

# 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 students.

*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 provide 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 enrichment activities or 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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Textbook Pages: 1–32

Time Allotment: 2.5 weeks

## Learning Objectives

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

- share their summer experiences with their classmates;
- respond appropriately to questions using clear and modulated voices;
- identify and classify nouns as names of persons, places, animals, things, or ideas;
- classify nouns as common or proper nouns, countable or uncountable nouns, concrete or abstract nouns, collective nouns, or compound nouns;
- use appropriate quantifiers with countable and uncountable nouns;
- use appropriate nouns to complete phrases and sentences;
- construct meaningful sentences and a paragraph using nouns;
- recall details from a story they have listened to;
- retell the story heard by writing the events in sequence;
- pronounce words with the vowel digraph *ai* with a long *a* sound and the words with *ee* and *ea* with a long *e* sound;
- identify synonyms and antonyms;
- construct sentences using synonyms and antonyms;
- identify the setting and characters of a story;
- read through the lines in a story to identify the traits and feelings of its characters;
- get the meaning of unfamiliar words through context clues;
- realize the importance of proper health and hygiene (proper way of brushing teeth);
- show appreciation for a mother's love and concern for her children.

## Materials

- Pictures of different nouns
- Realia: sticks, marbles, salt, cooking oil, a tablespoon of sugar, a glass of juice, a loaf of bread, a tray of eggs
- Printouts of lists of quantifiers and collective and compound nouns (Refer to pages 14 to 16 of the textbook)
- Picture words with digraphs *ai* as long *a* and *ee, ea* as long *e*
- A large printout of the story barn
- Flash cards of adjectives

## Technology Required

- [wonderteacher.com/greetings-for-morning-meeting/](http://wonderteacher.com/greetings-for-morning-meeting/)
- <https://www.pinterest.com/explore/morning-meeting-greetings>
- <https://www.oralb.co.uk/en-GB/articles/to-brush-teeth-properly>
- [www.worldwildlife.org/stories/baby-animals-and-their-moms](http://www.worldwildlife.org/stories/baby-animals-and-their-moms)
- <https://www.thedodo.com/7-astonishing-animalmoms-who-543168457.html>

## Teaching Instructions

### Unit Opener

- 1 Introduce yourself to the class. Then read and act out with the pupils the interaction between the teacher and the class on page 1 of the textbook.
- 2 Afterward, ask the pupils the questions below.
  - (a) Did you enjoy your vacation?
  - (b) What made it enjoyable?
- 3 Since it is the first day of school, some pupils may be hesitant to share their experiences. You can then conduct any getting-to-know-you icebreaker.

### Oral Interaction

- 1 Ask the pupils to study the dialogue on page 2 of the textbook.
- 2 Call a pupil to read aloud the following questions in the dialogue.
  - (a) Where did you go for vacation?
  - (b) Who went on a vacation with you?
  - (c) What did you bring to the trip with you?Then ask the class this question: If you were to complete each reply in the dialogue, what would you say?
  - (a) I went to ...
  - (b) I was with ...
  - (c) We brought ...

- 3 Let some pupils share their summer experiences. Encourage them to speak and express themselves. Remind them to speak in a clear voice. Also, tell them to pay attention to the ones reciting.

### Grammar and Writing

- 1 Tell the pupils to study the pictures and the words on page 3 of the textbook. Then ask them, "What does each word represent?" Through their answers, say what *nouns* are.
- 2 Tell the pupils to study the table of nouns on page 3 of the textbook. Then ask them to give more examples of nouns.
- 3 Tell the pupils to do the exercises under *Enhancing Skills* on page 4 of the textbook. Facilitate the checking afterward. You can discuss the answers with the class for further understanding.
- 4 Recall some names, both specific and common, of persons, places, animals, things, and events from the pupils' sharing of summer experiences and write them on the board. Then call some pupils to identify the specific names and the common ones. Through their answers, explain what *common* and *proper nouns* are. You can give the examples on page 5 of the textbook.
- 5 Show the pictures of nouns to the class and ask the pupils to classify the nouns as common or proper.
- 6 Tell the pupils to do the exercises under *Enhancing Skills* on pages 6 and 7 of the textbook. Facilitate the checking afterward.
- 7 To start the discussion on countable nouns, show the sticks, marbles, salt, and cooking oil to the class. Call some pupils to name the things that you are showing and then ask them to identify the ones that they can count by piece. Through their answers, explain what *countable* and *uncountable nouns* are.
- 8 Have a review on the proper use of the indefinite articles *a* and *an*. You can write sentences (a) and (b) below on the board and ask the class how each indefinite article is used. (The sentences can be found on page 8 of the textbook.)
  - (a) Mother added *an* egg to the soup to make it tastier.
  - (b) Can you make *a* sketch of yourself?
- 9 Have an oral exercise. Tell the pupils to say the right indefinite article for each of these words: *eagle, heart, octopus, melon, eggplant, ant, worm, umbrella, fan, alligator*.
- 10 Tell the pupils to read aloud the sentences that follow. (They can be found on page 8 of the textbook.)
  - (a) The carpenter needed several nails to put the wall in place.
  - (b) There were few volunteers for the clean-up campaign.
  - (c) Some parents came to see the teacher.
  - (d) All boxes had been sealed.
  - (e) Our math teacher gave us many problems to solve.

Afterward, ask the following questions about the sentences.

- (a) How many nails did the carpenter need?
- (b) How many volunteers were there for the clean-up campaign?
- (c) How many parents came to see the teacher?
- (d) How many boxes had been sealed?
- (e) How many problems did the math teacher give?

Through the pupils' answers to the questions, explain what *quantifiers* are and how they are used with countable nouns.

- 11 Say that there are quantifiers that can be used with uncountable nouns. Then tell the pupils to read aloud the sample sentences on page 9 of the textbook. Call some pupils to point out the uncountable noun and its quantifier in each sentence.

- 12 Tell the pupils to read the following sentences aloud. (They can be found on page 10 of the textbook.)

- (a) My sister has a lot of friends in school.
- (b) Aaron has lots of time to spend.
- (c) Our group has plenty of ideas to share.
- (d) Mr. and Mrs. Rodriguez have plenty of money.

Then ask the pupils which of these nouns are countable and which ones are uncountable: *friends*, *time*, *ideas*, and *money*. Afterward, you can ask the following questions.

- (a) How many friends does the speaker's sister have?
- (b) How much time does Aaron have?
- (c) How many ideas does the speaker's group have?
- (d) How much money do Mr. and Mrs. Rodriguez have?

Through the pupils' answers to the questions, explain that the quantifiers "lots of," "a lot of," and "plenty of" can be used with both countable and uncountable nouns.

- 13 Show the following things in class one by one: a spoon of sugar, a glass of juice, a loaf of bread, and a tray of eggs. Then ask the following questions.

- (a) How much sugar do I have?
- (b) How much juice do I have?
- (c) How many loaves of bread do I have?
- (d) How many eggs do I have?

Through the pupils' answers to the questions, explain the use of the words *spoon*, *glass*, *loaf*, and *tray* to indicate the amount of things that you have. Say that the words can be used to quantify both countable and uncountable nouns. Then have the pupils read the following phrases aloud. (The phrases can be found on page 10 of the textbook.)

- |                        |                         |
|------------------------|-------------------------|
| (a) a dash of pepper   | (e) a can of milk       |
| (b) a teaspoon of salt | (f) a cup of flour      |
| (c) a bunch of grapes  | (g) a spool of thread   |
| (d) a ream of paper    | (h) a bundle of clothes |

- 14 Tell the pupils to work on the exercises under *Enhancing Skills* on page 11 of the textbook. Facilitate the checking afterward.

15 Ask the class if anyone has attended any cooking or baking class before. If someone has, you can tell him or her to relate his or her experience. Tell the rest of the class to listen carefully. Then on the board write any ingredient that the pupil mentions. Afterward call some pupils to give the quantifier or quantifying noun that their classmate mentioned for each ingredient.

16 Ask the class if they can see, hear, smell, touch, or taste any of the following:

- |               |               |
|---------------|---------------|
| (a) band      | (g) happiness |
| (b) bravery   | (h) marbles   |
| (c) buildings | (i) kindness  |
| (d) castle    | (j) luck      |
| (e) eggs      | (k) patience  |
| (f) flowers   |               |

Through the pupils' answers, explain what *concrete* and *abstract nouns* are.

17 Tell the pupils to do the exercise under *Enhancing Skills* on page 12 of the textbook. Facilitate the checking afterward. For homework, tell the pupils to write three sentences using abstract nouns.

18 Ask the pupils to read aloud the sentences on page 13 of the textbook. Then direct their attention to the following phrases: a bouquet of roses, a set of phrases, a fleet of cars, a brood of chickens. Tell them to describe what each phrase refers to. Take note of those answers with the word "group" in them. Through those answers, explain what *collective nouns* are.

19 Tell the pupils to study the list of collective nouns on page 14 of the textbook. Then have an oral exercise. Show some pictures of people, animals, and things and tell the pupils to give the name of the group by choosing from the list of collective nouns.

20 Ask the pupils to do the exercise under *Enhancing Skills* on pages 14 and 15 of the textbook. For homework, tell them to list five examples of collective nouns.

21 Ask the pupils to study the nouns on page 16 of the textbook. Through the examples, explain what *compound nouns* are. Then tell the pupils to do the exercises under *Enhancing Skills* on page 17 of the textbook. Facilitate the checking afterward.

22 Tell the pupils to do the exercises under *Enhancing Skills* on pages 18 and 19 of the textbook. For exercise C on page 19, you can ask some pupils to read their paragraphs in class. Tell the rest of the class to write as many nouns as they can hear.

## Listening and Phonics

- 1 Before asking the pupils to listen to the story “The Tooth Fairy,” you can ask the following questions.
  - (a) Have you ever had a loose tooth before? If you have had one before, did it ache? Could you eat at that time?
  - (b) Do you remember feeling your loose tooth with your finger? How did it feel?
  - (c) Do you remember the time when your loose tooth finally came off? How did it feel?
- 2 Read the story “The Tooth Fairy” to the class. Remember to read it with expression, correct pausing, and pacing. Also, you can ask the questions below for the pupils to answer after listening. The questions may prompt them to listen carefully. You can write the questions on the board.

Questions:

  - (a) What will Gerard’s mother do with his aching tooth?
  - (b) Who is the “tooth fairy” in the story?
  - (c) What did the “tooth fairy” do with Gerard’s tooth?

### The Tooth Fairy

Gerard was at the breakfast table eating his favorite pancakes. His mother sat beside him making sure he was eating properly.

“Oh, Mom, it hurts!” cried Gerard as he touched his mouth.

“What happened?” asked his mother.

“My tooth hurts as I take a bite,” he said as he touched the tooth with his forefinger. His mother tried to touch it, too, and moved it to and fro. Gerard moaned and held his Mother’s hand.

“It is just a baby tooth. It has started to loosen up. A better tooth is going to take its place soon,” said Gerard’s mother calmly.

“How will I eat? How will I bite my banana or my apple? I will go hungry!” said Gerard.

“Oh dear, don’t be afraid. We will do something about it together,” said his mother.

“Now, wait for me. I will be back in a few minutes.”

Gerard’s mother came back with a piece of thread. “Keep still,” she told her son. Holding the end of the thread, she made a knot around the tooth.

“Now hold this other end and pull hard,” she said. It takes only one pull, and it is over,” she added. Gerard did as he was told. Then the tooth fell right on his lap.

“ Now wash your tooth, pat it dry and put it under your pillow. Tonight, after your prayers, tell the tooth fairy about your tooth. She will surely give you a reward,” said his mother.

The next morning, Gerard found a fifty-peso bill under his pillow. He jumped with joy and showed the bill to his mother.

Of course, you know where the money came from!

- 3 After listening to the story, the pupils can work on the exercises under *Enhancing Skills* on pages 20 and 21 of the textbook. For exercise B on page 21, let the pupils recall the events that happened in the story by looking at the pictures and completing the prompts. Then ask the pupils to retell the whole story afterward.
- 4 Tell the pupils to read the following sentences aloud. You can write the sentences on the board.
  - (a) Gerard was at the breakfast table eating his favorite pancakes.
  - (b) My tooth hurts as I take a bite.
  - (c) It is just a baby tooth.
  - (d) A better tooth is going to take its place soon.
  - (e) Of course, you know where the money came from!Underline the words *table*, *take*, *baby*, *place*, and *came* in the sentences and tell the pupils to read the words aloud. Then repeat the words to them and tell them to notice the long *a* sound.
- 5 Read the first set of words on page 22 of the textbook producing the long *a* sound distinctly. You can ask the class to read the words after you.
- 6 Ask the class to read aloud the second set of words on page 22 of the textbook. Afterward, explain what *vowel digraphs* are by using those words.
- 7 Tell the pupils to work on the exercise under *Enhancing Skills* on page 22 of the textbook.

### Vocabulary

- 1 Show a picture of a beautiful woman and ask the class to describe her. Take note of the answers that mention the word *beautiful* and other words synonymous to it. Through their answers, explain what *synonyms* are. You can have the pupils read aloud the word *beautiful* and its synonyms on page 23 of the textbook.
- 2 Show a picture of a tall woman and a short man, or vice versa, and ask the class to describe each person. Take note of the answers that mention the words *tall*, *short*, and other words similar or opposite to either word. Through their answers, explain what *antonyms* are. You can have the pupils read the word *tall* and its antonyms on page 23 of the textbook.
- 3 Show the class some words and call some pupils to give synonyms and antonyms of each one.

- 4 Tell the pupils to work on the exercises under *Enhancing Skills* on page 24 of the textbook. For homework, you can ask them to list five pairs of synonyms and antonyms and use them in sentences.

### Reading and Phonics

- 1 Before the pupils read the story “The Tiger Mom” on page 25 of the textbook, you can ask the following questions.
  - (a) Who has a pet cat at home?
  - (b) What is a cat like?
  - (c) Have you seen a pregnant cat before? If you have, what was it like? What was it like after giving birth to a litter? What were the kittens like?
- 2 Tell the pupils to read the title “The Tiger Mom” aloud. Then ask why they think the story is entitled as such. Take note of their reasons. You can write at least three realistic ones on the board.
- 3 Tell the pupils to read the story “The Tiger Mom” silently.
- 4 Show a large version of the barn on page 29 of the textbook. Then explain the words *setting* and *characters* written on the barn. You can say that the setting tells the place where the story happened and that it can be a jungle, school, barn, or home. Then say that the setting also tells when the story happened and that it might have happened one early morning, one evening, or last year. Next, you can say that characters are the people or animals involved in the story.
- 5 Tell the pupils to fill out the story barn under *Enhancing Skills* on page 29 of the textbook. Go around the classroom to see the answers of most pupils in the class. Then call two pupils to share their answers with the rest of the class. You can tell them to write their answers on the large version of the picture of a barn. Then have each pupil read from the story a passage that shows his or her answer.
- 6 Call a pupil to read the second paragraph in the story “The Tiger Mom” on page 25 of the textbook. Tell him or her to read the passage with expression. Afterward, ask the following questions about the passage.
  - (a) What did Rico feel when he said, “Guys, come over here and look!”?
  - (b) Why do you think Rico felt that way?Through the pupils’ answers, explain that the traits and feelings of the characters in a story are not often directly stated or mentioned and that they have to read through the lines to be able to infer who the characters are and how they feel.
- 7 Tell the pupils to do the exercise under *Enhancing Skills* on page 30 of the textbook. Do item number 1 with them first. You can call a pupil to read the passage and the question. Then say that there are important words in the passage that can give them (the pupils) some clues about how the cat was feeling. Tell the class to read the passage loudly and call some pupils to identify the important words in it. At the mention of the words *staring* and *fiercely*, ask the class, “What was the cat feeling

then?" Call some pupils to give their answers and to give the reasons behind those answers. Afterward, tell the pupils to answer the other items on their own.

- 8 Write the following sentence on the board: "On our first day, my cousins and I happily wandered around the farm." Tell the class to read the sentence and to imagine what was happening. You can prompt the pupils by reminding them that the story happened during the summertime and by telling them how children their age often spend summertime. Call some pupils to share their thoughts. Then ask the class, "What do you think does the word *wandered* mean?" Take note of the answers that are close to this definition: "to go to different places usually without having a particular purpose or direction." Then explain that to get the meaning of words unfamiliar to them (the pupils), they have to understand the context or how they are used in the sentence.
- 9 Tell the pupils to do the exercise under *Enhancing Skills* on page 31 of the textbook. Discuss the answers with the pupils.

### Phonics

- 1 Tell the pupils to read the following sentences aloud. You can write the sentences on the board.
  - (a) The mother cat was staring at us fiercely with her large green eyes.
  - (b) The pregnant cat seems to be in pain.
  - (c) We'd better leave the cat alone.
  - (d) We rushed back inside the barn and saw the cat with her litter of three kittens.
  - (e) Upon seeing the cat, we thought she was about to give birth anytime.Underline the words *green*, *seems*, *leave*, *three*, and *seeing* in the sentences and tell the pupils to read the words aloud. Then repeat the words to them and ask, "What common vowel sound do you hear?"
- 2 Tell the pupils to read aloud the words with the long *e* sound on page 32 of the textbook. Afterward, point out the vowel digraphs *ee* and *ea* in the words. You can call a pupil to describe what a *vowel digraph* is.
- 3 Ask the pupils to do the exercise under *Enhancing Skills* on page 32 of the textbook.

## **Strategies for Evaluation**

- 1 Dramatization
- 2 Listening and writing activities
- 3 Pencil and paper exercises
- 4 Quizzes
- 5 Sharing experiences

## **Suggested Activities**

- 1 Dramatizing teacher/class interaction on the first day of school
- 2 Conducting a getting-to-know-you icebreaker
- 3 Completing the responses in the dialogue on page 2 of the textbook
- 4 Sharing summer experiences
- 5 Oral reading of the passages in the story
- 6 Citing similarities of Tiger Mom and one's own mother

## Answer Key

### Enhancing Skills, page 4

A

Persons	Places	Animals
guard	field	puppy
mister	camp	bug
king	building	kitten

Things	Events	Ideas
banana	fair	friendship
dust	fiesta	courage
gold	contest	strength

B Answers may vary.

### Enhancing Skills, pages 6–7

- A
- 1 zoo—C
  - 2 beach—C
  - 3 bottle—C
  - 4 Bob's Café—P
  - 5 secretary—C
  - 6 computer—C
  - 7 Saturday—P
  - 8 September—P
  - 9 composition—C
  - 10 condominium—C
  - 11 New Year's Day—P
  - 12 Kids in Action Show—P
  - 13 National Heroes Day—P
  - 14 Dr. Felicity Marquez—P
  - 15 A Treasury of Children's Poems—P

- B
- 1 country
  - 2 month
  - 3 day
  - 4 president
  - 5 shoes
  - 6 dentist
  - 7 dog
  - 8 coffee
  - 9 city
  - 10 book

C Answers may vary.

**Enhancing Skills, page 11**

- A 1 UC
- 2 C
- 3 UC
- 4 UC
- 5 C
- 6 UC
- 7 C
- 8 C
- 9 UC
- 10 C

- B 1 many
- 2 few
- 3 teaspoon
- 4 dash
- 5 much
- 6 little
- 7 many
- 8 trays
- 9 many
- 10 less

**Enhancing Skills, page 12**

- 1 A
- 2 A
- 3 C
- 4 A
- 5 C
- 6 C
- 7 C
- 8 A
- 9 C
- 10 A

**Enhancing Skills, pages 14–15**

- 1 company
- 2 herd
- 3 cluster
- 4 string
- 5 troupe
- 6 swarm
- 7 flight
- 8 stack

**Enhancing Skills, page 17**

**A**

- 1 bedroom
- 2 cupcake
- 3 dragonfly
- 4 firefighter
- 5 homework
- 6 milkfish
- 7 notebook
- 8 railroad
- 9 toothbrush
- 10 watermelon

**B** Answers may vary.

**Enhancing Skills, pages 18–19**

**A** Answers may vary.

Possible answers:

- 1 Sunday
- 2 Trash/Garbage
- 3 money
- 4 glass/mug/cup
- 5 summer
- 6 salt/pepper
- 7 peace
- 8 heroes
- 9 team
- 10 house/cottage

**B** Answers may vary.

**C** Answers may vary.

**Enhancing Skills, page 20**

**A**

- 1 mother
- 2 pancakes
- 3 bite
- 4 loosen
- 5 thread
- 6 pull
- 7 lap
- 8 pillow
- 9 tooth fairy
- 10 fifty-peso bill

B Possible answers:

- 1 Gerard was eating pancakes for breakfast when he felt his tooth ache.
- 2 His mother started to make a knot around the tooth.
- 3 His mother tied his tooth with a string and told Gerard to hold the other end and pull hard.
- 4 When he woke up, he found a fifty-peso bill under his pillow.

### Enhancing Skills, page 22

- 1 It is a windy day.
- 2 Have a safe trip!
- 3 We need a pail of water.
- 4 Let's go and save that dog!
- 5 It is nice to walk by the bay.
- 6 My aunts make delicious pies.
- 7 Turn to page 105 of your book.
- 8 Pray for guidance and strength.
- 9 The children went straight to bed.
- 10 Are our costumes too plain for the festival?

### Enhancing Skills, page 24

- A
- 1 courageous, fearless
  - 2 speak, tell
  - 3 cold
  - 4 late
  - 5 yell
  - 6 fearful
  - 7 many, much
  - 8 unhappy, gloomy
  - 9 hot
  - 10 mild
- B
- 1 true
  - 2 depart
  - 3 dawn
  - 4 modern
  - 5 wide
  - 6 entrance
  - 7 begin
  - 8 full
  - 9 wild
  - 10 friend



Setting: Summertime, grandfather's farm / barn

Characters: Tiger Mom

Rico, Pam, Sally, kittens, narrator or speaker

Enhancing Skills, page 30

- 1 suspicious
- 2 kind
- 3 protective
- 4 strict
- 5 obedient

Enhancing Skills, page 31

- 1 They live in an old, cozy wooden cottage at the end of a road.
- 2 We all rushed to Rico and saw a restless pregnant ~~cat~~.
- 3 I approached the cat cautiously and tried to move her away.
- 4 We rushed back inside the barn and saw the cat with her litter.
- 5 She growled, and the kittens scampered and scurried back to the barn.

**Enhancing Skills, page 32**

- 1 feels
- 2 east
- 3 meat
- 4 queen
- 5 sweet
- 6 mean
- 7 lead
- 8 creek
- 9 dream
- 10 need

**Enrichment Activities**

- 1 Watch a video on proper brushing of teeth.  
Write the important points to remember.
- 2 Describe your mother.  
Does she have the same qualities as the Tiger Mom in the story?