



REGULAR TERM BROCHURE

The Open Classroom is an after-school learning center that provides an engaging environment for students aged 3 to 18 to develop skills in writing, public speaking, critical reading, analytical thinking, leadership, interview and more!

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Writing Foundation Program | Grade 1 to 5

This integrated program aims to foster literary interests and focus on securing the building blocks of writing.

- Develop strong grammar skills, reinforce comprehension ability and build vocabulary
- With the support of our thoughtfully crafted workbooks, students build reading skills and vocabulary while internalizing stronger grammar practices through the development of writing fundamentals for an array of styles

“ Although my son finds the course challenging, he loves the discussion topics and the fun atmosphere he shares with his classmates and teacher. I see promising improvement in the way he approaches a topic, structures his ideas logically and communicates them through his writing. I genuinely appreciate the thoughtful progress updates on my son’s development.

Parent of DBS student, Primary 2



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Level	Writing Styles
0	Descriptive Paragraphs, Letter Writing, Fairy Tales, Travel Journals, Storytelling, Picture Prompts
1	Fiction, Fictional Narrative, Adventure, Fairy Tales with a Twist, Descriptive Mystery, Picture Prompts
2	Fiction, Fables and Myths, Descriptive, Persuasive Letters, Writing to Inform, Picture Adventures
3	Detective Stories, Biographies, Fiction, Persuasive Writing, News Stories, Life Journals



Writing Enrichment Program | Grade 5 to 9

An intensive program designed for students who seek to advance the art of writing by refining literary tools that can be applied across an array of challenging genres.

- Sharpen skills in critical thinking, reflection, narration, organization and word usage to better prepare them for their academic careers
- Deepen insight and receive personalized guidance during the editing process as they perfect their final masterpiece

“ With his newfound confidence, my son is brave enough to test his skills by joining writing competitions. More importantly, credit to The Open Classroom, he has developed a passion for writing. He even won a writing competition with his classmates recently. ”

Parent of ESF student, Year 8

Level	Writing Style
0	Science Fiction & Fantasy, Poetry I, Personal Narrative, Compare and Contrast, Horror, Greek Myth
1	Descriptive Paragraphs, Persuasive Writing, Short Stories, Thriller, Epic Tales, Book Review
2	Persuasive Essays, Short Stories, Comedy & Character Sketch, Speech Writing, Personal Narrative, Poetry II
3	Advanced Fiction, Personal statement, Timed Essays, Creative Non-Fiction, Big Questions – Op-Ed on Current Events, Research Paper

Writing Advancement Program | Grade 9 and above

As the next phase in our writing courses, Writing Advancement challenges students with sophisticated writing styles and inspiring reading material within a broader topic.

- Expand analytical and creative capabilities through in-depth reading and discussion
- Develop flair and personality through intensive and involved writing process
- Tackle advanced and challenging texts, broaden knowledge and deepen insight on multiple discussion topics

“The time and attention that the instructors have provided has given our daughter significant confidence and a meaningful advantage. In the end, our daughter was accepted at both of her target boarding schools. More importantly, however, we feel the students are really inspired by the instructors and look forward to attending.”

Parent of GSIS student, Grade 10

Level	Term 1	Term 2	Term 3
0	Poetry III Readings: Robert Frost, Edgar Allan Poe, Shakespeare's sonnets	Romantic Novels Readings: Jane Austen, Bronte Sisters, Margaret Mitchell	Response & Argumentative Essays Readings: Dr. Jekyll And Mr. Hyde, Dracula, The Picture of Dorian Grey
I	Alternate Timelines & Other Worlds Readings: The Time Machine, Journey to the Centre of the Earth, 20,000 Leagues Under the Sea	Stylized Narratives (Tragedy & Horror) Readings: Oedipus Rex, A Doll's House, Dracula, Frankenstein; or, The Modern Prometheus	Identity and Commentaries Readings: The Bluest Eye, Kim Ji-young, Born 1982, The Danish Girl

Speech & Presentation Course | K2 to Grade 2

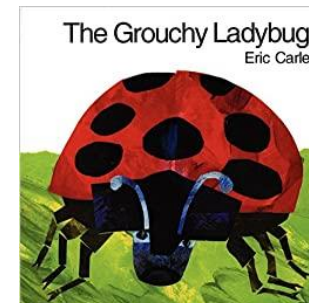
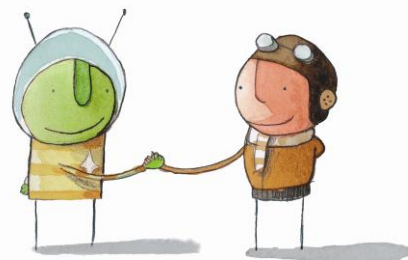
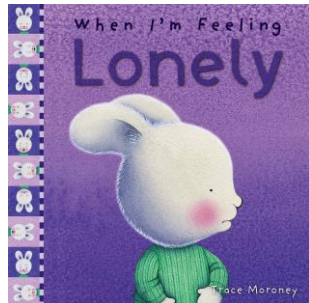
This presentation course promotes the acquisition of logical thinking and public speaking skills in fun ways, helping students to gain confidence through stories and interaction in a supportive setting.

K2-K3

- In this course, students engage in **interactive oral games** to develop their vocabulary, communication and logic skills.
- Activities include **self-presentation, show-and-tell, role-play** and **picture descriptions**.
- Featured authors include **Oliver Jeffers, Eric Carle** and **Trace Moroney**.

G1-G2

- In this course, students will develop **public speaking skills and techniques** to deliver **organized presentations**.
- Focus areas include how to **capture the audience's attention** in a speech opening, **addressing the audience** to keep them interested, and **body language 101**.
- Featured authors include **Roald Dahl, Julia Donaldson** and **The Berenstains**.



Public Speaking Course | Grade 3 to 9

Mastering the skills of effective communication could be the most important tool to having a successful high school, college and career experience. In our public speaking course, students explore and attempt various types of presentations from TED Talks to student council speeches.

Units include:

- **Speech Festival:** Based on one of Hong Kong's largest inter-school competitions, this unit incorporates poetry recital, screenplay performance and opinion-based speeches. Students will focus on intonation, body language and emotive delivery.
- **Student Council:** Run for class president! In this unit, students are required to deliver two persuasive speeches of varying tone: a candidate election speech for fellow students and a proposal speech addressed to the school's teachers and principal.
- **Appreciation Speeches:** Self-expression is an art! In this unit, students are required to share their appreciation for personal interests and people in their lives through moving, sentimental speeches filled with detail to truly present just why they appreciate their subjects so much!
- **And much more!** Students will practise a range of relevant key techniques in each unit, developing their presentation abilities.



Topical Kindergarten Program

To develop students' skills in communication, creativity and collaboration.



- **Topic-based** modules are designed to engage students and connect learning to their daily lives.
- **Proprietary curriculum** designed to promote **literacy development** through a range of age-appropriate activities including **phonics, story reading, journal entry and spelling bees**.

“Prior to joining, our son being somewhat shy, was reluctant to express himself. Since attending different modules, he is much more comfortable in expressing himself with confidence. This is evident in the success rate with the local schools applied. Most importantly, he looks forward to his classes and has very good rapport with the teachers.”

Level	Level-Specific Activities
K1	Reading aloud and storytelling, building an alphabet booklet, phonics foundations, exploring new words and theme-based creative activities
K2	Guided, group and individual story reading, phonics development, weekly guided journal entries, and a blend of imaginative and practical activities
K3	Group and individual story reading, spelling bees, open-ended journal entries, comprehension activities, practical learning opportunities and composition skills that will prepare them to ascend into our Writing Foundation program upon entering primary school

- **Phonics** has been infused in every class to progressively and systematically secure students' phonics skills.
- K1 students learn to recognize and apply **letter sounds**.
- K2 students are taken through **blending** and **segmenting** words, developing a solid foundation for **reading** and **writing** as they reach K3 level.

Literary Analysis | Grade 6 to 11

Study your school's assigned reading in depth!

Our literary analysis private classes assist students with exploring key themes, analyzing characters and their relationships, and understanding underlying meanings of iconic plots.

Specifically request the text you need, such as (but not limited to):

Stage plays:

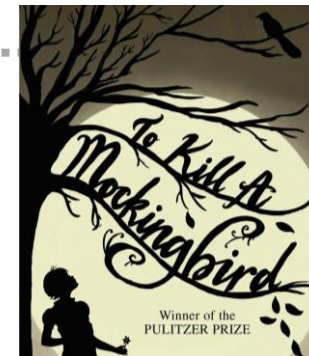
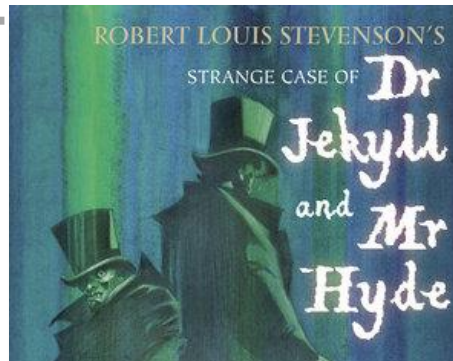
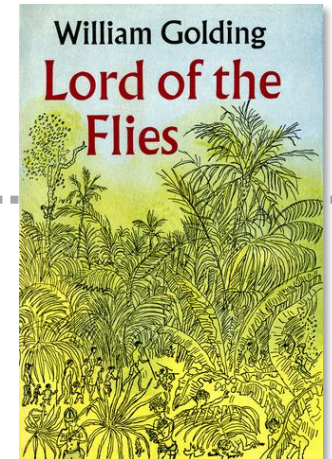
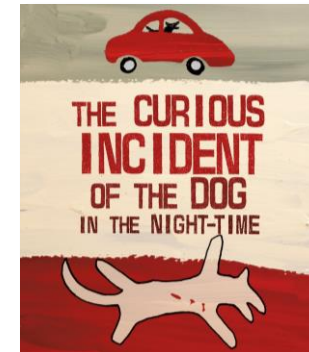
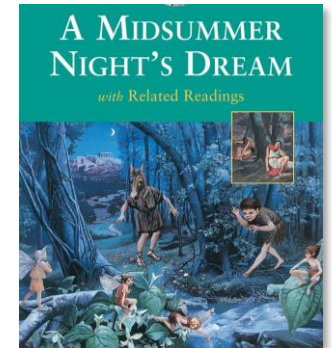
- Macbeth; A Midsummer Night's Dream; Romeo and Juliet
- An Inspector Calls; The Curious Incident of the Dog in the Night-Time

Classic novels:

- Lord of the Flies; Animal Farm; The Giver
- Pride and Prejudice; Great Expectations; The Great Gatsby
- To Kill a Mockingbird; Of Mice and Men; The Outsiders

Gothic literature:

- Frankenstein; Dr. Jekyll and Mr. Hyde; Dracula



Private Tutoring | Center, Home and Online

Want personalized learning?

Enjoy private tutoring at **our center**, **online** or in the comfort of **your own home**!



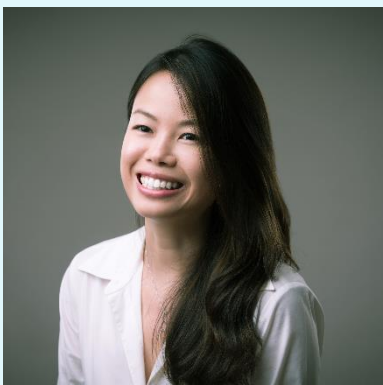
- **Standardized tests** including SAT, TOEFL, IELTS, ISEE, SSAT and ACT
- **School entrance exams & interviews** (primary 1 interview, school transfer, boarding school and college)
- **Academic tutoring** in English, math, history, personal statement, IB, AP and IGCSE subjects
- **Public speaking skills** for Speech Festival and school projects
- **Online classes** can be arranged on different academic subjects

“ This year, I successfully got into Choate Rosemary Hall! This would never have happened had I not taken the SSAT private classes offered at The Open Classroom. Prior to taking the class, my vocabulary was sub-par and my initial SSAT score was unsatisfactory. The class educated me on testing strategies, writing techniques and vocabulary. These all came in useful in my final SSAT test. I am grateful to the instructors. ”

“ My daughter took private lessons with The Open Classroom for four months before she attended the admission tests in three top international schools in Hong Kong last year. She passed the tests and got admitted to the school of our top choice. The teachers understand very well about her strength and area of development. The results have been very satisfying. We are very grateful. ”

Private Consulting Service & Test Preparation with Founder

We offer a bespoke and comprehensive scope of advisory services for U.S. boarding school and college placement. Each student will work directly with our founder, Agnes, for both private test prep classes (SSAT/ISEE/ACT/SAT), application essays and interview training. Limited spaces are offered during the year.



Agnes has helped hundreds of students prepare for standardized tests, personal statements and school interviews. Her students are now studying in top boarding schools and universities including the Ivy Leagues. She continues to be a close mentor to a lot of her students, advising them on career opportunities beyond college. She gives regular talks in schools and is a part time lecturer at the Hong Kong Baptist University.

- Yale Undergrad (summa cum laude & phi beta kappa); Harvard Business School; PGDE from HKU
- Previously worked for Goldman Sachs, IFC World Bank, JPMorgan and Carlyle Group

“ Agnes has a legendary reputation for preparing students for boarding school. This reputation is well-deserved and I could not be happier with what she has provided my daughter in terms of tutoring, test preparation and mentoring. She came highly recommended and from day one I knew my daughter was in good hands. Agnes delivered big time: awesome SSAT test scores, improved grades and ultimately acceptances by top US schools. As pleased as I am with the results, Agnes’s methodology and process are the true benefits of working with her. My daughter’s approach to test taking and critical thinking improved. Her discipline and stamina increased and her overall study habits sharpened when I wasn’t sure they could be. Also, a mediocre math student was elevated to one who will take honors next year.

Most importantly, Agnes’s own educational and professional backgrounds make her an invaluable mentor. Agnes undoubtedly expects her students to work very hard but she instils the confidence that success will come as a result. My daughter adores Agnes and my son is now working with her. I highly recommend her.

”

Parent of HKIS student, Grade 8 (attending Deerfield)

“ Agnes is an incredibly disciplined teacher who motivates a child to push him/herself to get to the next level. She is passionate about helping her students and tailors her lesson according to their needs. She helped raise our child's scores dramatically and gain entrance to a top level U.S. boarding school – our child's first choice! Agnes's tuition, knowledge of the exam and insight into the boarding school application process helped us tremendously. If your child is willing to work, Agnes is the one who can help! ”

Parent of HKIS student, Grade 8 (attending Cate)

“ In this tutoring industry, there are so many different teachers that excel in teaching SSAT but to find one suited for my daughter's needs was very difficult until I found Agnes. Agnes was able to inspire my kid to find her drive in learning both for standardized tests and at school. Furthermore, this has also led to an increase in her confidence and pushed her to perform better. Through hours of tutoring, it is evident that her hard work has paid off with her huge increase in scores in all sections of the test. Agnes is a teacher who can not only teach top students, she's able to open up students who may feel discouraged by grades and unmotivated and inspire them to strive for success. Although my daughter was admitted to her dream boarding school, she has continued with Agnes' classes to continue improving her foundation in English and math to prepare her for high school. ”

Parent of ISF student, Grade 8 (attending Taft)

“ Working with Agnes was very efficient and concise. We started off making a list of potential schools, and she provided the help I needed (current students in her network) to decide where I wanted to apply for early decision. I think I benefitted most from her help when we began crafting my personal statement. She helped me decide on a topic that would represent who I am but also helped me brainstorm ideas on how best to deliver my writing. We exchanged several drafts, during which I was able to skype with her and another mentor and they provided me with really helpful feedback. She is always very responsive and gives criticism that is clear and constructive. With her help, I have received admittance from Brown, Columbia, UPenn, Berkeley, NYU, and UNC. ”

Groton student, Grade 12 (attending Columbia)

“ Agnes expertly guided my eldest daughter through the extremely difficult U.S. university application process. Because of Agnes' expert advice, my daughter was accepted to 8 out of the 10 schools she applied to and offered scholarships from 7 of these schools. We could not be happier with the results that Agnes helped my daughter achieve. Most importantly, Agnes pushes the students to present the best of themselves while still staying true to who they are. The difference between Agnes and the other consultants in Hong Kong is the one on one attention she gives to each of her clients. With Agnes' guidance, my daughter wrote a beautiful and powerful personal essay which I think helped her get into some of the tougher schools. I highly recommend her as a consultant.

”

Parent of French International School student, Year 13 (accepted to Harvard)

“ I have been tutoring with Agnes for over 5 years for the SSAT and SAT. Ever since my first lesson I knew that Agnes was an amazing, kind tutor and mentor. I continued to study with Agnes my junior and senior year for the SAT. Over the years Agnes was not only a tutor but a mentor. She helped me stay motivated even when I was frustrated and wasn't seeing progress. She pushed me to keep trying hard and with Agnes my hard work paid off. Agnes is the absolute best and I am forever grateful for her guidance and support.

”

Cate student (accepted into Yale Early Action)

“ Working with Agnes was very efficient and concise. We started off making a list of potential schools, and she provided the help I needed (currents students in her network) to decide where I wanted to apply for early decision. I think I benefitted most from her help when we began crafting my common app personal statement. She helped me decide on a topic that would represent who I am but also helped me brainstorm ideas on how best to deliver my writing. We exchanged several drafts, during which I was able to skype with her and Kerri (Yale English major) and they provided me with really helpful feedback. She is always very responsive and gives criticism that is clear and constructive.

”

Groton student, Grade 12 (accepted into Brown, Columbia, Upenn)

Selected Students' Work

My favorite animal is a pomeranian. It is so fluffy because it has soft brown fur.

It is adorable. It has a round face with cute eyes. It has a fluffy tail and it is lighter than the body. A pomeranian is energetic because it likes to play with a ball and a balloon.

VSA student

Grade 1

(Writing Foundation 0)

DBSPD student

Grade 2

(Writing Foundation 1)

Deep in the thick jungle, Eric and Grace were approaching a cave. The dark green leaves covered the sun so they did not sweat. Eric saw the cave first and cautiously went in. Grace noticed and followed behind him. It was dark and they couldn't see anything. Grace squinted, but it was no use. They touched the rocky cave walls to explore. After walking for half an hour, they felt tired but they knew they were walking underground.

Hopping on my bike, I rushed to find the apartment by following the street signs. Eventually I reached Seal Bay and it was standing in front of me: Rico Building. It was as plain as a sheet of paper and only had ten floors. The white paint was peeling off the walls and skinny, dirty rats were crawling around. "EW!" I felt sick, but I needed to go inside and help my friend.

Dalton student
Grade 3
(Writing Foundation 2)

Maryknoll student
Grade 3
(Writing Foundation 3)

Slowly, she glanced at the classroom door. She couldn't leave the classroom now because she wasn't a rule ^{definitely} breaker... or could she? Quietly and carefully, Rosey crept out of the room, trembling. She stood up in the bright hall, peering around nervously. Usually, Rosey was a brave girl, but now her face was drained of all colour. The hall was completely empty. "Hello! It's me, Rosey," she whispered, "Hello?"

The Drake Mansion towered over the six strangers who had been brought together by unusual circumstances. Rusty garden gates guarded the outskirts of the house. They were invited inside by doors that seemed to open on their own. As they walked through the garden, Frank, the oldest of them all, could see the hideousness of its natural surroundings: withered bushes, dying flowers, and bare trees. Past the gargantuan doors that creaked ever so slightly, the wind howled outside the half shattered windows, like a wolf summoning your greatest nightmare. The blood red carpet stretched across the dark abyss of the mansion's corridors. Spiraling staircases that seemed to go on forever in an unfashioned manner. Frank had become sweaty and he clutched the card against him even tighter. He started asking himself why he had even come in the first place.

CIS student

Year 7

(Writing Enrichment 1)

GSIS student

Year 7

(Writing Enrichment 2)

Dangerous wild animals, the concern for millions of people living in the country side or coastal areas. Amid this fear, many anti-animal products have sprung out and some governments have allowed local law enforcement to shoot or eliminate wild threats in cities. At home or abroad, news of wild animals is never far. Large predator animals such as bears and crocodiles cause people to become overprecautious towards these threats.

It's rare to find a teenager in Hong Kong that doesn't use social media. There are many platforms, such as Instagram, Snapchat and Twitter, which are some of the most popular apps to use. As you may know, us teenagers use these apps quite often, to the point where some of us spend most of our free time on it. These apps can get fairly addictive due to their accessibility and the instantaneous entertainment they give us. On Instagram, reels make us sit in our chairs scrolling for hours, and no one wants to take a break from Snapchat or else they'd lose their streaks. If we're going to spend so much time online, we should be conscious about the dangers that could occur.

ISF student

Grade 9

(Writing Enrichment 3)

CDNIS student
Grade 9
(Writing Advancement 0)

Poe's stylized language as seen in "*The Raven*" is more effective than Frost's colloquial language. First, Poe demonstrates his use of sophisticated vocabulary throughout the poem, such as in the following line: "Then this ebony bird beguiling my sad fancy into smiling / By the grave and stern decorum of the countenance it wore". The diction choice of "beguiling", "countenance" and "decorum" emphasizes complexity in his writing as he could have stated the phrase in a much simpler manner. The word choices creates a unique dark somber mood that reflects the serious topic of the poem. Furthermore, Poe's language often includes references to different cultures. For example, "plutonian shore" references the greek god of the underworld, pluto, while "Seraphim" references a type of angel in Christianity. These references also deepen the serious atmosphere Poe portrays. In contrast, Frost's colloquial language is often dull and unable to provide complexity to his poem. Hence, it does not create much effect on the readers, leaving them less likely to experience strong emotions compared to when they read Poe's work.

There is a crisp breeze flowing through the city of Tokyo. How do I know it's Tokyo? The shops changed, but the lights, busy atmosphere, and the chatters in the streets are still the same. I come from the year 2020, yet even 30 years later, this city still feels like home. Once I look closely at the people surrounding me though, they all seem out of it, forcing smiles and just being alone. There are supposed to be couples roaming around, but I see none. It's New Years, yet not a single person is on a date. I have no money on me and I'm not even sure where I am. If I am in the future, I can't casually go up to my house and sleep there. I also can't sleep outside since the police will catch me and make me call my parents who would become suspicious of my being since they already have their son at home or maybe because he's already an adult, but where would I go since I have no money?

The next thing I know, it's daylight again, but in a new location with a larger quantity of new technology. With the broad sunlight, even with my half-asleep eyes, I can still see the city better and I was right about people being gloomy. Everyone wears the face of doom. It's as if they had this dark cloud hovering around them all the time, surrounding them in pure sadness - or maybe even fear.

HKIS student
Grade 10
(Writing Advancement 1)