

Preface

The learning of English is a rewarding and self-fulfilling experience for pupils. In the **Power-Up English** series, each pupil is given the opportunity to learn the English language at his own pace and in an interesting, enriching, and enjoyable way.

The series uses the six Principles of English Language Teaching and Learning, which are adapted from the English Language Syllabus of the Singapore Ministry of Education. These six principles are contextualization, learner-centeredness, learning-focused interaction, integration, process orientation, and spiral progression or CLLIPS. The textbook is organized into 16 units, and each unit develops a theme.

The teacher's manual features lesson plans that comprise the following:

Learning Objectives. These reflect the competencies and other communication skills.

List of Materials. It includes traditional learning aids like flash cards and audio and video clips that can be found online.

Teaching Instruction. This contains traditional and modern strategies in teaching grammar, reading, speaking, listening, vocabulary, and writing. It also consists of strategies not only for individual skills but also for integrated skills like grammar and vocabulary, reading and oral interaction, and listening and writing.

Strategies for Evaluation and Suggested Activities. These components provide traditional methods of assessment as well as performance tasks that can be useful in the discussion.

Answer Key. It includes the answers to all the exercises in *Enhancing Skills* in the textbook. Furthermore, the teacher's manual has additional practice worksheets to help pupils hone their learned skills.

The overall objective of Power-Up English series is for pupils to be proficient in the functional aspects of the English language.

Contents

Unit 1	Starting Up.....	1
Unit 2	Things to Do	10
Unit 3	I Said, I Read.....	20
Unit 4	My Best Behavior.....	29
Unit 5	Discovery	36
Unit 6	Finding My Way	45
Unit 7	My Curious Mind.....	55
Unit 8	Learning Is Fun.....	63
Unit 9	A Perfect Match	70
Unit 10	Summertime.....	79
Unit 11	Stories of Life.....	87
Unit 12	My Heroes.....	96
Unit 13	Whisper or Shout?	104
Unit 14	Moving Ahead.....	112
Unit 15	Is It for Real?	120
Unit 16	Feelings.....	128

Textbook Pages: 1–14

Time Allotment: 2 weeks (1st and 2nd weeks)

Learning Objectives

At the end of the unit, the pupils should be able to:

- use greetings and polite expressions in introducing oneself and others;
- introduce oneself and others properly;
- recognize nouns in sentences;
- write proper nouns correctly;
- identify personal pronouns and use them properly;
- distinguish pronouns in Mother Tongue and English; and
- recognize the long vowel sound /a-e/.

Materials

- Common greetings and polite expressions printed on brown paper
- Template for self-introduction and introducing others printed on brown paper
- Vocabulary words written on flash cards (nouns, subject and object pronouns)
- Pronouns in English and their Filipino translation printed on brown paper with pictures (see page 13 of the textbook)
- Flash cards of words with long vowel sound /a-e/ on brown paper
- Worksheets for the activity on nouns

Technology Required

Video on introducing oneself and others

Teaching Instructions

Unit Opener

- 1 Start the lesson by saying “Good morning” to the class. Then, say the Filipino greeting “Magandang umaga.” Encourage the pupils to greet each other with a happy expression using the same greeting.
- 2 Read the short poem on page 1 of the textbook to the class. Ask the following questions below after reading:
 - (a) How do you start your day?
 - (b) Is it right to start the day by greeting each other? Why or why not?
 - (c) How do you greet your parents, friends, relatives, and other people? What do you usually say to them?
- 3 Then, show and read the common greetings and polite expression to the class. Tell the pupils that it is best to start the day right by greeting one another cheerfully. You may ask the pupils to greet one another using the greetings and polite expressions they have learned.
- 4 Read again the greetings in different languages. Have the pupils read after you. After reading, tell the class that these greetings mean “Good morning.” Then, give the origin of each greeting.

Greetings and Origins:

- (a) Magandang umaga! – Filipino (Philippines)
 - (b) Ohayou gozaimasu! – Japanese (Japan)
 - (c) Selamat pagi! – Malay (Indonesia)
 - (d) Joheun achim imnida! – Korean (Korea)
- 5 Ask the pupils who among them know other greetings in other foreign languages and in their native dialect (Ilocano, Cebuano, Ilonggo, etc.). Let them share their knowledge in class.

Grammar and Oral Interaction

- 1 Read “First Day of School” on page 2 of the textbook to the class. Emphasize the greetings and polite expressions used in the narrative. Then, introduce yourself to the class using the template below.

Sample template:

Hi everyone! I am (complete name) .

I am year old. I live at (home address).

I love to (say what you like doing: sports/hobbies/games).

My favorite food is .

It is nice meeting you. I hope we can all be friends.

- 2 After introducing yourself, call some of the pupils to introduce themselves using the same template above. Then, tell the pupils the importance of introducing oneself.
- 3 Write on the board the words in bold letters on page 2 of the textbook. Ask the pupils to read after you. Then, call a volunteer who can identify what those words are. If the answer is the name of a person and place, ask another pupil to identify what to call the name of people, places, or things. From their answers, have a review on nouns as names of people, places, and things. You may ask the pupils to name the nouns in the narrative.
- 4 For review on nouns, you may give the worksheet below:

Directions: There are eight nouns in the box below. Find them, then shade each letter of the nouns.

R	X	H	O	U	S	E	T
A	E	A	T	V	O	L	A
T	Z	P	Q	B	O	Y	B
G	B	S	I	N	G	Y	L
C	A	R	M	E	N	H	E
K	G	J	U	M	P	Q	W
T	E	A	C	H	E	R	N
P	L	A	Y	A	N	T	M

Answers: rat, house, table, boy, bag, carmen, teacher, ant

After answering the worksheet, tell the pupils that nouns can be *proper nouns* or *common nouns*. Discuss and explain the difference between the two and provide examples for each kind. For practice, give the sample worksheet on the next page.

Directions: Identify the common nouns and proper nouns below. Write each word in its correct column.

Jollibee	restaurant	Trinoma	shoes
notebook	Milo	doctor	Batman
snake	Philippines	toothpaste	Kevin
Colgate	snail	girl	Japan

Common nouns	Proper Nouns

Answers: Common nouns: restaurant, shoes, notebook, doctor, snake, toothpaste, snail, girl
 Proper nouns: Jollibee, Trinoma, Milo, Batman, Philippines, Kevin, Colgate, Japan

- 5 Then, ask the pupils to answer the exercise in *Enhancing Skills* on page 3 of the textbook.
- 6 Read “Meet My Friends” on pages 4 and 5 of the textbook to the class. Emphasize the greetings and polite expressions used when introducing other people and when meeting the person/s for the first time.
- 7 Then, guide the pupils in introducing one of their classmates using the template below. You may pair the pupils up in doing this activity.
 Sample template:
 Hi everyone! This is (name of friend/classmate). He/She is from (place).
 I hope he/she can be your friend, too.
 Nice meeting you, (name of friend/classmate).
- 8 You may show the video on introducing oneself and others to let the pupils practice the proper way of introducing oneself and other people.

Grammar

- 1 Show the flash cards of pronouns to the class. Ask the pupils to read after you. Then, call some of the pupils to identify the pronouns used in the dialogs on pages 4 and 5 of the textbook. Tell the pupils that those words are called pronouns. Discuss and explain the use of each pronoun on page 6 of the textbook. You may refer to page 5 of the textbook to explain the subject pronouns. Provide more examples to let the pupils understand the use of these pronouns.
- 2 Read “Just Say When” on pages 6 and 7 of the textbook to the class. After reading, emphasize the object pronouns used in the narrative. Define and explain object pronouns. Sum up the discussion by giving examples of subject and object pronouns in sentences. Show flash cards to aid the discussion.

Reading

- 1 Read “At Pencil Park” on page 8 of the textbook to the class. After reading, ask the pupils what they think about the text. Explain and let them understand the importance of using pronouns to avoid repeating the same nouns in a text. Then, have the pupils answer the exercises in *Enhancing Skills* on pages 9 and 10 of the textbook.
- 2 For practice, ask the pupils to answer the exercises in *Enhancing Skills* on pages 11 and 12 of the textbook. You may give other worksheets for practice.

Vocabulary

- 1 Read “Language Trivia” on page 13 of the textbook. Tell the class that the pronouns in English have a Filipino version.
- 2 Show flashcards of pronouns in English. Ask the pupils to read after you. Then, say the counterpart of each English pronoun in Filipino. You may show pictures that describe each pronoun to let the pupils understand the meaning of each.
- 3 For practice, have the pupils use the pronouns they have learned in sentences. You may provide an activity that will help the pupils distinguish the pronouns in English and in the Mother Tongue.

Phonics

- 1 Read the poems on page 14 of the textbook to the class. Write the highlighted words ending in *e* on the board. Then, ask the pupils to read after you.
- 2 Discuss that those words are examples of words with long vowel sound /a-e/. Explain that there are words ending in *e*, but this letter is “silent” or not pronounced. Instead, it gives the *a* before it a long vowel sound.
- 3 Then, provide more examples of words with the same sound using flashcards. Let the pupils read them aloud after you. Emphasize the changes in sound when you read the words with and without the final “e.”

Strategies for Evaluation

- 1 Oral recitation
- 2 Pair work
- 3 Textbook exercises and practice worksheets

Suggested Activities

- 1 Do a skit on introducing oneself and other people.
- 2 Make a poster with labels of proper nouns (family members, places you have been to, or popular things or brands you know).
- 3 Write a list of common nouns and their proper nouns.

Examples:

restaurant – McDonald’s

pencil – Mongol

Answer Key

Enhancing Skills, page 3

- 1 Clary and Ace are reading books.
- 2 The cat is playing.
- 3 They will play in the park.
- 4 Leila lives in an apartment.
- 5 Mr. and Mrs. Smith are good in dancing.
- 6 She has a green bag.


Enhancing Skills, pages 9–10


- Peter and Penelope They
Pencil Park It
Peter He
Peter, Penelope, and I We


Enhancing Skills, page 11


- 1 Marvin Mesina is the father of Miguel. He is a lawyer.
- 2 Molly Mesina is the mother of Miguel. She is a dentist.
- 3 Michael, Marian and Myra are the other children of Marvin and Molly. They are siblings of Miguel.
- 4 Miguel has a pet dog. It has long ears with brown spots.


Enhancing Skills, page 12

1  ● he

2  ● she

3  ● it

4  ● they

5  ● we

My Family Picture

Practice

A Give a proper noun for each common noun below.

- 1 girl – _____
- 2 boy – _____
- 3 movie – _____
- 4 school – _____
- 5 store – _____
- 6 day – _____
- 7 book – _____

B Read the sentences carefully. Identify the proper nouns and write them in the boxes. Then, match each proper noun with its correct pronoun.

- 1 Agatha likes watermelon.
- 2 Dominic is good in playing soccer.
- 3 Monica, Kelvin, and Ruby are friends.
- 4 Haru is my pet dog.

1	•	• He
2	•	• She
3	•	• It
4	•	• They

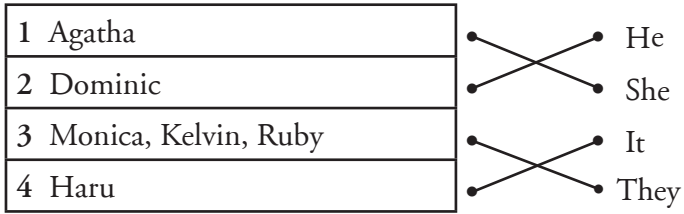
C Read and say the words aloud. Then, circle the words with long vowel sound /a-e/.

ate	flame	game	car	care
cake	cap	nose	tale	wave
dare	done	bar	fame	same
cone	mine	cape	box	park

Practice Answer Key

A Answers may vary. Check the pupils' answers.

B



C

