

Preface

Learning 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 competencies and other communication skills to be developed in pupils.

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

Teaching Instructions. This feature 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 such as grammar and vocabulary, reading and oral interaction, and listening and writing.

Strategies for Evaluation and Suggested Activities. These components provides traditional methods of assessment as well as performance tasks that can be useful for class 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 using the English language.

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Unit 1 It Is Time for School

Textbook Pages: 1–26

Time Allotment: 2.5 weeks

Learning Objectives:

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

- use simple greetings in making introductions;
- introduce themselves and others properly;
- identify a sentence and its parts;
- recognize the different kinds of sentences;
- differentiate between a sentence and a phrase;
- use given words to make a proper sentence;
- note the important details of a story;
- answer in complete sentences the comprehension questions about a story;
- identify the dialogue lines of a character; and
- differentiate between the short vowel sounds /a/ and /e/, and the long vowel sounds /ā/ and /ē/.

Materials

- A printed list (see page 11 of the textbook) of courteous expressions used in greetings and for making introductions
- A template for introducing oneself and other people (refer to pages 8 and 9 of the textbook)
- Printouts of words or phrases that form five or more complete sentences of different kinds
- Flash cards or printouts of punctuation marks
- A printout of the phrases found on page 19 of the textbook; another printout of additional examples of phrases
- Picture words that have /a/, /e/, /ā/, and /ē/ sounds

Technology Required

- “Good morning. How are you?” by English Singing, <https://www.youtube.com/watch?v=AA5hOCxlRaI> (published, July 8, 2014)
- “How are you? – I’m fine.” by English Singing, <https://www.youtube.com/watch?v=03XgDWozJOW> (published, May 21, 2015)
- “Good afternoon. Nice to meet you.” by English Singing, <https://www.youtube.com/watch?v=zqAcFdsmtbk> (published, July 8, 2014)

Unit Opener

- 1 Ask the pupils to read loudly in unison the poem on page 1 of the textbook.
- 2 Welcome the pupils in your class. Use courteous expressions and introduce yourself properly. You can tell the pupils to introduce themselves, too. Then ask the questions below.
 - (a) How did you greet your classmates on your first day of school?
 - (b) How did you introduce yourself?

Listening, Oral Interaction, and Vocabulary

- 1 Tell the pupils to restate the greetings used in the poem on page 1 of the textbook. Then explain that using courteous expressions in greeting people is one way of showing respect to them and that different courteous expressions can be used in different situations.
- 2 Play the video clip “Good morning. How are you?” in class but do not show it to the pupils yet. Tell the pupils to listen to the conversation very carefully and give them the answer sheet on listening (see **Practice** on page 9 of this manual). You can play the video twice. Then tell them to do activity A in the answer sheet. Facilitate the checking afterward.
- 3 Ask the questions below about the first video to facilitate discussion.
 - (a) What are the greetings used in the video?
 - (b) How did the teacher greet her pupils?
 - (c) How did the pupils answer?
 - (d) How did the girl introduce herself?
- 4 Play the first video again. This time, tell the pupils to watch it and to do role-playing after watching.
- 5 Play the video clip “How are you? I’m fine.” without showing it to the pupils yet. Tell them to listen to the song carefully and do activity B in the answer sheet on page 9 after listening. Facilitate the checking afterward.
- 6 Ask the questions below about the song to facilitate discussion.
 - (a) What greetings did you hear in the song?
 - (b) What did the man say when the girl greeted him in the morning and asked him how he was? How about in the afternoon and in the evening?
- 7 Play the second video and let the class sing along. You can ask the female pupils to sing the girl’s lines and the male pupils to sing the man’s lines.
- 8 Play the video clip “Good afternoon. Nice to meet you.” without showing it to the pupils yet. Tell the pupils to listen to the conversation very carefully and tell them to do activity C in the answer sheet. Facilitate the checking afterward.
- 9 Ask the questions below about the conversation to facilitate discussion.
 - (a) What places were mentioned in the conversation?
 - (b) How many children do you think were speaking?
 - (c) Who did the children meet in the library?
 - (d) How did Kate introduce herself to the teacher?

- 10 Play the third video again. This time, tell the pupils to watch it and to do role-playing after watching.
- 11 Show the printed list of courteous expressions from page 11 of the textbook. Call on some pupils to read the expressions from items 1 to 7. Explain that the expressions are used in greeting others and introducing oneself and others.
- 12 Let the pupils browse through the dialogues on pages 7 to 9 of the textbook, numbers 1 and 2. Ask each pupil to find a partner. Read the dialogues then ask the pairs to read them to each other. Emphasize the different situations where the expressions are used.
- 13 For practice, call on some pupils to introduce themselves in front of the class or to choose a classmate they would introduce to the class using the expressions they have learned.
- 14 Show the list of expressions on page 11 of the textbook again. Explain the use of the expressions *may*, *please*, *Thank you*, *You are welcome*, and *I am sorry*.
- 15 Use the same pairs formed in 12 to read to each other the dialogues on pages 9 and 10 of the textbook, numbers 3 to 5. Emphasize the importance of using the courteous expressions they have learned.
- 16 For practice, ask the pupils to answer *Enhancing Skills* on pages 12 to 14 of the textbook.

Grammar and Writing

- 1 Tell the pupils to read the story “The Four Siblings” on pages 15 and 16 of the textbook. Afterward, ask the questions on page 16 to facilitate the discussion.
- 2 Say that the story is composed of different kinds of sentences. Then define what a sentence is and give examples. Encourage the pupils to give their own examples.
- 3 Read the sample sentences on page 16 of the textbook to the class. You can write the sentences on the board or print them out. Then ask the following questions.
 - (a) Are these sentences?
 - (b) Does each have a complete thought?
- 4 Discuss the different kinds of sentences. Define and explain each kind of sentence carefully. Also, discuss the proper punctuation mark used for each kind. You can refer to pages 16 and 17 of the textbook.
- 5 Provide additional examples to help the pupils differentiate one kind of sentence from another.
- 6 For practice, tell the pupils to answer *Enhancing Skills* on pages 17 to 19 of the textbook.
- 7 Post randomly the printouts of words or phrases that complete a sentence on the board, including the printouts of punctuation marks. You can refer to exercise B on page 19 of the textbook for guidance. Then call some pupils to rearrange the words and punctuation marks to form complete sentences. Afterward, tell them to read the sentences aloud and to classify each according to its kind.

- 8 Post the sample phrases on page 19 of the textbook on the board and tell the pupils to read them aloud. Then ask them if the phrases (you can call them “groups of words”) are sentences and have them explain why they say so. The pupils should answer no, and they should be able to restate that a sentence has a complete thought. Then tell the class that those words are examples of phrases.
- 9 Define what a phrase is. Then discuss how a phrase differs from a sentence by introducing the different characteristics of a sentence. You can refer to pages 20 to 22 of the textbook. To introduce the parts of a sentence, provide more sentences of different kinds so that the pupils can identify the parts in any kind of sentence. After the discussion, tell the pupils to answer *Enhancing Skills* on pages 22 and 23 of the textbook.

Reading

- 1 Ask the pupils who among them got scared during their first day in school. Let them share their experiences. Then introduce Alex the Snail who also got scared or anxious on his first day of school. (Make sure to define the word *anxious* to the class.)
- 2 Tell the pupils to read the story “Alex the Anxious Snail” on pages 2 to 5 of the textbook. You can group the class based on the characters of the story for a choral reading activity.
- 3 Ask the pupils to answer orally the comprehension questions on pages 5 and 6 of the textbook. Encourage them to answer in complete sentences. Afterward, tell them to answer *Enhancing Skills* on page 6.

Phonics

- 1 Read the short poems on page 24 of the textbook to the class. Then ask the pupils to read after you.
- 2 Emphasize the difference between the vowel sounds /a/ and /ā/, and the difference between the sounds /e/ and /ē/. You can give additional words or show some picture words. Tell the pupils to read the words aloud.
- 3 Tell the pupils to answer *Enhancing Skills* on pages 25 and 26 of the textbook. Afterward, ask them to read the poem with the correct answers and to identify the words with /a/, /ā/, /e/, and /ē/ sounds.

Strategies for Evaluation

- 1 Recitation
- 2 Group/pair output
- 3 Textbook exercises
- 4 Listening and writing activities

Suggested Activities

- 1 Role-playing activities on introducing a classmate to others, and asking for a favor, help, or permission
- 2 Role-playing activity for the story “The Four Siblings.” Each group should represent a sibling in the story, and the pupils should give their own statements based on the sibling they represent
- 3 Listening activity on courteous expressions

Answer Key

Pages 5–6

- 1 Little Alex did not want to go to school.
- 2 Alex was anxious because he was afraid that the other children might not like him and that he might get hungry and lost.
- 3 The bus driver greeted Alex by saying “Good morning!”
- 4 The snail said “My name is Jacob.”
- 5 Alex met new friends and learned many things.

Enhancing Skills, page 6

- 1 Little Alex
- 2 Mama or Mrs. Sherwood
- 3 Mr. Andrews
- 4 Little Alex
- 5 Jacob

Enhancing Skills, pages 12–14

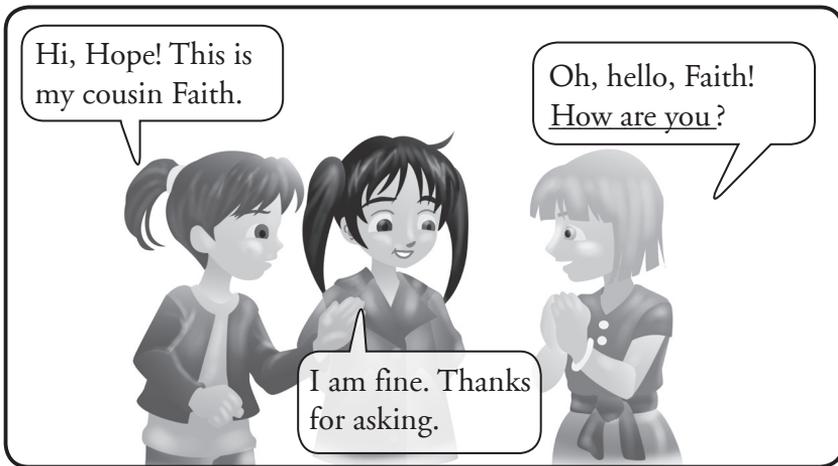
A 1

Hi / Hello, classmates. This is Jane, my seatmate. She loves to read and act.

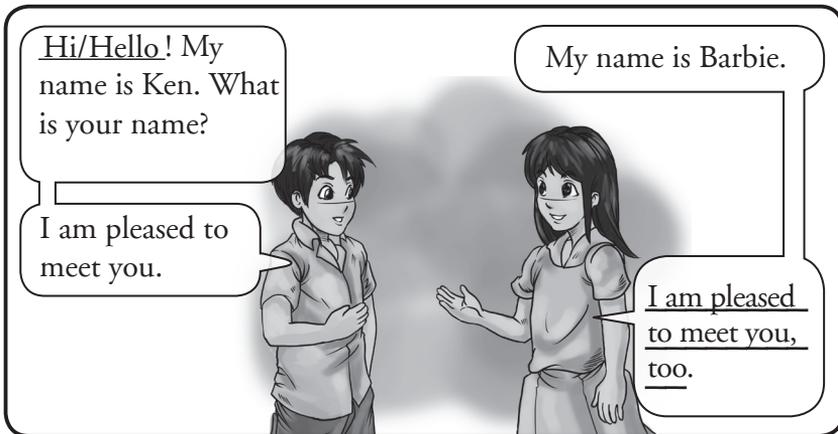


Thank you, John.
Hi/Hello, classmates.
This is John, my seatmate. He loves to sing and swim.

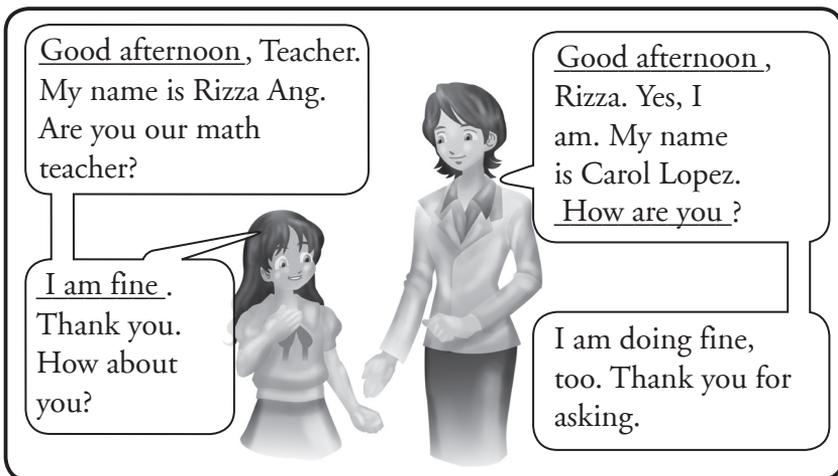
2



3



4



- B 1 Gregory bumps on Jerome by accident.
 Gregory: I am sorry! I did not see you. Are you hurt?
 Jerome: I am fine. Do not worry.
- 2 Patrick is borrowing a book from Bob.
 Patrick: Hi, Bob! May I borrow your book?
 Bob: Certainly. Here it is.
 Patrick: Thank you.
 Bob: You are welcome.
- 3 A pupil is asking a guard for directions.
 Pupil: Good morning, sir. Please show me the way to the canteen.
 Guard: Good morning to you, too. The canteen is right across the hall beside the gymnasium.
 Pupil: Thank you, sir.
 Guard: You are welcome.

Enhancing Skills, pages 17–19

A

Declarative	Interrogative	Imperative	Exclamatory
We need teamwork.	Are you sad?	Turn left.	Stop!
Grasshoppers are insects.	Who are they?	Wash the plates.	I see you!
The class is doing a role-play.	How old are you?	Please return to your seat.	That's close!

- B 1 What is teamwork?
 2 That is dangerous! / That is dangerous. / Is that dangerous?
 3 How are you today?
 4 My sport is swimming. / Swimming is my sport.
 5 Kindly close the door.
 6 Call the ambulance now.

Enhancing Skills, pages 22–23

- A 1 S
 2 P
 3 S
 4 P
 5 P
 6 P
 7 P
 8 S
 9 S
 10 S
 11 S

- B 1 Blue is the color of sky.
 2 Karl loves to play chess.
 3 The contest will start at eight.
 4 The lion is the mascot of the team.
 5 It is the best soccer team in the world.
 6 Anita and Ben are members of the Glee Club.
 7 Nina eats fruits and vegetables to be healthy.
 8 The winning pair received medals and trophies.

Enhancing Skills, pages 25–26

It is time for school.

p r a y before you go
 15 16 1 20

and e a t your breakfast.
 5 1 18

Do not forget

to bring your b a g .
 2 1 7

We will go to c l a s s
 3 11 1 17 17

and learn some lessons.

We will sing some songs and

c l a p our h a n d s .
 3 11 1 15 8 1 13 4 17

We will m a k e some friends
 12 1 10 5

and p l a y after school.
 15 11 1 20

Practice

- A Listen carefully to the conversation in the video clip that will be played. Then circle the right words or expressions below to complete the text.

Pupils: Good morning!

Teacher: (Good morning, Good day), everyone!

Pupils: How are you?

Teacher: Fine, thanks. How are you?

Pupils: (Great, Good)!

Teacher: Come in, (please, pardon).

Girl: Nice to meet you. My name is Kate.

Pupils: (Nice to meet you, Pleased to meet you), too.

Boy: Sit down, please.

Girl: (Thank you, You're welcome).

- B Listen carefully to the song in the video clip that will be played. Then underline the right words or expressions below to complete the text.

Good morning. Good morning. Good (morning, day). How are you?

I'm fine. I'm fine. I'm (fine, great). Thank you.

Good afternoon. Good afternoon. Good (afternoon, morning).

(How are you?, How do you do?)

I'm not good. I'm not good. I'm not (good, okay). Oh no!

Good evening. Good evening. Good (evening, night). How are you?

I'm great. I'm great. I'm (fine, great). Thank you.

- C Listen carefully to the conversation in the video clip that will be played. Then put a check above the right words or expressions below to complete the text.

Girl 1: This is the music room.

Girl 2: Wow! They are (good, great).

Boy 1: La-la-la-la-la!

Boy 2: That's the school (library, playground).

Girl 2: Wow! Many (books, notebooks)!

Mr. Kim: Good afternoon, everyone.

Boy 2: (Good afternoon, Good evening), Mr. Kim.

Girl 2: My name is Kate. How are you?

Mr. Kim: I'm (good, great). Nice to meet you, Kate.

Practice Answer Key

- A Pupils: Good morning!
Teacher: (Good morning) Good day), everyone!
Pupils: How are you?
Teacher: Fine, thanks. How are you?
Pupils: (Great, Good)!
Teacher: Come in, (please, pardon).
Girl: Nice to meet you. My name is Kate.
Pupils: (Nice to meet you) Pleased to meet you), too.
Boy: Sit down, please.
Girl: (Thank you) You're welcome).
- B Good morning. Good morning. Good (morning, day). How are you?
I'm fine. I'm fine. I'm (fine, great). Thank you.
Good afternoon. Good afternoon. Good (afternoon, morning). (How are you?, How do you do?)
I'm not good. I'm not good. I'm not (good, okay). Oh no!
Good evening. Good evening. Good (evening, night). How are you?
I'm great. I'm great. I'm (fine, great). Thank you.
- C Girl 1: This is the music room.
Girl 2: Wow! They are (good, great).
Boy 1: La-la-la-la-la!
Boy 2: That's the school (library, playground).
Girl 2: Wow! Many (books, notebooks)!
Mr. Kim: Good afternoon, everyone.
Boy 2: (Good afternoon, Good evening), Mr. Kim.
Girl 2: My name is Kate. How are you?
Mr. Kim: I'm (good, great). Nice to meet you, Kate.