,
not a destination."



Bachelor of Science in
Industrial Engineering

IELTS, TOEIC, Business English,
TOEFL, Cambridge, General ESL

"A good teacher can inspire
hope, ignite the imagination
and instill a love
of learning."

FEODDA



BELLE

Bachelor of Secondary
Education major in English

IELTS, Business English,
General ESL, Intensive ESL,
TOEIC, IPS

"Do not settle for the Better
but aim for the Best."



COURSES OFFERED

PREMIUM SPEAKING

The premium speaking class in PHILINTER is a specialized group class course designed to provide students with an advanced, high-quality experience focused solely on improving their speaking skills.

COURSE DURATION: 8 WEEKS
ENTRY LEVEL: 201+

CURRICULUM FEATURES:

Taught by highly qualified or specialized instructors



Tailored assessments and progress tracking



A balanced learning environment promotes self-improvement and social interaction.

Students enrolled in this course can add up to two 1 on 1 classes of their choice.



PREMIUM SPEAKING Course

CURRICULUM:

GROUP CLASS TYPE	NUMBER OF CLASSES	SUBJECT / CONTENT
Premium Small Group Class	4	International News and Foreign Affairs, Studies and Professions, Situational English, Media Analysis
Connecting Small Group Class	4	Advanced Accent Training, Public Speaking and Debate, Debate Excellence
Evening Study	2	Focused 2-Hour Classes with Full Learning Support: Each 2-hour session includes engaging lessons, thorough reviews, guided self-study, personalized homework. Academic consultations, where they can get personal feedback and advice on how to improve.
Evening Activity (optional; Monday to Thursday)	1	Monday: Yoga Tuesday: Reader's Rendezvous Wednesday: Glee Club Thursday: Movie Club

TARGET LEVEL IMPROVEMENT FOR PREMIUM SPEAKING

Starting Level	Prospective Level Increase	
	4 WEEKS	8 WEEKS
601	601	601
501+	601	601
501	501+	501+ - 601
401+	501	501+
401	401+	401+ - 501
301+	401	401+
301	301+	301+ - 401
201+	301	301+

Note: These projections are based on several factors but students' dedication and hard work are the main contributor. However, teachers should not fail to motivate and set expectations.



Miss Hannah
Academic Director

“The Premium Speaking Group Course helps students improve fluency through regular practice. Over time, students speak more naturally, understand complex topics better, and use advanced vocabulary and grammar with confidence. In these classes, students also learn cultural expressions and idioms, making communication in social and professional settings easier.”

Student Review:

“I'm really enjoying the small group classes, and I feel happy because I'm good at making friends and building connections. In class, we have the opportunity to interact with high-level English speakers, which I think is beneficial for me. Meanwhile, the teacher was very humorous. I think we can provide each other with emotional support.”



Celia
Chinese

LESSON MATERIALS

PREMIUM SPEAKING TEXTBOOKS

 International News and Foreign Affairs



News 1: Race to 270: The US Presidential Election Explained

International News

What is international news?

News that covers events and developments happening outside one's own country. It includes topics such as global politics, economics, culture, and major world events. Sources often include international media outlets, agencies, and correspondents stationed abroad.

Foreign Affairs


What is foreign affairs?

The interactions and relationships between countries, typically managed by governments, diplomats, and international organizations. Topics include diplomacy, treaties, conflicts, trade relations, and foreign policy.



What is international news? | 1

International News and Foreign Affairs: Understanding International News and Foreign Affairs

 International News and Foreign Affairs

OUTCOME SKILLS in International and Foreign Affairs Course

Reporting: delivering factual, accurate accounts of a news story with clear, objective details.

Presenting: effectively communicating key points of the news item, possibly using multimedia tools for emphasis.

Discussing: engaging in open conversations to explore different perspectives on the news item, asking questions and raising opinions.

Sharing: distributing or communicating news with others, either through social media, email, or group discussions.

Analyzing: breaking down the news item to examine its components, looking into causes, effects, and underlying issues.

Reflecting: considering personal thoughts and feelings about the news, and how it impacts one's worldview or understanding.

Synthesizing: combining insights from different sources or viewpoints to form a broader understanding or conclusion about the news item.

Build up your skills | 2

International News and Foreign Affairs: Understanding International News and Foreign Affairs

 International News and Foreign Affairs

Race to 270: The US Presidential Election Explained

On November 5, the world will be watching the US presidential election.

However, it may not be so easy to understand exactly how that election works.

To become US president, it's not just a matter of getting more votes across the country — or winning the "popular vote," as it's called. It's a little more complicated.

There are two main candidates for 2024: Kamala Harris from the Democratic Party, and Donald Trump for the Republican Party.

US citizens will vote for their preferred candidate in all 50 states. In nearly every state, the person with the most votes in that state will "win" the whole state.

But citizens don't actually vote directly for president. Instead, each state has a number of "electoral college" votes.


The electoral college is made up of 538 people called "electors." And these electors are the ones who actually come together to decide the president.

A state's electors are generally expected to vote for the candidate with the most votes in their state. Very rarely, so-called "faithless electors" choose to vote for someone else — though they may be punished for this.

The number of electors in each state is based mostly on the population. The state with the largest population — California — has 54 electors, while states with very small populations — like Wyoming — have as few as three.

Read and Analyze | 3

International News and Foreign Affairs: Understanding International News and Foreign Affairs

 International News and Foreign Affairs

a. Individual Activity

Ask the students the following questions:

1. What is the news about? Give all the important information provided by the news. (2 students)
2. What opinions/ideas can you give based on the content/information of the news? (2 students)
3. How can this news impact you as an individual as well as impact the countries in the world? (2 students)
4. What new concepts or new ideas can we learn from the news? (any student)

b. Pair Activity

Choose a partner.

Discuss and share on how the elections are done in your country including the kind of government system, when and where elections take place, who can be nominated, who can vote, how voting is done, and other important information.

After you discuss and share information come-up with a short reporting about how elections are done in your country.

Each student should be given a chance to report. Also, each student should provide on why elections are necessary and how this impact their countries.

Homework 1.1


Read the summary news items for tomorrow class "Russia attacks Ukraine as Putin warns world to stay shut" by New York Times and "Russia launches full-scale invasion of Ukraine" by the Guardian. Do the weekly vocabulary homework.

Finish every vocabulary for week 1.

Lesson 2: News Item 2 Practice

Lesson 2: The Russia-Ukraine War in 2022

1. Recognize the primary sources of international news and foreign affairs:
 - a. News agencies
 - b. Public broadcasters
 - c. Single Newspapers
 - d. Television Networks
 - e. Social Media
 - f. Internet Search on BBC, New York Times or Japanese Reuters the Guardian
2. Evaluating sources: The students should be able to realize that different sources of international news have different method of presenting news.



First Milestone | 4

International News and Foreign Affairs: Understanding International News and Foreign Affairs

PREMIUM SPEAKING

WORKBOOK AND SUMMATIVE

International News and Foreign Affair Vocabulary Workbook and Summative

Lesson 1. Vocabulary Workbook: Race to 270: The US Presidential Election Explained

Instruction: Read the definitions provided in table and answer exercise below.

Vocabulary	Definition
Democratic	related to democracy, where people have the power to vote and choose their leaders, and decisions are made by majority rule.
Electoral	related to elections or the process of voting to choose leaders or representatives.
Democrats	members or supporters of the Democratic Party, a major political party in the United States that generally promotes social equality, government involvement in healthcare and education, and environmental protection.

Instruction: Fill-in the blanks with the correct vocabulary based on the table above.

1. In a _____ system, citizens have the power to elect their leaders through voting.
2. The _____ process involves voters casting their ballots to choose political representatives.
3. The _____ Party in the United States typically supports policies promoting social equality and environmental protection.

Lesson 1 Vocabulary I 1

International News and Foreign Affair Vocabulary Workbook and Summative

Lesson 1. Vocabulary Workbook: Race to 270: The US Presidential Election Explained

Instruction: Read the definitions provided in table and answer exercise below.

Republican	a member or supporter of the Republican Party, another major political party in the U.S. that often advocates for limited government, lower taxes, and more individual responsibility.
Swing states	U.S. states where both major political parties have similar levels of support, and the outcome of an election is uncertain, making these states very important in determining the overall result.

Instruction: Fill-in the blanks with the correct vocabulary based on the table above.

4. The _____ Party supports limited government and free-market policies.
5. _____ are crucial in elections because they can vote either Democratic or Republican, making them unpredictable.

Lesson 1 Vocabulary I 2

International News and Foreign Affair Vocabulary Workbook and Summative

Week 1. Summative Test

Test 1. Multiple Choice

1. What does the author's background indicate when evaluating an article?
A) The article's length and complexity.
B) The author's expertise in the field.
C) The number of sources cited in the article.
D) The publication date of the article.
2. Which aspect should be considered to determine the accuracy of an article?
A) The use of colorful language.
B) The author's personal anecdotes.
C) The presence of evidence, data, or verifiable facts.
D) The length of the article.
3. What indicates that an article is objective?
A) It presents multiple viewpoints on the issue.
B) It heavily favors one perspective.
C) It relies on emotional appeals.
D) It is written in a narrative style.
4. Why is it important to check if the information in an article is up-to-date?
A) Recent information is always more interesting.
B) Outdated information may be irrelevant or inaccurate.
C) Recent articles are usually longer.
D) The publication date does not influence credibility.
5. What does evaluating sources of international news help students understand?
A) Different sources use the same methods of presenting news.
B) All news sources are equally reliable and credible.
C) Different sources of international news have different methods of presenting news.
D) Students should only rely on one source for their news information.

Test 2. Fill-in the blanks

synthesizing reporting discussing
reflecting presenting
analyzing factual

1. _____ involves delivering _____ accurate accounts of a news story with clear, objective details.
2. When _____ a news item, it's important to effectively communicate key points, possibly using multimedia tools for emphasis.
3. Engaging in open conversations to explore different perspectives on the news item is referred to as _____.
4. _____ news with others can be done through social media, email, or group discussions.
5. _____ means breaking down the news item to examine its components and investigate causes, effects, and underlying issues.
6. Considering personal thoughts and feelings about the news, as well as its impact on one's worldview, is part of _____.
7. _____ involves combining insights from various sources or viewpoints to form a broader understanding or conclusion about the news item.

Test 3. Enumeration

What are some of the sources of international news?

- 1.
- 2.
- 3.

What are some of the skills you can learn in INFA?

- 1.
- 2.
- 3.

Summative Test 1

PREMIUM SPEAKING

VOCABULARY WORKBOOK

Vocabulary Spotlight 1: Morning Routine



fix my hair

I never leave home without fixing my hair.

Jane: I often struggle to fix my hair at home, I am running late.

Mary: I never leave home without *fixing my hair*.

Start the morning right! 1

Vocabulary Spotlight 2: Meeting People



Let's *catch up* over coffee this weekend.
I know a great place.

Mary: Hi, Ann! I know, right? I've been good, just busy with work. How about you?

Ann: Same here! We should **catch up** soon. Maybe over coffee?

How have you been? 15

"Your Week, Your Story: Capture Life One Page at a Time"

Write a journal about your first here in Cebu. Use any at least 5 vocabulary words that you have learnt for this week.



'My first week in Cebu' 18

Vocabulary Spotlight Pop Quiz 1

Vocabulary Spotlight: Quiz 1

A. Choose the correct answer for each question.

1. Every morning, I _____ before leaving the house.
a) fix my hair b) head out
2. grab a quick breakfast a) grab a coffee to go
3. If I'm in a hurry, I usually _____
a) get dressed b) fix my hair
4. grab a quick breakfast a) head out
5. After getting ready, I like to _____ to wake up fully.
a) grab a coffee to go b) get dressed
6. head out
7. Before meeting my friend, I need to _____ to look presentable.
grab a quick breakfast b) fix my hair
8. grab a coffee to go a) head out
9. On weekends, I might skip _____ and sleep in a bit longer.
a) grab a quick breakfast b) fix my hair
c) head out d) get dressed

```

graph TD
    A[grab a quick breakfast] --> B[fix my hair]
    A --> C[head out]
    B --> D[grab a coffee to go]
    C --> E[get dressed]
    D --> E
    E --> F[get to work]
  
```

B. Complete the sentences below with the correct personal verb from the list.

catch up look forward to turn up
run into reach out

1. I'm really _____ the weekend; we're going to have so much fun!
2. I didn't expect to _____ my old school friend at the grocery store yesterday!
3. We haven't seen each other in a while. Let's have coffee and _____ soon.
4. Please _____ if you have any questions about the project.
5. She didn't _____ for the meeting, so we had to start without her.

C. Use the phrases below to complete the coffee orders and instructions.

order coffee for here take coffee to go
add a splash of milk topped with whipped cream
extra of espresso

Customer 1:
 It's like to _____, please. Can you also
 _____ and make sure it's _____?

Customer 2:
 Could I get an Americano _____ and make it a
 double shot by adding _____?

Customer 3
I'll have a cappuccino _____ and could you
have it _____ for me, please?

You got this ! 18

PREMIUM JUNIOR SPEAKING



Ideal for high-level juniors aged 12-17 who enjoy learning with others, this course enhances speaking skills through interactive tasks and group activities, fostering communication, teamwork, and social skills in a supportive environment.

COURSE DURATION: 4 – 6 WEEKS
ENTRY LEVEL: 201+

CURRICULUM FEATURES:



Taught by highly qualified or specialized instructors



Customized assessments track progress closely, offering clear skill-building pathways.

A balanced learning environment promotes self-improvement and social interaction.



Students enrolled in this course can add up to two 1 on 1 classes of their choice.



PREMIUM JUNIOR SPEAKING Course

CURRICULUM:

GROUP CLASS TYPE	NUMBER OF CLASSES	SUBJECT / CONTENT
Premium Small Group Class	3	Speech and Sounds, Role-play Adventures, Creative Writing
Connecting Small Group Class	4	Physical Education, Play and Learn Lab
Evening Study	2	Focused 2-Hour Classes with Full Learning Support: Each 2-hour session includes engaging lessons, thorough reviews, guided self-study, personalized homework. Academic consultations, where they can get personal feedback and advice on how to improve.
Evening Activity (optional; Monday to Thursday)	1	Monday: Yoga Tuesday: Reader's Rendezvous Wednesday: Glee Club Thursday: Movie Club

TARGET SCORE IMPROVEMENT FOR PREMIUM JUNIOR SPEAKING

STARTING LEVEL

601
501+
501
401+
401
301+
301
201+



Prospective Level Increase

4 WEEKS

601
601
501+
501
401+
401
301+
301

6 WEEKS

601
601
601
501+
501
401+
401
301+



Teacher Sar

Junior Coordinator

“ The Premium Junior Speaking class helps young learners improve language skills through advanced teaching and group activities. With smaller class sizes, students get personalized feedback, more practice, and a supportive environment that builds confidence and makes learning English enjoyable.

”

Student Review:

“ I've improved my English skill a lot of! Such as listening, speaking, writing and so on. Teachers here are also kind, funny and like talking so much. Thank you so much!

Eric

Chinese



LESSON MATERIALS

PREMIUM JUNIOR SPEAKING TEXTBOOKS

Role Play and Adventure Lesson 4



SOCIAL MEDIA

What is SOCIAL MEDIA?

Social media refers to online platforms and applications that allow users to create, share, and interact with content, as well as communicate with others. These platforms facilitate social networking, content sharing (such as text, images, videos), and discussions among individuals or groups. Common examples include Facebook, Instagram, Twitter (now X), TikTok, and LinkedIn. Social media can be used for personal, professional, and business purposes, fostering both real-time communication and long-term engagement.

Do you know when did social media start?

Social media began in the late 1990s with platforms like Six Degrees (1997), which allowed users to create profiles and connect with others. Early internet communication tools like Usenet and BBS in the 1980s laid the groundwork, but the 2000s saw the rise of modern social media with the launch of MySpace (2003), LinkedIn (2003), and Facebook (2004). These platforms expanded the concept of social networking, followed by YouTube (2005), Twitter (2006), and Instagram (2010), transforming social interaction and content sharing worldwide.

What is social media? | 1

Sample Conversation 1

Mia: I spent hours last night just **scrolling through my feed**. I couldn't stop! It's like there's always something new popping up.

Jake: I know, right? I try to only **engage with content** that I actually care about, but there's so much random stuff. It's hard to keep up.

Mia: Yeah, it gets overwhelming sometimes. I've been trying to **curate my feed** so it's more focused on things I enjoy—like fashion and travel—but it's tough with all the ads and random posts.

Jake: Same here. I've started unfollowing accounts I don't care about. It helps a little, but I still get suggestions for things I'm not interested in.

Mia: Oh yeah, the suggestions can be annoying. But when they're good, it's fun to find new accounts. I just wish it didn't take so long to make my feed feel right.

Jake: Totally. I want my feed to be full of interesting stuff, but it takes time to really filter everything out.



Sample Conversation 1 | 3

Words of the day! - 'Interaction with Social Media'



Vocabulary Set 1

Interaction with Social Media

Scroll through my feed – means to look through posts on social media by moving down the screen.

Engage with content – means to like, comment, or share posts on social media.

Curate a feed – means to organize and select the posts you want to see on your social media.

Interaction with Social Media | 2

PREMIUM JUNIOR SPEAKING TEXTBOOKS

Exercise 1. Match the Expressions with Their Definitions

Column A. Expressions

1. Scroll through my feed
2. Engage with content
3. Curate a feed
4. Create a social media presence
5. Build an online following
6. Go viral
7. Influence trends
8. Monetize social media platforms

Column B. Definitions

- A. Attract more people to follow your posts on social media.
- B. Start using social media to share content and connect with others.
- C. Help make something popular or trendy by promoting it on social media.
- D. Look through posts on social media by moving down the screen.
- E. Earn money from your social media accounts through ads or sales.
- F. Make your social media posts more focused on specific topics you enjoy.
- G. Quickly spread and get shared by many people in a short time.
- H. Interact with posts by liking, commenting, or sharing them.

My answers:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____



Exercise 1 | 6

Homework

- a. Do vocabulary homework 4
- b. Do homework 4 found in your book.
- c. Review lessons 1 to 4

Preview Material: Culminating Activity

Simulated activity. Read and understand the instruction.

Instruction: Do a simulated and graded small talk.

- There are some designated persons (within the school) who will pretend as strangers and you need to do small talk with them.
- That person will give you a score based on a rubric.
- Remember the do's and don'ts in making small talk.
- Use as much as you can the expressions that you learnt in this week.



Homework and Preview | 8

Application Time: Do a role play with your groupmates.



- Make your own lines based on the scene provided.
- Make sure you use most of the words/expressions from the lesson.
- Be creative and participate well in the group.

Scene 1: A School Cafeteria (Group 1)

Setting: Students are sitting at a lunch table with their friends, discussing their interests in art and social media. They have their phones out, looking at different profiles and posts.

Scene 2: A High School After-School Club Meeting (Group 2)

Setting: Students are at a creative arts club meeting where they're brainstorming ideas for promoting their upcoming art showcase.



Application | 7

PREMIUM JUNIOR SPEAKING WORKBOOK AND SUMMATIVE

Junior Situational English- Role Play and Adventure

Lesson 4. Vocabulary Workbook: Social Media

Instruction: Read the definitions provided in table and answer exercise below.

Vocabulary	Definition
Facilitate	To make something easier or help it happen.
Networking	Building relationships and connections with other people, often for work or social purposes.
Content Sharing	Posting or passing along things like videos, articles, or photos for others to see online.

Instruction: Fill-in the blanks with the correct vocabulary based on the table above.

1. A good leader knows how to _____ group discussions to make sure everyone participates.
2. Attending conferences is a great way to improve your _____ skills and meet new people in your field.
3. Many people use social media for _____, where they post pictures, videos, and articles for others to see.

Lesson 4 Vocabulary | 4

Lesson 4. Vocabulary Workbook: Social Media

Instruction: Match column A vocabulary with column B definitions.

Column A. Vocabulary	Column B. Definitions
Long-term Engagement	a. various things that are unrelated or not planned.
Random Stuff	b. staying involved or connected with something over a long period of time.
Popping Up	c. a tool or setting that helps sort or block certain things.
Filter	d. appearing suddenly or unexpectedly, like a notification or message on your screen.
Catch On	e. to become popular or widely understood.
Comments	f. written thoughts or opinions people share, often under a post, article, or video.



My answers:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Lesson 4 Vocabulary | 5

Junior Situational English- Role Play and Adventure

Week 1. Summative Test

Test 1. Classification

Instruction: Inside the box are expressions and lines that you learnt from lesson 1 to lesson 4 this week. You need to arrange or put the expressions under the correct lesson name.

- | | |
|--|--|
| a. "I love how vibrant the atmosphere is at amusement parks." | f. "I try to limit my time on social media; it can be overwhelming." |
| b. "Did you see the new attraction they opened last month?" | g. "The stars look incredible out here; have you ever seen anything like it?" |
| c. "Have you checked out the latest trend on social media?" | h. "I noticed your [item, e.g., book or shirt]; it's really interesting! What's it about?" |
| d. "I can't wait to roast marshmallows over the campfire tonight!" | i. "The lines seem pretty long, but I heard the rides are worth it." |
| e. "Hi there! How's your day going so far?" | j. "Let's go for a hike and explore the area a bit." |
| | k. "I saw your post about the concert; it looked like so much fun!" |

My answers:

Lesson 1 Small talk with a Stranger _____
Lesson 2 Going to the amusement park _____
Lesson 3 Camping with friends and classmates _____
Lesson 4 Social Media _____

Summative Test 1

Test 2. Multiple Choice

Instruction: Read the questions below and choose one answer.

1. What is a polite way to initiate a conversation with a stranger?
A) "Do you mind if I join you?"
B) "I need to go now."
C) "Why are you here?"
D) "What's your problem?"
2. When making small talk, which topic is generally considered appropriate?
A) Personal finances
B) Current weather conditions
C) Political opinions
D) Family disputes
3. What is the main purpose of visiting an amusement park?
A) To relax and read a book
B) To experience thrilling rides and entertainment
C) To attend business meetings
D) To shop for groceries
4. If you want to maximize your time at an amusement park, what should you do?
A) Arrive late in the afternoon
B) Research the park layout and plan your day
C) Only go on rides that are popular
D) Skip meals to avoid wasting time
5. Which of the following is a crucial item to bring when camping?
A) A laptop
B) A comfortable sleeping bag
C) A collection of books
D) An umbrella
6. What is a common activity to enjoy while camping in nature?
A) Attending a concert
B) Playing outdoor games like frisbee
C) Watching television
D) Visiting museums
7. What does it mean to "engage" with content on social media?
A) To ignore posts and notifications
B) To actively interact by liking, sharing, or commenting
C) To delete your account permanently
D) To scroll through without stopping
8. What is one potential drawback of using social media extensively?
A) It can help you connect with old friends.
B) It may lead to feelings of anxiety or inadequacy.
C) It provides a platform for creative expression.
D) It allows you to stay informed about global events.

Summative Test 1

PREMIUM SPEAKING

PROGRESS TEST

WHAT EXAMINERS NEED TO KNOW BEFORE THE TEST:

I. Overview:

The Progress Test for the Premium Speaking Course is designed to comprehensively assess students' communicative skills across all aspects of the English language. It includes four distinct tasks, each with a clear and specific objective, ensuring a well-rounded evaluation of their speaking abilities.

The student is assessed by the following proficiency criteria:

- Gammar Accuracy
- Vocabulary Resource
- Listening Comprehension
- Pronunciation
- Fluency and Coherence

II. Please take the time to carefully read through the **test guidelines** provided in the attached sheet. It is important that you follow these guidelines closely and consistently to ensure a smooth and successful testing experience.

III. Review all attached **grading system** files carefully. Ensure that your feedback is both thorough and accurate, providing clear insights that align with the criteria outlined in the documents.

GRADING SYSTEM

PREMIUM SGC COMPETENCY STAGES

The Premium Speaking small group class is a course designed to enhance students' speaking skills through a series of structured competency stages. Each stage builds on the previous one, helping learners develop their confidence, fluency, and ability to communicate effectively in English.

CEFR	PREMIUM COURSE		CODES	
	COMPETENCY STAGES	DESCRIPTION	ESL COURSE	DESCRIPTION
C2	Tier 10	Superior proficiency in professional and community settings	601	Proficient
C1	Tier 9	Solid proficiency in both professional and social contexts	501+	Upper Advanced
C1	Tier 8	Competent and effective interaction in professional and social contexts	501	Advanced
B2	Tier 7	Capable of effective communication in professional and social contexts	401+	Pre- Advanced
B2	Tier 6	Gaining skills to communicate effectively in professional and social contexts	401	Upper Intermediate
B1	Tier 5	Developing skills to communicate effectively in professional and social contexts	301+	Intermediate
B1	Tier 4	Sufficient ability to handle everyday tasks	301	Pre-Intermediate
A2	Tier 0 – 3	Basic proficiency in specific personal situations	201+	Upper - Elementary



LESSON FLOW

WARM-UP (OPTIONAL)

INPUT OR PRESENTATION OF NEW CONCEPTS

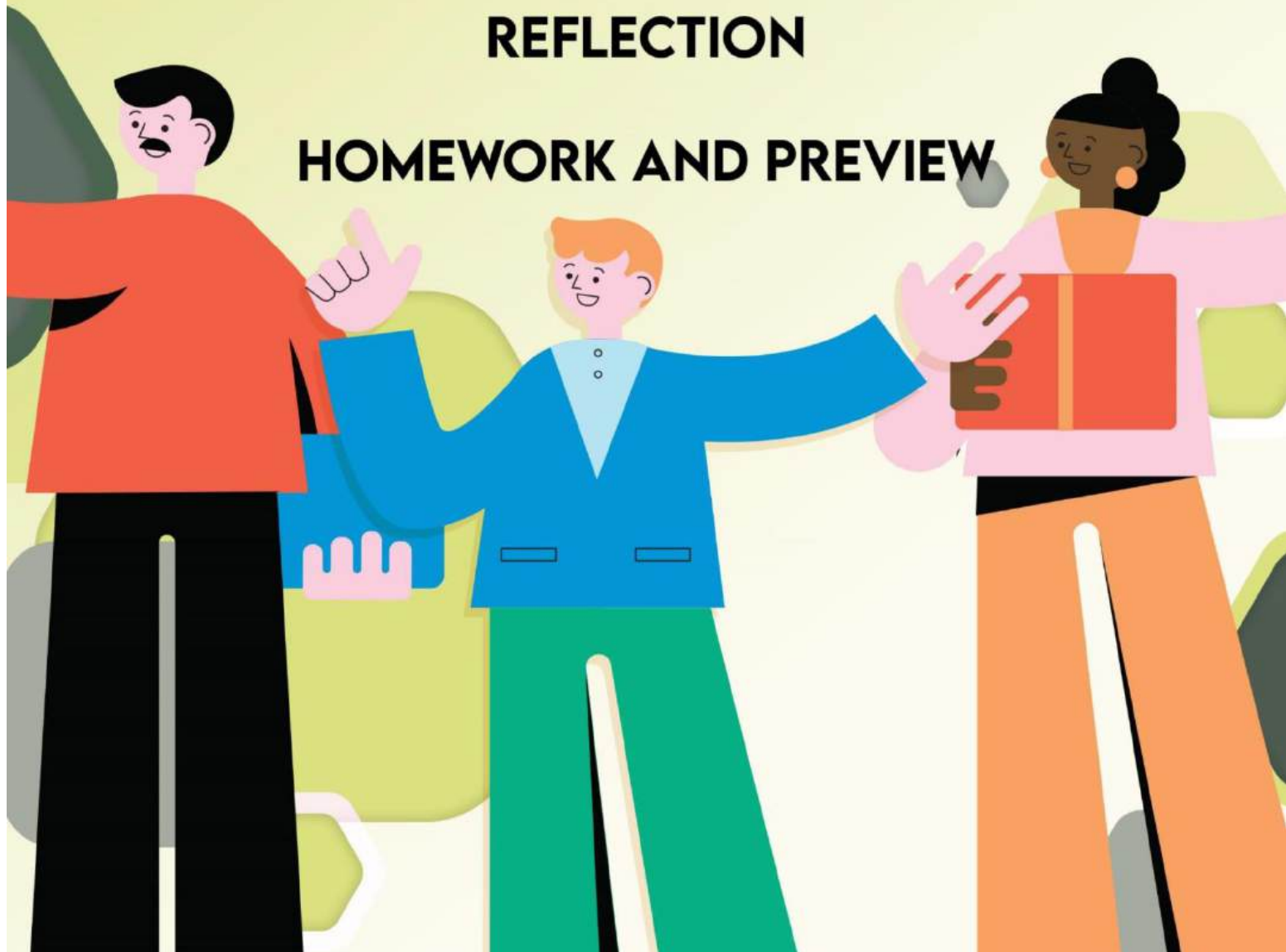
INTERACTIVE PRACTICE

PRODUCTION OR APPLICATION

FEEDBACK AND CORRECTION

REFLECTION

HOMEWORK AND PREVIEW



YOUR PATH TO SUCCESS: ADMISSION PROCESS AND FAQ

ONLINE ADMISSION TEST

Candidates for our premium group classes are required to undergo an online admission interview due to the entry-level requirements of the program. Even if students have not registered for a course, they can still avail of the free interview.

FAQ:

WHAT ARE THE BASIC QUALIFICATIONS FOR ADMISSION?

- Basic qualifications for admission include being 18 years old or above for adults and 12-17 years old for Junior students. Moreover, the candidate must have conversation skills at the pre-Intermediate level or higher

HOW TO APPLY FOR THE ONLINE INTERVIEW?

- To apply for the online interview, please contact our Partner Agents for the application process.

HOW LONG IS THE INTERVIEW?

- The online interview will approximately last for 15- 20 minutes depending on the depth and quality of the candidate's responses.

WHEN IS THE ONLINE INTERVIEW CONDUCTED?

The online interview is conducted from Monday to Friday, between 8:00 am to 5:00 pm

AFTER THE INTERVIEW:

Interviewer immediately issues a report for the result and sends to the international advisers via SLACK/ LINE.



CERTIFICATE & TRANSCRIPT OF RECORDS (TOR)

Upon completing the Premium SGC program, students will receive an official certificate and Transcript of Records (TOR) as recognition of their achievements.




CERTIFICATE OF COMPLETION


This is to certify that

[Student's Full Name]

has successfully completed the **PREMIUM GROUP CLASS COURSE** at Philinter ESL Academy, garnering the final grade of **[level]**. This course was held from **[Start Date]** to **[End Date]**, and the student has shown dedication and commitment to improving their English language abilities.


HANNAH ESTILLORE
ACADEMIC DIRECTOR


CHOI IN
CEO


**PHILINTER
ACADEMY**
Mustang, Pusok, Lapu-Lapu City, Cebu, Philippines, +63 32 340 7453

STUDENT'S TRANSCRIPT OF RECORDS

Name:
 English Name:
 Course Enrolled:
 Buddy Teacher:

Course Duration:
 Course Date Started:
 Course Date Completed:


This aptitude record provides information about the student's English achievement for the specified course taken.


Placement Test Date		Progress Test Result after 2 weeks		Progress Test Result after 4 weeks		Progress Test Result after 6 weeks		Progress Test Result after 8 weeks	
Date	Initial Level Attained	Date	Competency Stage	Date	Competency Stage	Date	Competency Stage	Date	Competency Stage
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

CLASSES TAKEN	Weekly Summative Test Result								Weekly Culminating Activity Results							
	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
International News and Foreign Affairs	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Studies and Professions	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Media Analysis	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Situational English	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Advanced Accent Training	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Public Speaking and Debate	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Debate Excellence	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

VOCABULARY WORKBOOK COMPLETION							
Weekly Vocabulary Test Results							
1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

COMPARATIVE REPORT				
Initial Competency Level	Final Competency Level	Description	Philinter Level	CEFR Equivalent
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>


Hannah Estillore
Academic Director


Choi In
CEO



フィリピン留学なら セブ島留学センター

失敗しないフィリピン留学を
業界最安値でご提案

TEL : 0120-178-600 (10時~19時)

LINE相談 : @cebu

Google検索 : 「セブ島留学センター」