

# Super Handout for English Majors

## Structure of Language

Aspects of Functional Grammar	
<b>Tenor</b>	The <b>participants in a discourse</b> , their <i>relationships to each other</i> , and their <i>purposes</i>
<b>Field</b>	the <b>subject matter or content</b> being discussed.
<b>Mode</b>	the <b>channel</b> (such as <i>writing, talking, or video-conference</i> ) of the communication.

### Parts of Speech

Classification of Parts of Speech		
<b>Content Words/ Lexical Morphemes</b>	<b>(open class)</b> Focuses on <i>content</i> or <b>MEANING</b> of the word	<i>noun, verb, adjective, adverb</i>
<b>Function Words/ Grammatical Morphemes</b>	<b>(closed class)</b> Focuses on the <i>usage</i> or <b>STRUCTURE</b> of words;	<i>pronoun, preposition, auxiliary, determiners, conjunctions</i>

**NOUN- Names of person, place, things, event, etc**

Functions of Noun		
<b>Subject</b>	The one <b>being talked about</b> in the. Sentence	The <b>cat</b> is mine.
<b>Vocative</b>	The one <b>addressed</b> in the sentence	Where is the cat, <b>Mona</b> ?
<b>Direct Object</b>	The <b>receiver of the action.</b> (action verb) Answers " <b>who/ what</b> "	Mona <i>likes</i> the <b>cat</b> .
<b>Indirect Object</b>	Answers " <b>to whom/for whom</b> Comes <b>first before DO.</b>	Mona left the <b>cat</b> some food (DO).
<b>Subjective Complement / SNP</b>	The one that <b>modifies the subject.</b> Follows a " <b>be verb</b> "	Mona <b>is</b> the <b>princess</b>
<b>Objective Complement / ONP</b>	The one that <b>goes back to DO.</b>	I nominate Mona (DO) <b>secretary.</b>

Functions of Noun		
<b>Object of the Preposition</b>	Follows the <b>preposition</b>	Mona is <i>in</i> the <b>room</b>
<b>Appositive</b>	<b>Renames</b> another noun <b>beside</b> it.	Mona, <b>my friend</b> , likes cats.

**PRONOUN- Renames/substitutes a noun**

**NOTE:** When used as **Direct Object**, the **article** (*the, a, an*) is placed **after the DO.**

**Ex.** I love **HIM** (direct object) **THE** (article) most.

Kinds of Pronoun		
<b>Personal</b>	<b>Nominative/ Objective/ Possessive</b>	<i>I, me, my, he, she, it</i>
<b>Indefinite</b>	<b>Identifiable but not specified</b>	<i>some, anyone, everyone, none, one</i>
<b>Intensive</b>	<b>May be deleted</b> in the statement	I <b>myself</b> love you.
<b>Reflexive</b>	<b>Must not be deleted</b> in the sentence	I owe it to <b>myself.</b>
<b>Demonstrative</b>	They <b>point out singular/ plural referent</b>	<i>this, that, these, those</i>
<b>Relative</b>	Used to <b>introduce clauses</b>	<b>which, who, whom-</b> introduce adjectival clauses  <b>That- neuter;</b> Functions as a <b>noun signal or determiner</b> if it introduces a <i>noun</i>  Ex. <b>That</b> Dan won the essay contest surprised me.
<b>Interrogative</b>	Used to ask <b>questions</b>	<b>What</b> do you mean?

**VERB- shows action, existence, occurrence and state of being**

Kinds of Verb		
<b>Transitive Verb</b>	An action verb. <b>Requires a direct object</b>	Please <b>dedicate yourself</b> to the review.  <i>(yourself is the DO)</i>
<b>Intransitive Verb</b>	Does <b>NOT</b> have a <b>direct object</b>	Gian <b>prays</b> .
<b>Ditransitive Verb</b>	Has both <b>direct object</b> and <b>indirect object</b>	Gian <b>left</b> Fey some food.
<b>Be Verbs/ Copula Verbs</b>	<b>Most flexible</b> in terms of grammatical function	<b>am, is, are, was, were</b>
<b>Linking Verbs</b>	<b>Succeeded</b> by a <b>complement</b> ( <i>modifies the subject</i> )	We <b>are</b> teachers .
<b>Operator Verbs</b>	<b>First word</b> of an <b>auxiliary</b> ( <i>helping verb</i> )  Can help <b>form two to three verbs</b>  have, will, can.	<b>Will + have been + going</b>  <b>Note: operational verbs are used in Tag Questions.</b>  Ex of Tag Question: <b>You give me your computer, didn't you?</b>
<b>Auxiliary Verbs</b>	<b>Succeeded</b> by an <b>action verb</b>	We <b>have</b> loved you.
<b>Emphatic Auxiliary Verbs</b>	<b>Emphasizes</b> the <b>action</b>  <b>does, do, did</b>	We <b>DO wonder</b> how the economy can make a turn around,
<b>Phrasal Verbs</b>	<b>Two-word verb</b> ; Combination of words  A <b>verb + preposition/ adverb</b>	<b>Ask for, break up. Get back</b>  In speaking, <b>if used as verb, stress on 2nd element</b>  If <b>noun or adjective, stress is on first word/ element</b>

Moods of Verb		
<b>Declarative / Indicative</b>	<b>Telling someone something</b>  <i>Statement sentence type</i>	Your statement is true.
<b>Interrogative</b>	<b>Asking someone something</b>  <i>Question sentence type</i>	What are you doing now?
<b>Imperative</b>	<b>Getting someone to do something</b>  <i>Command sentence type</i>  <b>Has no internal structure, and no distractor from noun and verb</b>	Will you fill out the form?
<b>Subjunctive</b>	Speaker is <b>uncertain, hypothetical (wishful), counterfactual</b>  <i>wish; were; could</i>	I <b>wish</b> you <b>were</b> here.  I <b>wish</b> I <b>could</b> join you in your Asian Tour.
<b>Exclamatory</b>	<b>Exclamation sentence type</b>	What a beautiful person you are!

**NOTE:** The **sentence type** may **NOT necessarily correspond** to its **MOOD**. You could **ASK A REQUEST (imperative mood)** in question sentence type.

Aspects of the VERB		
<b>Simple</b>	Events that are <b>complete wholes</b> (facts) or <b>unchanging</b> .	<i>Ezekiel loves literature.</i>
<b>Perfect</b>	<b>"prior"</b> action; it is used at some other point in time	<i>Fey has gone to Thailand.</i>
<b>Progressive</b>	<b>Imperfective</b> ; event that could be <b>incomplete</b>	<i>Gian is exercising at the gym.</i>
<b>Perfect Progressive</b>	<b>"prior" + "incompleteness"</b>	<i>Froilan has been reading this book for a month now.</i>

Note: The **simple past** is used in retelling of past events such as in **RECOUNT TYPE OF TEXT**.

Important SVA and Pron-Antecedent Rules		
<b>Intervening Expressions</b>	<b>Disregard interfering markers</b> such as <i>in addition to, as well as, etc.</i>	The <b>man</b> as well as his wife <b>desires</b> to go.
<b>Neither/Nor Either/or</b>	Use <b>Rule of Proximity</b> (verb <b>AGREES</b> with the <b>NEARER VERB</b> )	Neither his nor his <b>employees WERE</b> there.
<b>Neither (no NOR) Either (No OR)</b>	In the <b>absence</b> of " <u>nor</u> " and " <u>or</u> ", " <b>neither</b> " and " <b>either</b> " become <b>SINGULAR</b> .	<b>Neither</b> of them give <b>his</b> nod to the group plan.
<b>Singular Indefinite Pronouns (each, one, every)</b>	<b>Singular indefinite pronouns</b> only take <b>singular verbs (with -s)</b> and <b>singular pronoun</b>  <b>each, one, every</b>	<b>Each</b> of the players <i>likes</i> his role in the game.
<b>Compounded Subjects</b>	<b>Compounded subjects</b> take singular verb	Mindoro's <b>flora and fauna</b> is different from other countries.
<b>It/They</b>	<b>It - singular non-human/object</b>  <b>They- plural</b> regardless if animals, human, etc.	<b>It</b> has preserved <b>its</b> eco environment.  <b>They</b> are planning to restore <b>their</b> economy..

### MODIFIERS

- **ADJECTIVE** - Modifies noun or pronoun
- **ADVERB** - Modifies verb, adjective, and another adverb

Degrees of Comparison		
<b>Positive</b>	Modifying only <b>one (1) subject</b> . Hence, <b>no comparison</b> .	She is <b>beautiful</b> .

Degrees of Comparison		
<b>Comparative</b>	Comparison between <b>two (2) equal elements</b> ,  <b>-er; more</b>	She is <b>smarter</b> than he,  Rita is the <b>smarter</b> of the twins,  Qualified employees are becoming <b>scarcer</b> . (comparison between then and now)
<b>Superlative</b>	Comparison <b>among three or more elements</b> .  <b>-est; most</b>	She is <i>the</i> <b>most talented</b> among the group.

Modifier Clauses		
<b>Adjectival Clause</b>	A clause that <b>modifies noun/pronoun</b> ; introduced by a <i>relative clause</i> (who, what, which, whom, whose)	The <i>victim who was allegedly salvaged</i> is a freshman.
<b>Adverbial Clause</b>	A clause that <b>modifies verb/adjective/adverb</b>  <b>NOTE:</b> In sentence construction, usage <b>DEPENDS</b> on <i>whether the verb modified is TRANSITIVE/INTRANSITIVE</i>	The students oozed with confidence <b>while they were performing their dance</b> .

Important Adjective Forms		
<b>Descriptive</b>	Modifies the <b>quality</b> of the subject.	The <b>beautiful</b> girl.
<b>Cardinal</b>	Adjective answers " <b>how many</b> "	There are <b>three</b> dogs.  (Answers "how many" dogs?)

Important Adjective Forms		
<b>Ordinal</b>	Shows <b>rank and order</b>	The <b>third</b> child is the most intelligent.
<b>Nominal</b>	Number used as a <b>name</b>	Gian's jersey number is <b>3</b> .

### CONJUNCTIONS - CONNECT words, phrases, and clauses

Kinds of Conjunction		
<b>Coordinating Conjunction</b>	Connects <b>two independent clauses</b> ; <b>FANBOYS (For, And, Nor, But, Or, Yet, So)</b>	I can give you my heart, <b>but</b> I want you to take care of it
<b>Subordinating Conjunction</b>	<b>Markers of dependent clauses. Connects complex sentence.</b>	<b>Because</b> it was raining, I decided to stay at home.
<b>Correlative Conjunction</b>	<b>Either...or; Neither...nor; Not only... but also.</b>	<b>Either</b> Linda <b>or</b> the girls sing the song.

Additional Significant Terms		
<b>Ellipsis</b>	<b>Parts of sentence are left out to avoid repetition; deletion</b>	Birds can fly, and I can fly too.  <b>Birds can fly and I too.</b> ("can fly" is deleted to avoid redundancy.)
<b>Pro Form</b>	Using <b>another word to avoid redundancy.</b>	Fey and Gian have <b>cars</b> . I don't have <b>one</b> .  (one replaces car)
<b>Gapping</b>	<b>Deleting a word between two nonidentical subjects</b>	Gian topped the <b>LET</b> , and Fey the <b>Civil Service Exam</b> .  (topped is removed in the second sentence; <i>LET and Civil Service are not the same but parallel.</i> )

### PREPOSITIONS - Mark time, place, location, etc.,.

Select Prepositions, Conjunctions, and their Usage		
<b>about</b>	<b>approximately; concerning</b>	The problem with many of the organization's offers is that they are often conscious <b>about</b> what the members think or say about their project proposals.
<b>at</b>	<b>specific area/address</b>  <b>specific range</b>	Our office is situated <b>at</b> 3/F, Roxas St., Brgy. Maa, Davao City.  The Philippine economy grew <b>at</b> a sizzling pace in the second quarter of this year.
<b>beside</b>	<b>in addition to</b>	I have car payments to make <b>besides</b> the mortgage.
<b>besides</b>	<b>next to</b>	I feel giddy when I sit <b>beside</b> you.
<b>for</b>	<b>goal, reason, duration</b>	I have waited <b>for</b> two years.
<b>from</b>	<b>a starting point/ source</b>	We traveled <b>from</b> Davao City.
<b>In</b>	<b>Non-specific time, refers to land areas, marker</b>	I stay <b>in</b> Sto. Tomas.  Most people like surfing, but <b>in</b> my opinion, it is quite risky.
<b>despite</b>	<b>shows contrast; negative premise, positive outcome</b>	<b>Despite</b> the hardships, he emerged victorious.
<b>in spite of</b>	<b>shows contrast; positive premise, negative outcome</b>	<b>In spite of</b> his affluence, he ended up choosing the wrong decisions.

Select Prepositions, Conjunctions, and their Usage		
<b>on</b>	<b>Name of streets, roads, avenues, etc.</b>  <b>Concerning</b>	My house is <b>on</b> Zapote Street.  The best seller book I recently bought is an authority <b>on</b> authentic medicine.
<b>to</b>	<b>Direction</b>	I like going <b>to</b> the movies.
<b>until</b>	<b>up to (the point in time or the event mentioned).</b>	My friend is not joining our group <b>until</b> he gets approval of his parents
<b>with</b>	<b>possessing (something) as a feature or accompaniment.</b>	The procedure is in conformity <b>with</b> the given instructions.  Keeping up <b>with</b> the latest fashion is pocket draining.

Verbals are VERBS in FORM, but FUNCTION as other PARTS OF SPEECH

Kinds of Verbal		
<b>Gerund</b>	Acts as <b>noun</b>  Ends in <b>-ing</b>	<b>Reading</b> maketh a full man.  (Noun functions as subject)  <b>Note:</b> In SVA, gerund subjects are singular.  <b>Listening</b> to classical music <b>is</b> my favorite activity.

Kinds of Verbal		
<b>Participle</b>	Acts as an <b>adjective</b>  Ends in <b>-ing</b> or <b>participle form</b> (ex. seen, learned)	The <b>dancing</b> queen is my friend.  (dancing modifies the queen)  the <b>increasing</b> number of bullying in schools.  (increasing modifies number)
<b>Infinitive</b>	Most versatile as it could be used as <b>noun, adjectives, or adverbs</b>  <b>To + base form</b> (ex. To sing, to top)	<b>To top</b> the exam is my goal. (Noun acting as subject)  The time <b>to ponder</b> (Adjective modifying the noun "time")  I can't wait <b>to top</b> the exam. (Adverb modifying the verb "wait")

**Important Note:**  
**All gerunds in -ing**  
NOT all -ing words are gerund.  
Some are used as **participles (when modifying)** or **verbs (when used as progressive form of verb)**.

## LINGUISTICS

Key Fields	
<b>PHONETICS</b>	The study of a <b>SPEECH PRODUCTION</b>
<b>PHONOLOGY</b>	The study of <b>SPEECH SYSTEM</b>
<b>MORPHOLOGY</b>	The study of <b>WORD FORMATION/ CREATION</b>

Key Fields	
<b>SYNTAX</b>	The study of <b>ARRANGEMENT/ ORDERING</b> of words in sentence.  The linguistic notion that describes the <b>relationship between verb and nouns/noun phase.</b>
<b>SEMANTICS</b>	The study of the <b>MEANING</b> of words in the sentence
<b>PRAGMATICS</b>	Language in use and the <b>CONTEXT</b> in which it is used.
<b>GRAPHOPHONEMIC</b>	<b>SYMBOL SYSTEMS</b> of oral and <b>WRITTEN</b> and the relationship between them.  Ex. <b>Radio</b> misread as <b>radiator</b>

## PHONETICS AND PHONOLOGY

Key Terms		
<b>PHONEME</b>	The <b>smallest meaningful unit in sound</b>  <b>One phonemic difference:</b>  <b>Said - seed</b>	<b>Vowel or consonant</b>
<b>ALLOPHONES</b>	The <b>variation/ variant of the phoneme;</b> usually affected by its <b>location in the word</b>	<b>Pin and Spin</b> While both words use the <b>same consonant / p/, one is aspirated (pin) and the other one is not (spin)</b>  <b>Reminder:</b>  A <b>voiceless stop is aspirated</b> in the case of <b>pardon, appear, tinker, cradle</b>

<b>CONSONANTS</b>	A <b>stopped letter</b> defined by the way the <b>letter is formed in the oral and nasal cavity</b>	Note: <b>Voiced</b> if there is <b>vibration</b>  <b>Voiceless</b> if there is none/ <b>without vibration</b>
<b>DIGRAPHS</b>	A <b>consonant digraph</b> is a <b>two or three letter consonant combination</b> that represents a <b>new and different sound, different from its letters;</b> taken as <b>one phoneme</b>	ex. Sh - <b>sash</b> Ch - <b>teach</b> Th- <b>thing</b>  Note: <b>Identifying digraphs</b> in a word, he/ she can <b>easily read the word with ease.</b>
<b>DIPHTHONGS</b>	One side resembling a <b>glide (w);</b> combines <b>two vowel sounds</b>	<b>/aI/ - high</b> <b>/aU/- now</b> <b>/jI/ - boy</b>
<b>ONSET</b>	One or more <b>consonant sounds</b> that <b>precede the vowel</b> in a word.	ex. <b>BR- BRat</b> <b>TH - THink</b> <b>CR- CReam</b>  Note: <b>Not all words have onset</b> ex. <i>ice, i, age</i>
<b>RIME</b>	Letters <b>from the vowel to the end of the words</b>	ex. <b>AT- brat</b> <b>INK - think</b> <b>EAM -cream</b>
<b>VOWELS</b>	Speech sounds made simply by <b>shaping the oral cavity</b> to give the <b>sound a particular color or "timbre"</b>	Note: The <b>sound and the letter are not identical</b> in the English language.

### Branches of Phonetics

<b>ARTICULATORY</b>	The sound the <b>human produces</b>
<b>ACOUSTIC</b>	The <b>sound waves</b> traveling from sender to receiver

Branches of Phonetics	
<b>AUDITORY</b>	The sound <b>arriving at the receiver's end</b>

Suprasegmental Feature of Phoneme	
<b>Stress</b>	<p><b>Prosodic stress</b> used pragmatically to <b>emphasize (focus attention on) particular words or the ideas associated with them.</b></p> <p><u>Can change or clarify the meaning of a sentence.</u></p> <p>Ex. English <b>teacher</b> - the one who teaches English  <b>English</b> teacher - a teacher from England</p>
<b>Intonation</b>	The <b>rise and fall of voice in speaking.</b>
<b>Juncture</b>	<p>Manner of moving between <b>two successive syllables in speech</b></p> <p>Ex. <b>Ice cream</b> - I scream</p>

Key Terms		
<b>MORPHEME</b>	The <b>simplest unit</b> of an <b>idea</b>	
<b>FREE MORPHEME</b>	Morphemes that <b>can stand alone as words</b>	<p><b>Ex. Council (noun)</b></p> <p>not derived from any part of speech</p>
<b>BOUND MORPHEME</b>	<b>Cannot stand as words</b> ; can be <b>inflectional or derivational</b>	<i>-ion, -un, de-, -ation, etc.</i>

Key Terms		
<b>INFLECTIONAL MORPHEME</b>	<p>There are <b>EIGHT (8) INFLECTIONS</b> in the English language. <b>All presented as suffixes.</b></p>	<p><b>Noun (2)</b> gender and case (which means either singular or plural) <b>-s and -'s</b></p> <p>Ex. Plural - plurals  Shopper - shopper's</p> <p><b>Modifiers (2)</b> degree and intensity <b>-er and -est/ more and most</b></p> <p><b>Verb (4)</b> tense and number <b>-s, -ed, -en-ing</b></p>
<b>DERIVATIONAL MORPHEME</b>	<p>They form <b>different word, same lexeme (root word)</b></p> <p><b>Could be prefix, suffix, infix, circumfix</b></p>	<p>Ex.</p> <p>Act - Action (Verb to noun)</p> <p>True-untrue; Paint-repaint</p> <p>Prefix Epi in epigraph and epitaph</p>

Note: **Contraction- Shortened form of two words using apostrophe (').**

**Ex.** That + is = **That's**  
Will + not = **Won't**

Word Formation Processes		
<b>BACK FORMATION/ REVERSAL</b>	<b>REMOVING</b> what is <b>MISTAKEN</b> for an <b>AFFIX.</b>	<i>Edit from editor</i>
<b>BLENDING</b>	<b>COMBINING PARTS</b> of <b>TWO preexisting forms</b>	<p>British + Exit = <b>Brexit</b></p> <p>Smoke + Fog = <b>Smog</b></p> <p>Glob + Bob = <b>Glob</b></p> <p>Biological + Technology = <b>Biotech</b></p> <p><b>INFOMERCIAL</b></p>

Word Formation Processes		
<b>CLIPPING</b>	A <b>SHORTENED FORM</b> of a word	<p><b>Cab</b> from <i>Taxicab</i></p> <p><b>Photo</b> from <i>Photography</i></p> <p><b>Psycho</b> from <i>Psychotic</i></p> <p><b>Kinder</b> from <i>Kindergarten</i></p> <p><b>Aircon</b> from <i>Air conditioner</i></p> <p><b>Bra</b> from <i>Brassiere</i></p> <p><b>Fax</b> from <i>Facsimile</i></p>
<b>COINING/ ROOT CREATION</b>	A brand new word based on pre-existing morpheme	<p><b>Kodak</b> for camera</p> <p><b>Xerox</b> for photocopying</p>
<b>COMPOUNDING</b>	Putting together two morphemes to create a new word	<p><b>Open Compound Words</b></p> <p>ex. <i>Towel Rack</i> <i>Coffee Cup</i></p> <p><b>Closed Compound Words</b></p> <p>ex. <i>Everywhere</i></p> <p><b>Hyphenated Compound Words</b></p> <p>ex. <i>Short-term</i></p>
<b>CONVERSION</b>	Word belonging to one category can be converted to another category <u>without any changes to the word form</u>	<i>Outbreak</i> <i>Breakout</i>
<b>DERIVATION</b>	Addition of a derivational affix changing its syntactic category (part of speech)	<b>Beauty</b> ( <i>noun</i> ) to <b>beautify</b> ( <i>verb</i> )

Word Formation Processes		
<b>EPONYMY/ PROPER NOUN CREATION</b>	Name derived from <b>PROPER NOUN</b>	<p><b>Sandwich</b> from <i>Earl of Sandwich</i></p> <p><b>Hamburger</b> from <i>Hamburg</i></p>
<b>REDUPLICATION</b>	<p>A morpheme or part of morpheme is repeated to create a new word (<b>not common in the English language</b>)</p> <p>Note: <b>Not REPETITION</b> where words are only added for emphasis and no new word is made.</p> <p>ex. I am <b>very very</b> happy.</p>	

## SYNTAX

Structural Terminologies		
<b>CLAUSE</b>	<p>A clause is a group of words with a subject and predicate and is used as a part of the sentence.</p> <p><b>Independent Clause (Main/ Principal)</b></p> <p>Can stand on its own.</p> <p>Ex. She lives here.</p> <p><b>Dependent (Subordinate)</b></p> <p>Cannot stand on its own; needs to be attached to the independent clause.</p> <p>Because she lives here.</p>	
<b>SENTENCE</b>	A group of words that has a complete thought; an independent clause	
<b>FRAGMENT</b>	<p>A group of words that does not have a complete thought;</p> <p>An <u>incorrectly used dependent clause</u>.</p>	Before the rice fields were lush green.
<b>LINEAR DISLOCATION</b>	<p>Dislocation occurs when the subject be rearranged in either left or right dislocation</p>	<p><i>Nag-iigib ng tubig ang bata</i></p> <p><b>Fetching the water the child.</b></p>

Structural Terminologies		
<b>EXTRAPOSITION</b>	<b>Removing the dependent clause</b> in a statement	The lady <b>who won the case</b> is correct.  <i>The lady is correct <b>who won the case.</b></i>

Note: **All sentences are clauses.**  
**But not all clauses are sentences.**

VOICE OF THE SENTENCE		
<b>ACTIVE VOICE</b>	The <b>subject is the doer of the action.</b>	<i>He ruined his trust.</i>  <i>(Subject he does the verb "ruined")</i>
<b>PASSIVE VOICE</b>	The <b>subject received the action of the sentence.</b>	<i>His bizarre behavior was ridiculed.</i>

Note: **An indirect speech a quoted/ reported statement.**  
Ex. **Vince said he was studying English a lot at the moment.**

Syntactic Structures		
<b>PREDICATON</b>	<b>Subject + predicate</b>  note: the <b>subject is also termed</b> as the <u>referring expression</u> ex. A noun phrase	<b>The lady dances to the beat.</b>  <i>Subject: The lady</i>  <i>Predicate: Dances to the beat</i>
<b>COMPLEMENTATION</b>	<b>Verbal element + complement</b>  ex. Transitive verb + direct object	<i>Kicks the ball</i>  <i>Verbal element: kicks</i>  <i>complement : the ball</i>
<b>MODIFICATION</b>	<b>Head word + modifier</b>	<i>Young lady</i>  <i>Head word: lady</i>  <i>modifier: young</i>
<b>COORDINATION</b>	<b>Equivalent grammatical units</b>	<i>bread and butter</i>

## SEMANTICS

Note: **General Semantics** - a study of how we can use to **think** our ways of communication for better communication; could be used in **stopping war, decreasing prejudice, etc.**

Forms of Referent		
<b>COREFERENCE</b>	<b>Two linguistic expressions that refer to the same entity.</b>	
<b>ANAPHORA</b>	A linguistic expression where <b>the antecedent comes before the pronoun</b>	<i>My cousin, <b>Myrna</b>, decided that <b>she</b> would take a trip to Europe</i>
<b>CATAPHORA</b>	A linguistic expression where <b>the pronoun comes before the antecedent</b>	<i><b>He</b> will not allow to be played again. <b>Froilan</b> respects himself.</i>
<b>DEIXIS</b>	The meaning will <b>be based on spatial and temporal or</b>	The <b>direction of "left/right"</b> may vary <b>depending on where you are looking at.</b>

Forms of Ambiguity		
<b>ANTONYMY</b>	Words having <b>OPPOSITE MEANING</b>	
	<b>BINARY</b> Extreme opposites with <b>nothing in the middle</b>	ex. <b>Dead-Alive</b>
	<b>GRADABLE</b> Opposites that may have <b>level and have middle element</b>	ex. <b>Hot - cold (lukewarm. colder. hottest)</b>
	<b>CONVERSE</b> Opposites from <b>different perspectives</b>  <b>A is to B; B is to A</b>	ex. <b>Husband/ wife</b> <b>John is Jean's husband hence Jean is John's wife</b>  <b>Above/below</b> <b>The cup is above the table, so the table is below the cup</b>

Forms of Ambiguity		
<b>HYPONYMY / Inclusion</b>	A word of <b>MORE SPECIFIC MEANING</b> than a general or <b>SUPERORDINATE</b> term.	Ex. <b>Narra, molave, yakal</b> are hyponymy of the superordinate word <b>“tree”</b>
<b>POLYSEMY</b>	The <b>coexistence</b> of <b>MANY POSSIBLE MEANINGS</b> of a word or a phrase	Ex. <b>“set” “ear” “mole”</b>
<b>SYNONYNY</b>	Words having <b>SIMILAR MEANING</b>	Synonyms can have <b>similar meanings</b> but <b>not exactly the same.</b>

Same sounds and spelling		
<b>HOMONYMY</b>	<b>Same sound; similar or different meaning</b>	<b>Fair</b> (country event) <b>Fair</b> (reasonable)  <b>Pear</b> (fruit) <b>Pair</b> (couple)
<b>HOMOPHONE</b>	<b>Same sound; different spelling</b>	<b>Which</b> (to select) <b>Witch</b> (a sorceress)
<b>HOMOGRPAH</b>	<b>Same spelling; same or different sound</b>	<b>Lie</b> (untruth) <b>Lie</b> (lie down)
<b>HETERONYMY</b>	<b>same spelling; different sound</b>	<b>Tear</b> (in the eye) <b>Tear</b> (rip)  <b>Does</b> (an act) <b>Does</b> (plural of doe, a female deer)

## PRAGMATICS

Speech Act - An utterance	
<b>Locutionary Act</b>	What a <b>speaker SAYS/ of the text</b>
<b>Illocutionary Act</b>	What the <b>speaker DOES or means</b> in uttering a sentence/ <b>in the text</b>
<b>Perlocutionary Act</b>	what a <b>speaker DESIRES the LISTENER TO DO/ by the text; the impact of an utterance</b>

Performatives		
<b>Explicit Performatives</b>	Speech acts <b>containing a performative word.</b>  Note: <b>Do the “hereby” test.</b> If the <b>word can go with hereby</b> , it is a <b>performative word.</b>  It <b>commonly begins</b> with the <b>pronoun “I” as a subject.</b>	Ex. I <b>hereby warn</b> you to go out.  <b>Warn is a performative word</b> as it goes well with the word <i>hereby</i> .  However,  I <i>hereby dance</i> .  <b>Dance and hereby do not go along together</b> (awkward), hence <b>dance is not a performative word</b>
<b>Implicit/ Implied Performatives</b>	Speech acts <b>without a performative verb.</b> It has a tendency to be <b>interpreted in various means.</b>	Ex. <b>Will you go out?</b>  This <i>statement could mean a request or a question to be answered by yes or no.</i>

## Kinds of Illocutionary Force/Act

<b>Direct Illocutionary Force</b>	<b>Same intention and same syntactic form</b>  Example: <b>Intention is to command, sentence is a command/ imperative sentence</b>	<b>Give me a cup of blended coffee</b>  <b>Give me a glass of water</b>  <b>Buy me a pair of shoes</b>
<b>Indirect Illocutionary Force</b>	<b>Intention is different from its syntactic form</b>  Example: <b>Intention is a command but sentence is question form</b>	<b>Could you please go?</b>  ( <i>Command but in question form</i> )

## Cooperative Principles by Paul Grice

<b>Maxim of Quality</b>	Statement should be <b>truthful and based on sufficient evidence</b>
<b>Maxim of Quantity</b>	Statement should be <b>accurate; not more, no less.</b>
<b>Maxim of Manner</b>	Statement should be <b>stated in a clear fashion, not vague or ambiguous.</b>
<b>Maxim of Relation</b>	Statement should be <b>relevant to the subject.</b>

## PUNCTUATION MARKS

Correct Usage of Punctuation Marks		
<b>APOSTROPHE (')</b>	For <b>possessive cases</b>	<i>A shopper's delight</i>  <i>Shoppers' choice</i>
<b>COLON (:)</b>	To begin an <b>enumeration or a statement</b>	<i>Here is the bad news: the joke was on me.</i>
<b>COMMA (,)</b>	To <b>connect words, ideas, etc.</b>	<i>The country's rice shortage is at an alarming rate, much faster than projected.</i>
<b>DASH (—)</b>	For <b>emphasis and time lapse</b>	<i>I felt the need — the need to stop being looked down again</i>
<b>ELLIPSIS (...)</b>	To mark an <b>unfinished statement from an excerpt.</b>	<i>... and all I need is time.</i>
<b>PERIOD (.)</b>	To <b>clinch/put an end to a statement</b>	<i>Thank you.</i>
<b>SEMI-COLON (;)</b>	To <b>connect phrases, clauses, sentences, etc. (for longer group of words)</b>	<i>I will strive to top the exam; the stakes are high,</i>
<b>EXCLAMATORY POINT</b>	To <b>indicate interjection</b>	<i>I topped the LET!</i>

## WORD MEANING AND KEY VOCABULARY

Correct Usage of Punctuation Marks	
<b>Denotation</b>	The <b>dictionary meaning of a word.</b>  ex. <b>Racketeer</b> is a person who engages in dishonest and fraudulent business dealings.
<b>Connotation</b>	The <b>figurative or emotional association of a word</b>

Correct Usage of Punctuation Marks		
<b>Idiom</b>	Words that have <b>special meaning which are different from its actual meaning</b>	<b>Red letter day; sticks and stones</b>
<b>Collocation</b>	Words that <b>need to be paired/partnered together</b>	<b>Doing the dishes</b>  <b>Making a bed</b>  <b>Saving time</b>
<b>Archaic</b>	Words that were <b>once widely used</b> , but are <b>no longer part of the English language.</b>	<b>thy, thine thou</b>  <b>prithee</b> for please
<b>Slang</b>	A language variety used in <b>situations of extreme informality</b> ; usually with <u>rebellious undertone</u>	<b>"hook up"</b> for finding a sexual partner  <b>"goofed"</b> foolish, playing around
<b>Jargon</b>	<b>Specialist terms used by group</b> with <b>shared specialized interests</b> such as in a <b>certain profession</b>	<b>Meringue</b> for culinary  <b>C++</b> for IT  <b>Andragogy</b> for education
<b>Faulty</b>	An <b>incorrect or nonstandard word</b>	<b>Irregardless</b> for regardless

Other important Terms	
<b>Yaya</b>	<b>Nursemaid</b> ; as defined in the Oxford English Dictionary
<b>/f/ and /v/</b>	In the absence of sounds such as /f/ and /v/ in Philippine languages, <b>except in Ivatan and Ibanag</b> , Filipino learners are likely to use /p/ and /b/ as substitute sounds.
<b>Lechon, pancit, puto, kare-kare, leche flan, balut</b>	<i>Newly-added Filipino words in 2016 Oxford English Dictionary</i>

Other important Terms	
<b>Bed spacer</b>	Room for <b>someone who stays in a dormitory or shared room of a boarding house</b> without meals provided
<b>Bizjets</b>	<b>Business + Jets = Bizjets</b>  <i>a small airplane used for business</i>
<b>Chancing</b>	The <b>concept of “making a move” in the sexual context</b> is called <i>panananching</i> or “chancing”.
<b>Eat-All- You-Can</b>	It is the version of the all-you-can-eat buffet, which <b>offers unlimited food and drinks at a fixed time or price.</b>
<b>Salvage</b>	The word “ <b>salvage</b> ” gets a whole new meaning when <b>it was tied along the same lines like that of “murder” and is most often heard from the media regarding murder cases.</b>
<b>Double Deck</b>	the popular term for the <b>bunk bed</b>
<b>Live-in</b>	live-in or the state of an <b>unmarried couple living together</b>
<b>Comfort Room</b>	the term “ <b>restroom</b> ”, the comfort room (abbreviated as C. R.), <b>it is the prevailing room for the bathroom.</b>
<b>Boodle Fight</b>	to strengthen the camaraderie between participants, a boodle fight is a <b>gathering usually serving rice with viand or pancit in banana leaves and eaten using bare hands.</b>
<b>Vulcanizing Shop</b>	Filipino equivalent for the <b>automobile and tire repair shop.</b>
<b>Videoke</b>	outcome after combining <b>karaoke with video</b> and <i>was first introduced in the country in the 1990s.</i>
<b>Overpass</b>	A structure referring to a <b>bridge made from cement or steel that people can use to get to the other side of the street.</b> A way going <u>underground</u> is called an <u>underpass</u> .
<b>Universal Grammar</b>	<b>Cognitive Language</b>
<b>Story Line Sequences</b>	<b>Integral in teaching drama to students</b>

Kinds of Writing	
<b>Expository</b>	Writing in which author's purpose is <b>to inform or explain the subject to the reader.</b>
<b>Descriptive</b>	A type of expository writing that <b>uses the five senses to paint a picture for the reader</b>

Kinds of Writing	
<b>Persuasive</b>	Writing that <b>states the opinion of the writer and attempts to influence the reader.</b>
<b>Narrative</b>	Writing in which the <b>author tells a story</b>

## JOURNALISM

Key Terms		
<b>News writing</b>	<b>30 or # sign</b>	A <b>symbol placed below</b> a <i>campus paper article</i>
	<b>Inverted Pyramid</b>	The <b>style commonly used in writing</b> where it <i>begins with the most newsworthy info.</i>
<b>News lead</b>	<b>What</b>	Focuses on the <b>topic</b>
	<b>When</b>	Focuses on the <b>date of the event</b>
	<b>Where</b>	Focuses on the <b>setting/ location of the event</b>
	<b>Who</b>	Focuses on the <b>key players of the story</b>
<b>Photo journalism</b>	<b>Short and pithy sentences</b>	<i>One point to remember in photo captioning</i>
<b>Editorial cartooning</b>	<b>Familiar symbolisms</b>  Such as Salakot of Juan dela Cruz for Filipinos; crocodile for corrupt politicians	<b>Symbolisms are what define an editorial cartoon</b>  Note: <u>An editorial drawing must NOT be abstract.</u>

Key Terms		
Editorial	Appreciation	pays tribute to a person or organization that has performed some worthwhile projects or deeds, or accomplishments
	Criticism	points out the good or the bad features of a problem or situation mentioned in the news. Its purpose is to influence the reader. It suggests a solution at the end,
	Entertainment	evokes a smile, a chuckle, laughter, while suggesting truth. It is usually short
	Interpretation	significance or meaning of a news event, current idea, condition, or situation, theory, or hypothesis. The writer doesn't argue nor criticize, but merely presents both sides of an issue and leaves the judgment to the reader.
Copy reading	<b>Accuracy, correctness, grammar, spelling, etc.</b>  <b>Gist</b> - NOT included; task of editor	
School Publication Management	Editor-in-chief	The one in-charge with the publication
Parts of the Paper	Mast head	Also called "nameplate" or name of paper in the UK.
	Desk	A group of journalists - editors.

Key Terms		
Media Forms	Hypelocal	Alternative point of view to traditional media
Invasion of Privacy  Defense:  <b>Newsworthiness for the General Welfare</b>	Public Disclosure of Private and Embarrassing Facts	"Too private/sensitive information Such as scandals
	Intrusion	"Illegal/unauthorized use of apparatus to record"
	Misappropriation	"Unlawful/unauthorized use of names for promotion"
	Spread of Falsehood	"Fake news"

## Literature

Understatement	-intentionally make a situation seem less important than it really is.
Euphemism	-indirect expression substituted for one considered to be harsh.
Pulitzer prize	-an award for an achievement in American journalism, literature or music.
Tony Awards	-for Stage Play
Academy Awards	-for Screenplay/Film Script
Nobel and Booker Prize	-for books
Scansion	-marking the stresses in a poem, and working out the meter from the distribution of stresses.
Metrical analysis	-organizing lines of a poem into feet of stressed and unstressed syllables.
Pastiche	-imitation of style
Minimalism	-economy with words and a focus on surface description
Maximalism	-lengthy; <u>more is more</u>
Panchatantra	-Fables to entertain Indian Princes

Sonnet 29	First line speaks of the person talking about his <b>CURRENT DEPRESSION caused by his OUTCAST STATE.</b> "Ashamed to face the world."
Genre of the literary work	-raises certain <b>expectations</b> in what <i>the reader anticipates will happen within the work</i>
"amor con amor se paga"	Love is repaid by love/ Love begets love.
Decameron	A sexual libertinism that <b>seeks to revive the great pleasures of Ancient Rome</b>
Sonnet 116	Love does not change to youthful looks may
Epigram	<b>short, witty statement</b> that <i>typically offers a surprising or satirical perspective on a topic</i>
Devil's eye	-malevolent glare
Anachronism	<b>juxtaposition</b> of persons, events, objects, or customs from different periods of time
Pun	<b>humorous use of a word</b>
Allegory	<b>reveals a hidden meaning</b> , typically a moral or political one
Epilogue	<b>words/sentence found in the last part of the book</b> which <i>gives additional information about the piece</i>
Daffodils by William Wordsworth	Relevant Themes: <b>Happiness</b> – "Fluttering and dancing in the breeze." <b>Man and the Natural World</b> – "They stretched in never-ending line along the margin of bay." <b>Loneliness</b> – "I wander'd lonely as a cloud"
Bird in the bush	Illusion
Live in clover	Great comfort or luxury
Shakespeare (English)	ABAB-CDCD-EFEF-GG
Othello	Tragedy of Jealousy
Romeo and Juliet	Tragedy of Love
Hamlet	Tragedy of Revenge
Macbeth	Tragedy of Ambition

Tanka	<b>5/7/5/7/7 syllable count form or 2/3/2/3/3</b>
Hokku (Haiku)	Japanese verse form <b>most often composed, in English versions, of three unrhymed lines of five, seven, and five syllables</b>
Choka	consisting of <b>alternating lines of five and seven syllables and ending with an extra line of seven syllables.</b>
Renga	<b>Collaborative poetry</b> ; The first stanza has <b>three lines. The first line is 5 syllables, the second is 7 and the third is 5.</b> The second stanza is two lines long, both are <b>7 syllables each.</b>
Historical Present	-describing <b>past events using the present tense</b>
Equivocation	type of <b>ambiguity that stems from a phrase having two distinct meanings</b> , not from the grammar or structure of the sentence <b>-present in Shakespeare's MACBETH</b>
Senryu	<b>Haiku with attitude</b>
Annotation	A <b>note</b> by way of explanation or comment <b>added to a text or diagram</b>
Juxtaposition	<b>two things being seen or placed close together with contrasting effect</b>
Pathos	persuade an audience by <b>appealing to their emotions</b>
Bathos	<b>Insincere or overdone pathos</b>
Ethos	to convince an audience of the <b>author's credibility or character</b>
Logos	<b>appeal to logic</b> , means to convince an audience by <b>use of logic or reason</b>
Half Rhyme	<b>imperfect rhyme or slant rhyme</b>
Wuthering heights	Love is destructive
Trickster	<b>Mischievous mythical character</b>
Chinese Drama	<b>Wu (witches), Chi (Wizards)</b>

African Literature	Repetitive and parallel
Japanese Poetry	Short and concise
Chinese Poetry	<ul style="list-style-type: none"> <li>a. Lucidity</li> <li>b. Brevity</li> <li>c. Subtlety</li> <li>d. Suggestiveness or understatement</li> <li>e. Appeal to intellect, emotion, and calligraphy</li> </ul>
Complication	-intensification of the conflict
Pride and Prejudice - Mrs. Bennet is so determined to arrange good marriage for her five daughters	Because the law dictates that only a son can inherit the Bennet family fortune
Features of Haiku	<p>Features of Haiku</p> <ul style="list-style-type: none"> <li>• It contains <b>three lines</b>.</li> <li>• It has <b>five (syllables) in the first line, seven in the second, and five in the last line</b>.</li> <li>• It contains <b>17 syllables in total</b>.</li> <li>• A Haiku poem <b>DOES NOT rhyme</b>.</li> <li>• Haiku poems frequently <b>have a <i>kigo</i>, or seasonal reference</b>.</li> <li>• Haiku poems are <b>usually about nature or natural phenomena</b>.</li> <li>• The poem has <b>two juxtaposed subjects</b> that are divided into <b>two contrasting parts</b>.</li> <li>• In English, this division <b>between two parts can be shown by a colon or a dash</b>.</li> </ul>
Kireji (cutting word)	<ul style="list-style-type: none"> <li>• term for a <b>special category of words</b> used in certain types of <i>Japanese traditional poetry</i>.</li> <li>• It is regarded as a <b>requirement in traditional haiku, as well as in the hokku</b></li> </ul>
Romanticism	-nature, imagination, individuality
Mood (Atmosphere)	-overriding feeling of a work
Monkey's Paw	-desire and greed
Sublime Paralytic	Figurative

Basho's Traveler Poem	"The Narrow Road to the Deep North" is a fearsome 17th-century poetry collection and an illuminating travelogue, inspired by Basho's journeys through Japan as he delved into <i>Zen in search of spiritual peace</i> .
Malakas and Maganda	Creation Myth
Divine Comedy	The work explores ideas to the afterlife in medieval Christian belief Paradiso, Purgatorio, Inferno
Tinkle, Tinkle	Onomatopoeia
Creative Speech	-student tells the story in his/her words
Declamation	-emotional appeal
Dante's main predicament	Wild beasts eat him.
Music	-integral part of Chinese Drama
Parody	Nymphs Reply to the Passionate Shepherd
Prickly heat	Bungang Araw
Tagore's Poem	Lyric

## Teaching Macroskills

### LISTENING

Listening comprehension skills or Enabling skills	
Listening for detail	listening for <b>specific information</b>
Listening for gist	listening to get only the <b>main and most important ideas</b>
Drawing inferences	listening to <b>fill in gaps and draw conclusions</b> from the message uttered
Listening selectively	listening only to <b>specific parts</b> of the input
Making predictions	listening to <b>create anticipations</b> before and while listening

### Types of Listening

Appreciative	listening for <b>enjoyment</b> (listening to music)
Informative	listen to <b>learn something</b>
Critical	the goal is to <b>evaluate or scrutinize what is being said</b>
Therapeutic	Listen to <b>support others</b> but not to judge them

## SPEAKING

Linguistic Interference	applying knowledge from their native language to a second language.
The Intercultural Speaker	who is allowed to retain his or her social, linguistic, and cultural baggage and isn't required to imitate the native speaker.
Intelligibility	is whether an utterance is understood by an interlocutor
Comprehensibility	is a listener's perception of how easy or difficult second-language speech is to understand
Accent	is how different the phonology of an individual's speech is from that of the listener

### Stages in a Speaking Lesson

Presentation stage (Pre-activity Phase)	<ul style="list-style-type: none"> <li>•Teacher: informant</li> <li>•Students listen and try to understand</li> </ul>
Practice stage (While or Main Activity/ Speaking Activity)	<ul style="list-style-type: none"> <li>•Teacher: monitor or facilitator</li> <li>•Students do most of the talking</li> <li>•Meaningful, authentic, and memorable practice</li> </ul>
Production stage	<ul style="list-style-type: none"> <li>•Teacher: manager, guide, adviser</li> <li>•Students use the language for themselves</li> <li>•Free use of language (free expression is more important than mistakes)</li> </ul>

The main components of communication process are as follows:

Context	In which communication takes place. This context may be physical, social, chronological or cultural.
Sender / Encoder	a person who sends the message. A sender makes use of symbols (words or graphic or visual aids) to convey the message.
Message	is a key idea that the sender wants to communicate. It is a sign that elicits the response of recipient.

Medium	is a means used to exchange / transmit the message.
Recipient/Decoder	is a person for whom the message is intended / aimed / targeted.
Feedback	the main component of communication process as it permits the sender to analyze the efficacy of the message.

The different categories of communication include:

Spoken or Verbal Communication	includes face-to-face, telephone, radio or television and other media
Non-Verbal Communication	covering body language, gestures, how we dress or act, where we stand, and even our scent
Written Communication	This includes letters, e-mails, social media, books, magazines, the Internet
Visualizations	graphs and charts, maps, logos

## READING

Schema Theory	states that all knowledge is organized into units. Within these units of knowledge, or schemata, is stored information. A schema, then, is a generalized description or a conceptual system for understanding knowledge-how knowledge is represented and how it is used
Comprehension monitoring	is the ability to accurately assess one's own comprehension
Goals of Teaching Reading	<ul style="list-style-type: none"> <li>•Schema Activation</li> <li>•Vocabulary Development</li> <li>•Reading Comprehension</li> <li>•Understanding text organization</li> <li>•Application</li> </ul>
Reading Process	<ul style="list-style-type: none"> <li>• Prereading</li> <li>• Reading</li> <li>• Responding</li> <li>• Exploring</li> <li>• Applying/Extending</li> </ul>
Reading Stages	
PRE-READING STRATEGIES	-to PREPARE LEARNERS for the text they are going to read -to activate students' SCHEMATA and PREVIOUS KNOWLEDGE about the topic.

<b>WHILE-READING STRATEGIES</b>	-to actually <b>READ</b> the <b>TEXT</b> and <b>DECODE</b> the <b>MESSAGE</b> being conveyed -to provide them with the <b>APPROPRIATE STRATEGIES</b> to develop their reading skills
<b>POST-READING STRATEGIES</b>	to <b>REACT</b> to the <b>TEXT</b> they have just read
<b>Reading Strategies</b>	
<b>SPAWN Strategy</b> to examine complex issues while thinking critically about a reading selection:	<b>S- Special Powers</b> <b>P- Problem Solving</b> <b>A-Alternative viewpoints</b> <b>W- What if</b> <b>N- Next</b>
<b>Clines</b>	are <b>gradients used to help learners refine their knowledge of words</b> describing a similar attribute, or shades of meaning. <i>(e.g. Chilly - cold – freezing, Flat - shallow - deep – fathomless)</i>
<b>Strategies in Reading Comprehension</b>	
<b>DRTA- Directed Reading Thinking Activity</b>	<b>comprehension through predicting the text</b>
<b>SQ3R- Survey, Question, Read, Retrieve, and Review</b>	<b>A Reading Comprehension Method</b>
<b>SQ4R</b>	<b>Survey, Question, Read, Retrieve, Relate, and Review</b>
<b>IRI- Informal Reading Inventory</b>	<b>determine students' needs</b>
<b>Skimming</b>	means <b>looking at a text or chapter quickly</b> in order to have a general idea of the contents.
<b>Scanning</b>	means <b>looking at a text to find some particular information</b>

### The Three Tiers of Vocabulary Development

<b>Tier 1</b>	-consists of <b>the most basic words—rarely require direct instruction and typically do not have multiple meanings</b> - <i>Sight words, nouns, verbs, adjectives, and early reading words</i> -Examples: <b>book, girl, sad, run, dog, and orange.</b>
<b>Tier 2</b>	-consists of <b>high frequency words that occur across a variety of domains, words occur often in adult conversations and literature</b> -the most important words for <b>direct instruction because they are good indicators of a student's progress through school.</b> -Examples: <b>masterpiece, fortunate, industrious, measure, and benevolent.</b>

<b>Tier 3</b>	- <b>low-frequency words that occur in specific domains—subjects in school, hobbies, occupations, geographic regions, technology, weather, etc.</b> -Examples: <b>economics, isotope, asphalt, Revolutionary War, and, crepe.</b>
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### Types of Reading Activity

- **Shared reading** – the teacher models the strategies and skills of a proficient reader

Steps of Shared Reading in Content Literacy

1. **Introduce the story** by discussing the title, cover, and author/illustrator. **Ask the students to make predictions** about the story.
  2. **Read the story aloud** to the students. **Pause and ask the students to make predictions. Ask brief questions** to determine students' comprehension level.
  3. **Conclude the reading by reserving time for reactions and comments. Ask questions about the story and relate the story to the students' similar experiences. Ask the children to retell the story in their own words.**
  4. **Re-read the story and/or allow time for independent reading.**
  5. **Conduct follow-up activities such as making crafts related to the story.**
  - 6.
- **Guided** – involves a teacher working with **small group of students who demonstrate similar reading behaviors**
  - **Buddy - paired reading**
  - **Choral reading** – a student or group of students read the story together, with or without the teacher

### Types of Reading Comprehension Skills

<b>Literal Reading</b>  <i>Read the lines:</i> <b>recall information stated directly and explicitly in the text.</b>	<ul style="list-style-type: none"> <li>• <b>Factual</b> (<i>Recall Character, Setting, or Time Details, action, event, list sequence</i>)</li> <li>• <b>answers found directly in the text or by information readily available in outside sources</b></li> </ul>
<b>Inferential/ Interpretive Reading</b>  <i>Read between the lines:</i> <b>interpret information implied in the text</b>	<ul style="list-style-type: none"> <li>• <b>Inferential</b>—answers to these questions may be <b>implied</b> (<i>address motive of author or a character</i>)</li> <li>• <b>found by following patterns and seeing relationships among parts of the text</b></li> <li>• <i>interpret theme, main idea, summarize</i></li> </ul>

<p><b>Critical/Evaluative Reading (Global)</b></p> <p><i>Read behind and beyond the lines: evaluate information based on personal knowledge and experiences.</i></p>	<ul style="list-style-type: none"> <li>• <b>Connecting</b>--answers to these questions emphasize the <b>"So what?" of the text</b></li> <li>• <b>link text to prior knowledge, other texts, or human experiences in life</b></li> <li>• Giving an <i>opinion</i> about character, events, realistic</li> <li>• <u>Author's decision, Point of View</u></li> </ul>
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## WRITING

<b>Abridgment</b>	a book, play, or <b>piece of writing that has been made shorter</b> by removing some details or less important information
<b>Summary</b>	a short, clear description that <b>gives the main facts or ideas about something</b>
<b>Brief</b>	formal document a <b>lawyer uses both to convince a court that the client's argument is sound</b> and to persuade a court to adopt that position
<b>Critique</b>	a detailed <b>analysis and assessment of something</b> , especially a literary, philosophical, or political theory

## Types of Discourse

<b>Argument:</b>	to <b>convince an audience</b> that the writer or speaker is correct, using evidence and reason
<b>Narration:</b>	<b>tells a story</b> , often with <i>emotion and empathy</i> involved.
<b>Description:</b>	relies on the <u>five senses</u> to help <b>the audience visualize something</b> .
<b>Exposition:</b>	<b>inform the audience of something</b> with relatively neutral language, i.e., <u>it's not meant to persuade or evoke emotion</u> .

## Steps in Summarizing

1. **Start by skimming the text** to get an idea of what the text is about.
2. **Cross out sentences that are not necessary** or that are redundant to help them pull out what is crucial to the message of the piece.
3. **Mark key words and phrases and jot down notes about the main idea.** Instruct students to look for signal words such as therefore, in conclusion, or in summary.
4. **Have them verbally summarize the nonfiction piece to a peer.**
5. Then, **have them reread the text and write a summary paragraph.** In the summary, students should state the text's main idea in the first sentence and include the most important information.

## VIEWING

<b>Viewing Comprehension</b>	refers to the <b>ability of the participants to perceive meaning from visual presentations</b> with levels <i>literal, reorganizational, inferential, evaluation and appreciation</i> comprehension
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## Preparation & Evaluation of Instructional Materials

### Points to remember in adapting materials:

1. **Techniques are selected** according to the aspect of the material that needs alteration
2. **Content can be adapted using a range of techniques** (single content technique can be applied to different content area)
3. It can have **both quantitative and qualitative effects**
4. **Techniques can be used individually** or in combination with others.

<b>Modifying content</b>	-refers to the <b>internal change</b> in the approach or focus of an exercise - <b>Re-writing</b> is done when some <i>linguistic content</i> needs modification for the materials to be 'more communicative'. - <b>Re-structuring</b> applies to classroom management
<b>Modifying tasks</b>	<b>Exercises and activities</b> may need to be changed to give them additional focus
<b>Adding or deleting content</b>	The book may <b>contain too much or too little for the program</b>
<b>Reorganizing content</b>	A teacher may decide to <b>reorganize the syllabus of the book, and arrange the units</b> in what she considers a more suitable order
<b>Addressing omissions</b>	The text may omit items that the teacher feels are important. For example a teacher may <b>add vocabulary activities or grammar activities to a unit</b>
<b>Extending tasks</b>	Exercises may contain insufficient practice, and <b>additional practice tasks</b> may need to be added.
<b>Deleting</b>	- <b>Subtracting</b> means <b>reducing the amount of the material</b> - <b>Abridging</b> happens when the materials is <b>not only subtracted but is replaced with something else</b> that does not alter the balance of the lesson or the material.

## Pedagogy

<b>Peer Counseling</b>	is a <b>special program focusing on peers helping peers</b> . <i>Peer counselor is to mediate problems between students by helping them to find their answers</i>
<b>Peer Assisted Learning (PAL)</b>	<b>provides opportunity to refresh their subject knowledge to develop employability</b> skills such as <i>leadership, facilitation, project management, communication and inter-personal skills</i>
<b>Peer assessment</b>	is an <b>educational activity</b> in which <i>students judge the performance of their peers</i>
<b>Peer Monitoring</b>	help a less experienced person achieve their goals by <b>being receiving assistance and guidance from a more experienced person</b>

### Strategies in Language Teaching

<b>Snowball Toss</b>	a <b>Quick Write or Quick Draw</b> , then <i>students crumple their paper, throw and read so that they can stay rooted in one place</i>
<b>Quaker reading</b>	<b>meeting of students</b> to share responses to a piece of literature
<b>Hot Seat</b>	basically <b>take on the role of a character from that book</b> , then <i>they would take on questions from their peers</i>
<b>Think-Pair-Share</b>	Teacher <b>poses a question to the group</b> , and each student has a <b>minute or two to think about the question</b> , then <i>discuss it to someone and to the whole class</i>
<b>Round Robin</b>	Students are <b>sitting with groups</b> , and the teacher asks them a <b>question where each student in a group take turns</b> in answering to <i>come up with an answer that they all agree on</i>
<b>Tea Party</b>	Students form <b>two circles facing each other where they are given a question</b> and they are to <i>discuss it with the student they are facing</i>
<b>Carousel</b>	Students are <b>broken into groups</b> and the teacher places <b>chart paper around the room</b> with <i>different questions each group has to answer in rotation.</i>

### Methods in Language Teaching

<b>Grammar Translation Method (Classical Method) - GTM</b>	- <b>Grammar provides rules;</b> instruction focuses on <b>form</b> -Drills from Target Language to <b>Mother Tongue</b> - <b>Little or no attention on pronunciation</b>
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<b>Direct Method (Natural Approach) – DM</b>	<b>exclusively in the Target Language</b> , grammar is <b>taught inductively, modeling and practice</b> -Emphasis on <b>correct pronunciation and grammar</b>
<b>Audio-lingual Method— ALM</b>	- <b>mimicry, memorization, and over-learning, repetitive drills.</b> - <b>Little or no grammatical explanation;</b> grammar is taught <u>inductively rather than deductively</u> -Great importance attached to <b>pronunciation; produce error-free utterances</b>
<b>Cognitive Code Learning – CCL</b>	- <b>Chomskyan Revolutionists</b> -A reaction towards the <b>behavioristic practices of the ALM</b> , <i>more deductive rule learning</i> -emphasized a <b>conscious awareness of rules</b>
<b>Community Language Learning – CLL</b>	-in a <b>circle with the counselor on the outside who translates the message into the target</b> (counselor aids the clients from dependence to independence) Conversation is taped and learners inductively attempt together; <b>therapy like</b>
<b>Suggestopedia - S</b>	- <b>Georgi Lozanov</b> -Being <b>suggestible;</b> <i>state of relaxation</i> (Use of <b>Baroque music</b> and <b>provision of comfortable seats</b> ) - <i>Giving over teacher control</i>
<b>Silent Way - SW</b>	- <b>Caleb Gattegno</b> - <b>Humanistic approach/discovery learning</b> - <b>Learners</b> should develop <b>independence, autonomy, and responsibility</b> -accompanying physical objects facilitated by problem solving and materials ( <i>Cuisenaire rods, colourful wall charts</i> )
<b>Total Physical Response-TPR</b>	- <b>James Asher</b> -Children listen a lot than speak accompanied by <b>physical response</b> -The instructor is the <b>director and the students are the actors</b> ( <i>utilization of imperative mood</i> )
<b>Natural Approach - NA</b>	- <b>Stephen Krashen</b> , yet <b>developed by Tracy Terrell</b> -Learners should be <b>relaxed, goal of basic personal communication skills</b> and everyday language situations, emphasizes the <b>'silent period' (listening only) until children feel ready to speak.</b>

<b>Communicative Language Teaching (CLT)</b>	-focused on all the components of <b>communicative competence (use of language for meaningful purposes)</b> - <b>Fluency and accuracy</b> are complementary, students focus on their own learning process, teacher as facilitator - <b>Learner-centered teaching, cooperative learning, interactive learning, whole language education, content-centered education, task-based learning</b>
<b>Situational Language Teaching (Oral Approach)-SLT</b>	- <b>Speech, structures and a focus on a set of basic vocabulary items</b> (structures on situations) - <b>Repetition, habit formation, mistakes are BANNED.</b> -produce <b>accurate pronunciation and use of grammar</b> , to respond quickly and accurately in speech situations -pronunciation-> revision (to prepare for new work if necessary)-> presentation of new structure or vocabulary-> oral practice (drilling)-> reading of material on the new structure, or written exercises

#### WAIVE

<b>WELCOMING</b>	examined the role of language in fostering a <b>welcoming and positive environment</b>
<b>ACCOMMODATING</b>	teachers need strategies to help them <b>overcome anxiety, resentment, and resignation in working with students in foreign language classes</b> (emphasis on language learning)
<b>INVIGORATING</b>	Teaching rests on relationships whether face to face or through online communication. <b>Enthusiasm of the presenter</b> adds to participant engagement.
<b>VALUING</b>	the internationalization of English will lead individuals <b>engaged in cross-cultural teaching</b> to value each situation uniquely
<b>EVALUATING</b>	teachers want to <b>try new methods</b> if the result will <b>decrease the test scores</b>

## English for Specific Purposes

ESP is designed to meet specific needs of the learners.

#### Absolute Characteristics

1. ESP is defined to **meet specific needs of the learners**

2. ESP makes use of **underlying methodology and activities of the discipline it serves**

3. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

<b>Graded Readers</b>	are <b>books of various genres</b> that are <b>specially created for learners of foreign languages.</b> They may be <i>simplified versions of existing works, original stories or books that are factual in nature.</i>
<b>Lesson Exemplar</b>	<b>inquiry-based investigations</b> that provide teachers with a way of <i>teaching and assessing science-process and communication skills</i>
<b>Course Outline</b>	<b>summary of main points of a text, lecture, or course of study</b>
<b>Subject Framework</b>	<b>organized plan or set of standards or learning outcomes</b> that <i>defines the content to be learned</i>
<b>Unit Plan</b>	<b>concepts and learning goals</b> that are <i>taught over a period of time</i>

List of some commonly used activities in an ESP program:

<b>Role play and Simulation</b>	Students <b>assume a different role or a role</b> that is present in their future work area.
<b>Case studies</b>	It involves <b>studying the facts of a real-life case, discussing the issues involved, and coming up with a decision or plan</b> (common for business, medicine, law)
<b>Project work</b>	students are <b>expected to construct manuals</b> , which explain <b>how it works and/or discuss how their project was made</b> (engineering)
<b>Oral presentations</b>	students <b>may present or even defend a particular product or issue.</b>

#### Types of Syllabus (Reilley)

<b>Structural (formal) Syllabus</b>	-Focuses on <b>forms and structures of language</b> , i.e. grammar -Examples include nouns, verbs, adjectives, statements, questions, subordinate clauses, and so on.
<b>Notional/functional syllabus</b>	-focused on <b>various language functions</b> that are performed when language is used, or of <b>the notions that a language is used to express</b> -Examples of the functions includes: informing, agreeing, apologizing, requesting; examples of notions includes age, size, color, comparison, time, and so on

<b>Situational syllabus</b>	-collection of <b>real or imaginary situations in which language occurs or is used.</b> -Examples of the situations include: seeing the dentist, complaining to the landlord, buying a book, meeting a new student, and so on.
<b>Skill-based syllabus</b>	-a collection of <b>specific abilities that may play a part using language.</b> -Skill-based syllabi group linguistic competencies ( <b>pronunciation, vocabulary, grammar, and discourse</b> ) together into generalized types of behavior, such as listening to spoken language for main idea, writing well-formed paragraphs, giving effective oral presentations, and so on.
<b>Task-based syllabus</b>	-series of complex and purposeful tasks that the student wants or need to perform with the language they are learning. <b>-tasks that the learners actually have to perform in real life.</b> Examples include: Applying for a job, talking with a social worker, getting housing information over the telephone, and so on.
<b>Content-based syllabus</b>	<b>-to teach some content or information using the language</b> that the students are also learning. -An example is a science class taught in the language the students need or want to learn, possibly with linguistic adjustment to make science more comprehensible.

#### Approaches to Course Design

Skill-centered	involves certain <b>skills and strategies, which the learner uses</b> in order to produce or comprehend discourse
Learning-centered	learning is totally <b>determined by the learner</b> (what the learners do not know or already knows about the language)
Language-centered	the <b>nature of the target situation</b> performance determines ESP course

## Curriculum

#### Salient Features of K to 12 Curriculum in Basic Education

- **Strengthening Early Childhood Education (Universal Kindergarten)**
- **Making the Curriculum Relevant to Learners (Contextualization and Enhancement)**- Examples, activities, songs, poems, stories, and illustrations are based on local culture, history, and reality.
- **Building Skill (Mother Tongue-Based Multilingual Education)**

- **Ensuring Unified and Seamless Learning (Spiral Progression)**
- **Gearing Up for the Future (Senior High School)**
- **Nurturing the Fully Developed Filipino (College and Livelihood Readiness, 21st Century Skills)**

#### Communicative Competence

<b>Grammatical/ Linguistic Competence</b>	the acquisition of <b>phonological rules, morphological words, syntactic rules, semantic rules and lexical items.</b>
<b>Sociolinguistic Competence</b>	learning of <b>pragmatic aspect of various speech acts, namely, the cultural values, norms, and other sociocultural conventions in social contexts.</b>
<b>Discourse Competence</b>	is the knowledge of rules regarding the <b>cohesion (grammatical links) and coherence (appropriate combination of communicative actions) of various types of discourse (oral and written).</b>
<b>Strategic Competence</b>	is to <b>DO with the knowledge of verbal and non-verbal strategies to compensate for breakdown such as self-correction.</b>

The curriculum shall use **pedagogical approaches** that are constructivist, inquiry-based, reflective, collaborative and integrative;

## Language & Literature

### Assessment

<b>Discrete-Point Testing</b>	works on the assumption that <b>language can be reduced to several discrete component "points"</b> and that these "points" can be assessed. Examples: multiple choice, true/false, fill in the blank, and spelling.
<b>Integrative Language Testing Methods</b>	-based on the unitary trait hypothesis, which states that <b>language is indivisible.</b> - <b>Cloze test</b> involves taking an authentic reading passage and <b>removing words from it.</b> - <b>Dictation</b> is simply <b>writing down what was heard.</b> This also requires the use of several language skills simultaneously in a realistic context.

<b>Washback</b>	-the way that <b>tests affect the classroom teaching</b> - <b>Positive washback</b> refers to <b>expected test effects</b> . For example, a test may encourage students to study more or may promote a connection between standards and instruction. <b>Negative washback</b> refers to the <b>unexpected, harmful consequences of a test</b> .
<b>Diagnostic assess-ments</b>	are used to assess specific skills or components of reading such as <b>phonemic awareness, phonics skills, and fluency</b> . The results of diagnostic assessments inform instruction and intervention.
<b>Drilling</b>	was a key feature of audio-lingual method approaches to language teaching, which <b>placed emphasis on repeating structural patterns through oral practice</b> . It means listening to a model, provided by the teacher, or a tape or another student and repeating what is heard

#### Language Testing

<b>ESSAY-TRANSLATION APPROACH</b>	consist of <b>essay writing, translation and grammatical analysis</b> .
<b>STRUCTURALIST APPROACH</b>	-views that language learning is chiefly concerned with <b>systematic acquisition of a set of habits</b> . -Testing the <b>skills of listening, speaking, reading and writing is separate from another as much as possible</b> .
<b>INTEGRATIVE APPROACH</b>	-involves the <b>testing of language in context and is thus concerned primarily with meaning</b> and the total communicative effect of discourse. -The use of cloze test, dictation, oral interview, translation and essay writing are included in many integrative tests.
<b>COMMUNICATIVE APPROACH</b>	-are concerned primarily with <b>how language is used in communication</b> . Language use is often emphasized to the <b>exclusion of language usage</b> . -The test content should totally be <b>relevant for a particular group of examinees</b> and the tasks set should relate to real-life situation.

#### Functions of Language Tests

<b>In learning</b>	used to measure students' ability, to discover how much they have been learning, <b>to diagnose student's strengths and weaknesses and to motivate students in learning</b> .
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<b>In teaching</b>	means to ensure effective teaching, to improve teaching quality <b>to obtain feedback on student learning</b>
<b>In research</b>	potentially important role in all basic and applied research related to the nature of <b>language proficiency, language processing, language acquisition, language attrition and language teaching</b> .

#### Steps in writing a Literature Test

1. Identify the context
2. Plan for the test
3. Select texts (seen text vs. unseen text)
4. Group skills
5. Match texts to task
6. Write test items
7. Clarify marking criteria

#### What are included in the literary learning process?

- Description
- Discrimination
- Relation
- Interpretation
- Generalization
- Evaluation
- Valuing
- Creation

## Remedial Instruction

**A REMEDIAL PROGRAM** primarily helps students address language skills deficit by helping them acquire self-confidence to face their own weakness and overcome these through the acquisition of self-help strategies.

<b>Acquired Dyslexia</b>	<i>reading ability</i> as a result of brain damage
<b>Aphasia</b>	<b>production or comprehension of speech</b> and the ability to read or write
<b>Jargon Aphasia</b>	<b>individual's speech is incomprehensible, but appears to make sense to the individual</b> .
<b>Anomia</b>	a frequent finding among patients in the early stages of Alzheimer's disease. The <b>high number of Tip-of-the-Tongue (TOT)</b> answers in DAT found in relation to few spontaneously named items shows that post-semantic deficits

#### Intervention Elements

<b>Non-negotiable</b>	they must be <b>completed exactly as designed</b>
<b>Negotiable</b>	the teacher has some <b>latitude in how to carry out those steps</b>