

# 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 is aligned with the K to 12 curriculum for English of the Department of Education and 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 in the K to 12 curriculum 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 a Journey .....	1
Unit 2	Valuing Independence .....	13
Unit 3	Respecting Life .....	27
Unit 4	Forging Relations .....	37
Unit 5	Staying Grounded .....	49
Unit 6	Building a Reliable Network .....	65
Unit 7	Taking the Lead .....	77
Unit 8	Owning Up .....	86
Unit 9	Celebrating the Heritage of the Past .....	96
Unit 10	Changing for the Better .....	109
Unit 11	Training the Heart .....	120
Unit 12	Respecting Social Diversity .....	130
Unit 13	Dealing with Change .....	140
Unit 14	Coping with Challenges .....	151
Unit 15	Handling Curiosity .....	162
Unit 16	Looking Ahead .....	170

**Textbook Pages:** 1–29

**Time Allotment:** 1–3 weeks

**Learning Objectives:**

At the end of the lesson presented in Unit 1, the pupils should be able to:

- Expand their vocabulary skills by analyzing context clues.
- Familiarize themselves with the meaning of difficult words by using word association techniques.
- Reinforce their stock knowledge about nouns: nature—common, proper, abstract, mass, collective, count; kinds—person, place, thing, event; gender—feminine, masculine, common, no gender; case or use of the noun in the sentence—subject, predicate, object, possessive.
- Develop and build up their communication skills.
- Familiarize themselves with the different graphic organizers for effective presentation of data or topics.

**Materials**

- To be provided by the teacher: process flowchart for baking a cake or cooking pasta or a pie chart showing the number of boys and girls in the grades 5 and 6 classes.
- To be provided by the pupils: favorite book, food, pet, or toy

**Teaching Instructions****Unit Opener**

The teacher will greet the pupils as he / she invites each one of them to tap a classmate's shoulder as a welcome gesture.

## Vocabulary

- 1 For the lesson about context clues, the teacher may use the following practice exercise to introduce the topic:
  - (a) The scenes in the horror movie were gory.
    - a full of violence
    - b full of fun
    - c full of romance
  - (b) Jose sojourned in El Nido, Palawan for a week.
    - a lived temporarily
    - b turned permanent visitor
    - c became a frequent visitor
  - (c) The naughty pupils tried to vex their teacher by asking him impertinent questions.
    - a please
    - b annoy
    - c humor
  - (d) My sister had an accident in the park which left her with a pockmark face.
    - a rosy
    - b scarred
    - c unpleasant
  - (e) The candidate won in the electoral post by guile and treachery.
    - a insolence
    - b imprudence
    - c deception
- 2 For the lesson about developing communication skills, the teacher will ask the pupils to talk about their favorite pets, books, foods, or toys.

## Reading Comprehension

For the lesson about graphic organizers, the teacher will use a process *flow chart* like baking a cake or cooking pasta, or a *pie chart* showing the number of boys and girls in the grade 5 and grade 6 classes.

## Grammar

- 1 For the lesson about nouns, the teacher will invite the pupils to visit the school library, school canteen, or school auditorium, and then ask them to write all the nouns that they can see in those places. The pupils will be asked to categorize the nouns as to kind, gender, and number.
- 2 For reinforcing competencies about nouns and related lessons, the teacher will apprise the pupils about the recent innovations, renovations, or repairs in the common areas of the school (i.e. library, canteen, auditorium) to entice them to visit these areas as she introduces the topic about nouns.

## **Strategies for Evaluation**

- 1 Presenting information through the use of graphic organizers. The following information may be presented and explained using graphic organizers:
  - (a) development of a butterfly
  - (b) baking of cookies
  - (c) similarities and dissimilarities of twin brothers or twin sisters
  - (d) family tree from the great grandparents down to the pupil
- 2 Reading of essays or any short narratives, and then finding the meaning of difficult words from the dictionary
- 3 Quizzes

## **Suggested Activities**

- 1 Visiting campus common areas as springboard to introduce the lesson about nouns
- 2 Listening activities as individuals report about their favorite pets, books, foods, or toys.
- 3 Class discussion about nouns using the school's common areas as springboard
- 4 Class sharing or reporting about favorite books, foods, pets, or toys.

## Answer Key

### Enhancing Skills, pages 4–6

- A
- 1 poultry
  - 2 cramped
  - 3 rural
  - 4 uncomfortable
  - 5 authorized
  - 6 trained
  - 7 reliable
  - 8 invaluable
  - 9 water
  - 10 sultans

- B
- 1 b
  - 2 b
  - 3 a
  - 4 c
  - 5 c
  - 6 c
  - 7 a
  - 8 c
  - 9 b
  - 10 c

### Enhancing Skills, pages 12–14

- A
- 1 plays
  - 2 holidays
  - 3 pianos
  - 4 institutions
  - 5 churches
  - 6 waltzes
  - 7 cliffs
  - 8 leaves
  - 9 shelves
  - 10 potatoes

- B
- 1 <sup>P</sup> Flies are <sup>P</sup> disease carriers.
  - 2 My <sup>S</sup> mother had three <sup>P</sup> maids-of-honor.
  - 3 She peeled five <sup>P</sup> cucumbers for <sup>S</sup> lunch.
  - 4 The <sup>P</sup> passersby were hit by the <sup>P</sup> debris.
  - 5 The <sup>P</sup> radii of these two <sup>P</sup> circles are equal.

6 Three of our <sup>P</sup> editors-in-chief <sup>S</sup> won the prize.

7 Did you see the <sup>S</sup> qualifying game last night.

8 What are the <sup>P</sup> agenda for the <sup>S</sup> meeting today?

9 Millions of <sup>P</sup> chicken eggs are produced each <sup>S</sup> year.

10 Our <sup>S</sup> country has been undergoing an economic <sup>S</sup> crisis for a long <sup>S</sup> time.

- C
- 1 students
  - 2 weeks
  - 3 homeworks
  - 4 activities
  - 5 times
  - 6 teeth
  - 7 meals
  - 8 lapses
  - 9 exceptions
  - 10 persons'

#### Enhancing Skills, pages 17–18

- A
- 1 OC
  - 2 NC
  - 3 OC
  - 4 NC
  - 5 OC
  - 6 PC
  - 7 NC
  - 8 NC
  - 9 PC
  - 10 OC

- B
- 1 teachers' desk
  - 2 Vince's school
  - 3 girls's skirts
  - 4 Leah's older sister
  - 5 Fionna's crayons
  - 6 girl's blouse
  - 7 Francis's souvenirs
  - 8 children's playground
  - 9 Jasmine's pictures
  - 10 goldfish's bowl

- C
- 1 The school gate is closed.
  - 2 I helped the principal in her meeting today.
  - 3 Mrs. Curtis's house is big.
  - 4 The student embraced the teacher.
  - 5 Good study habits can produce good grades.

**Page 19**

- 1 The conversation is informal.
- 2 Because he did not hear the question.
- 3 Yes, I also get sleepy sometimes.

**Enhancing Skills, pages 21–22**

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

- B
- 1 b ; j
  - 2 e ; h
  - 3 f ; i
  - 4 a ; l
  - 5 c ; g

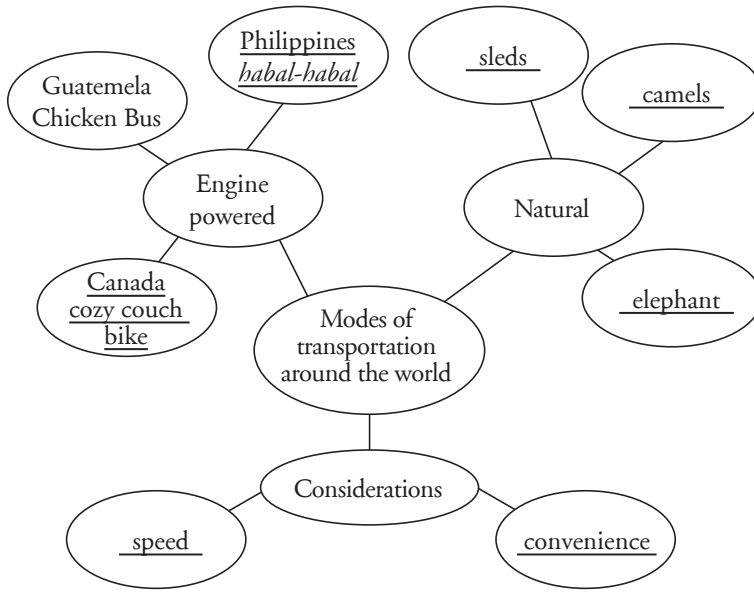
**Comprehension, page 23**

- 1 Consider the primary concerns, the secondary concerns, as well as the benefits.
- 2 Tasks needed to be done, mundane activities, body-clock training, variations, exceptions, and changes.
- 3 It has benefits like easy time to wake up, more productivity, and less stress.
- 4 Answers may vary.
- 5 Yes, a daily routine could help me save time that I can use for other productive activities.



Enhancing Skills, pages 26–29

A



B

- 1 a
- 2 c
- 3 b
- 4 a
- 5 b
- 6 c
- 7 f
- 8 e
- 9 d
- 10 a
- 11 d
- 12 f

C

Developing good study habits should be a priority for students. They are useful because the time will be well spent. Applying good study habits can also mean more productive activities. Lastly, practicing them can be a preparation for the future. Some examples of habits that students should develop include taking down notes during lectures, asking questions, and keeping away from distractions when studying. In addition, staying with a routine makes the habits more effective and easier to do as time passes.

D Answers may vary.

## Practice

- A Find the meaning of the following underlined words using the restatement context clues. Circle the letter that corresponds to the correct answer.
- 1 A second coating of the varnish would furbish the old furniture.  
a brighten                      b darken                      c sign
  - 2 The carpenters spent two days to fabricate the dog's cage.  
a destroy                      b make                      c decorate
  - 3 The young girl tried to vex the chef during the cooking demonstration making the chef irritated.  
a assist                      b annoy                      c phase
  - 4 During the hearing at the Senate Blue Ribbon Committee, the witness recanted his previous testimony.  
a argued                      b admit                      c retracted
  - 5 The indolent student refused to change his worn-out project.  
a unpredictable                      b lazy                      c misguided
- B Read the paragraphs below. Put a small check (✓) on top of the noun, then write the noun in the appropriate column in the table that follows.

Maria, Mario, Pipay and Pipoy are classmates at the Young Achievers International School in Las Piñas City.

They are excited about the forthcoming Juniors and Seniors Promenade, which will be held at a famous hotel in Muntinlupa City.

They are neighbors in the same subdivision in Parañaque City. Their parents have been friends since childhood.

Maria and Pipay are planning what to wear for the event.

According to Maria, she will request her mother to buy for her a pink gown and white sandals. She will also wear the necklace and the wristwatch that her father gave her last Christmas.

Pipay on the other hand will just borrow a gown worn by her cousin during the beauty pageant in their province.

Mario and Pipoy are not bothered about what they would wear for the event.

What they are worried about is the cotillion where both of them will dance.

To release their tension and nervousness, they all agreed to sit down for a while in the school canteen and eat their favorite snacks—rice cakes and mango juice.

Proper Nouns	Common Nouns	Count Nouns
Mass Nouns	Collective Nouns	Abstract Nouns

C Read the sentences below. Write in the blank before each number the gender of the underlined nouns.

- \_\_\_\_\_ 1 The king is guarded by his warriors.
- \_\_\_\_\_ 2 We were all surprised when the directress entered our classroom.
- \_\_\_\_\_ 3–4 The emcee greeted the priest before the program began.
- \_\_\_\_\_ 5 Maria's feline is really a darling.
- \_\_\_\_\_ 6 The mayor is quick in giving donations to the victims.
- \_\_\_\_\_ 7 I was hit by the ball on my way to the school yard.
- \_\_\_\_\_ 8–10 Mother told me that my grandfather will be coming this weekend together with my cousin.

D Join the noun in column A with the correct match in column B to form a compound noun. Write the compound noun formed in column C.

Column A	Column B	Column C
1 book	a tie	
2 dog	b watch	
3 neck	c knob	
4 foot	d dryer	
5 hair	e box	
6 wrist	f cage	
7 place	g shelf	
8 door	h spa	
9 lunch	i mat	
10 ice	j cream	

## Practice Answer Key

- A
- 1 a
  - 2 b
  - 3 b
  - 4 c
  - 5 b

B

Proper Nouns	Common Nouns	Count Nouns
Maria Mario Pipay Pipoy Young Achievers International School Las Piñas City Muntinlupa City Juniors and Seniors Promenade Parañaque City Christmas	classmates hotel neighbors subdivision parents friends childhood event mother gown sandals necklace wrist watch father cousin beauty pagent province cotillion school canteen snacks rice cakes mango juice	mother classmates hotel neighbors subdivision friends gown sandals necklace wrist watch father cousin beauty pagent province cotillion school canteen
Mass Nouns	Collective Nouns	Abstract Nouns
mango juice	snacks	childhood tension nervousness

- C
- 1 masculine
  - 2 feminine
  - 3 common
  - 4 masculine
  - 5 common

- 6 common
- 7 no gender
- 8 feminine
- 9 masculine
- 10 common

D

Column A	Column B	Column C
1 book	a tie	book shelf
2 dog	b watch	dog cage
3 neck	c knob	neck tie
4 foot	d dryer	foot spa
5 hair	e box	hair dryer
6 wrist	f cage	wrist watch
7 place	g shelf	place mat
8 door	h spa	door knob
9 lunch	i mat	lunch box
10 ice	j cream	ice cream