

THE EFFECT OF RFU EXERCISES ON THE DEVELOPMENT
OF COMPREHENSION IN ENGLISH

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APPROVAL SHEET


This thesis entitled "THE EFFECT OF RFU EXERCISES ON THE DEVELOPMENT OF COMPREHENSION IN ENGLISH" has been prepared and submitted by TRINIDAD A. ESCOBAR, who having passed the Comprehensive Examination is hereby recommended for Oral Examination.

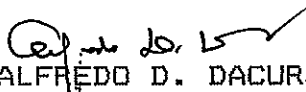
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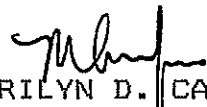
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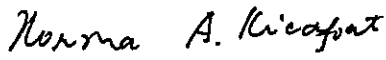

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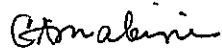
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DEDICATION

To the ALMIGHTY GOD, the source of all knowledge,

To my dearest husband, IRENEO C. ESCOBAR
and our children, IRENED JR., IRVIN and ISMAEL,

To my loving parents,
the late PABLO P. ALMERO and MERCEDES M. ARTECHE,

To my only sister, ALICIA,
her husband, the late GAUDIOSO H. SABID,
their children and grandchildren,

To my only brother, ROMEO,
his wife, SONIA J. ABONALES
and their children.

TRAINING

ABSTRACT

This study attempted to discover the effect of RFU exercises on the development of comprehension in English of first year secondary students. The study on the effect of RFU exercises on the development of comprehension in English made use of the pretest and post test control group design. The computed t-value of the pretest and the post test of the control group is 0.727459 which is 1.218541 less than the critical/ tabular t-value of 2.045 at $\alpha = .05$ and df at 29. that of the experimental group is 4.7 which is greater by 2.6555 than the critical/tabular t-value of 2.045. A significant difference was noted between the pretest and the post test of the experimental group. It implies, therefore, that the RFU exercises appeared to have taught effectively since the subjects made significant gains in the post test. For the recommendation, the RFU exercises may be used as reference points for the development of similar exercises on higher and complicated skills by teachers handling second to fourth year English. RFU exercises on the word, phrase and sentence levels may be developed.

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CHAPTER I

THE PROBLEM: ITS BACKGROUND

Introduction

Reading is an important as well as the most valuable skill for learning. Unless a student is equipped with basic reading skills, he would not be in a position to study effectively and independently in the different subject areas.

The school is very much aware that reading is a useful tool for extending knowledge in the content areas. Schnepf (1971:27) maintains that for a reader to get meaning from the printed page, he must be able to apply word attack skills to the technical vocabularies of the content areas. He must be able to comprehend the concepts being presented and he must be able to use study skills so that he can use and remember what he has read.

The various subjects in the elementary schools place different burdens upon the reading abilities of the pupils. Every subject provides varied opportunities for applying reading to different types of reading activities. The facts suggest the need for attention on reading comprehension in connection with learning in the content areas.

The nature of the Filipino first year high school

student in English is such that he has had six or seven years exposure to English and Filipino in the elementary schools. That this student who is typically thirteen years of age wants to become a professional someday. So he goes to school with high hopes that if he develops his reading skills, he will make it to a good profession. In school, a lot of independent study would be demanded of him and, therefore, would need adequate comprehension skills.

It is rather a sad observation that many students going to the high school for the first time are found wanting in comprehension skills. Most often they recognize the graphic symbols but they can neither give nor get meaning from either the printed or written page.

The result of the regional test in reading for first year, tests and survey conducted by the English department of Samar National School (SNS) at the beginning of school year 1993-1994 revealed that the students fell short of their actual year level. The abilities of the students who were tested varied from the third grade to the sixth grade levels. There is still a need to develop in them the skills of recalling facts and details, identifying the stated main idea, the speaker's feeling, as well as cause and effect, perceiving relationship through the use of guide words, sequencing ideas in logical order, organizing ideas, outlining and summarizing.

While it is true that textbooks are provided our students, it is equally true that there is scarcity of instructional materials for secondary students' use that could provide instruction on the aforementioned skills.

The Philippine Normal College (PNC) under Project NTR (Non-Traditional Roles of Teachers), a five year research and development project of the Southeast Asian Ministers of Education Organization (SEAMEO) Regional Center for Educational Innovation and Technology (INNOTECH) in its field research gathered this observation. Existing materials have been observed by classroom teachers to be "weak in their content, in the way they are presented, practised by them and used by them."

Every teacher is aware of the psychological fact that describes the learning process that fits the level at which the individual learner is able to perform and learn systematically at his own pace and progress. Individualization in learning is premised on the concepts that the learners learn as individuals and that children learn and progress differently. Unfortunately, it has been observed that the practice of individualization has lagged considerably behind theory.

In response to the need for instructional materials for secondary students' use, this study was conducted. The researcher was motivated to develop Reading for

Understanding (RFU) materials for first year.

Theoretical/Conceptual Framework

Utmost consideration of the following principles of reading experts and theorists brought about the idea for this study.

The first of these is the Behaviorists view of learning and reading. Behaviorist like Pavlov, Thorndike, and even Skinner have relied on three variables to explain learning: stimulus, response and reinforcement. The more frequently such a chain of events occurs - stimulus, response, reinforcement - the more firmly established the learning becomes.

The behaviorists believed that the complex behavior was nothing more than the adding up of numerous stimulus response - reinforcement "bonds". Applied to reading, the smallest, simplest behavior should be taught first, gradually building up to more complex behavior.

Learning, according to Bernard (1954:125) is the modification of behavior. It may be manifested in any of the following forms: development of skills, acquisition of habits, memorization, modification of perception, reduction of cues, improvement of insight, elimination of errors, alteration of responses, modification of attitudes and ideals, as well as solution of problems.

Learning in reading takes place when a child has the adequate physical, mental, intellectual, psychological and emotional maturity backed by adequate experiences. Each child has his own "teachable moment" for which readiness in learning to read is set with great care.

Heilman (1967:5) opines that reading skills and abilities are developed and strengthened in each grade level horizontally and vertically.

Reading for readiness is filled with concrete experiences. Motivation works mainly on the senses and the personal area of the child. Simple materials are introduced for the initial reading experience. As pupils/students become proficient in word recognition and in getting the meaning of the printed symbols, they are given materials of wider scope. With established basic reading abilities, the materials acquire depth and breadth.

Durrell (1962:28) and Bond and Tinker (1968:19) shared the idea that improving pupils' ability in reading depends to a large extent on the development of better tools in teaching that approximately answer their needs and interests.

Lee and Allen (1978:279) are one in saying that each child should have access to a variety of materials in both difficulty and kind dealing with the topics of his own concern. He, likewise, should have the freedom to progress

as fast as he feels competent to do so.

Cunningham (1983:21) and Long (1983:225) point out that when students are consistently successful in comprehending language, they gain in achievement.

More commonly, the textbook is used by the teachers but they discover that they must often adapt or supplement it with teacher-prepared materials in order to meet the students' needs effectively and appropriately.

Thus, teachers do engage in materials development to some extent. While there is, of necessity a certain amount of trial and error in any creative endeavor, the basic guidelines for materials development can cut down on wasted time and effort.

After carefully considering these theories and after having identified the problem of poor comprehension in reading among first year high school students assigned to the lower sections, the researcher was encouraged to develop Reading for Understanding (RFU) exercises and to try them out. It was her belief that the development of RFU exercises could partially solve the problem of poor comprehension.

Since comprehension is the end goal of the reading act, something can be done to help the students develop a purpose for reading and thus lead them to the goals of understanding and meaning.

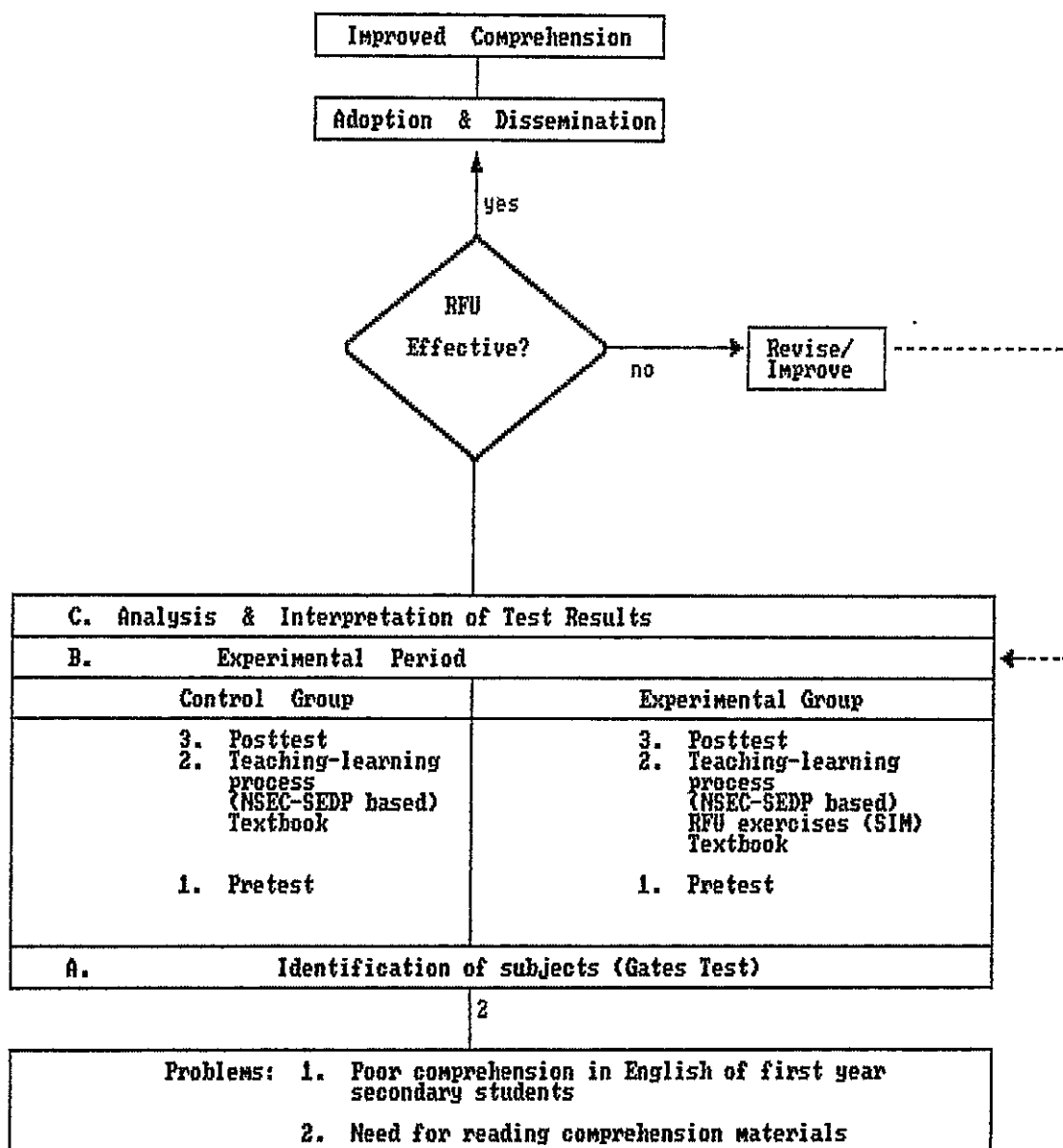


Figure 1. A diagram showing the process flow and the dependent and independent variables of the study

Figure 1 shows the conceptual framework of the study. Frame 1 presents the problems of first year secondary students in English. Frame 2 presents the steps in the experimentation involving identification of subjects based on the Gates Test result, the experimental period and the analysis and interpretation of test results. An experimental group and a control group which were formed after a random sampling were first given a pretest. Both groups then underwent a NSEC-SEDP based teaching-learning process. The control group used the English 1 textbook while the experimental group used the English I textbook and the RFU exercises. At the end of the experimental period, a posttest was administered to establish data of achievement for both groups. The test results were analyzed and interpreted. Since the RFU exercises proved effective, they may be adopted and disseminated for further use. Their actual use shall hopefully improve reading comprehension. Had the RFU exercises proved ineffective, the frame has provided a plan for revision, improvements and increase of time for its try-out.

Statement of the Problem

The study attempted to discover the effect of RFU exercises on the development of comprehension in English of first year high school students of Samar National School.

Specifically, it sought to answer the following questions:

1. What is the profile of the subjects in terms of
 - 1.1 age?
 - 1.2 sex?
 - 1.3 reading comprehension capacity level based on Gates Test?
2. What are the pretest and posttest mean scores of the experimental and the control group?
3. Is there a significant difference between the mean scores of the experimental and the control group.
 - 2.1 per pretest?
 - 2.2 per posttest?
4. Is there a significant difference between the pretest and posttest mean scores.
 - 3.1 per experimental group?
 - 3.2 per control group?

Null Hypotheses

1. There is no significant difference between the mean scores of the control and the experimental group
 - 1.1 per pretest.
 - 1.2 per posttest.
2. There is no significant difference between the pretest and the posttest mean scores.
 - 2.1 per control group.

2.2 per experimental group.

Importance of the Study

The growing complexities of modern education require more effective instructional techniques, procedures and devices to efficient learning. The demands for effective and efficient instruction can be fully realized through more suitable educational facilities one of which is the utilization of Reading for Understanding (RFU) materials. In recognition of the need of such material to help students overcome their reading difficulties, this study was conducted.

The materials are useful in the implementation of educational innovations and as a contribution to prepared reading materials.

To the Students. The materials being self-instructional, allow the learner to progress on individual basis at his own rate and as far as his learning capacity will let him. Learning, thus, becomes more meaningful. The materials are helpful for independent study at home or they may provide an enrichment activity for advanced students.

To the Teacher. RFU materials may be used for review purposes on comprehension skills that have been taught but not mastered. They may also be used as a systematic review

to have a firmer grasp of the lesson after every class instruction.

The utilization of the RFU materials will help the teacher in her efforts to check weaknesses on specific comprehension skills. They are, if properly handled, effective in enriching developmental as well as corrective instruction. The materials may also be used for remedial instruction.

The findings in this study will hopefully open avenues for techniques and methods in the teaching of reading which will correspondingly improve academic achievement.

To the Administrator. The results of this study will give educators a growing awareness about the uniqueness of each individual student. Administrators and teachers of reading must provide for individual differences if reading ability is to be developed to the maximum and thus promote better achievement.

Scope and Delimitation

The study attempted to determine the effect of RFU exercises on the development of comprehension in English of first secondary students of Samar National School.

The principal instruments used were the teacher-made RFU exercises, the pretest, the posttest and the Gates Survey - Form 1. Specific skills covered by the RFU

exercises and the pretest/posttest are: recalling facts and details, identifying the stated main idea, speaker's feeling, cause and effect, making inferences, perceiving relationship through the use of guide words, sequencing ideas in logical order, organizing, outlining and summarizing.

The study centered on the performance of sixty (60) students who were selected as subjects of the study from among those in the three middle sections (Sections 13-15) of SNS first year secondary students enrolled for school year 1993-1994. Of these sixty students who were selected by random sampling, thirty belonged to the experimental group and thirty to the control group. They were equated according to reading capacity levels.

It took the researcher 27 school days to conduct the experiment.

Definition of Terms

Achievement. In this study, it is an accomplishment or proficiency of performance in a given skill.

Comprehension. It is the capacity to understand fully what is read.

Control Group. It refers to the group which utilizes only the textbook in the learning process that follows the New Secondary Education Curriculum of the SEDP.

Experimental Group. It refers to the group which utilizes the RFU exercises as self-instructional materials in addition to the textbook used in the learning process that follows the New Secondary Education Curriculum (NSEC) of the SEDP.

Feedback. It is the user's knowledge of the expected responses informing him whether his responses are right or wrong.

Item Analysis. It is the process of examining the students' responses to a test item; indicates which items may be too easy or too difficult; how well the item discriminates between high and low achievers and how effective are the distractors.

New Secondary Education Curriculum (NSEC). It is a one-track curriculum which is characterized as being student-centered and community-oriented.

Posttest. It is the test given after instruction.

Pretest. It is the test given before instruction.

Readability. It is the difficulty level of a reading material which could be used to suit to the reading ability of the user so that he can read the material successfully.

Reading. It is understanding the printed or written page, gaining meaning from it and giving it meaning.

Reading Ability. It is the developmental level attained by a student in the acquisition of skills in reading.

Reading for Understanding (RFU). They are teacher-made exercises on specific comprehension skills designed for first year secondary students which they can work out at their own rate of speed.

Secondary Education Development Program (SEDP). It is a program of the Department of Education, Culture and Sports that aims to develop the quality of high school graduates through a curriculum focused on substantive and process content, values development, productivity and technology.

Self-instructional Materials. They are materials which provide individualization of instruction and foster learning through an on-going feedback correction process.

CHAPTER II

REVIEW OF RELATED LITERATURE AND STUDIES

A review of related literature and studies has provided the researcher with informational background for her study.

RELATED LITERATURE

On Comprehension

In the 1980's reading was popularly viewed as a process of formulating and verifying hypothesis based upon the interaction of information from independent sources, each pertaining to a particular aspect of reading knowledge of features, letters, letter clustering, words, syntax and semantics (Jones, 1982: 1-5).

When one reads, he makes inferences based on schema which are in turn based on experiential background. Failure to activate or enhance the reader's schemata will make comprehension difficult.

A most recently developed model of reading emphasizes that meaning is created through interaction of text and reader. The theoretical framework emphasizes the role of pre-existing knowledge called schema. These schemata provide the reader information that is implicit in a text.

Each reader's hierarchy of schemata organizes his knowledge of language and the world. While reading, one

forms expectations based on prior knowledge of texts and the word and seeks to confirm these on the basis of the input from the text. Information processing based on linguistic input from the text is called bottom-up or text based processing. This occurs when information from the text is mapped against the reader's schemata. The reader, likewise, uses prior knowledge to make predictions about the data found in the text. This processing is called top-down or knowledge-based. The reader, thus, uses both graphic and contextual information and that there is bottom-up and top-down information flow involved in reading comprehension.

Good readers allow four cueing systems to interaction as they read. These systems provide avenues of understanding. They are the syntax cues, semantics cues, graphophonic cues and the background cues.

- a. Syntax cues are hints provided by either the order of the words in the sentence or by the type of word expected in a slot.
- b. Semantics cues are hints provided by the meaning and the surrounding words.
- c. Graphophonics cues are hints provided by letters or sets of letters; their position in words and the speech sound they represent.
- d. Background cues are hints based on past experience or language heard and spoken during those

experiences.

According to Baker and Brown (1984:21-24) reading comprehension is a process and that should be the concern of every teacher to help students monitor their own comprehension. Comprehension monitoring is keeping track of the success with which one's comprehension is proceeding ensuring that the process continues smoothly and taking remedial action if necessary.

Some activities that monitor comprehension are:

1. Setting purposes for reading
2. Adjusting reading rate and strategies to purpose
3. Using schemata to understand what the author is talking about
4. Paying attention to sequence of events, steps, etc.
5. Re-reading something that wasn't clear the first time
6. Getting help with words that are crucial to understanding the author's message such as asking a friend or teacher, consulting a dictionary or waiting to see if the author explains the word in the next few sentences

Crafton (1983:293-297) has this to say. The process of comprehension occurs before, during and after. Comprehension before reading means comprehension without

print. This stage activates information and perception to be read. Comprehension without print is the starting point of the transaction between the reader and the author. Comprehension reading is dependent on the development of reading strategies where the reader puts into operation the four cueing systems. Only when the reader combines prior knowledge with the cues present in the print will the reader be able to arrive at a state of comprehension.

Comprehension after reading often takes the form of teacher questioning. It is usually aimed at assessing comprehension rather than influencing students' understanding. Crafton says that it is using the information learned from reading that matters. This is evidenced by students generating their own questions, determining what else they would like to know about a topic and knowing where and how they could find it.

Herbert (1958) as cited by Dechant and Smith (1961:120) describes the levels of comprehension in Figure 2.

Getting the information drift	Literal	Reading the lines
Combining information and making inferences	Interpretive	Reading between the lines
Using information to express opinions and form new ideas	Applied	Reading beyond the lines

Figure 2. Levels of Comprehension

The readers identify the important information at the literal level. At the interpretive level, readers perceive the ideas formulated by those relationships that exist in the information, conceptualizing the ideas formulated by those relationships. Reading at the applied level is akin to the act of discovery.

The Philippine Normal College (PNC) Language Study Center (1988) stressed the key points to be focused on in comprehending.

1. A reader who responds rationally and emotionally to what he reads has comprehension. What he says or does during and after the reading will show this.
2. The theory behind comprehension put forward by the linguist is called internal listening. This suggests that the reader derives meaning from the page, brings meaning to it (from his prior knowledge) and identifies the meaning of familiar words with familiar structural patterns. As language is primarily speech, the first step undertaken by the reader is decoding the written symbols into familiar soundword identification. Units of sound associated accurately with lexical meaning (referents and ideas) and related to each other in an arrangement (syntax) familiar to the

reader lend to meaning. So when the reader perceives meaning, he is aware of both lexical and structural meaning.

3. The reader brings meaning to his reading. Because of his firsthand experience in his immediate and remote environments, he has knowledge of the world which he uses in interpreting what he reads.
4. Reading with comprehension can be classified into four dimensions: literal, interpretive, critical and integrative. The literal dimension can answer questions based on clearly stated facts and details, sequence of facts, identification of reference, association of quotations with the speaker, understanding the punctuation of specific words in where, when, various contents, double negatives, sensual word order, understanding of compound and complex sentences. Generally, the answers are in the selection.

The interpretive dimension has to do with grasping fully the idea of the author. Various kinds of relationship such as cause and effect and comparison and contrast may be understood at this level. The reader may use skills of inferring, concluding, generalizing and predicting outcomes to show understanding of what

he has read.

The critical dimension tests the skill of judging the worth of ideas and effectiveness of presentation. The reader can recognize biases and prejudices, and evaluate accuracy, relevance and authenticity of ideas in the selection.

The integrative dimension makes the reader integrate ideas derived from the reading material with his previous experience so that new insights and understanding result.

Carrell and Eisterhold (1983:556) argue that comprehending a text is an interactive process between the reader's background knowledge, and the text. Efficient comprehension requires the ability to relate the textual material to one's knowledge.

Strang (1964) as cited by Williams (1983:11-13) recognizes the fact that reading as a basic tool for learning in other content subjects is the most important single factor behind the success and failure of the child in school.

Harris (1955) as cited by Dechant and Smith (217-218) traces the development of comprehension as follows:

1. As the child grows in general experience, his ability to take meanings to words will increase

and his potential for comprehension increases.

2. As his proficiency in recognizing words (and their meanings) grows, his ability to comprehend develops.
3. As his comprehension develops, his skill in reading larger and larger thought units develops.
4. As his skill in larger thought units develops, his skill of comprehension and his ability to understand more involved (complex) thoughts will increase.
5. And as his ability to read larger and complex thought units increases, his comprehension and potential for comprehension develops.

Triggs (1960:50) enumerates a number of comprehension skills closely related to the process for which material is read.

- a. Reading to locate specific information or to supply needed data (skimming)
- b. Reading to obtain the main idea of a passage
- c. Reading to obtain details in general or in sequential development
- d. Reading to draw inferences from material read
- e. Reading to draw conclusions
- f. Reading to evaluate critically what is read

On Materials Development

Dickinson (1984:43) stresses a point to keep in mind when looking for appropriate reading passages, that is, the material should never go beyond the students' level of knowledge in the content area.

This idea is shared by Stevenson (1973:10-12) who asserts that in selecting suitable materials, the teacher should concentrate his efforts at the beginning level -- that is, he should produce many simple readings. In adapting, one can delete, simplify or rewrite complex and lengthy material phrases, embedded clauses and control vocabulary and grammar structure in agreement with what the student has studied and known.

McCullough, et al. (1968:85) restate the idea that it is an accepted principle that the process of helping a student to reach the reading level appropriate to him should start where the student is.

Asher (1979:11) proved that comprehension improves when pupils are interested in the materials they are reading. Fifth grade pupils who read materials of high interest scored 30% higher in comprehension than the pupils who read materials of low interest to them.

Lyons (1984:39) suggests the following. First is to look at the students' needs and the course objective. Then,

to look at the textbook and decide how well they fit those needs and objectives and identify the gap. If an area where the need exists is found, this is an ideal place to concentrate or to supplement.

The Philippine Normal College Language Study Center (PNC LSC) in cooperation with the SEAMED INNOTECH CENTER (c.1987:103-105) considered the following principles in the preparation of the English Communication Arts Materials for the Department of Education, Culture and Sports (DECS).

1. National development thrusts and curriculum imperatives are interwoven into the communication skills.

The learner becomes aware that this is a developing country and that what activities he is doing to improve himself should include the improvement of his community as well. Hence, facts and concepts related to economic development, environmental education, cultural identity, sports development, and international understanding are reflected in the lessons.

2. The materials seek to develop further the literacy skills of the learner and make them tools for further learning both in and out of school.

The learner is given opportunities to develop his speaking and writing skills and his listening and reading comprehension abilities. He uses his improved skills and abilities for further learning in the classroom under teacher guidance and for learning on his own outside of the classroom.

3. In his lessons, the learner learns desirable values.

Spiritual, moral and civic values and attitudes are carefully interwoven with the lessons to help form the learner's code of conduct which can serve him well as a child and as an adult. In addition to the communication skills, each lesson focuses on a value which the child is encouraged to practice in and out of the classroom.

4. The activities try to match the learner's cognitive development with his interests and the communication skills being developed.

The language forms are presented in situations keyed to the level of understanding of the learner and which reflect his interests.

5. Communication activities revolve around true-to-life contexts.

The learner performs in situations that typify aspects of Philippine culture and in which he can

easily identify himself with as a participant. The situations for public interaction are carefully selected so that they closely approximate the real-life social contexts where the language forms for speaking and writing are used. These include, among others, dialogs, conversations and discussions.

6. The learner is given the chance to direct his own learning and to be responsible for what he aims to accomplish.

He is gradually drawn away from teacher-directed activities towards partially self-directed ones. He sets his own goals and strives to accomplish them with less teacher guidance. Self-study, self-pacing, and self-checking are extensively used as techniques to facilitate the learning process.

7. The learner is actively involved in the learning process.

He is an active participant in dialogs, games, dramatic plays, and other activities which stimulate himself in the use of language.

8. Free and spontaneous communication is the goal of all the activities.

The learner is encouraged to say or write as much as he is able within the language forms that he possesses. He is given the chance to create language

appropriate to the situation. If he makes an error, the teacher interprets it as a building block in language facility and makes the correction.

9. The learner studies with others and listens to comments and suggestions from them.

He takes part in dialogs, reads orally, recounts, experiences, and listens to comments and suggestions for improvement. He studies his written work as well as the written work of others and he makes suggestions on them. He takes comments good-naturedly. He feels that constructive comments will improve his oral and written work.

10. The learner learns to learn.

He is introduced to certain skills and he learns them to the point where it would be easy for him to apply them independently and appropriately to other situations.

Dwyer (1984:5-10) shared the following guidelines for materials development:

1. Does the exercise clearly lead to ultimate program goals?

Keeping overall goals in mind while preparing even the smallest exercise will help ensure continuity and coherence in the English as a Foreign Language (EFL) class and

program. With the ultimate goals uppermost in mind, the teacher asks himself the question, "How does the exercise contribute to the progression towards the objectives of the program?" If the answer is not immediately clear, then the value of the material is questionable.

2. Is the purpose of the exercise clear and consistently realized?

One distinguishes whether the materials are to be used for teaching or testing. Still finer distinctions need to be made.

3. Is realistic language use reflected?

All materials should use natural English. By establishing realistic situations and language events, we provide our students with socio-linguistic data necessary to the development of communicative competence.

4. Are the instructions clear and complete?

Students perform when they clearly understand why they are engaging in a certain activity. Instructions are best if done in short, simple sentences.

5. Are items consistent?

Once the directions are written, it is important to verify that each item can really be completed according to instructions.

6. Is the length appropriate?

The length is directly related to the purpose.

7. Is the exercise free of contaminating variables?

Factors such as preponderance of unfamiliar vocabulary, unexplained alien cultural information on a given subject can all serve to render the exercise less meaningful.

8. Are the items unambiguous?

Materials must be clear. There must be one clear answer.

9. Across exercises, is a variety of techniques employed?

Appropriate types of exercise for each specific task should be used.

10. Has adequate use been made of printed and human resources?

Teachers should not hesitate to examine other people's materials, adapt their techniques and approaches to their own situation.

A good practice is to show the drafts of the materials being prepared to fellow teachers.

In the Philippines, publishers have produced materials for use in building comprehension. However, one has to keep in mind that no material is complete in and by itself for providing all of the essential practice which any secondary student will need for building comprehension efficiently.

It becomes the task of the classroom teacher, then, to adapt and supplement the textbook so that the reading skills can be sharpened effectively.

Thus, the materials are designed to develop comprehension skills needed for an individual to function well in everyday conversation as well as to carry out academic and non-academic tasks at several levels.

Nunan (1988:12) set out some key principles for designing language teaching materials as follows:

- a. They should be clearly linked to the curriculum they serve.
- b. The materials should encourage learners to develop learning skills.
- c. Materials should encourage learners to apply their developing skills to be used beyond the classroom.

It is important that materials be closely linked to the

curriculum they are designed to serve. When writing materials, or adopting/adapting materials written by others, it is important to keep the goals and objectives of the curriculum clearly in mind.

In order to foster the development of learning skills, materials should incorporate tasks and activities which:

- encourage learners to monitor their own performance
- evaluate their rate of progress and level of attainment
- evaluate the effectiveness of classroom tasks and their own preference regarding such tasks
- develop techniques for applying their skills to genuine communication interactions outside the classroom.

Strain (1973:31) presented the idea of assisted program instruction at a RELC Workshop in Singapore in the summer of 1972.

The participants arrived at the following statements about PAI (Program Assisted Instruction).

1. Program assisted instruction consists of two distinct elements -- the classroom teacher and the materials planned for problem areas.
2. The materials comprise both (a) diagnostic test to determine problem areas and (b) exercises and remedial drills to be performed outside regular

class hours.

3. Program assisted instruction materials are significant in two ways in particular: (a) that they can provide reinforcement of the work done by the teacher in the classroom and (b) they can be used by the individual to overcome his specific weaknesses.

The participants went on to restate the main features of the program assisted instruction as follows:

1. It is characterized by guidance by a teacher; consists of carefully sequenced materials based on the identification of problem areas through the use of diagnostic test and error analysis.
2. It provides assistance to the classroom teacher in correcting the difficulties of students on an individual basis.

RELATED STUDIES

Background

The origin of programming has been debatable among present day educators. Some pointed to Skinner as the initiator of programming. But Deterline cited that this educational device has been used in the United States in a much earlier date.

In the early 1920's, Sydney L. Pressey, a noted psychologist, produced a machine that called for student's responses to a multiple choice test. In 1954, Skinner revived the possibility of using teaching machines and awakened the interest of educators for systematic instruction. Since then, programmed instruction regained acceptance.

Favorable reactions to programming have been noted. Hughes conducted a study on mathematics using program materials with one group and the conventional materials with another. The programmed materials group scored considerably better than the conventional group in the final examination.

Bargrasser (1984) used self-evaluation exercises to enable students of the National Open University of Venezuela to understand scientific and technological materials written in English. The study had excellent results. The students' response has been extremely affirmative and there has been a high percentage of positive results in the evaluation.

Rudolf (1949) found out that an eighth grade class which was given a definite reading guidance achieved more significantly in Social Studies than an equivalent class which was not given the special reading guidance.

Shafer and McDonald designed "Success in Reading" (c.

1967) a developmental reading comprehension program for instruction on two levels. The program offered a variety of reading materials to which one or more of the reading skills can be successfully applied.

Its use revealed improvement of student's achievement in reading of all school subjects and the development of long range interest in reading. It proved to be an element of a program extended to other areas of writing, speaking, and other language skills and has reinforced the learning of advanced reading comprehension skills in a sustained developmental program.

Stanchfield (1974) experimented a program of computerized reading instruction in continuing education. In the program, basic education was given to 16-18 year olds who could not be educated in the regular high school program. This computer assisted instructional program proved to be highly effective in helping teachers motivate students to improve achievement.

The Graded Practice Exercise (GPE) developed by Zappolo (1981) aimed at developing the skill of comprehending English. The use of these exercise at the beginning level, intermediate and advanced levels gave the students a sense of progress and continuity of purpose. The GPE developed in them the ability for accurate perception of the message.

Assisted reading (1984), an instructional strategy for

reading to elementary second language learners yielded plausible results in classroom setting.

The science-based English for Reading Comprehension (ERC) materials developed by Attila and Virkkunen (1985) of the University of Helsinki Language Center proved effective in equipping the students with skills needed to find the overall meaning of texts at the university level.

Social studies and science teachers of the De Witt Clinton High School in the Bronx, N.Y. experimented with Problem Based Learning (PBL) materials (1973). The results pointed out that with training and appropriate materials, learning becomes not simply a way to learn problem solving but a way to learn content and skills as well.

Filipino researchers found out that programmed instruction works well in Philippine setting.

In 1964, Sarmenta was among the first to experiment on the use of programmed materials. Her study showed that the sample of 40 first year slow learners made significant gains after using her material - a remedial programmed instruction in English present tense.

Guzman et al. prepared a workbook (c. 1976) on developing reading and language skills for entering college freshmen consisting of 11 units focused on a variety of skills. It is being used by many schools in Metro Manila.

Villamin et al. prepared a worktext entitled

Developmental Reading for College (DERECT C. 1976) designed to expand vocabulary, strengthen study habits, accelerate speed and comprehension, foster literary appreciation and build higher level skills in critical and creative thinking.

This multi-level material has been tried out by the authors and yielded significant results. Students of Philippine Normal University are now using the worktext.

Abadiano (1978) prepared instructional modules in developing five reading comprehension skills. The results showed significant achievement of pupils who made use of the modules in their comprehension level.

Dacuro (1989) in his study prepared and validated a set of self-instructional materials in reading designed for Grade IV pupils. These materials were availed of by Aguilar in her study conducted in 1982 to determine its effect on the reading capacity levels of Grade IV pupils of Mercedes Elementary School, Catbalogan, Samar. Aguilar's study showed that the pupils made significant achievement after being exposed to the materials prepared by Dacuro.

In 1983, Libit prepared prototype multi-level modules for improving reading comprehension on four skills namely - getting the main idea, finding and relating details, determining the sequence and drawing inferences. The results of the try-out of the modules conducted in the urban and in the rural areas revealed that the subjects made

significant gains in the skills covered.

The present study is related to some extent to the study made by Aguilar (1989) in the following aspects:

1. The materials are being tried out for their effectiveness in developing specific skills in order to raise the reading capacity level of the subjects of the study.
2. The contents of the materials take into consideration individual differences.

The differences between the two studies are as follows:

1. The subjects involved in Aguilar's study were Grade IV pupils. This study had first year secondary students as its subjects.
2. The materials used by Aguilar cover word recognition comprehension and vocabulary skills. The RFU exercises cover only specific comprehension skills which first year students find difficult.
3. Aguilar made use of ready made materials while the present study tried-out exercises made by the researcher herself.

This study is somewhat related to the studies reviewed by the researcher in the sense that it makes use of instructional materials tried out for their effectiveness in developing specific skills.

The present study, however, differs from any of the aforcited sources on some respects like the place and time of the study, the instruments used, the subjects and the year level of the subjects.

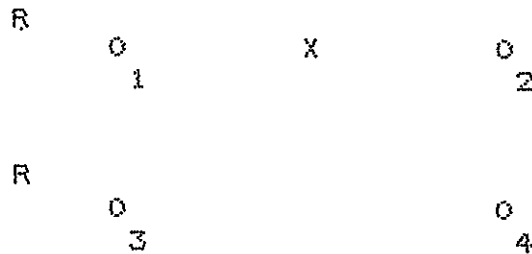
CHAPTER III

METHODOLOGY OF THE STUDY

This chapter focuses on the method employed in conducting the research process.

Research Design

The study on the effect of the RFU exercises on the development of comprehension skills in English made use of the pretest and posttest control group design shown in the paradigm below:



It involves an experimental group and a control group which were carefully chosen through randomization (R) procedures. O_1 and O_2 are the pretest and the posttest evaluations of the experimental group before and after its exposure to the experimental variable. O_3 and O_4 are the pretest and the posttest evaluations of the control group. It is isolated from all experimental influences. X is the treatment used in the experiment.

Instrumentation

A. RFU Exercises. These are teacher-made exercises

consisting of ten sets of six exercises in each set focused on the following skills:

1. recalling facts and details
2. identifying the stated main idea
3. making inferences
4. identifying speaker's feeling
5. perceiving relationship through the use of guide words
6. sequencing ideas in logical order
7. identifying cause and effect relationship
8. organizing ideas
9. outlining
10. summarizing

The number of correct responses for each exercise totals ten (10) points. A feedback is provided for exercises 1 to 9 for self-correction. This gives the student an immediate knowledge of the result of his performance in the exercise. No answer keys are provided for RFU Exercise No. 10 because summaries are expected to vary in their presentation.

Because of the varied skills focus, the exercises are worked out differently for some sets. While most of the responses call for writing the letter of the correct answer, others need a phrase response. Still others call for sentence responses. The last exercise is on summarizing the

material read.

Data for the exercises were culled from a wide range of sources including books, teacher's manuals, skill builders, newspapers, magazines, handouts, radio announcements and conversations.

To estimate the readability of the RFU exercises and to find out whether they approximate closely to the target level or not, the SMOG readability formula was used.

The SMOG grading follows these steps:

(a) Count 10 consecutive sentences near the beginning of the text to be assessed, 10 in the middle and 10 near the end. Count as a sentence any string of words ending with a period, question mark or exclamation point.

(b) In the selected sentences count every word of three or more syllables. Any string of letters or numerals beginning and ending with a space or punctuation mark should be counted if you can distinguish at least three syllables when you read it aloud in context. If a polysyllable word is repeated, count each repetition.

(c) Estimate the square root of the number of polysyllable words counted. This is done by taking the square root of the nearest perfect square. For example, if the count is 96, the nearest perfect square is 100, which yields a square root of 10. If the count lies roughly between two perfect squares, choose the lower number. For

instance, if the count is 110, take the square root of 100 rather than 121.

(d) Add 3 to the approximate square root. This gives the SMOG grade that a person must have reached if he is to understand fully the text assessed.

The materials for the RFU were chosen in terms of their readability, learner's interest, suitability of concepts and educational desirability. The SMOG readability formula was used for long selections while teacher judgment was relied on for the rest of the exercises to ascertain that the vocabulary load, concepts and sentence structures were suited to the level of the intended user.

Some materials are reproduction of articles. Others are excerpts. Some are either lifted or adapted. The rest are original.

The RFU exercises were presented to an impression/evaluation panel composed of two regional trainers in English for first year, two master teachers and two first year English teachers of Samar National School. They were requested to evaluate the exercises on content, structure and vocabulary following a set of criteria.

An initial try-out was conducted to three pairs of first year (sec. 10) secondary students of Samar National School, each pair representing above average, average and

below average. The pairs were identified on the basis of their grades for the first grading period and teacher judgment. The researcher observed them individually as they worked on the exercises taking note of their comments and reactions.

The second try-out was conducted for 27 school days to an experimental class of thirty first year secondary students. Revisions were made on the RFU exercises based on the comments, suggestions and recommendations of the impression/evaluation panel and the reactions of the students who were first tried out with the material. Revisions were made on:

1. rewriting the identification mark - The geometric figure identifying each exercise was changed to a letter.
2. resequencing the skill focus - The set of exercises on perceiving relationship through the use of guide words was placed after the exercises on identifying speaker's feeling.

The RFU exercises provide instructional support for students to gain confidence and later on develop strategies to read effectively on their own. They are to be used at specified times either during or after regular class hours.

B. Gates Survey Form 1. This is a standardized test consisting of three parts: speed and accuracy, vocabulary

and comprehension. The speed and accuracy test provides objective measure of how rapidly a student can read with understanding; the vocabulary test samples the child's ability to recognize or analyze isolated words; the comprehension test measures the student's ability to read complete prose passages with understanding. As a whole, it determines the reading capacity level of the subjects.

C. Pretest/Posttest. The pretest is a teacher-made test of the multiple choice type on skills covered by the RFU exercises. The test items were prepared according to a table of specification (see appendix F, page 82). Before it was administered as a pretest, it was pretested for item analysis (see Appendix I, page 93) in another average class (Sec. 10) of first year students. Guided by the table of item category and corresponding decision (see Appendix H, page 92) subsequent revisions were made on the test items. It was administered as the pretest.

After the pretest was given to the control and the experimental group, the number of test items was rearranged, then written in final form. It was later administered as the posttest.

Sources of Data

The primary sources of data were sixty (60) first year high school students belonging to sections 13, 14 and 15 of

Samar National School for school year 1993-1994 who were selected through random sampling of the identified pairs after Gates Test. Thirty students composed the experimental group and thirty for the control group.

Sampling Procedure

With the permission of the Officer In Charge of the Samar National School, the researcher administered the Gates standardized test to the students of sections 13, 14 and 15. Non-readers were ruled out. The grade score obtained in the Gates test was set back two levels below the grade score given in the standard test table for the reason that said test is culture bound.

The researcher made use of random sampling according to the following procedure:

- a. Students were paired according to the result of the Gates test by sex.
- b. Each paired students by sex drew lots. Those who got a paper marked E were included in the experiment.

The researcher saw to it that only thirty (30) pairs - (15 pairs female and 15 pairs male) were able to draw a paper marked E. Then each of the equated pair was separated, one to the experimental group, the other to the control group.

Conducting the Experiment

A permission to handle two first year English classes was asked and secured from the Officer In Charge of Samar National School. Such permit is herein attached as one of the appendices.

With the permission granted, a pretest was administered to the control and the experimental group. It was simultaneously given in two adjoining classrooms. The subject teacher gave the pretest to the control group while the researcher did the same to the experimental group. It took the subjects an hour to finish answering all the test items.

The subsequent meetings were conducted for a 40 minute period for each group for 27 school days. The researcher handled the two classes separately at specified periods in the same classroom. The control group met at 1:00-1:40 while the experimental group met at 1:42-2:22 in the afternoon.

An orientation was given during the first session of the experimental group during which the researcher gave the necessary motivation and established rapport with the students. She explained to the group why a try-out was being made, the purpose of the try-out, how the RFU exercises were to be worked out and the benefits they would get from said exercises. Showing the RFU materials, she

familiarized the students with its format. She pointed out to the students the skills to be developed for each set of exercises. They were carefully instructed to observe honesty while working on the exercises, while checking their papers and in recording their individual score in the reading comprehension skills chart (see Appendix U, page 254) and when to move on to the next exercise. Students were made to work on sample exercises to ensure better understanding as to how the exercises were to be answered.

Formal classroom instruction and the use of the RFU exercises started on the third day. The first thirty minutes of every class period was allotted to lessons for the day and the last 10 minutes for the RFU exercises. Based on the New Secondary Education Curriculum (NSEC) under the SEDP, the group underwent a teaching-learning process. The lessons were taught in a manner following the structures of presenting, practicing and producing the language through listening, speaking, reading and writing skills development, introducing new structures found in the grammar points box and reading literary pieces for values development. Guided by the budget of lessons earlier prepared by the first year teachers, the researcher taught the lessons for the unit - Learning English for Different Purposes using the textbook, English 1 - SEDP Series.

The students started working on RFU Exercise 1.

Each student was allowed to progress at his own rate. Whoever finished answering an exercise informed either the subject teacher or the researcher so that he could be shown the answer key. He checked his answers by putting a check mark before each correct response or an x for a wrong response. If he obtained a score of 7 or more, he was allowed to move on to the next exercise. If the score obtained was less than 7, he was made to go over his answers marked x. Those who did not finish answering an exercise or who would want to move on were allowed to work on the exercises during their free time in the afternoon. The rest of the sessions were for classroom instruction and for the RFU exercises. The researcher waited for the last student to finish the RFU exercise.

The control group, on the other hand, was handled for the same number of school days, were taught the same lessons and used the same textbook. No RFU exercises were exposed to this group. To ensure that the control group was taught the same lesson each meeting, the researcher gave more exercises in the evaluation phase of the day's lesson.

At the end of the experimental period, a posttest was administered to both groups to see how much learning was achieved and how effective the RFU exercises were to the experimental group. The testpapers were corrected and the mean scores were computed. The pretest mean scores of the

two groups as well as those of the posttest were compared. Likewise, the pretest and the posttest mean scores of each group were compared and their t -value computed. The data obtained were analyzed and interpreted to determine whether the utilization of the RFU materials caused a significant change in the achievement of the experimental group as compared to the control group.

Statistical Treatment

The researcher used the mean and the t -test independent sample using the following formula (Walpole, c. -1982) to the test the hypothesis that there is no significant difference between the mean scores of the control and experimental group per pretest/posttest.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(N_1-1)S_1^2 + (N_2-1)S_2^2}{N_1 + N_2 - 2} \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

Where \bar{X}_1 - refers to the mean for the first group

$$\bar{X}_1 = \frac{\sum X_1}{N_1}$$

- \bar{X}_2 - refers to the mean for the second group

$$\bar{X}_2 = \frac{EX_2}{N_2}$$

N_1 - number of cases for the first group

N_2 - number of cases for the second group

S_1^2 - the variance for the first group

$$S_1^2 = \frac{N_1 EX_1^2 - (EX_1)^2}{N_1 (N_1 - 1)}$$

S_2^2 - the variance for the second group

$$S_2^2 = \frac{N_2 EX_2^2 - (EX_2)^2}{N_2 (N_2 - 1)}$$

To test the hypothesis that there is no significant difference between the pretest and the posttest per control/experimental group, the researcher used the following formula for t-test, non-independent sample:

$$t = \frac{\bar{d}}{S_d / \sqrt{N}}$$

Where \bar{d} = the mean of the difference between

$$\text{the pretest and the posttest} = \frac{Ed}{N}$$

Sd = the standard deviation of the difference
between the pretest and the posttest scores

$$= \sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{N}}{N(N-1)}}$$

N = the number of pairs

The Alpha level of significance used was .05 to determine whether the hypotheses would be accepted or rejected.

CHAPTER IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the data gathered from the pretest and the posttest of the control and the experimental group in this study. They are presented, analyzed and interpreted in answer to specific questions posed in Chapter 1 particularly under statement of the problem to prove or disprove the hypotheses stated in this study.

Age Profile by Groups

Table 1 shows the ages of the subjects recorded in the school register (Form 1) as of June 1993.

For the control group, 13 or 43.33% are 13 years old, 10 or 33.33% are 14 and 4 or 13.33% are 15 years of age. Only 2 or 6.67% and 1 or 3.33% are 16 and 17 years old respectively. The average age is 13.93.

The experimental group, on the other hand, consists of 15 or 50% who are 13 years of age, 7 or 23.33% who are 14, 4 or 13.33% who are 16 years old and 2 or 6.67% each for ages 16 and 17. The average age is 13.97.

Though age was not a consideration in the identification of the subjects, it surfaced that the average age of the two groups is almost the same.

Table 1

Age Profile by Groups

Age	Control Group : Experimental Group			
	NR	%	NR	%
13	13	43.33%	15	50%
14	10	33.33%	7	23.33%
15	4	13.33%	4	13.33%
16	2	6.67%	2	6.67%
17	1	3.33%	2	6.67%
Total	30		30	
Average Age:	13.93		13.97	

Sex Profile of the Subjects

An equal number of male and female composed both the control and the experimental group. This supports the fact that the subjects were equated according to sex between the control group and the experimental group from the randomly selected subjects who were tested by Gates standardized test.

Reading Comprehension Capacity Level of the Subjects

Table 2 shows the reading comprehension capacity levels of the subjects both of the control and the experimental group based on the Gates tests. The subjects for both groups were further equated according to reading capacity level based on this reading standardized test. It shows

that the five subjects in each of the control and the experimental group have an entry reading capacity level of an average child who has been in grade V for three months, five subjects each with an entry reading capacity level of an average child who has been in grade V for six months, five each with an entry reading capacity level of an average child who has been in grade V for eight months. Seven subjects for each group have an entry reading capacity level of an average child who has been two months in grade VI, four with an entry reading capacity level of an average child who has been nine months in grade VI, two each with an entry reading capacity level of an average child who is just starting first year high school and another two each with an entry reading capacity level of an average child who has stayed for two months in the first year high school.

Table 2

**Reading Comprehension Capacity Levels of the Subjects
Based on Gates Test**

Grade Score	Control Group	Experimental Group
5.3	5	5
5.6	5	5
5.8	5	5
6.2	7	7
6.9	4	4
7.0	2	2
7.2	2	2
Total	30	30

Pretest Performance of the Control
and the Experimental Group

Table 3 presents the pretest reading performance scores of the control and the experimental group. The highest score of the control group is 60 which was obtained by two students. That of the experimental group is 58 or 2 points less than the highest score of the control group. The lowest score for the control group is 22 while that of the experimental group is 25. The total score of the control group is 1184. It is 1172 for the other group. The computed t-value is 0.158094 which is less than the critical/tabular t-value of 2.00 at .05 level of significance and at 58 degrees of freedom. The mean scores differ only by .40000. From this small mean difference, it can be implied that the two groups have the same entry behavior. It is also a proof that the subjects of both groups were equated according to reading comprehension capacity levels. This shows that there is no significant difference between the mean scores of the control and the experimental group per pretest. Therefore, the hypothesis that there is no significant difference between the mean scores of the control and the experimental group per pretest is accepted.

Table 3

Pretest Scores of the Control and the Experimental Group

=====		
Student No.	: Control Group	: Experimental Group

1	53	32
2	45	42
3	32	35
4	25	30
5	33	37
6	24	40
7	28	41
8	41	34
9	39	25
10	49	35
11	39	33
12	22	37
13	41	34
14	39	35
15	32	44
16	48	44
17	59	43
18	46	48
19	58	53
20	22	58
21	60	35
22	38	37
23	47	29
24	31	31
25	40	48
26	47	40
27	60	50
28	31	47
29	32	36
30	23	39
Total	1184	1172

Mean	39.46666	39.06666

Computed t-value = 0.158094		

Critical t-value at L = .05 and df = 58: 2.000		
=====		

Pretest and Posttest Performance
of the Control Group

Table 4 indicates the difference between the pretest and the posttest scores of the control group. As gleaned from the table, 14 increased in the posttest while 7 had the same score as the pretest. Nine decreased in the posttest either for inability to follow direction or for not writing any answer at all for the test on sequencing of ideas. The posttest mean score increased only by .06666. Comparing the pretest and the posttest scores, the computed t-value is 0.727459 which is less than the critical/tabular t-value of 2.045 at .05 level of significance and at 29 degrees of freedom. It denotes an insignificant difference of the mean scores of the two tests. Thus, the hypothesis that there is no significant difference between the pretest and the posttest mean scores per control group is accepted.

Table 4

Pretest and Posttest Scores of the Control Group

=====			
Student No.	: Pretest	: Posttest	: Difference

1	53	53	0
2	45	33	-12
3	32	37	5
4	25	22	- 3
5	33	45	12
6	24	28	4
7	28	33	4
8	41	40	-1
9	39	41	2

(Table 4 cont.)

10	49	45	-4
11	39	39	0
12	22	25	3
13	41	32	-9
14	39	39	0
15	32	28	-4
16	48	39	-9
17	59	58	-1
18	46	48	2
19	58	60	2
20	22	27	5
21	60	60	0
22	38	38	0
23	47	47	0
24	31	37	6
25	40	44	4
26	47	47	0
27	60	59	-1
28	31	32	1
29	32	38	6
30	23	30	7
Total	1184	1204	20
<hr/>			
Mean.	39.46666	40.13333	0.666666
<hr/>			
Computed t-value = 0.727459			
<hr/>			
Critical t-value at L = .05 and df = 29: 2.045			
<hr/>			

Pretest and Posttest Performance of the Experimental Group

Table 5 presents the difference between the pretest and the posttest scores of the experimental group. All pretest scores except four increased in the posttest. It is significant to note that the increase is 4.7. When the scores were compared, the computed t-value is 4.267 which is greater than the critical/tabular t-value of 2.045 at .05 level of significance and at 29 degrees of freedom. Hence,

the hypothesis that there is no significant difference between the pretest and the posttest mean scores per experimental group is rejected.

In view of the significant difference noted between the pretest and the posttest, it can be implied that the RFU exercises appeared to have taught effectively and that they were suited to the different reading comprehension capacity levels of the first year secondary students.

The findings regarding the significant gains of the subjects conform with the findings of researches on the effect of self-instructional materials on the development of specific skills.

Table 5

Pretest and Posttest Scores of the Experimental Group

=====			
Student No.	: Pretest	: Posttest	: Difference

1	32	37	5
2	42	43	1
3	35	35	0
4	30	42	12
5	37	41	4
6	40	40	0
7	41	55	14
8	34	29	-5
9	25	35	10
10	35	36	1
11	33	33	0
12	37	45	8
13	34	37	3
14	35	38	3
15	44	48	4
16	44	40	-4
17	43	40	-3

(cont. table 5)

18	48	70	22
19	53	54	1
20	58	70	12
21	35	38	3
22	37	35	-2
23	29	33	4
24	31	43	12
25	48	53	5
26	40	49	9
27	50	53	3
28	47	50	3
29	36	48	12
30	39	43	4
Total	1172	1313	141
Mean	39.06666	43.76666	4.7
Computed t-value = 4.269			
Critical t-value at $\alpha=.05$ and $df = 29$: 2.045			
=====			

**Posttest Performance of the Control
and the Experimental Group**

Table 6 shows the posttest scores of the two groups. The highest score of the control group is 60 while that of the experimental group is 70 which gives a difference of 10 points. The lowest score of 22 for the control group is 7 points less than the lowest score of the experimental group. The total score of the control group is 1204 while that of the experimental group is 1313. Their mean scores differ by 3.63333. When the test scores were compared, their computed t-value is -1.37453. It is less than the critical/tabular t-value of 2.000 at .05 level of significance and at 58 degrees of freedom. It shows an insignificant difference

between the posttests of the two groups. Therefore, the hypothesis that there is no significant difference between the mean scores of the control and the experimental group per posttest is accepted. This could be attributed to the fact that the time or period for conducting the experiment was rather short. Perhaps if the experimental period were longer, the effect of the RFU exercises could have been marked. Furthermore, classes could not be conducted regularly every week because of activities in connection with the training of athletes, athletic meets, UP UP Samar which made use of the SNS classrooms as quarters of those involved in said activities. There were also the school activities of the Values Education Department, TEC and staff meetings, the Teachers' Day celebration and the Christmas recess which likewise interrupted classes.

It can be implied, though, that the RFU materials were still instrumental in improving the reading comprehension capacity level of the experimental group as evidenced by the posttest result of the Gates Standardized Test shown in Table 7. The mean score of the control group increased only by .0766 while that of the experimental group increased by 3 giving a difference of .2234.

It shows that for the experimental group, the average increase of reading capacity level per student is three months which means that the average reading capacity level

of each subject in the experimental group is that of an average child who has stayed for an additional three months, to his entry Gates reading capacity level while that of the control group, the average increase in reading capacity level was only of an average child who has stayed in grade VI with an additional of less than a month to his entry Gates reading capacity level.

Table 6

Posttest Scores of the Control and the Experimental Group

=====				
Student No.	:	Control Group	:	Experimental Group

1		53		37
2		33		43
3		37		35
4		22		42
5		45		41
6		28		40
7		33		55
8		40		29
9		41		35
10		45		36
11		39		33
12		25		45
13		32		37
14		39		38
15		28		48
16		39		40
17		58		40
18		48		70
19		60		54
20		27		70
21		60		38
22		38		35
23		47		33
24		37		43
25		44		53
26		47		49

(cont. table 6)

27	59	53
28	32	50
29	38	48
30	30	43
Total	1204	1313
Mean	40.13333	43.76666
Computed t-value = -1.37453		
Critical t-value at L = .05 and df = 58: 2.000		
=====		

Table 7

GATES SURVEY - FORM 1
SY 1993-1994 (Reading Capacity Level)

=====				
Student No.	Control Group		Experimental Group	
	Pretest	Posttest	Pretest	Posttest
1	5.6	5.7	5.3	5.6
2	6.9	7.1	6.2	6.8
3	7.2	7.4	6.9	7.3
4	5.3	5.3	5.6	5.6
5	5.8	5.9	7.0	7.4
6	5.6	5.6	6.9	7.2
7	6.9	6.8	5.6	6.0
8	6.2	6.2	5.8	6.0
9	6.9	7.0	5.8	6.0
10	5.6	5.6	6.2	6.6
11	7.0	7.0	6.9	7.2
12	5.8	6.0	5.3	5.8
13	6.2	6.2	6.2	6.4
14	5.3	5.4	5.6	5.8
15	6.2	6.2	7.2	7.3
16	7.2	7.2	6.2	6.2
17	5.3	5.3	5.6	5.9
18	6.2	6.3	6.2	6.9
19	6.9	7.0	5.8	6.1
20	5.6	5.6	7.2	7.6
21	5.8	5.9	6.5	6.8

(cont. table 7)

22	5.6	5.6	5.3	5.6
23	6.5	6.8	5.6	5.9
24	6.2	6.4	5.8	6.0
25	5.8	6.0	5.3	5.6
26	5.3	5.3	6.2	6.3
27	6.2	6.3	5.8	6.0
28	7.0	7.1	6.9	7.2
29	5.8	6.0	7.0	7.0
30	5.3	5.3	5.3	5.9
Total	183.2	185.5	183.2	192.2
Average	6.1067	6.1833	6.1067	6.4067

=====

CHAPTER V

SUMMARY OF FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND REVISIONS

A resume of the salient points brought about by this research study is presented in this chapter. It summarizes the data gathered from the pretest and the posttest performance of the subjects of the study together with the conclusions deduced from the analyses of such data. As an outgrowth of the findings in this study, recommendations are herein presented.

Summary of Findings

In terms of age, the average age of the control group is 13.93 while that of the experimental group is 13.97. The ages ranged from 13 to 17 for both groups.

An equal number of 15 males and 15 females composed each of the two groups.

Their entry reading comprehension capacity levels based on the Gates Standardized Test ranged from three months in Grade V to two months in the first year high school or an average grade level of 6.1067.

Their post reading capacity grade level based on Gates Standardized Test has shown an average increase for the control group of .0766 showing an average reading capacity

grade level of 6.1833. Their reading capacity grade level ranged from 5.3 to 7.1. The experimental group showed an average reading capacity grade level increase of .3 at an average reading capacity grade level of 6.4067. Their reading capacity grade level ranged from 5.3 to 7.6.

The test results of the control and the experimental group were treated using the mean and the t-test following the formula presented in Chapter III.

As regards the pretest, the mean score of the control group is 39.46666 while that of the experimental group is 39.06666 pointing to an insignificant difference of .40000. The computed t-value of the pretest scores is .0158094 which is less than the critical/tabular t-value of 2.00 at .05 level of significance and at 58 degrees of freedom.

Data obtained for the pretest and posttest scores of the control group are 39.46666 and 40.13333 while those of the experimental group are 39.06666 and 43.76666. The computed t-value of the pretest and the posttest scores of the control group is .0727459 while that of the experimental group is 4.269. The computed t-value of the pretest and the posttest scores of the control group is less than the critical/tabular t-value of 2.045 at .05 level of significance and at 29 degrees of freedom. The computed t-value of the pretest and the posttest scores of the experimental group is greater than the critical/tabular t-

value at .05 level of significance and at 29 degrees of freedom.

Conclusions

In the light of the findings, the following conclusions were drawn. The conclusions are true and applicable only to the subjects of the study and with reference to the specific instruments used, the methodology employed and the data gathered.

Data pertinent to the pretest scores of the control and the experimental group revealed that there is no significant difference between the mean scores. Therefore, the hypothesis that there is no significant difference between the pretest mean scores of the control and the experimental group is accepted.

As regards the pretest and the posttest mean scores of the control group, an insignificant difference was noted. Thus, the hypothesis that there is no significant difference between the pretest and the posttest mean scores of the control group is accepted.

The pretest and the posttest mean scores of the experimental group denoted a significant difference. Therefore, the hypothesis that there is no significant difference between the pretest and the posttest mean scores of the experimental group is rejected. It can be concluded that the RFU exercises contributed to the significant

improvement of the experimental group and that they were effective in developing specific comprehension skills among first year secondary students.

The posttest mean scores of the two groups show an insignificant difference. This could be due to the short experimental period. Thus, the hypothesis that there is no significant difference between the posttest mean scores of the control and the experimental group is accepted.

Recommendations

The significant gains exhibited by the experimental group in the posttest after being exposed to the RFU exercises led the researcher to recommend the following:

1. The RFU exercises may be tried out in the same year level for two grading periods or longer.
2. The RFU exercises may be tried in the next higher level (second year).
3. The RFU exercises may be used schoolwide.
4. Additional RFU exercises covering other reading comprehension skills may be developed.
5. The RFU exercises may be used to identify those students with satisfactory achievement, those who overachieve and those who achieve accordingly.
6. The RFU exercises may be used as reference points for the development of similar exercises on higher and

complicated skills by teachers handling second year to fourth year English.

7. RFU exercises on the word, phrase and sentence levels may be developed.

8. The tasks for the different exercises may be varied in addition to what were tried. They may also be tried out for their effectivity.

Revisions

Based on the recommendations of the panel of examiners, revisions were made on the tasks to be performed for the different exercises.

For example, the task for RFU No. 1 - B was revised from answering the question to filling the blank with the correct answer as shown below:

Direction: Read the selection. Then fill in the blank with the correct answer.

1. The sun is described as _____.
2. It looks big because _____.
3. The solar system is made up of _____.

Other tasks may be on writing the letter of the correct answer, writing C for a correct statement or changing the underlined word or expression of an incorrect statement to make the statement correct or putting an x for facts not included in the selection.

Sample revisions on the tasks to develop each skill are appended to the text of the RFU exercises.

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APPENDICES

Appendix A

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

November 17, 1990

The Dean of Instruction and Related Services
Samar State Polytechnic College
Catbalogan, Samar

S i r :

In my desire to start writing my thesis proposal, I have the honor to request approval of one of the following problems for my thesis, preferably number one.

1. THE EFFECT OF TEACHER-MADE FIRST YEAR HIGH SCHOOL LEVEL RFU EXERCISES ON THE DEVELOPMENT OF COMPREHENSION IN ENGLISH OF FIRST YEAR HIGH SCHOOL STUDENTS OF SAMAR NATIONAL SCHOOL
2. THE READING PROGRAM OF THE SACRED HEART COLLEGE GRADE SCHOOL DEPARTMENT: AN ANALYSIS
3. A COMPARATIVE SURVEY OF THE READING PROGRAMS OF THREE PUBLIC ELEMENTARY SCHOOLS IN CATBALOGAN

Very truly yours,

(Sgd.) TRINIDAD A. ESCOBAR

Recommending Approval:

(Sgd.) TERSITO A. ALIPDSA
Dean, Research & Publication

APPROVED:

(Sgd.) SENEID D. AYONG, DPA/Ed. D.
Dean of Instruction & Related Services

Appendix B

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

SCHOOL OF GRADUATE STUDIES

APPLICATION FOR ASSIGNMENT OF ADVISER

Name:	ESCOBAR	TRINIDAD	ALMERO
	Surname	First Name	Middle Name

CANDIDATE FOR DEGREE: MASTER OF ARTS

AREA OF SPECIALIZATION: READING

TITLE OF PROPOSED THESIS/DISSERTATION:

THE EFFECT OF TEACHER-MADE FIRST YEAR HIGH SCHOOL LEVEL
RFU EXERCISES ON THE DEVELOPMENT OF COMPREHENSION IN
ENGLISH OF FIRST YEAR HIGH SCHOOL STUDENTS OF SAMAR
NATIONAL SCHOOL

(Sgd.) TRINIDAD A. ESCOBAR
Applicant

Asst. Prof. TERESITA T. NEYPES
Name of Designated Adviser

APPROVED:

(Sgd.) SENECIO D. AYONG, DPA/Ed. D.
Dean

CONFORME:

(Sgd.) TERESITA T. NEYPES
Adviser

In 3 copies: 1st copy - for the Dean
 2nd copy - for the Adviser
 3rd copy - for Applicant

Appendix C

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

September 28, 1993

The Dean of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

M a d a m :

I have the honor to request that I be scheduled on October 9, 1993 to defend my thesis proposal entitled "THE EFFECT OF TEACHER-MADE RFU EXERCISES ON THE DEVELOPMENT OF COMPREHENSION IN ENGLISH OF FIRST YEAR HIGH SCHOOL STUDENTS OF SAMAR NATIONAL SCHOOL".

In this connection, I am submitting herewith six (6) copies of my thesis proposal for distribution to my adviser, the Chairman and the members of the panel of examiners.

I hope for your early favorable action on this matter.

Very truly yours,

(Sgd.) TRINIDAD A. ESCOBAR
Researcher

Recommending Approval:

(Sgd.) TERESITA T. NEYPES
Adviser

APPROVED:

(Sgd.) RIZALINA M. URBIZTONDO, Ed. D.
Dean, Graduate Studies

Appendix D

Republic of the Philippines
Department of Education, Culture and Sports
R e g i o n VIII
Division of Samar
SAMAR NATIONAL SCHOOL

October 14, 1993

The Officer In-Charge
Samar National School
Catbalogan, Samar

S i r :

I have the honor to request permission to administer today the Gates Reading Test (Survey Form 1) to the first year students enrolled in sections 13, 14 and 15 in connection with my study on the effect of RFU exercises on the development of comprehension in English.

I hope for your favorable action on this request.

Very truly yours,

(Sgd.) TRINIDAD A. ESCOBAR
Researcher

APPROVED:

(Sgd.) FLORENCIO D. BAYSA
Officer In-Charge

Appendix E

Republic of the Philippines
Department of Education, Culture and Sports
R e g i o n VIII
Division of Samar
SAMAR NATIONAL SCHOOL

October 29, 1993

The Officer In-Charge
Samar National School
Cathalogan, Samar

S i r :

I have the honor to request permission to handle two (2) first year English classes starting November 3 until the third week of December this year in connection with my study on the effect of RFU exercises on the development of comprehension in English.

I hope for your favorable action on this matter.

Very truly yours,

(Sgd.) TRINIDAD A. ESCOBAR
Researcher

APPROVED:

(Sgd.) FLORENCIO D. BAYSA
Officer In-Charge

Appendix F

Table of Specifications
Pretest in English 1

Time Allotment:
Approx. 60 minutes

Testing Technique:
Multiple Choice

Comprehension Skills	Weight	No. of Items	Item Position
1. Recalling facts and details	5%	5	1 - 5
2. Identifying the stated main idea	8%	8	6 - 9
3. Making inferences	8%	8	10 - 17
4. Identifying speaker's feeling	7%	7	18 - 24
5. Perceiving relationship through the use of guide words	12%	12	25 - 36
6. Sequencing ideas in logical order	12%	12	37 - 48
7. Identifying cause and effect relationship	10%	10	49 - 58
8. Organizing ideas	8%	8	59 - 66
9. Outlining	15%	15	67 - 69
10. Summarizing	15%	15	70 - 71
Total	100%	100	

Appendix B

English 1
(Pretest)

Name _____ Group _____ Date _____ Score _____

Directions: Read the selection below. Then answer the questions that follow by writing the letter of the correct answer.

Selection A

Have you heard of the Glacier National Park and the Waterton Lakes National Park? The former which includes more than fifty glaciers and about 250 lakes belong to the people of the U.S.A. It is found in Northern Montana. Waterton Lakes National Park noted for its lovely physical features including mountains and lakes belongs to the Canadian people. In 1932, the two parks became the Waterton-Glacier International Peace Park.

- _____ 1. Who owns the Glacier National Park?
 - a. the people of the U.S.A.
 - b. the people of Canada
 - c. both the Americans and the Canadians
- _____ 2. Where is the Glacier National Park found?
 - a. South Montana
 - b. Central Montana
 - c. Northern Montana
- _____ 3. What makes Waterton Lakes National Park famous?
 - a. lovely physical features
 - b. man-made lakes
 - c. rare animals
- _____ 4. What does the Glacier National Park include?
 - a. lovely lakes
 - b. many glaciers
 - c. glaciers and lakes
- _____ 5. What became of the two parks in 1932?
 - a. The International Peace Park of the U.S.A. and Canada
 - b. The Glacier-Waterton International Peace Park
 - c. The Waterton-Glacier International Peace Park

Direction: Write the letter of the sentence that states the main idea. (2 pts. each)

(a) The materials in our clothes absorb or reflect the sun's energy. (b) Clothes reflect most of it and therefore do not get very hot. (c) Dark materials, on the other hand, absorb more than they reflect and are therefore, warmer especially when they are in the direct rays of sunlight.

_____ 6. The main idea of the paragraph is stated in sentence a. a b. b c. c

(a) In the city, parents hurry off to work. (b) Children hurry off to school. (c) They eat a hurried breakfast and run around collecting books at the last minute. (d) They are always afraid of being late for the bus or late for school. (e) In the city, everyone is in a hurry.

_____ 7. The main idea of the paragraph is stated in sentence a. a b. b c. c

(a) Exercise makes us breathe deeply. (b) In breathing deeply, we take in about 10 times as much air into our lungs as ordinary breathing. (c) Our lungs can take in more fresh air and the flow of blood increases.

_____ 8. The main idea of the paragraph is stated in sentence a. a b. b c. c

(a) Some experts predict that the existing oil deposits under the earth may last only for 35 more years. (b) Even if new oil discoveries are made, the ever increasing need for oil of the world's fast growing population may not be made. (c) Indeed, the world's supply of oil is running low.

_____ 9. The main idea of the paragraph is stated in sentence a. a b. b c. c

Direction: Write the letter of the sentence that may be inferred from the given sentence/s.

_____ 10. In the mid-afternoon, the farmers took refuge under the shade of the mango tree.
a. The sun was so hot.
b. It rained hard.
c. The farmers were lazy.

- _____ 11. People in this place awaken to the sound of birds or to the boastful crowing of cocks.
a. It is a city. c. It is a farm.
b. It is a zoo.
- _____ 12. Listen attentively to my lecture today. A quiz will be given before the period ends.
a. The speaker is a school principal,
b. The speaker is a classroom teacher.
c. The speaker is a guidance counselor.
- 13. It's a simple object with wings yet it flies up in the air.
a. It's a bird. c. It's a kite.
b. It's an airplane.
- _____ 14. Mother bought half kilo of sugar, two pieces cassava, six ripe bananas and coconut milk.
a. She is going to make cassava cake.
b. She is going to make banana que.
c. She is going to make guinatan.
- _____ 15. Filipino boys give three of these sweet-smelling things to the girls they admire as a way of saying "I love you".
a. They are chocolate bars. c. They are love notes.
b. They are roses.
- _____ 16. On the way to Sunshine Beach, the passengers cover their nose as they pass by a certain area.
a. A certain area is foul smelling.
b. The place is dusty.
c. The passengers have colds.
- _____ 17. They are the most patient of teachers. Displayed on shelves, they wait for us to consult them. We open them as the need arises.
a. They are books.
b. They are cooking utensils.
c. They are garden tools.

Direction: Read what each of the characters said. Then read the word after each statement/s. Write the letter of the feeling of the character who spoke.

- _____ 18. "I thank you for this wonderful day."
a. happiness b. hope c. gratitude

- ____ 19. "Why does it rain everyday? My clothes never get dry."
a. despair b. hopelessness c. impatience
- ____ 20. "Are you a Leytano or a Samareno?"
a. anxiety b. certainty c. doubt
- ____ 21. "Oh I enjoy reading this' book. It has many interesting stories."
a. pride b. pleasure c. faith
- ____ 22. "Stop complaining or else. . ."
a. disappointment b. fear c. anger
- ____ 23. "Please accept these flowers for your birthday."
a. thoughtfulness b. loyalty c. humility
- ____ 24. "I will work at the bakery after class hours."
a. diligence b. determination c. pride

Direction: Write the letter of the word that correctly completes the sentence.

- ____ 25. We say rice and fish, bread and _____.
a. milk b. butter c. egg
- ____ 26. It's enjoyable to sail on _____ sea.
a. rough b. blue c. smooth
- ____ 27. One of the following materials is used in baseball. It is a _____.
a. bat b. tape c. net
- ____ 28. White stands for purity while _____ stands for war.
a. blue b. yellow c. red
- ____ 29. Lydia de Vega is a sprint queen. She is a _____.
a. beautiful woman b. fast runner c. famous athlete
- ____ 30. Bert has a tooth to be extrated. He has to go to a _____.
a. dentist b. pharmacist
c. optometrist
- ____ 31. A person who is deficient in vitamin B has _____.
a. goiter b. skin disease c. beri-beri
- ____ 32. Eyes are for seeing as _____ is for smelling.
a. ear b. nose c. mouth
- ____ 33. One of the following is given to a winner of a contest. It is a _____.
a. gift b. blessing c. prize
- ____ 34. It was so warm that everybody started _____.
a. tanning b. shouting c. complaining
- ____ 35. One who is short can never be _____.
a. small b. tall c. terrible
- ____ 36. Newspapers are to be _____.
a. seen b. read c. heard

Direction: Arrange the sentences as they would appear in a paragraph. Use the letters a,b,c, etc. to indicate the correct sequence.

- (A) _____ 37. The Philippines is my native land.
 _____ 38. Her rivers and seas teem with fish.
 _____ 39. But the most valuable of these resources are her people who share common aspirations and work for the common goal.
 _____ 40. I am a Filipino.
 _____ 41. It is a country rich in natural resources.
- (B) _____ 42. To some people, travel is nothing but seeing places.
 _____ 43. Others look at it as mere adventure.
 _____ 44. Travel connotes various interpretations to many people.
- (C) _____ 45. Cleanliness is important to a person.
 _____ 46. Being comfortable, he works well.
 _____ 47. He does things without bother.
 _____ 48. Because he needs to finish something, his state of health makes him comfortable.

Direction: Match the cause with the corresponding effect by writing the letter of the correct answer.

Cause	Effect
_____ 49. engaging in regular physical exercise	a. unproductive life
_____ 50. doing nothing worth-while.	b. fire
_____ 51. applying too much fertilizer	c. healthy body.
_____ 52. deficiency in vitamin A	e. blindness
_____ 53. living a clean and honest life	f. forgiveness
_____ 54. careless throwing of lighted cigarettes anywhere	g. plants die
_____ 55. preparing well for a test	h. peace of mind
_____ 56. sincere repentance for a wrongdoing	i. increase in the price of commodities
_____ 57. illegal cutting of trees	j. flood
_____ 58. devaluation of the peso	k. high yield of crops

Direction: Write the letter of the big idea to which the small idea belongs.

- A. A Scene at the Post Office
- B. Wise Use of Leisure Time
- C. Election Time
- D. Fight Drug Addiction

- _____ 59. candidates campaigning here and there
- _____ 60. the opening and closing of the mailbox
- _____ 61. harmful effects of heroin
- _____ 62. tending a vegetable garden
- _____ 63. a line of people buying stamps
- _____ 64. streamers displayed at the town plaza
- _____ 65. seashells made into wall decors
- _____ 66. kinds of drugs

Direction: Read the selection below. Then follow the direction written after it.

Selection B. The Moon

The earth's nearest neighbor is the moon. It is about 240,000 miles away.

The moon looks as big as the sun as seen in the sky. It is very much smaller than the earth. It looks as big as the sun because it is closer to us.

The moon has no light of its own. It is bright because the sun shines on it. It does not have the same brightness all over.

The moon is made up of plains, mountains and craters. A map of the moon would give names as "Sea of Showers" and "Lakes of Dreams".

Like the earth, the moon has day and night. The temperature on the moon up almost to boiling point during the day and goes down too far, far below freezing point at night.

The moon can be seen both at nighttime and at daytime. The moon looks pale in the daytime because the sun is so much brighter.

Directions: Here is an incomplete outline of the selection you have just read. Supply the missing part by writing the letter of the correct answer.
(5 pts. each)

The Moon

- | | | |
|---|--|---|
| I | 1. The moon is the earth's nearest neighbor. | I |
| I | A. _____ | I |
| I | B. It looks as big as the sun. | I |
| I | II. It has no light of its own. | I |
| I | A. The sun shines on it. | I |
| I | B. _____ | I |
| I | III. It is made up of plains, mountains & craters. | I |
| I | IV. _____ | I |
| I | V. It can be seen both at night and at daytime. | I |

_____ 67. Which of the following should go as I-A of the outline?

- a. It has no day and night.
- b. It is about 240,000 miles away from the earth.
- c. Its brightness is not the same all over.

_____ 68. Which of the following should go as II-B of the outline?

- a. It does not have the same brightness all over.
- b. It has the Sea of Showers and the Lake of Dreams.
- c. It has no night and day.

_____ 69. Which of the following should go as IV of the outline?

- a. It has no night and day.
- b. Its brightness is not the same all over.
- c. It has no light of its own.

_____ 70. Selection A (7 pts.)

- a. The Waterton - Glacier International Peace Park is jointly owned by the Americans and the Canadians.

- b. Both the Waterton and the Glacier parks are noted for their lovely physical features.
- c. The Glacier National Park of the U.S.A. and Waterton Lakes National Park of Canada became the Waterton - Glacier International Peace Park in 1932.

Selection B The Moon - (8 pts.)

- _____ /1. a. The moon's nearness to the earth makes it an object of exploration by many countries of the world.
- b. The moon which is the earth's nearest neighbor has neither day nor night, nor light of its own, yet it can be seen both at night and at daytime.
- c. The Sea of Showers and the Lake of Dreams are features of the moon that can be seen both at night and at daytime.

Appendix H

Item Analysis

1. Arrange the answer sheets in order of scores, from the highest to the lowest.
2. Separate two subgroups of test paper, an upper group, consisting of approximately 27% of the total group who received highest scores on the test and a lower group consisting of an equal number of papers from those who received lowest scores.
3. Count the number of times each possible response to each item was chosen on the papers of the upper group. Do the same separately for the papers of the lower group.
4. The number of correct responses in the lower group is subtracted from the number of responses of the upper group and is expressed as a ratio to the number of cases in each group. The quotient obtained is the discrimination index.

$$D = \frac{U - L}{N/2}$$

5. The number of responses on both groups are added and expressed as ratio to the number of cases on both groups. The quotient obtained is the index of difficulty.

$$D_1 = \frac{U + L}{N}$$

Appendix H (cont'd.)

<u>Index of Easiness</u>	<u>Kind of Item</u>	<u>Item Category</u>
above 70%	Poor item	High Facility (HF)
30% - 70%	Very Good	Moderate " (MF)
below 30%	Poor item	Low facility (LF)

<u>Index of Discrimination</u>	<u>Kind of Item</u>	<u>Item Category</u>
above 40%	Very good	High discrimination (HD)
30% - 39%	Reasonably good but subject to improvement	Moderate discrimi- nation (MD)
below 29%	Poor item - to be revised or rejected	Low discrimination (LD)

Table of Item Category and Corresponding Decision

<u>Item Category</u>	<u>Kind of Item</u>	<u>Decision</u>
MF - HD	Most desirable item	Select
HF - MD	Next most desirable item	Select
IF - LD HF - LD	Bad item	Reject
MF - LD	Bad, fair, NI	Revise
LF - HD HF - MD LF - MD	Good - only few	Place at the last

Appendix I

Item Analysis Summary Table
(Pretest - English 1)

Item No.	Number of Responses		D	D	Item Category	Decision
	U	L		1		
1	14	5	.59	.56	MF-HD	Select
2	8	4	.38	.25	MF-LD	Revise
3	14	9	.72	.31	MF-MD	Select
4	15	10	.78	.31	MF-MD	Select
5	12	7	.59	.31	MF-MD	Select
6	10	3	.41	.44	MF-HD	Select
7	13	2	.47	.69	MF-HD	Select
8	12	4	.5	.5	MF-HD	Select
9	5	4	.28	.06	LF-LD	Place at the last
10	9	4	.41	.31	MF-MD	Select
11	10	5	.49	.31	MF-MD	Select
12	14	9	.72	.31	MF-MD	Select
13	7	3	.31	.25	MF-LD	Revise
14	13	9	.69	.13	MF-LD	Revise
15	9	6	.47	.19	MF-LD	Revise
16	11	4	.47	.44	MF-HD	Select
17	10	5	.49	.31	MF-MD	Select
18	11	2	.41	.56	MF-HD	Select
19	4	5	.28	0	LF-LD	Reject
20	0	0	0	0	LF-LD	Reject
21	5	8	.41	0	MF-LD	Revise
22	5	8	.41	0	MF-LD	Revise
23	12	4	.5	.5	MF-HD	Select
24	5	8	.41	0	MF-LD	Revise
25	6	4	.31	.13	MF-LD	Revise
26	7	3	.31	.25	MF-LD	Revise
27	12	10	.69	.13	MF-LD	Revise
28	13	2	.47	.69	MF-HD	Select
29	11	4	.47	.44	MF-HD	Select
30	14	7	.66	.44	MF-HD	Select
31	11	2	.41	.56	MF-HD	Select
32	14	9	.72	.31	MF-MD	Select
33	14	7	.66	.44	MF-HD	Select
34	12	7	.59	.31	MF-MD	Select
35	12	4	.5	.5	MF-HD	Select
36	12	8	.63	.25	MF-LD	Revise
37	8	3	.41	.44	MF-HD	Select

38	7	0	.22	.44	LF-HD	Place at the last
39	9	3	.38	.38	MF-MD	Revise
40	10	3	.41	.44	MF-HD	Select
41	12	4	.5	.5	MF-HD	Select
42	7	3	.31	.25	MF-LD	Revise
43	6	4	.38	.25	MF-LD	Revise
44	8	4	.38	.25	MF-LD	Revise
45	8	3	.41	.44	MF-HD	Select
46	11	2	.41	.56	MF-HD	Select
47	8	3	.41	.44	HF-HD	Select
48	9	4	.41	.31	MF-MD	Select
49	14	4	.5	.5	MF-HD	Select
50	3	2	.16	.03	LF-LD	Reject
51	13	6	.59	.44	MF-HD	Select
52	16	7	.72	.56	HF-HD	Select
53	13	2	.47	.69	MF-HD	Select
54	9	5	.44	.25	MF-LD	Revise
55	9	3	.38	.38	MF-MD	Select
56	10	5	.49	.31	MF-MD	Select
57	7	0	.22	.44	LF-HD	Place at the last
58	5	0	.16	.31	LF-MD	Place at the last
59	10	3	.41	.44	MD-HD	Select
60	13	6	.59	.44	MF-HD	Select
61	8	3	.41	.44	MF-HD	Select
62	9	3	.38	.38	MF-MD	Select
63	7	6	.41	.03	MF-LD	Revise
64	8	3	.34	.31	MF-MD	Revise
65	9	4	.41	.31	MF-MD	Revise
66	16	7	.72	.56	HF-HD	Select
67	15	9	.75	.38	HF-MD	Select
68	9	3	.38	.38	MF-MD	Revise
69	5	4	.28	.06	LF-LD	Place at the last
70	10	3	.41	.44	MF-HD	Select
71	13	2	.47	.69	MF-HD	Select

Appendix J

English I
(Posttest)

Name _____ Group _____ Date _____ Score _____

Direction: Read the selection below. Then answer the questions that follow by writing the letter of the correct answer.

Selection A

Have you heard of the Glacier National Park and the Waterton Lakes National Park? The former which includes more than fifty glaciers and about 250 lakes belong to the people of the U.S.A. It is found in Northern Montana. Waterton Lakes National Park noted for its lovely physical features including mountains and lakes belongs to the Canadian people. In 1932, the two parks became the Waterton-Glacier International Peace Park.

- _____ 1. Who owns the Glacier National Park?
 - a. the people of the U.S.A.
 - b. the people of Canada
 - c. both the Americans and the Canadians
- _____ 2. Where is the Glacier National Park found?
 - a. South Montana
 - b. Central Montana
 - c. Northern Montana
- _____ 3. What makes Waterton Lakes National Park famous?
 - a. lovely physical features
 - b. man-made lakes
 - c. rare animals
- _____ 4. What does the Glacier National Park include?
 - a. lovely lakes
 - b. many glaciers
 - c. glaciers and lakes
- _____ 5. What became of the two parks in 1932?
 - a. The International Peace Park of the U.S.A. and Canada
 - b. The Glacier-Waterton International Peace Park
 - c. The Waterton-Glacier International Peace Park

Direction: Write the letter of the sentence that states the main idea. (2 pts. each)

(a) In the city, parents hurry off to work. (b) Children hurry off to school. (c) They eat a hurried breakfast and run around collecting books at the last minute. (d) They are always afraid of being late for the bus or late for school. (e) In the city, everyone is in a hurry.

_____ 6. The main idea of the paragraph is stated in sentence a. a b. c c. e

(a) Exercise makes us breathe deeply. (b) In breathing deeply, we take in about 10 times as much air into our lungs as ordinary breathing. (c) Our lungs can take in more fresh air and the flow of blood increases.

_____ 7. The main idea of the paragraph is stated in sentence a. a b. b c. c

(a) The materials in our clothes absorb or reflect the sun's energy. (b) Clothes reflect most of it and therefore do not get very hot. (c) Dark materials, on the other hand, absorb more than they reflect and are, therefore, warmer especially when they are in the direct rays of sunlight.

_____ 8. The main idea of the paragraph is stated in sentence a. a b. b c. c

(a) Some experts predict that the existing oil deposits under the earth may last only for 35 more years. (b) Even if new oil discoveries are made, the ever increasing need for oil of the world's fast growing population may not be made. (c) Indeed, the world's supply of oil is running low.

_____ 9. The main idea of the paragraph is stated in sentence a. a b. b c. c

Direction: Write the letter of the sentence that may be inferred from the given sentence/s.

_____ 10. People in this place awaken to the sound of birds or to the boastful crowing of cocks.
a. It is a city c. It is a farm
b. It is a zoo

- _____ 11. Listen attentively to my lecture today. A quiz will be given before the period ends.
- a. The speaker is a school principal.
 - b. The speaker is a classroom teacher.
 - c. The speaker is a guidance counselor.
- _____ 12. In the mid-afternoon, the farmers took refuge under the shade of the mango tree.
- a. The sun was so hot.
 - b. It rained hard.
 - c. The farmers were lazy.
- _____ 13. They are the most patient of teachers. Displayed on shelves, they wait for us to consult them. We open them as the need arises.
- a. They are books.
 - b. They are cooking utensils.
 - c. They are garden tools.
- _____ 14. On the way to Sunshine Beach, the passengers cover their nose as they pass by a certain area.
- a. A certain area is foul smelling.
 - b. The place is dusty.
 - c. The passengers have colds.
- _____ 15. It flies up in the air - this simple paper-made object with wings.
- a. It's a bird.
 - b. It's an airplane
 - c. It's a kite.
- _____ 16. Mother bought half kilo of sugar, two pieces cassava, six ripe bananas and coconut milk.
- a. She is going to make cassava cake.
 - b. She is going to make banana que.
 - c. She is going to make guinatan.
- _____ 17. Three of these sweet-smelling things are given by boys to the girls they admire as a way of saying "I love you".
- a. They are cute figurines.
 - b. They are red roses.
 - c. They are delicious cakes.

Direction: Read what each of the characters said. Then read the word after each statement/s. Write the letter of the feeling of the character who spoke.

- _____ 18. "I thank you for this wonderful day".
 a. happiness b. hope c. gratitude
- _____ 19. "Oh, I enjoy reading this book. It has many interesting stories."
 a. pleasure b. contentment c. perseverance
- _____ 20. "Stop complaining! or else . . ."
 a. impatience b. humility c. anger
- _____ 21. "Please accept these flowers for your birthday."
 a. loyalty b. thoughtfulness c. humility
- _____ 22. "After class hours, I will work at the bakery."
 a. humility b. diligence c. willingness
- _____ 23. "I like myself just the way I am."
 a. happiness b. contentment c. gratitude
- _____ 24. "My favorite fruits are lanzones and ripe mangoes."
 a. joy b. boastfulness c. truthfulness

Direction : Write the letter of the word that correctly completes the sentence.

- _____ 25. White stands for purity, while _____ stands for war.
 a. blue b. yellow c. red
- _____ 26. Lydia de Vega is a sprint queen. She is a _____.
 a. famous athlete c. fast runner
 b. beautiful woman

- ____ 27. Bert has a tooth to be extracted. He has to go to a ____.
- a. pharmacist b. optometrist c. dentist
- ____ 28. One of the following is given to a winner of a contest. It is a ____.
- a. blessing b. prize c. gift
- ____ 29. A person who is deficient in Vitamin B has ____.
- a. goiter b. skin disease c. beri-beri
- ____ 30. One who is short can never be ____.
- a. small b. tall c. terrible
- ____ 31. It was so warm that everybody started ____.
- a. shouting b. fanning c. complaining
- ____ 32. Newspapers and magazines are to be ____.
- a. kept b. cut c. read
- ____ 33. The following pairs go together: rice and fish, pen and ____.
- a. paper b. ink c. eraser
- ____ 34. Baseball is played with a ____.
- a. pole b. bat c. net
- ____ 35. People prefer to sail on ____ seas.
- a. blue b. rough c. smooth
- ____ 36. Eyes are for seeing as ____ is for smelling.

Direction: Arrange the sentences as they would appear in a paragraph. Use the letters a, b, c, etc. to indicate the correct sequence.

- (A) _____ 37. Cleanliness is important to a person.
 _____ 38. Being comfortable, he works well.
 _____ 39. He does things without bother.
 _____ 40. Because he needs to finish something, his state of health makes him comfortable.
- (B) _____ 41. The Philippines is my native land.
 _____ 42. I am a Filipino.
 _____ 43. It is a country rich in natural resources.
 _____ 44. But the most valuable of the resources are her people.
 _____ 45. Her rivers and seas teem with fish.
- (C) _____ 46. To some people, it means to see places.
 _____ 47. Others consider it as mere adventure.
 _____ 48. Travel means many things to many people.

Direction: Match the cause with the corresponding effect by writing the letter of the correct answer.

<u>Cause</u>	<u>Effect</u>
_____ 49. deficiency in vitamin A	a. unproductive life
_____ 50. preparing well for a test	b. loss of property
_____ 51. sincere repentance for a wrong doing	c. healthy body
_____ 52. devaluation of the peso	d. high score
_____ 53. engaging in regular physical exercise	e. blindness
_____ 54. living a clean and honest life	f. forgiveness
_____ 55. doing nothing the whole day	g. plants die
_____ 56. applying too much fertilizer	h. peace of mind
_____ 57. illegal cutting of trees	i. increase in the price of commodities
_____ 58. throwing lighted cigarette butts anywhere	j. flood
	k. high yield of crops

Direction: Write the letter of the big idea to which the small idea belongs.

- A. Election Time
 B. Fight Drug Addiction
 C. A Scene at the Post Office
 D. Wise Use of Leisure Time

- _____ 59. kinds of drugs
- _____ 60. seashells made into bracelets and necklaces
- _____ 61. candidates' names displayed at the town plaza
- _____ 62. leaders campaigning here and there
- _____ 63. the opening and closing of the mailbox
- _____ 64. harmful effects of marijuana
- _____ 65. tending a vegetable garden
- _____ 66. a line of people mailing cards

Direction: Read the selection below. Then follow the direction written after it.

Selection B
The Moon

The earth's nearest neighbor is the moon. It is about 240,000 miles away.

The moon looks as big as the sun as seen in the sky. It is very much smaller than the earth. It looks as big as the sun because it is closer to us.

The moon has no light of its own. It is bright because the sun shines on it. It does not have the same brightness all over.

The moon is made up of plains, mountains and craters. A map of the moon would give names as "Sea of Showers" and "Lake of Dreams".

Like the earth, the moon has day and night. The temperature on the moon goes up almost to boiling point during the day and goes down too far, far below freezing point at night.

The moon can be seen both at nighttime and at daytime. The moon looks pale in the daytime because the sun is so much brighter.

Direction: Here is an incomplete outline of the selection you have just read. Supply the missing part by writing the letter of the correct answer.
(5 pts. each)

The Moon

I.	The moon is the earth's nearest neighbor.	
A.	_____	
B.	It looks as big as the sun.	
II.	It has no light of its own.	
A.	The sun shines on it.	
B.	_____	
III.	It is made up of plains, mountains & craters.	
IV.	_____	
V.	It can be seen both at night and at daytime.	

_____ 67. Which of the following should go as I-A of the outline?

- a. It has no day and night.
- b. It is about 240,000 miles away from the earth.
- c. Its brightness is not the same all over.

_____ 68. Which of the following should go as II-B of the outline?

- a. It does not have the same brightness all over.
- b. It has the Sea of Showers and the Lake of Dreams.
- c. It has no night and day.

_____ 69. Which of the following should go as IV of the outline?

- a. It has no night and day.
- b. Its brightness is not the same all over.
- c. It has no light of its own.

Direction: Read the selection referred to. Then write the letter of the sentence that summarizes the selection.

_____ 70. a. The moon's nearness to the earth makes it an object of exploration by many countries of the world.

- b. The moon which is the earth's nearest neighbor has neither day or night, nor light of its own, yet it can be seen both at night and at daytime.
- c. The Sea of Showers and the Lake of Dreams are features of the moon, that can be seen both at night and at daytime.

Selection A - (7 pts.)

- _____71
- a. The Waterton - Glacier International Peace Park is jointly owned by the American and the Canadian people.
 - b. Both the Waterton and the Glacier parks are noted for their lovely physical features.
 - c. The Glacier National Park of the U.S.A. and Waterton Lakes National Park of Canada became the Waterton - Glacier International Peace Park in 1932.

Appendix K

Pretest Scores of the Control and the Experimental Group

Student No.	Control Group	Experimental Group	\sum 1	\sum 2
			\bar{x} 1	\bar{x} 2
1	53	32	2809	1024
2	45	42	2025	1764
3	32	35	1024	1225
4	25	30	625	900
5	33	37	1089	1369
6	24	40	576	1600
7	28	41	784	1681
8	41	34	1681	1156
9	39	25	1521	625
10	44	35	2401	1225
11	39	33	1521	1089
12	22	37	484	1369
13	41	34	1681	1156
14	39	35	1521	1225
15	32	44	1024	1936
16	48	44	2304	1936
17	59	43	3481	1849
18	46	48	2116	2304
19	58	53	3364	2809
20	22	58	484	3364
21	60	35	3600	1225
22	38	37	1444	1369
23	47	29	2209	841
24	31	31	961	961
25	40	48	1600	2304
26	47	40	2209	1600
27	60	50	3600	2500
28	31	47	961	2209
29	32	36	1024	1296
30	23	39	529	1521
Total	1184	1172	50652	47432
Mean	39.46666	39.06666	1688.4	1581.066

APPENDIX L

Pretest and Posttest Scores of the Control Group

Stud. No.	Pretest	Posttest	Difference	D ²
1	53	53	0	0
2	45	33	-12	144
3	32	37	5	25
4	25	22	-3	9
5	33	45	12	144
6	24	28	4	16
7	28	33	5	25
8	41	40	-1	1
9	39	41	2	4
10	49	45	-4	16
11	39	39	0	0
12	22	25	3	9
13	41	32	-9	81
14	39	39	0	0
15	32	28	-4	16
16	48	39	-9	81
17	59	58	-1	1
18	46	48	2	4
19	58	60	2	4
20	22	27	5	25
21	60	60	0	0
22	38	38	0	0
23	47	47	0	0
24	31	37	6	36
25	40	44	4	16
26	47	47	0	0
27	60	59	-1	1
28	31	32	1	1
29	32	38	6	36
30	23	30	7	49
Total	1184	1204	20	744
Mean	39.46666	40.13333	0.666666	24.8

APPENDIX M

Pretest and Posttest Scores of the Experimental Group

Stud. No.	Pretest	Posttest	Difference	² D
1	32	37	5	25
2	42	43	1	1
3	35	35	0	0
4	30	42	12	144
5	37	41	4	16
6	40	40	0	0
7	41	55	14	196
8	34	29	-5	25
9	25	35	10	100
10	35	36	1	1
11	33	33	0	0
12	12	37	45	64
13	34	37	3	9
14	35	38	3	9
15	44	48	4	16
16	44	40	-4	16
17	43	40	-3	9
18	48	70	22	484
19	53	54	1	1
20	58	70	12	144
21	35	38	3	9
22	37	35	-2	4
23	29	33	4	16
24	31	43	12	144
25	48	53	5	25
26	40	49	9	81
27	50	53	3	9
28	47	50	3	9
29	36	48	12	144
30	39	43	4	16
Total	1172	1313	141	1717
Mean	39.06666	43.76666	4.7	57.23333

Appendix N

Posttest Scores of the Control and the Experimental Group

Student No.	Control Group	Experimental Group	X_1^2	X_2^2
1	53	37	2809	1369
2	33	43	1089	1849
3	37	35	1369	1225
4	22	42	484	1764
5	45	41	2025	1681
6	28	40	784	1600
7	33	55	1089	3025
8	40	29	1600	841
9	41	35	1681	1225
10	45	36	2025	1296
11	39	33	1521	1089
12	25	45	625	2925
13	32	37	1024	1369
14	39	38	1521	1444
15	28	48	784	2304
16	39	40	1521	1600
17	58	40	3364	1600
18	48	70	2304	4900
19	60	54	3600	2916
20	27	70	729	4900
21	60	38	3600	1444
22	38	35	1444	1225
23	47	33	2209	1089
24	37	43	1369	1849
25	44	53	1936	2809
26	47	49	2209	2401
27	59	53	3481	2809
28	32	50	1024	2500
29	38	48	1444	2304
30	30	43	900	1849
Total	1204	1313	51564	60301
Mean	40.13333	43.76666	1718.8	2010.33

APPENDIX D.

Computation of the t-value for Comparing the Pretest
Mean Scores of the Control and the Experimental
Group

$$\bar{X}_1 = 39.46666$$

$$\bar{X}_2 = 39.06666$$

$$EX_1 = 1184$$

$$EX_2 = 1172$$

$$EX_1^2 = 50652$$

$$EX_2^2 = 47432$$

$$N_1 = 30$$

$$N_2 = 30$$

$$S_1^2 = \frac{N_1 EX_1^2 - (EX_1)^2}{N_1 (N_1 - 1)}$$

$$S_2^2 = \frac{N_2 EX_2^2 - (EX_2)^2}{N_2 (N_2 - 1)}$$

$$S_1^2 = \frac{30(50652) - 1184^2}{30(29)}$$

$$S_2^2 = \frac{30(47432) - 1172^2}{30(29)}$$

$$S_1^2 = \frac{1519560 - 1401856}{870}$$

$$S_2^2 = \frac{1422960 - 1373584}{870}$$

$$S_1^2 = \frac{117704}{870}$$

$$S_2^2 = \frac{49376}{870}$$

$$S_1^2 = 135.2919$$

$$S_2^2 = 56.75402$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(N_1 - 1)S_1^2 + (N_2 - 1)S_2^2}{N_1 + N_2 - 2} \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

$$t = \frac{39.46666 - 39.06666}{\sqrt{\frac{29(135.2919) + 29(56.75402)}{30 + 30 - 2} \left(\frac{1}{30} + \frac{1}{30} \right)}}$$

$$t = \frac{0.4}{\sqrt{\frac{3923.465 - 1645.866}{58} (.066666)}}$$

$$t = \frac{0.4}{\sqrt{\frac{5567.331}{58} (.666666)}}$$

$$t = \frac{0.4}{\sqrt{\frac{96.02296}{0.666666}}}$$

$$t = \frac{0.4}{\sqrt{6.401530}}$$

$$t = \frac{0.4}{2.530124}$$

$$t = 0.158094$$

Computed $t = 0.158094$

$$df = N_1 + N_2 - 2$$

$$df = 30 + 30 - 2$$

$$df = 58$$

Critical t -value at $\alpha = .05$ and $df = 58$: 2.000

APPENDIX P

Computation of the t-value for Comparing the Pretest
and Posttest Mean Scores of the Control Group

$$t = \frac{\bar{d}}{S_d / \sqrt{N}}$$

$$N = 30$$

$$S_d = \sqrt{\frac{NEd^2 - (Ed)^2}{N(N-1)}}$$

$$S_d = \sqrt{\frac{30(744) - (20)^2}{30(29)}}$$

$$S_d = \sqrt{\frac{22320 - 400}{870}}$$

$$S_d = \sqrt{25.19540}$$

$$S_d = 5.019501$$

$$t = \frac{0.6666666}{0.916431}$$

$$\sqrt{N} = \sqrt{30} = 5.477225$$

$$d = 0.6666666$$

$$t = 0.727459$$

$$t = 0.6666666$$

$$5.019591/5.477225$$

$$df = N - 1 = 30 - 1 = 29$$

$$\text{Computed } t = 0.727459$$

$$\text{Tabular } t \text{ at } = .05 \text{ and}$$

$$df = 29: 2.045$$

APPENDIX Q

Computation of the t-value for Comparing the Pretest
and Posttest Mean Scores of the Experimental Group

$$t = \frac{\bar{d}}{s_d / \sqrt{N}}$$

$$N = 30$$

$$s_d = \sqrt{\frac{NEd^2 - (Ed)^2}{N(N-1)}}$$

$$s_d = \sqrt{\frac{30(1717) - (141)^2}{30(29)}}$$

$$s_d = \sqrt{\frac{5151 - 19881}{870}}$$

$$s_d = \sqrt{36.35517} \quad t = \frac{4.7}{6.029525/5.477225}$$

$$s_d = 6.029525$$

$$t = 4.269483$$

$$\sqrt{N} = \sqrt{30} = 5.477225$$

$$df = N - 1 = 30 - 1 = 29$$

$$\bar{d} = 4.7$$

Computed t = 4.269
Tabular t at .05 and
df = 29 : 2.045

$$t = \frac{4.7}{6.029525 / 5.477225}$$

APPENDIX H

Computation of the t-value for Comparing the Posttest Mean Scores of the Control and the Experimental Group

$$\Sigma X_1 = 1204$$

$$\Sigma X_2 = 1313$$

$$\bar{X}_1 = 40.13333$$

$$\bar{X}_2 = 43.76666$$

$$\Sigma X_1^2 = 51564$$

$$\Sigma X_2^2 = 60301$$

$$N_1 = 30$$

$$N_2 = 30$$

$$S_1^2 = \frac{N_1 \Sigma X_1^2 - (\Sigma X_1)^2}{N_1 (N_1 - 1)}$$

$$S_1^2 = \frac{30(51564) - 1204^2}{30(29)}$$

$$S_1^2 = \frac{1546920 - 1449616}{870}$$

$$S_1^2 = \frac{97304}{870}$$

$$S_1^2 = 111.8436$$

$$S_2^2 = \frac{N_2 \Sigma X_2^2 - (\Sigma X_2)^2}{N_2 (N_2 - 1)}$$

$$S_2^2 = \frac{30(60301) - 1313^2}{30(29)}$$

$$S_2^2 = \frac{1809030 - 1723969}{870}$$

$$S_2^2 = \frac{85061}{870}$$

$$S_2^2 = 97.77126$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(N_1 - 1)S_1^2 + (N_2 - 1)S_2^2}{N_1 + N_2 - 2} \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

$$= \frac{40.1333 - 43.7666}{\sqrt{\frac{27(111.8436) + 27(97.77126)}{50 + 50 - 2} \left(\frac{1}{30} + \frac{1}{30} \right)}}$$

$$t = \frac{-3.63333}{\sqrt{\frac{5243.464 + 2835.366}{60 - 2} (0.066666)}}$$

$$t = \frac{-3.63333}{\sqrt{\frac{6078.830}{58} (0.666666)}}$$

$$t = \frac{-3.6333}{\sqrt{104.8074 (0.066666)}}$$

$$t = \frac{-3.6333}{6.987162}$$

$$t = -0.5200$$

$$t = -0.5200$$

$$t = -0.5200$$

$$t = -1.37453$$

$$df = N_1 + N_2 - 2$$

$$df = 30 + 30 - 2$$

$$df = 58$$

Critical t-value at $\alpha = .05$ and $df = 58$: 2.0000

APPENDIX S

Subjects of the Study

Control Class

BOYS:

1. Baculpo, Ramil
2. Dacles, Fritz
3. Daclitan, Ruben
4. Dagapac, Jerry
5. Dante, Bernardino
6. General, Brent
7. Gonzales, Wilfredo
8. Hapular, Ignacio
9. Ibanez, Richmond
10. Jiminez, Albert
11. Liantos, Anito
12. Montances, Christopher
13. Navales, Orlando
14. Oblino, Ruel
15. Villar, Ernesto

GIRLS:

1. Arsenio, Mercedes
2. Bacay, Berlina
3. Bardaje, Beatriz
4. Cabanjen, Jonalyn
5. Cabreza, Virginia
6. Callo, Wilma
7. De la Cruz, Myrna
8. Doncillo, Rowena
9. Fabilane, Mary Ann
10. Gatab, Mila
11. General, Janet
12. Madeja, Hyacinth
13. Malinao, Elvie
14. Navarra, Ethel
15. Ocenada, Marites

Experimental Class

BOYS:

1. Cabagnan, Arnaldo
2. Cabangunay, Joey
3. Cebu, Aniceto
4. Espino, Benson
5. Gabane, Roger
6. Galleto, Felixberto
7. Guasis, Nomer
8. Halbay, Danny
9. Labrague, Michael
10. Monterde, Radien
11. Pacoma, Joelito
12. Pandong, Jimmy
13. Penida, Pablito
14. Pesidas, Henry
15. Silao, Christopher

GIRLS:

1. Araza, Rolinda
2. Bacsal, Gemma
3. Cueso, Rhea
4. Cupido, Lorna
5. Dacaymant, Rizza
6. Daguinod, Marlita
7. De la Cruz, Carmelita
8. Del Rosario, Evangeline
9. Gaditano, Ma. Concepcion
10. Genses, Ivy
11. Gilhang, Eva
12. Jabon, Erlinda
13. Labrague, Geraldine
14. Palisoc, Analyn
15. Penedilla, Liza

READING FOR UNDERSTANDING (RFU) EXERCISES

Prepared by:

TRINIDAD A. ESCOBAR

Manual of Instructions

Rationale

Every teacher is aware of the psychological fact that describes the learning process that fits the level of which the individual learner is able to perform and learn systematically at his own pace and progress. Individualization in learning is premised on the concepts that the learners learn as individuals and that children learn and progress differently. Unfortunately, it has been observed that the practice of individualization has lagged considerably behind theory.

While it is true that textbooks are provided our students, it is equally true that there is scarcity of instructional materials for secondary students' use that could provide instruction on specific comprehension skills.

In response to the need for instructional materials, these Reading for Understanding (RFU) Exercises were prepared.

For the teacher

The RFU exercises consist of ten (10) sets of six (6) exercises in each set focused on the following skills:

1. recalling facts and details
2. identifying the stated main idea
3. making inferences
4. identifying the speaker's feeling
5. perceiving relationship through the use of guide words
6. sequencing ideas in logical order
7. identifying cause and effect relationship
8. organizing ideas
9. outlining
10. summarizing

The number of correct responses for each exercise totals ten (10) points. Answer keys are provided for some exercises for self-correction. Others have no answer keys because responses are expected to vary in their presentation.

The exercises are worked out differently. While most of the responses call for writing the letter of the correct answer, others need a phrase response. Still others call for sentence responses.

The materials for the RFU exercises were chosen in terms of their readability, learner's interest, suitability of concepts and educational desirability. The SMUG readability formula was used for long selections while teacher judgment was relied on for the rest of the exercises to ascertain that the vocabulary load, concepts and sentence structures are suited to the level of the intended user.

Data for the exercises were culled from a wide range of sources including books, teacher's manuals, skill builders, newspapers, magazines, handouts, radio announcements and conversations.

The RFU materials may be used for review purposes on comprehension skills that have been taught but not mastered. They may be used as systematic review to have a firmer grasp of the lesson after very class instruction. They are expected to help the teacher in her efforts to check weaknesses on specific comprehension skills. If properly handled, the exercises are effective in enriching developmental as well as corrective instruction.

Teachers of reading must provide for individual differences if reading ability is to be developed to the maximum and thus promote better achievement.

How to Use the RFU Materials

Before starting the exercise, administer Gates Standardized Reading Comprehension test (Form 1) or any other equivalent test to establish the entry reading capacity grade level of learners, hence make the right choice of RFU level to use. In the absence of this test, a teacher-made pretest or the attached pretest may be administered to determine the entry performance of learners which should guide you in the choice of RFU grade level as a starting point. Both tests or a parallel test can be

administered to determine the progress or achievement of learners after going through the exercise.

Now, give a clear and accurate instruction to the learner.

1. Prepare the Reading Comprehension Skills Chart before giving the exercise.
2. Instruct students to start working on Exercise No. 1 at the same time. Allow each student to progress at his own rate and as far as his learning capacity would let him.
3. After working on an exercise, have the student inform the teacher so that he could be shown the key to answers.
4. Let the student check his answers by putting a check (/) mark before a correct response or an X before a wrong response. This gives the student an immediate knowledge of the result of his performance in the exercise.

The total number of points for each exercise is 10. If the score obtained is 7 or more, allow the student to move on the next exercise. If the score is less than 7, have him go over his answers marked X but do not allow him to change his answer.

5. Have the student record his score in the Reading Comprehension Skills Chart.

For the Learner

These RFU Materials contain exercises to develop specific reading comprehension skills. You will work out the exercises independently. You may consult your teacher only when necessary.

To work on the RFU exercises successfully, be guided by the following directions:

1. There are ten (10) sets of six exercises with each set identified by a number and a letter. Above the exercise number is the skill focus.

2. Read the direction to know what you should do. Start working on Exercise No. 1. Write the answer on your answer sheets, not on the RTU materials.
3. After you are through answering an exercise, inform your teacher. She will show you the key to correction. Check your answer at once by putting a check mark (/) for a correct response or an X for a wrong response.

The total number of correct responses for every exercise is 10 points. If you obtain 7 points or more for an exercise, you may move on the next set of exercises. If you obtain less than 7 for an exercise, find out why the answer is wrong for your response marked X but do not change your answer.

4. Record your score for every exercise in the Reading Comprehension Skills Chart.
5. Take your time.

GOOD LUCK!

ENGLISH I
(Pretest)

Name _____ Group _____ Date _____ Score _____

Direction: Read the selection below. Then answer the questions that follow by writing the letter of the correct answer.

Selection A

Have you heard of the Glacier National Park and the Waterton Lakes National Park? The former which includes more than 50 glaciers and about 250 lakes belongs to the people of the U.S.A. It is found in Northern Montana. Waterton Lakes National Park noted for its lovely physical features including mountains and lakes belongs to the Canadian people. In 1932, the two parks became the Waterton-Glacier International Peace Park. (Adapted)

- _____ 1. Where is the Glacier National Park found?
a. Central Montana b. Northern Montana c. South Montana
- _____ 2. What does the Glacier National Park include
a. many glaciers and lakes c. majestic
b. lovely mountains volcanoes
- _____ 3. Who owns the Glacier National Park?
a. the people of the U.S.A.
b. the people of Canada
c. both the Americans and the Canadians
- _____ 4. What makes Waterton Lakes National Park famous?
a. its man-made lakes c. lovely physical
b. rare animals features
- _____ 5. What became of the two parks in 1932?
a. the Glacier-Waterton International Peace Park
b. the Waterton-Glacier International Peace Park
c. the International Peace Park of U.S.A. & Canada

Direction: Write the letter of the sentence that states the main idea. (2 pts. each)

(a) The materials in our clothes absorb or reflect the sun's energy. (b) Clothes reflect most of it and therefore, do not get very hot. (c) Dark materials, on the other hand, absorb more than they reflect, and are, therefore, warmer especially when they are in the direct rays of sunlight.

_____ 6. The main idea of the paragraph is stated in sentence
a. a b. b c. c

(a) In the city parents hurry off to work. (b) Children hurry off to school. (c) They eat a hurried breakfast. (d) They are always afraid of being late for the bus or late for school. (e) In the city, everyone is in a hurry.

_____ 7. The main idea of the paragraph is stated in sentence
a. a b. c d. e

(a) Exercise makes us breathe deeply. (b) Breathing deeply, we take about 10 times as much air into our lungs breathing. (c) Our lungs can take in more fresh air and the flow of blood increases.

_____ 8. The main idea of the paragraph is stated in sentence
a. a b. b c. c

(a) Some experts predict that the existing oil deposits under the earth may last only for 35 more years. (b) Even if new oil discoveries are made, the ever increasing needs for oil of the world's fast growing population may not be made. (c) Indeed, the world's supply of oil is running low.

_____ 9. The main idea of the paragraph is stated in sentence
a. a b. b c. c

Direction: Write the letter of the sentence that may be inferred from the given sentence/s

_____ 10. In the mid-afternoon, the farmers took refuge under the shade of the mango tree.
a. The sun was so hot.
b. It rained hard.
c. The farmers were lazy.

- _____11. People in this place awaken to the sound of birds or to the boastful crowing of cocks.
 a. It is a city.
 b. It is a zoo.
 c. It is a farm.
- _____12. Listen attentively to my lecture today. A quiz will be given before the period ends.
 a. The speaker is the school principal.
 b. The speaker is a classroom teacher.
 c. The speaker is the guidance counselor.
- _____13. It's a simple object with wings yet it flies up in the air.
 a. It's an airplane b. It's a bird
 c. It's a kite.
- _____14. Mother bought half kilo of sugar, two pieces gabi, six ripe bananas and coconut milk.
 a. She is going to cook bar-be-que.
 b. She is going to cook suman.
 c. She is going to cook guinatan.
- _____15. Filipino boys give three of these sweet-smelling things to the girls they admire as a way of saying "I love you."
 a. They are chocolate bars.
 b. They are roses.
 c. They are love notes.
- _____16. On the way to the sunshine beach one rainy morning, the passengers cover their nose as they pass by a certain area.
 a. A certain area of foul smelling.
 b. The place is dusty.
 c. The passengers have colds.
- _____17. They are the most patient of teachers. Displayed on shelves, they wait for us to consult them. We open them as the need arises.
 a. They are books.
 b. They are cooking utensils.
 c. They are garden tools.

Direction: Read what each of the characters said. Then read the word after each statement/s. Write the letter of the feeling of the character who spoke.

- _____18. "I thank You for this wonderful day".
 a. happiness b. gratitude c. hope
- _____19. "Why does it rain everyday? My clothes never get dry".
 a. despair b. hopelessness c. impatience

- _____ 20. "Are you a Leyteño or a Samareño?"
a. anxiety b. certainty c. doubt
- _____ 21. "Oh I enjoy reading this book. It has many interesting stories."
a. pride b. pleasure c. faith
- _____ 22. "Stop complaining or else..."
a. disappointment b. fear c. anger
- _____ 23. "Please accept these flowers for your birthday."
a. thoughtfulness b. loyalty c. humility
- _____ 24. "I will work at the bakery after class hours."
a. diligence b. determination c. pride

Direction: Write the letter of the word that correctly completes the sentence.

- _____ 25. We say rice and fish, bread and _____.
a. milk b. butter c. egg
- _____ 26. It's enjoyable to sail on _____ seas.
a. rough b. blue c. smooth
- _____ 27. One of the following materials is used in baseball. It is a _____.
a. bat b. tape c. net
- _____ 28. White stands for purity while _____ stands for war.
a. blue b. yellow c. red
- _____ 29. Lydia de Vega is a sprint queen. She is a _____.
a. beautiful woman b. fast runner
c. famous athlete
- _____ 30. Bert has a tooth to be extracted. He has to go to a _____.
a. dentist b. pharmacist c. optometrist
- _____ 31. A person who is deficient in vitamin B has _____.
a. goiter b. skin disease c. beri-beri
- _____ 32. Eyes are for seeing as _____ are for smelling.
a. ears b. nose c. mouth
- _____ 33. One of the following is given to a winner of a contest. It is a _____.
a. gift b. blessing c. prize
- _____ 34. It was so warm that everybody started _____.
a. fanning b. shouting c. complaining
- _____ 35. One who is short can never be _____.
a. small b. tall c. terrible
- _____ 36. Newspapers are to be _____.
a. seen b. read c. heard

Direction: Arrange the sentences as they would appear in a paragraph. Use the letters a,b,c etc. to indicate the correct sequence.

- A) _____ 37. The Philippines is my native land.
 _____ 38. Her rivers and seas teem with fish.
 _____ 39. But the most valuable of these resources are her people who share common aspirations and work for the common goal.
 _____ 40. I am a Filipino.
 _____ 41. It is a country rich in natural resources.
 (B) _____ 42. To some people, travel is nothing but seeing places.
 _____ 43. Others look at it as mere adventure.
 _____ 44. Travel connotes various interpretations to many people.
 _____ 45. Cleanliness is important to a person.
 _____ 46. Being comfortable, he works well.
 _____ 47. He does things without bother.
 _____ 48. Because he needs to finish something, his state of health makes him comfortable.

Direction: Match the cause with the corresponding effect by writing the letter of the correct answer.

	Cause	Effect
_____ 49.	engaging in regular physical exercise	a. unproductive life
_____ 50.	doing nothing worthwhile	b. fire
_____ 51.	applying too much fertilizer	c. healthy body
_____ 52.	deficiency in vitamin A	d. high score
_____ 53.	living a clean and honest life	e. blindness
_____ 54.	careless throwing of lighted cigarettes anywhere	f. forgiveness
_____ 55.	preparing well for a test	g. plants die
_____ 56.	sincere repentance for a wrongdoing	h. peace of mind
_____ 57.	illegal cutting of trees	i. increase in the price of commodities
_____ 58.	devaluation of the peso	j. flood
		k. high yield of crops

Direction: Write the letter of the big idea to which the small idea belongs.

- A. A Scene at the Post Office
- B. Wise Use of Leisure Time
- C. Election Time
- D. Fight Drug Addiction

- _____ 59. candidates campaigning here and there
- _____ 60. the opening and closing of the mailbox
- _____ 61. harmful effects of heroin
- _____ 62. tending a vegetable garden
- _____ 63. a line of people buying stamps
- _____ 64. streamers displayed at the town plaza
- _____ 65. seashells made into wall decors
- _____ 66. kinds of drugs

Direction: Read the selection below. Then follow the direction written after it.

Selection B The Moon

The earth's nearest neighbor is the moon. It is about 240,000 miles away.

The moon looks as big as the sun as seen in the sky. It is very much smaller than the earth. It looks as big as the sun because it is closer to us.

The moon has no light of its own. It is bright because the sun shines on it. It does not have the same brightness all over.

The moon is made up of plains, mountains and craters. A map of the moon would give names as "Sea of Showers" and "Lake of Dreams"

Like the earth, the moon has day and night. The temperature on the moon goes up almost to boiling point during the day and goes down too far, far below freezing point at night.

The moon can be seen both at nighttime and at daytime. The moon looks pale in the daytime because the sun is so much brighter.

Direction: Here is an incomplete outline of the selection you have just read. Supply the missing part by writing the letter of the correct answer. (5 pts. each)

/-----\	
	the Moon
	I. The moon is the earth's nearest neighbor.
	A. _____
	B. It looks as big as the sun.
	II. It has no light of its own.
	A. The sun shines on it.
	B. _____
	III. It is made up of plains, mountains & craters.
	IV. _____
	V. It can be seen both at night and at daytime.
/-----\	

- _____ 67. Which of the following should go as I-A of the outline?
- It is about 240,000 miles away from the earth.
 - Its brightness is the same all over.
 - It has no day and night.
- _____ 68. Which of the following should go as II-B of the outline?
- It has no night and day.
 - Its brightness is not the same all over.
 - It has the Sea of Showers and the Lake of Dreams.
- _____ 69. Which of the following should go as IV of the outline?
- Its brightness is not the same all over.
 - It has no day and night.
 - It has no light of its own.

Direction: Read the selection referred to. Then write the letter of the sentence that summarizes the selection.

Selection A (test I - 7 pts.)

- _____ 70. a. The Waterton-Glacier International Peace Park is jointly owned by the American and the Canadian people.
- b. Both the Waterton and the Glacier Parks are noted for their lovely physical features.
- c. The Glacier National Park of the U.S.A. and the Waterton Lakes National Park of Canada

became the Waterton-Glacier International Peace Park in 1932.

Selection B

- _____ 71. a. The moon's nearness to the earth makes it an object of exploration by many countries of the world.
- b. The moon which is the earth's nearest neighbor has neither day nor night, nor light of its own, yet it can be seen both at night and at daytime.
- c. The Sea of Showers and the Lake of Dreams are features of the moon that can be seen both at night and at daytime.

Student's Name _____ Year & Section _____

Reading Comprehension Skills Chart
(RCSQ)

Reading Comprehension Skills	Exercise					
	No. of Correct Answers					
	A	B	C	D	E	F
1. Recalling fact & details						
Date taken						
2. Identifying the main idea						
3. Making Inferences						
Date taken						
4. Identifying speaker's feeling						
Date taken						
5. Perceiving relationship through the use of guide words						
Date taken						
6. Sequencing ideas in logical order						
7. Identifying cause & effect						
Date taken						
8. Organizing ideas						
Date taken						
9. Outlining						
10. Summarizing						
Date taken						

Recalling facts and details

RFU Exercise No. 1 - A

Direction: Read the selection. Then answer the questions that follow.

A)

The Filipino nation joins the world in celebrating Earth Day on April 22. Series of activities mark the day's celebration. Among them are photo exhibits, tree planting, a musical concert and a program honoring Earth Day awardees.

The day reminds us to love Mother Earth. She is the reason we're around in the first place. She feeds and clothes us and gives us a home. Everyone is enjoined to do his share in keeping Mother Earth alive and well.

- Manila Bulletin
April 21, 1992

1. When is Earth Day celebrated?
2. What does Earth Day remind us?
3. What activities mark the day's celebration?
4. What does Mother Earth do to us?
5. What is everyone enjoined to do?

B)

The ill-starred life of Francisco Balagtas Baltazar, the "Prince of Tagalog Poets", came to an end on February 20, 1862 at the age of 74. Today, the wealthy and influential persons who sent him to prison twice are forgotten but the memory of this Tagalog poet will live on - perpetuated by his immortal masterpiece, "Florante at Laura".

- Literature for Filipinos
of Today

1. Who is the prince of lagalog poets?
2. What is his immortal masterpiece?
3. When did he die?
4. How old was he when he died?
5. Did he live a happy life?

Recalling facts and details

RFU Exercise No. 1 - B

Direction: Read the selection. Then answer the questions that follow.

A) In the daytime, you can see only one star. That star is the sun. It looks so big and bright because it is so near. It is thousands of times closer to us than any other star.

The sun is a giant ball of glowing gases. Light shines out from it in all directions. Light is one kind of energy. Only a tiny bit of this light energy strikes Earth. But without light energy, there would be no life on Earth.

Each year Earth circles the sun. Eight other planets also circle the sun. Two are closer to the sun than Earth is. Six are further away. Some are larger than Earth. Four are smaller. Many planets have moons that circle them. The sun, the planets, and their moons make up the solar system.

- Adapted

1. How is the sun described?
2. Why does the sun look big?
3. Do all the light shining out from the sun strike the Earth?
4. How many planets circle the sun?
5. What make up the solar system?

B)

The merry month of May is a much awaited time in Tayabas. Tayabas is the only town in Quezon where one finds the arch of welcome made of fresh flowers, ferns, anahaw and coconut leaves and other native materials. The merrymaking called Mayohan sa layabas features an evening of songs, bicycle race, a variety show, the Santakrusan, search for Munting Mutya, Ginoong Quezon, a MUKHA beauty pageant and a theater presentation.

The monthlong celebration ends with the procession in honor of San Isidro when families decorate their windows and doors with suman and other goodies like cone-shaped ampaw, bread shaped like dolls, fish and guns and summer fruits like Indian mango, starapple and pineapple to welcome the devotees who join the procession.

- Sunday Inquirer Magazine
May 30, 1993

1. Where is layabas?
2. What is its month of merrymaking called?
3. What does it feature?
4. How is the monthlong celebration ended?
5. Why do families decorate their windows and doors with nature's bounties?

Recalling facts and details

RFU Exercise No. 1 - C

Direction: Read the selection. Then answer the questions that follow.

A) Our ancestors possessed an alphabet. Their alphabet was different from our present alphabet. There were three vowels which could be increased to five by means of an accent (kudlit). They were a, e (or i) and o (or u). Whether the kudlit was above or below the character determined which letter was intended. There were fifteen consonants. They were b, d, g, h, k, l, m, n, ng, p, r, s, t, w and y.

Banana leaves, bamboo tubes, and barks of trees were used as paper. A pointed piece of iron (sipol) or the tip of knives or daggers were used as pens. These were dipped in colored saps of plants which served as ink.

- Challenges in Philippine
Community Life

1. What did our ancestors use for writing?
2. What did they use as paper?
3. How many letters made up their alphabet?
4. How were the letters of their alphabet classified?
5. What were they?

B) The word calendar comes from the Latin word for account book. These are material units of time which have come down to us from the movement of heavenly bodies. These are day, month and year. "Day" is the period of the earth's rotation on its axis. It starts officially at midnight and lasts until the next midnight. "Month" measures the period that passes while the moon moves around the earth as it changes from new moon to full moon and back to new moon again. Both the day and the month are periods too short to base a calendar upon. "Year" which is the period in which the

earth revolves around the sun is long enough, hence it is the unit of time on which most calendars today are based.

- Challenges in Philippine
Community Life

1. What is the origin of the word calendar?
2. What is the period of the earth's rotation on its axis called?
3. What does the period cover?
4. What does month measure?
5. Why are most calendars today based on year?

Recalling facts and details

RFU Exercise No. 1 - D

Direction: Read the selection. Then answer the questions that follow.

A) Once upon a time, there was a Sultan sa Agamaniyog who was very wealthy and wise. In his land, the springs flowed with gold and silver, the wells yielded syrup and coconut milk. He could understand the language of the birds, animals, insects, trees, grasses and even the murmuring of rivers. He could also predict future events like typhoons, earthquakes, etc. All his subjects loved him. He was given the power to understand the language of all creatures on condition that he would tell no one. If he did, he would die.

- Excerpt, Sunday Inquirer
Magazine, June 13, 1973

1. How is the Sultan sa Agamaniyog described?
2. What could he do?
3. How did his subjects feel about him?
4. On what condition was he given the power to understand the language of all creatures?
5. What would happen if the condition is not followed?

B) What Are Roses (thorns) For?

Perhaps many are wondering why the rose, a beautiful flower often associated with love, has thorns. If not really careful, people would surely get hurt when they get hold of this flower. What could be the reason behind this?

Actually, a rose's sharp thorns are its protection against plant-devouring animals. The thorn is a prickly which grows from the skin of the stem.

We all know that there are animals which depend on plants for food. The rose, being no exception, has fashioned a counterattack by developing prickles to deter

said 'eaters'. The thorns are distributed strategically on the plant to prick the lips and mouths of any browsing animal. In this manner, the rose remains safe and unharmed.

- Source: Johnny Wonders

1. What do we associate a rose with?
2. How is a rose flower described?
3. How does it protect itself from plant eaters?
4. What is a thorn?
5. What are roses thorns for?

Recalling facts and details

RFU Exercise No. 1 - E

Direction: Read the selection. Then answer the questions that follow.

A) United We Stand

The leaders of the world have learned a very useful lesson in the two world wars - that is, the need for collective security that will guarantee world peace.

In order to save the world from the horrors of another global war, representatives from the United States, Great Britain, Russia and China held a conference in Dumbarton Oaks. They decided to form an international organization to be known as the United Nations Organization.

The term United Nations was suggested by President Franklin D. Roosevelt and was officially adopted on January 1, 1942 when the representatives of 26 nations signed the Declaration of the United Nations in Washington, D. C.

The UN is an organization of sovereign states which have agreed to join hands in the maintenance of international peace. The member nations have agreed to work together for the solution of economic, social and cultural problems of international importance and to help preserve human rights without distinction as to race, sex, language and religion.

- Adapted

1. What lesson did the world leaders learn from the two world wars?
2. Why did the representatives of the U.S.A., Great Britain, Russia and China decide to form the United Nations Organization?
3. When was the name United Nations Organization officially adopted?
4. Where was the Declaration of the United Nations signed?
5. How is the UNO best described?

B) Annually in mid-July, the Matig-Salog tribe gather in Sinoda, a valley in Kitsotao, Bukidnon for the Matig-Salog Festival. The villagers wake up to the beat of the ahong (a set of gongs) and the bagkakaw (hollowed log).

Food is minimal. Richness is not in their food; it is in their music. Music is everywhere the whole time. Music is central to the life of the Matig-Salog.

Garbed in their traditional attire, with their songs, music and dance, they assert their presence: We are the Matig-Salog; this is our land; this is our day. The festival starts with a four kilometer parade led by the warriors, followed by the mayor and his assistants. It ends in a ritual place in the fields not far from the mayor's house. The mayor, who is both a political and a religious leader officiates at the ritual in an octagon five meters in diameter with a small five tiered altar in the middle. Upon arrival, everyone makes an offering - nito bracelets, eggs, rice, pinipig, buyo (betel chew), coins and five peso bills laid on bamboo plates on top of the altar. Holding a white chicken, the mayor stands up to thank the gods for taking care of the tribe and for their continuous protection. He, then goes around the altar twice invoking the gods' help and forgiveness for their shortcomings. The chicken's throat is slit and its blood sprinkled around the altar. Silence follows. Slowly, the offerings are gathered together. Silently, the villagers move out of the ritual place. The festival is over.

- An excerpt from "This Year in Sinoda"
Sunday Magazine Inquirer, July 18, 1993

1. How often is the Matig-Salog festival held?
2. Why is the festival held?
3. How is the festival started?
4. What ritual is observed after the parade?
5. Who officiates at the ritual?

Recalling facts and details

RFU Exercise No. 1 - F

Direction: Read the selection. Then answer the questions that follow.

A) Music is an artistic expression of ideas, feelings, temperament and life. Ideas and feelings are expressed either by the warmth of the human voice or by the harmonious sounds of instruments. Music creates various moods and feelings brought about by the interaction of the different elements - melody, rhythm, harmony, and tone color. A composer makes use of these elements to convey his ideas and feelings. A rhythmic succession organized as an aesthetic whole makes up the melody. Rhythm is the arrangement of sounds in regard to time. The simultaneous sounding of two or more tones is harmony. Tone color refers to the distinctive sound of voice or of a particular instrument.

1. What is music?
2. What are the elements of music?
3. Which element of music is the simultaneous sounding of two or more tones?
4. How are feelings and ideas expressed in music?
5. What bring about the moods and feelings created by music?

B) The Hula Story

The early day hula was much different from that of today. In the beginning, it was a sacred dance. There was even a goddess of the hula - Laka. In those days the hula was danced to honor the gods and in praise of the chiefs. With leis of flowers, shells or vines about their necks or upon their heads, dancers danced out songs or stories. Hips swayed in time to the music. For every idea in the story there was a graceful hand motion. Around the ankles and sometimes the wrists, ornaments or whale's teeth or bones were worn. The short skirt (pa u) was worn, not grass skirts. The ceremonial pa u was white.

Training for the hula was done at a special school, the halau. Dancers had to live at the halau and could not go home during the training.

Good hula was done with the feet flat on the floor and knees bent. The body shifts back and forth. The hands tell the story, the swaying hips and grace. A rippling motion of the hands and arms stands for "water". Arching fingertips form a rainbow. The rolling of the hands one over the other pictures the "ocean's roll". When the story has been told, both hands are brought forward palms down and a bow is made. That means pau, the end of the story and the dance.

- Hawaii, the Aloha State

1. What was the nature of the early day hula dance?
2. Why was the hula danced?
3. What was the halau?
4. How is the good hula danced?
5. How is the hula dance ended?

Identifying the stated main idea

RFU Exercise No. 2 - A

Direction: Read each paragraph. Then identify the key sentence. The key sentence states the main idea of the paragraph. (2 points each)

1. The kite is a simple object. It has no wings yet it flies up in the air. It does not fall. This light plaything is so spread out as wide as can possible be. In this way, this paper and stick toy has a large surface for the air to support it.

Key sentence _____

2. Fruits wrapped in plastic keep their water. Also the plastic does not interfere with the breathing of the fruits. The plastic does this by getting rid of certain gases and taking in others. Keeping the moisture in the fruit, the wrap also keeps certain hormones in balance. Thus, this balance retards the aging process. Plastic keeps fruits from rotting.

Key sentence _____

3. Fat or oil makes things dirty. We should know that oil catches dust and makes a mess on one's hands and clothes. It is oil that comes out of the skin that makes us dirty. So, to get rid of the oil, we melt or dispose it. The alkali in soap dissolves the oil in things. Also soap makes an emulsion or a collection of very tiny drops of oil which removes the dirt from clothes. Thus, soap takes the dirt out of things.

Key sentence _____

4. Origami has long been a fascinating play among the Japanese children. Origami, paper folding is an art of expressing an object in a folded figure. This paper folding play will display many oriental characteristics that are instrumental in stimulating, and enriching children's imaginations, creative ideas, and geometrical way of thinking things. It will, therefore, help children do the work of folding paper accurately and in an orderly manner.

Key sentence _____

5. A good-natured person laughs best. He can find more enjoyment in his work and recreation, in his family and friends, than a bad-tempered person. It is true that life is serious most of the time; our responsibilities, demand our greatest attention. In spite of this fact, we quickly tire of what we are doing unless we keep our sense of humor.

Key sentence _____

Identifying the stated main idea

RFU Exercise No. 2 - B

Direction: Read each paragraph. Then identify the key sentence. The key sentence states the main idea of the paragraph. (2 points each)

1. Plants, like animals are adapted to their environment. Some of them have thorns or spikes, thick hair, corky bark or bad smell for protection. Others have special parts like having roots for climbing on the walls. Others have winged fruits to help the seeds travel to better soil. Still others like banana have compact stalks to act as stems. Similarly, others like coconut fruits are adapted to floating in water to grow in far places.

Key sentence _____

2. When Adam and Eve were driven from paradise because they disobeyed God, He decreed that from then on, they should eat only with the sweat of their brows. Social law requires that man should work for his bread.

-Philippine Prose & Poetry 1

Key sentence _____

3. Sometimes you can tell a person's nationality by his clothes. People around the world have different national costumes. But they don't wear them everyday. The girls in gaily-printed kimono is Japanese while the boy in short pleated skirt is Scottish. The girl with the headress is Thai while the Chinese girl wears short, tight silk dress.

Key sentence _____

4. Nayong Pilipino is countryside Philippines within the bustling metropolis. This 46 hectare sprawling ground, located near the Ninoy Aquino International Airport showcases premier landmarks in six regions of the Philippines. Within the Philippine Village are representations of the world famous Banawe Rice

Terraces of the Cordilleras, the Vigan brick houses of Ilocos, Mayon Volcano and Cagsawa springs of the Bicol Region, Magellan's Cross of Cebu, and the ethnic houses and vintas of Southern Mindanao.

- Philippine Panorama

5. Marvelous and refreshing sights make any tourist's stay in the country enjoyable and memorable. The Philippines, the Pearl of the Orient Seas, has so much to offer to our local and foreign tourists. We have for instance, the Ifugao Rice Terraces, the setting of the sun at Manila Bay, the Pagsangjan Falls in Laguna, the Moro vintas of Zamboanga, the Taal Volcano in Batangas, the majestic Mayon Volcano in Albay, the famous Hundred Islands in Pangasinan, and Baguio, the summer capital of the Philippines which is a mountain city of pines and wonders.

- The Philippine Star

Key sentence _____

Identifying the stated main idea

RFU Exercise No. 2 - U

Direction: Read each paragraph. Then identify the key sentence. The key sentence states the main idea of the paragraph. (2 points each)

1. Love of country consists of many things. It is knowing our past and taking pride in our progress. It is honest, practical citizenship. It is knowledge of everything about our country and people and sincere appreciation of all the bounty and beauty that God has given us.

- Today's High School
Readers

Key sentence _____

2. "Smile your way to health". Smile and laughter have a good effect upon us. We become more considerate in our dealings with others. When we are happy with our companions and friends, we get along well with others. To be able to laugh and make others laugh is a blessing.

Key sentence _____

3. Basketball is the most popular sport in the country today. In the game, players exhibit strength, skill and endurance. They learn to follow and observe the rules of the game. They also learn teamwork or playing together for the success of the group. Through the game, the players can express the best in them.

Key sentence _____

4. The ways in which people make a living are influenced by climate. See if you can think of an important product the Philippines imports from each of these places: Ceylon, Australia, Hollywood. If you name tea from Ceylon, wool and dairy products from Australia and movies from Hollywood, you are right. Ceylon has a temperate climate suited for growing tea.

High temperature and heavy rainfall makes sheep and cattle raising important industries in Australia. Hollywood's sunny climate which makes possible the production of pictures outdoor, has made it the sight of the movie industry.

- Challenges in Philippine
Community Life

Key sentence _____

5. Laughter is one characteristic that distinguishes man from other animals. There are many kinds of laughter and several types of smile. There is the boisterous laugh. There is the quiet chuckle. There is the sneering smile and there is the youthful giggle. There is the friendly smile and the hysterical laugh.

- Wonder World of Reading I

Key sentence _____

Identifying the stated main idea

RFU Exercise No. 2 - D

Direction: Read each paragraph. Then identify the key sentence. The key sentence states the main idea of the paragraph. (2 points each)

- 1) Bacteria are found in the air, in the water and in the soil. Some grow in cold places. Others grow in warm places. Bacteria are found everywhere. No bacteria can grow in very, very cold or very hot places. Animals carry millions of bacteria inside and outside of their bodies. They are tiny organisms that could be seen through a microscope.

Key sentence _____

- 2) Fire has many uses. It cooks food; heats the home, and gives light. It is used to destroy rubbish, dirt, and germs. Automobiles, airplanes and even rocket ships are run by fuel burned in their engines. It is also used in the manufacture of certain things like steel, rubber, glass, paper, brick, sugar and many other materials.

We owe many of our comforts to fire but fire's also a foe. It can wipe out all of our possessions in just a few hours or even minutes. Even forests are not safe. Many lives, too, have been lost because of fire. Fire is a friend if used properly; and a foe if used carelessly.

Key sentence _____

- 3) A desert is a dry wasteland. It is a strange and wonderful place. Very little rain falls on the desert but plants and animals learn to live in it. The desert is the home of the cactus, the horned toad, the kangaroo rat and other desert plants and animals. Some deserts like the Sahara and Gobi are hot and sandy. In Siberia, desert lands are very cold.

Key sentence _____

- 4) Squatters are people who are poor and have no place of their own. The government is trying its best to relocate them. The squatters are transferred from their crowded and often unsanitary surroundings to a clean and healthful community. They are given a piece of land they can call their own. They are helped to put up a small but decent home. They are provided by all kinds of facilities - educational, recreational, health and transportation. Schools, health centers, playgrounds and churches are built. Roads are constructed. In some cases job opportunities are offered to help the settlers earn a living.

- Communication Arts and
Philippine Literature

Key sentence _____

5. When the sampaguita was declared the Philippine national flower in 1934, it joined the list of famous flowers that now symbolize various nations. The nature of the sampaguita inspires the ideas of simplicity, purity, humility, hopefulness, and love of country which are the very qualities that make for strong manhood and womanhood in any land. The sampaguita is the symbol of our best qualities as a people.

Key sentence _____

Identifying the stated main idea

RFU Exercise No. 2 - E

Direction: Read each paragraph. Then identify the key sentence. The key sentence states the main idea of the paragraph. (2 points each)

1. There is one story which has not lost its magic for more than one thousand nine hundred seventy years. This story has been told and retold and it has always been received with love and reverence, accompanied by an inner glow and a feeling of a close affinity with God. This is the story of the birth of Jesus.

Key sentence _____

2. Hawaii, a fleet of islands anchored in the Pacific, is the fiftieth state of the United States of America. It has breath-taking beaches with white sand and blue waters. The rich and poor alike can share the sun together. It is a playground where anybody may spend and enjoy the weekends. Hawaii is a vacation spot.

Key sentence _____

3. Different people have different hobbies. Many girls collect coins and stamps. Some girls collect key chains and book marks. Some collect pictures of movie stars. Other boys and girls make albums of basketball stars and beauty queens.

Key sentence _____

4. Our nearest neighbor in East Asia is China. China has given the world innumerable gifts. Two thousand years before the birth of Christ, the Chinese were raising silk worms on a large scale. Traders travelled from distant countries to buy silkcloth from China.

The Chinese invented paper, the brush, the grill, pen and ink. They also invented the printing press. Its first newspaper was the Peking Gazette.

The ancient Chinese introduced the civil service examination which is at present adopted among nations.

China discovered gunpowder but she used it for fun

and merry-making, not in warfare.

She, too, gave the world the fan, the parasol, the kite for outdoor sport and the pagoda type of architecture which is considered the most perfect type of Asian architecture.

- English Communication Arts
and Skills Through Afro-
Asian Literature

Key sentence _____

5. The Filipino is a lover of rituals. His dances prove this love. Ceremonial dances are performed during town fiestas and religious events like Easter, Christmas and Ash Wednesday. The dancers follow the progress of the procession all around the town. Some of these dances are the Turumba, Subli, Bate and Ladtarin. Non-Christians among the Filipinos have ritualistic dances to court rain or the favor of the anitos or to drive the evil spirits away when sickness or death has visited a family.

- Communication Arts and
Philippine Literature

Key sentence _____

Identifying the stated main idea

RFU Exercise No. 2 - F

Direction: Read each paragraph. Then identify the key sentence. The key sentence states the main idea of the paragraph. (2 points each)

1. Man is the most complex and the most interesting of God's creations. Man with his senses and intelligence, observes, perceives, thinks, learns, formulates goals and strives to fill in his desires. He has feelings and attitudes. He has that great capacity to enjoy life and make life worth living.

Key sentence _____

2. The materials we come in contact with are made of lines, colors, shapes and forms. We see the blue sky, the red rose, the horizontal bars on our windows, the artistic designs on T-shirts, jeepneys and figurines. We feel the curve lines of our body, the soft pillow, the smooth glass and the rough rocks. We see lines, colors, shades and forms everywhere.

Key sentence _____

3. Our skies, our sunlight, our fields, our forests, even our little villages - all have native beauty. One who visits the Philippines cannot but be impressed by the placid and picturesque Paoay Lake, the high and silent Mt. Baginsoso, the vista of the Bangin Lighthouse, the majestic Mt. Mayon, the beautiful beaches of Boracay and Badian, the unique Banawe Rice Terraces, the Chocolate Hills of Bohol, the Hundred Islands of Pangasinan and still many, many more. Natural beauty in our country is unsurpassed.

Key sentence _____

4. Have you ever thought of Filipino ingenuity? Filipinos transform natural materials such as wood, shells and metal into something beautiful and useful. Wooden pieces of furniture, utensils, wall decor are carved with intricate designs. Shells coming in a variety of colors are transformed into bracelets, earrings, necklaces, ash trays, table lamps, lamp shades and brooches. Metalcraft include the bolo,

dagger handles, the kris, the kampilan, the gongs as well as the brass containers.

Key sentence _____

5. Behold the earth! Nature surrounds us with beautiful and joyful things. Listen to the singing brook or the humming birds, touch a delicate flower, view the towering mountains, the vast blue sky, the deep blue sea, the fresh springs, the vast ridge in the sea-top, the trees that look to God all day. All these sights make us closer to the creator of the universe.

Key sentence _____

Making inferences

RFU Exercise No. 3 - A

Direction: Write the letter of the sentence which may be inferred from the key sentence/s.

1. I should have bought the raffle ticket you offered me.
 - a) The raffle ticket won.
 - b) the raffle ticket was cheap.
 - c) It was the last raffle ticket offered to me.
2. Walking with her is like walking under the moonlight.
 - a) She walks fast.
 - b) She walks slowly.
 - c) She seldom walks during moonlight nights.
3. At night, there was not enough room for the family to stretch their legs.
 - a) the room was overcrowded.
 - b) The room was poorly made.
 - c) the room was warm.
4. The men throw their nets into the sea at certain places where they know that fish is plentiful.
 - a) The men are sailors.
 - b) The men are fishermen.
 - c) The men are divers.
5. From a distance I could see a long line of people carrying plastic water containers.
 - a) there is water shortage.
 - b) Water is distributed free.
 - c) It has not rained for two weeks.

6. At 10:00 A.M. Manong displayed six pots each half-filled with viand. Twenty minutes after there was only one left.
- a) The pots were stolen.
 - b) Many bought the viand.
 - c) One viand was not delicious.
7. The girls in Miss Cruz' class envied Susie's beauty.
- a) The girls are envious.
 - b) Susie is a beautiful girl.
 - c) Miss Cruz has beautiful girls in her class.
8. Families chant the passion with older members and children join in reading the sacred book.
- a) It is Christmastime.
 - b) It is holy week.
 - c) It is All Saints Day.
9. The flag is lowered to a position of half mast.
- a) The string attached to the flag is short.
 - b) A government official died.
 - c) A high government official lies in state.
10. The seedlings are now hauled and distributed among the rice paddies. They are left there overnight ready for transplanting the following morning.
- a) The scene is planting rice.
 - b) The scene is harvesting rice.
 - c) The scene is cleaning rice.

Making inferences

RFU Exercise No. 3 - B

Direction: Write the letter of the sentence which may be inferred from the key sentence/s.

1. You should have brought sweaters or coats with you.
 - a) There are no sweaters or coats for sale.
 - b) The place is cold.
 - c) The speaker expects to be given sweaters or coats.
2. I'll never forget that plane trip of ours. I have practically called on all the saints and prayed over and over again.
 - a) The passenger is very religious.
 - b) It is her habit to keep on praying.
 - c) The trip must be risky.
3. He looked at his report of ratings and shouted with joy.
 - a) He got passing grades.
 - b) He could not believe his grades.
 - c) He is fond of shouting.
4. Me, in my swimsuit? Never!
 - a) She has no swimsuit.
 - b) She does not have a beautiful body.
 - c) She is shy to appear in public with a swimsuit on.
5. When he passed by, the woman covered her nose.
 - a) He smells awful.
 - b) The woman has colds.

- c) The woman does not want the man to see her nose.
6. After eating the piece of bread, the rat became weak. Half an hour later, it died.
- a) The rat died due to overeating.
 - b) The bread had poison.
 - c) The rat is very old.
7. My older sister is starting to put on make up. She is always looking at herself before the mirror.
- a) She is in love.
 - b) The mirror is new.
 - c) Make up makes one beautiful.
8. Lito listened to his father snoring all night.
- a) Lito's father was drunk.
 - b) His father snored when he slept.
 - c) Lito was not able to sleep the whole night.
9. We were watching TV. All of a sudden, the framed pictures on the wall swayed here and there. Mother and I hurriedly took cover under the table.
- a) The telemovie was frightening.
 - b) There was an earthquake.
 - c) There was a brownout.
10. My brother Ramon takes a lot of interest in basketball these days.
- a) Ramon is a good basketball player.
 - b) He was not interested in basketball before.
 - c) He wants to have a high grade in P. E.

Making inferences

RFU Exercise No. 3 - C

Direction: Write the letter of the sentence which may be inferred from the key sentence/s.

1. It is a season of fruits and flowers, season of town fiestas, of vacation from school and careless joy.
 - a) It is Lent time.
 - b) It is vacation time.
 - c) It is summertime.
2. You lived and gave your noble life for the love of country.
 - a) The persons addressed to are the saints.
 - b) The persons addressed to are the heroes.
 - c) The persons addressed to are the soldiers.
3. Eat plenty of fresh fruits and vegetables. Get enough rest so that you can get out of this hospital ward and enjoy the company of friends once more.
 - a) The person talked to is lazy to exercise.
 - b) The person talked to is sick.
 - c) The person talked to lives in the hospital.
4. Very early on this day, children wear their best clothes and visit their relatives, their godparents and kiss their hands. They are fed and are given paper bills, toys, clothes and other gifts.
 - a) It is Parents' Day.
 - b) It is Christmas Day.
 - c) It is graduation day.

5. The mother had set the tin plates on the bamboo floor while the children gathered around for supper.
- a) The family is poor.
 - b) The family is having a picnic.
 - c) The family lives in a barrio.
6. Ants are familiar insects to us.
- a) Ants are found everywhere.
 - b) Ants are wonderful.
 - c) Ants are always busy.
7. The dust lay thick and heavy on the small road.
- a) It hasn't rained for a long while.
 - b) Dust is everywhere.
 - c) No one has swept the road for a long time.
8. Mang Tomas asked his son to read to him the letter he received that day.
- a) The son reads better than Mang Tomas.
 - b) Mang Tomas is too lazy to read the letter.
 - c) Mang Tomas cannot read.
9. Ramon was the talk of the school the following day. Everyone looked at him with pride.
- a) Ramon is talkative.
 - b) Ramon did something commendable.
 - c) Ramon did something wrong.

10. The pine' tree grows fast reaching toward the sky like a prayer.

- a) the pine tree is very tall.
- b) The pine tree points to the sky.
- c) the pine tree is like a prayer.

Making inferences

RFU Exercise No. 3 - D

Direction: Write the letter of the sentence which may be inferred from the key sentence/s.

1. Each was responsible in planting, gathering and selling his products in the town market. They were paid according to the money they got out of their sales.
 - a) They are farmers.
 - b) They are laborers.
 - c) They are salesmen.
2. It is bright but its brightness is not the same all over. Many see it and many have seen it even years and years ago.
 - a) It is the sun.
 - b) It is a comet.
 - c) It is the moon.
3. It is fun to keep them as pets. They have whiskers that serve as feelers and their eyes are usually yellow with long slitlike pupils which open up wide at night.
 - a) They are dogs.
 - b) They are cats.
 - c) They are pigs.
4. The Marketing Mentors will enable readers to understand marketing ideas in an enjoyable, easy to understand manner.
 - a) Marketing Mentors is a novel.
 - b) It is a book.
 - c) It is a movie.

5. Using its suckers, it grasps other sea animals and takes them in its mouth using its tentacles.
 - a) It is a crab.
 - b) It is a starfish.
 - c) It is an octopus.
6. Eaten plain as a dessert at meals, it may have fruits and nuts, too. Some of its flavors are chocolate, strawberry, mango and ube.. A great deal of it goes in cones, shakes, sodas, and cups.
 - a) It is gelatin.
 - b) It is fruit salad.
 - c) It is ice cream.
7. It brings together the most beautiful women from all parts of the globe and awards its winners with valuable prizes in cash and in kind.
 - a) It is the Miss Philippines Beauty Pageant.
 - b) It is the Miss Asia-Pacific Quest.
 - c) It is the Miss International Beauty Pageant.
8. He got the skins of bears, goats, buffaloes for his clothing. He scraped the inside of the skin and hung it to dry. He cut the dried skin into pieces with a sharp stone knife and used rough needles made of bones and thread made of strong plant fiber to sew the pieces together.
 - a) He is the uncultured man.
 - b) He is the primitive man.
 - c) He is an old man.

9. The doting father will give away his favorite daughter. Mico will be best man while Luica will be maid of honor.
- a) A party will be given.
 - b) A wedding will be officiated.
 - c) A family reunion will be held.
10. These islands born of volcanic action, are island gems far away from any other land, set in a blue ocean, tropic islands of variety and beauty.
- a) It is the Philippine Islands.
 - b) It is Korea.
 - c) It is the Hawaiian Islands.

Making inferences

RFU Exercise No. 3 - E

Direction: Write the letter of the sentence which may be inferred from the key sentence/s.

1. The helicopter made an emergency landing at the nearest airfield.
 - a) It had to pick up a passenger.
 - b) There was engine trouble.
 - c) There was a typhoon.
2. The patient was placed in an isolation room.
 - a) He did not want to be disturbed.
 - b) His disease is contagious.
 - c) He wanted to be away from other sick people.
3. The parents sent their son to a rehabilitation center.
 - a) He is naughty and lazy.
 - b) He is quarrelsome.
 - c) He is a drug addict.
4. At home one afternoon, uncle did not know what was happening around.
 - a) He was sound asleep.
 - b) He was busy reading a novel.
 - c) He is deaf.

5. For the first time last Sunday, father didn't allow his daughter Lorna to join the trip in an island across the town.
- a) It was not quite safe to cross the sea.
 - b) Lorna's father is strict.
 - c) She does not know how to swim.
6. The doctor advised Aling Rosing to take iodized salt everyday.
- a) She does not have a good appetite.
 - b) Salt makes food tasty.
 - c) She has iodine deficiency.
7. As soon as he entered, everyone in the room stood at attention and saluted him.
- a) He is the Holy Father.
 - b) He is the commander-in-chief.
 - c) He is the university president.
8. The party was scheduled to start at 6:30 P.M. but the honoree did not show up.
- a) The honoree was not informed about the party.
 - b) The party is too early.
 - c) An important reason must have kept the honoree from attending the party.
9. The gamblers scampered in all directions.
- a) Policemen raided them.
 - b) They fought one another.
 - c) They were in a hurry to go home.

10. Mario expresses his ideas forcefully and can sway others to his way of thinking. He could persuade people to buy his products.

a) Mario is an announcer.

b) He is a store owner.

c) He is a salesman.

Making inferences

RFU Exercise No. 3 - I

Direction: Write the letter of the sentence which may be inferred from the key sentence/s.

1. Late in the afternoon, Rene would look at his watch every now and then. I could see his neck stretch out of the window.
 - a) He is waiting for someone.
 - b) His watch is new.
 - c) A parade is passing by.
2. She always wears long sleeve dresses even at home.
 - a) She is very modest.
 - b) Long sleeves protect the arms from the heat of the sun.
 - c) She is hiding a physical defect of her arm.
3. Houses are filled with bright lights. There are much to eat in every table for people prepare for this day the whole year round.
 - a) It is a family reunion.
 - b) It is fiesta time.
 - c) It is a wedding reception.
4. He was stripped of his royal inheritance when he married the woman his mother did not like.
 - a) He was a commoner.
 - b) He was a prince.
 - c) He was a high government official.

5. We waited at the corner of a busy street for an hour, but we couldn't get a ride.
- a) The buses were crowded with passengers.
 - b) No buses passed by.
 - c) Traffic was heavy.
6. The picnickers forgot the meat they were broiling.
- a) The remained in the pool so long.
 - b) they were forgetful.
 - c) They had other food to eat.
7. Why does he wear eyeglasses all the time?
- a) He is blind.
 - b) He wants to look modern.
 - c) Sunglasses make one fashionable.
8. He can camp for himself, can cut grass for a bed, can build a fire without matches and can cook his dinner just over the glowing coals.
- a) He is a boy scout.
 - b) He is a soldier.
 - c) He is a traveler.
9. Its fan-shaped leaves when dried are used for roofing. They are also sewed together and used as raincoats. Aside from this, they are made into native hats and fans.
- a) It is the nipa palm.
 - b) It is the buri palm.
 - c) It is the anahaw palm.

10. From early times to these modern days, it has continued to grace the banquet table of the rich and the powerful; it has also graced the lowly "papag" of the poor in huts. It may be used as a cooked vegetable or as an ingredient in fruit salads.

- a) It is the mango fruit.
- b) It is the banana fruit.
- c) It is the guava fruit.

Identifying speaker's feeling

RFU Exercise No. 4 - A

Direction: Read what each of the characters said. Then read the word after each statement or statements. Choose the one that shows the feeling of the character who spoke. Write the letter of the correct answer.

1. "We are glad your parents allowed you to spend the summer vacation with us," the grandmother told the grandchildren.
a) anger b) dismay c) joy d) love
2. "Aunt Nene has been so good to me. Yet, I have hurt her. I cannot face her."
a) fear b) shame c) sadness d) despair
3. "Oh, poor child. Here, take this soup while it is still hot." I told the hungry boy.
a) anxiety b) joy c) fear d) pity
4. "We miss you so much -- your jokes, your laughter and the many good times we spent together."
a) love b) envy c) despair d) loneliness
5. "I'm tired of practicing everyday. I've been learning how to play the guitar for a month and yet I cannot play as well as the one I hear over the radio."
a) hope b) envy c) despair d) anger
6. "Brother, if you'd like to, you can share our supper and spend the night with us."
a) kindness b) contentment c) sadness d) dismay
7. "My dear, it is because of you that I am alive."
a) joy b) love c) pride d) hope

8. "As soon as I earn enough money to buy a saw and a hammer and a piece of lumber, I shall do my best to make a simple chair or a shelf of books."
- a) industry b) regret c) determination d) humility
9. "School? What's there to write about our school. I hate school."
- a) scorn b) sadness c) alarm d) pity
10. "Stop teasing my friend or else . . ."
- a) honesty b) fear c) anger d) shame

Identifying speaker's feeling

RFU Exercise No. 4 - B

Direction: Read what each of the characters said. Then read the words after each statement or statements. Choose the one that shows the feeling of the character who spoke. Write the letter of the correct answer.

1. "Class, you are intelligent. All of you."
a) contentment b) admiration c) bravery d) doubt
2. "Reach out to the poor."
a) love b) sadness c) pride d) industry
3. "Watching TV is either harmful or beneficial to children."
a) certainty b) fear c) doubt d) joy
4. "That's a good point. Will you say that again?"
a) kindness b) industry c) pride d) admiration
5. "No, Tina. I can't give up this house."
a) anger b) determination c) regret d) sadness
6. "Congratulations, Maria. Your experiment though simple shows great ingenuity."
a) contentment b) pride c) concern d) surprise
7. "Never again will I join your company. You have not done anything good."
a) regret b) doubt c) fear d) envy
8. "Oh, dear, it's hard to wait."
a) anger b) impatience c) sadness d) despair
9. "Hurrah for Mario. He is the winner!"
a) envy b) joy c) kindness d) contentment

10. "The plan seems good. I'll try it."

a) determination b) humility c) concern d) industry

Identifying speaker's feeling

RPW Exercise No. 4 - C

Direction: Read what each of the characters said. Then read the words that come after each statement or statements. Choose the one that shows the feeling of the character who spoke. Write the letter of the correct answer.

1. "Mr. Cruz, is this a hen or a rooster?"
a) fear b) doubt c) honesty d) regret
2. "Come out from under the table, you coward!"
a) anger b) sadness c) industry d) envy
3. "There's no use buying medicines anymore. I'm not getting any better."
a) regret b) despair c) humility d) impatience
4. "I have come a long way. May I come in and rest?"
a) industry b) tiredness c) laziness d) scorn
5. "Good reward for a good man. I congratulate you for your courage."
a) admiration b) humility c) industry d) love
6. "Excuse me for my bad temper. Did I hurt you?"
a) fear b) hope c) regret d) loneliness
7. "I won at last. Truly, I am the luckiest boy in the school today."
a) contentment b) honesty c) joy d) love
8. "Again I ask you, can that be possible?"
a) hope b) doubt c) anxiety d) kindness
9. "She ought to have something to play. I wish I could buy her a doll."
a) pity b) concern c) loneliness d) hope

10. "Try, again! Just a little higher and you would have been a winner."

a) encouragement b) despair c) industry d) pride

Identifying speaker's feeling

RFU Exercise No. 4 - D

Direction: Read what each of the characters said. Then read the words after each statement or statements. Choose the one that shows the feeling of the character who spoke. Write the letter of the correct answer.

1. "I like myself just the way I am."
a) joy b) pity c) contentment d) pride
2. "Just a moment. This little boy is lost. I'll take him to his mother first."
a) pity b) sadness c) fear d) honesty
3. "Keep up the good work and you'll easily make it to the honor list."
a) joy b) pity c) pride d) encouragement
4. "Now, where's my bolo? And where's my spear? Let me show you what to do with a horse that gets into a poor man's cornfield."
a) sadness b) anger c) shame d) fear
5. "We can't afford it. There's no money for that. That's impossible."
a) honesty b) alarm c) sadness d) anger
6. "Dynamite? But that is against the law."
a) pride b) bravery c) fear d) doubt
7. "Oh, what a little blade of grass!"
a) appreciation b) doubt c) joy d) contentment
8. "I wish I were a talented young lady like Lea Salonga."
a) envy b) anxiety c) dismay d) pride

9. "Really? How did you manage to take care of all of them by yourself?"
- a) concern b) surprise c) dread d) happiness
10. "We didn't have money to buy the equipment we needed, but we continued working."
- a) anxiety b) boastfulness c) perseverance d) joy

Identifying speaker's feeling

RFU Exercise No. 4 - E

Direction: Read what each of the characters said. Then read the words that come after each statement or statements. Choose the one that shows the feeling of the character who spoke. Write the letter of the correct answer.

1. "I congratulate you for your excellent mark."
a) industry b) admiration c) perseverance d) loyalty
2. "You bought this stuff? After all I said about it?"
a) envy b) regret c) unbelief d) certainty
3. "Lord, bless our country's President. Make him ever mindful of his calling to serve his people."
a) loyalty b) faith c) petition d) love
4. "They are the best we have and we must use them."
a) honesty b) joy c) trust d) hope
5. "You've got a great team!"
a) joy b) bravery c) admiration d) industry
6. "I will do my best. No one can do more."
a) hope b) industry c) determination d) envy
7. "Here is a king - he always does the right thing at the right time and place."
a) loyalty b) joy c) love d) truthfulness
8. "Stupid things. Silence in the court!"
a) sadness b) anger c) despair d) doubt
9. "It is but proper that we reward the diver. You load him with money, my beloved."
a) gratitude b) love c) bravery d) perseverance

10. "Weaving threads of romance, the moon sits on top of the mountains. The air is cool and still. Fireflies wink in every bush."

a) pride b) love of nature c) anxiety d) concern

Identifying speaker's feeling

RFU Exercise No. 4 - F

Direction: Read what each of the characters said. Then read the words after each statement or statements. Choose the one that shows the feeling of the character who spoke. Write the letter of the correct answer.

1. "I have decided to stop smoking. Never again will you see me light a cigarette."
a) determination b) greed c) hope d) despair
2. "But now, too late, we have learned what a martyr he was to pain. He could have smiled had we given him a cause for smiling."
a) joy b) regret c) doubt d) anger
3. "Jump out and run for your life. It's bound to explode any moment now."
a) anticipation b) bravery c) fear d) impatience
4. "The quiet mountains of the earth I love, the soaring clouds, the sun, the dewy leaf."
a) love of nature b) love of God c) joy d) envy
5. "Don't worry so hard. With God's help these difficulties will pass."
a) despair b) hope c) pride d) pity
6. "It's a big consolation for us. At least we feel better than the losing team."
a) contentment b) shame c) despair d) acceptance
7. "As an athlete, your father had no equal."
a) humility b) admiration c) concern d) envy

8. "Then my eyes were filled with tears for I realized what I had done."
- a) regret b) loneliness c) anger d) humility
9. "Come in friend, come in and join us here. We welcome all callers anytime of the year."
- a) joy b) kindness c) contentment d) patience
10. "I have come this far in my career. I have the confidence to do my job because I believe in the unseen presence."
- a) faith in God b) fear of God c) hope d) joy

Perceiving relationship through the use of guide words

RFU Exercise No. 5 - A

Direction: Read each sentence carefully. Then from the choices that follow, write the letter of the word that correctly completes the sentence.

1. Did you _____ the alarm clock last night?
a) sit b) set c) seat d) seek
2. _____ God for the boundless graces He has given us.
a) Offer b) Pray c) thank d) Bless
3. An oft-repeated advice is given _____.
a) once b) twice c) always d) many times
4. Yesterday was Sunday. The next day is _____.
a) Monday b) Tuesday c) Wednesday d) Thursday
5. We buy sugar by the _____.
a) meter b) kilo c) bar d) box
6. Dr. Cruz _____ the boys for sore eyes.
a) treated b) examined c) cured d) applied
7. The leaves on the branches _____ with the wind.
a) fly b) move c) sway d) rest
8. Mother bought a _____ of lanzones.
a) cluster b) bunch c) group d) piece
9. At the zoo, we saw _____ climbing skillfully from tree to tree.
a) birds b) snakes c) monkeys d) butterflies
10. Do you love to smell the sweet scent of the _____?
a) gumamela b) orchid c) sampaguita d) santan

Perceiving relationship through the use of guide words

RFU Exercise No. 5 - B

Direction: Read each sentence carefully. Then from the choices that follow, write the letter of the word that correctly completes the sentence.

1. The children asked _____ to go and see a movie.
a) money b) snacks c) refreshment d) permission
2. Cats mew, dogs bark while cows _____.
a) neigh b) moo c) twit d) hiss
3. He talks like an announcer, observes like an expert and adds like a _____.
a) painter b) teacher c) calculator d) machine
4. One of the following pairs goes together. They are _____.
a) hands and bag c) soft and dirty
b) paper and pencil d) sing and sleep
5. My sister has a red, white and pink umbrella. She has _____.
a) one umbrella c) three umbrellas
b) two umbrellas d) four umbrellas
6. Respectfully yours is an example of _____.
a) an address c) a closing
b) a greeting d) a heading
7. The sun rises in the _____.
a) east b) west c) south d) north
8. Plants need light to produce _____.
a) leaves b) roots c) flowers d) food
9. Ships big and small find it difficult to sail on a _____ day.
a) fair b) sunny c) stormy d) rainy

10. We say blackboard, chalk and _____.

- a) crayon b) pencil c) eraser d) paper

Perceiving relationship through the use of guide words

RFU Exercise No. 5 - C

Direction: Read each sentence carefully. Then from the choices that follow, write the letter of the word that correctly completes the sentence.

1. The school children were _____ of their beautiful and clean school.
a) negligent b) mindful c) proud d) careful
2. To most religious Filipino families, Sunday is committed to the _____.
a) school b) church c) office d) community
3. To most government workers, they are to be given their year end bonus in _____.
a) January b) June c) May d) December
4. Flash: The Madrigals in Concert Tonight
The Madrigals is a _____.
a) flock of birds c) singing group
b) dance troupe d) drama guild
5. We say "Hats off" to the _____.
a) winners of a concert c) typhoon victims
b) families of the deceased d) candidates of a beauty pageant
6. The spikers won a second major crown within a month. The spikers are players of _____.
a) basketball b) football c) volleyball d) sipa
7. There never was a vehicular accident for the last three months. Drivers have been driving _____.
a) carefully b) carelessly c) smoothly d) swiftly
8. The terrifying experience left the teenagers _____.
a) harmless b) speechless c) senseless d) pitiless

9. Cutting of trees _____ the amount of rain water, which runs off to the rivers and seas.
- a) increases b) decreases c) preserves d) regulates
10. The government _____ the people so that it will have money to promote the welfare of the people.
- a) taxes b) insures c) rewards d) enjoins

Perceiving relationship through the use of guide words

RFU Exercise No. 5 - D

Direction: Read each sentence carefully. Then from the choices that follow, write the letter of the word that correctly completes the sentence.

1. Ice cream is sold by the _____.
a) box b) can c) gallon d) bottle
2. Something old can never be _____.
a) bought b) seen c) new d) wise
3. Beauties from all over the world will arrive in the Philippines to _____ for the Miss Asia-Pacific Quest.
a) vie b) see c) witness d) cover
4. The alumni association is _____ awards on seven alumni who have distinguished themselves in their respective fields.
a) inferring b) conferring c) referring d) deferring
5. A banking corporation has pledged a _____ of P1 million for the scholarship of poor but deserving students.
a) donation b) loan c) payment d) reward
6. The Secretary of Education _____ students to study English for better employment chances.
a) obliges b) demands c) encourages d) advises
7. Storm signal No. 1 was _____ over Metro Manila as the tropical storm continued to threaten Western Luzon.
a) lowered b) raised c) removed d) maintained
8. The price of oil increased by P300 by the _____.
a) liter b) kilo c) barrel d) bottle
9. Okay, it's a deal if the price is _____.
a) bright c) right c) low d) attractive

10. Let's start the day full of _____.

a) enthusiasm b) happiness c) action d) prayer

Perceiving relationship through the use of guide words

RFU Exercise No. 5 - E

Direction: Read each sentence carefully. Then from the choices that follow, write the letter of the word that correctly completes the sentence.

1. The _____ mother pinned the ribbon on her son on graduation day.
a) old b) industrious c) proud d) shy
2. Edna is so shy that she _____ meeting people and talking to them.
a) hates b) loves. c) appreciates d) ignores
3. A _____ student greets his classmates politely.
a) good b) honest c) respectful d) kind
4. Metro aides are hired by the government to keep the streets _____.
a) busy b) smooth c) clean d) orderly
5. Ismael paid a _____ for overdue books.
a) fee b) fine c) rent d) deposit
6. Starfish are called sea stars because of their _____.
a) color b) appearance c) movement d) size
7. We use clocks and calendars to mark the passing of _____.
a) time b) hours c) days d) months
8. Fire is a friend if used _____.
a) carelessly b) carefully c) slowly d) purposely
9. As I watch quietly the changing of colors, I am looking at the _____.
a) sky b) moon c) rainbow d) sun

10. Application forms will still be accepted until next week. The submission of the forms has been _____.

a) extended b) stopped c) changed d) started

Perceiving relationship through the use of guide words

RFU Exercise No. 5 - F

Direction: Read each sentence carefully. Then from the choices that follow, write the letter of the word that correctly completes the sentence.

1. It was such a _____ bus that brother and I had to stand all the way home.
a) fast b) slow c) crowded d) narrow
2. The aching tooth was giving the child so much _____.
a) fear b) worry c) pain d) comfort
3. The town mayor commended the _____ firemen for returning the valuables they found in the burning house.
a) busy b) active c) alert d) honest
4. On the eve of the New Year there was a _____ display of fireworks.
a) spectacular b) peaceful c) terrifying d) proud
5. A correspondence school advertizes getting a career diploma in one's spare time without _____.
a) spending money c) undergoing training
b) attending classes d) studying the lesson
6. The Philippines is one country which is _____ with many scenic spots and places.
a) gifted b) famous c) blessed d) popular
7. The Flame tree is a beautiful tree especially during the months of March to May when it _____.
a) losses its leaves c) bears flowers
b) bears fruit d) grows tall

8. When we conserve natural resources, we _____.
a) take good care of them c) ignore them
b) use them properly d) replace them
9. As Filipinos celebrate Christmas Season, _____ dominate the air waves as early as October.
a) Christmas carols c) Christmas tree
b) fancy lanterns d) lighted bulbs
10. A diabetic fellow follows a _____ diet.
a) regular b) soft c) strict d) full

Sequencing ideas in logical order

RFU Exercise No. 6 - A

Direction: Arrange the sentences as they would appear in a paragraph. Use letters a, b, c, etc. to indicate the instructions in letter writing.

- (A) _____ 1. Fold the paper and place it inside an appropriate envelope.
- _____ 2. Study clearly the contents of a friendly letter.
- _____ 3. Seal it.
- _____ 4. Write on the envelope the name and address of the person to whom you will send the letter.
- _____ 5. On a short bond paper, write your own letter supplying all necessary capitals and marks of punctuation.

Arrange the sentences as they would appear in a paragraph. Use letters a, b, c, etc. to indicate the instruction for washing clothes.

- (B) _____ 1. Pour one scoop of powdered soap to a basin of water.
- _____ 2. Soak dirty clothes for an hour.
- _____ 3. Allow the powder soap to dissolve in water before putting the dirty clothes.
- _____ 4. Wash dirty clothes well.
- _____ 5. Rinse clothes until water is no longer soapy.

Sequencing ideas in logical order

RFU Exercise No. 6 - B

Direction: Arrange the sentences as they would appear in a paragraph. Use letter a, b, c, etc. to indicate the steps in preparing "misua egg soup".

- (A) _____ 1. Remove from fire.
- _____ 2. Cook garlic and onion in cooking oil.
- _____ 3. When boiling, add the misua and egg.
- _____ 4. Add water.
- _____ 5. Season with salt and pepper. Serve hot.

Arrange the sentences as they would appear in a paragraph. Use letters a, b, c, etc. to indicate the steps in making copra.

- (B) _____ 1. The coconuts are husked with the use of a plowshare.
- _____ 2. Mature coconuts are picked.
- _____ 3. The coconuts are dried under the sun or smoked in a shed.
- _____ 4. The coconuts are cut open.
- _____ 5. The coconut meat is sold.

Sequencing ideas in logical order

RFU Exercise No. 6 - C

Direction: Arrange the sentences as they would appear in a paragraph. Use letters a, b, c, etc. to indicate the steps in preparing the ground for planting a tree.

- (A) _____ 1. Remove the stones and weeds from it.
- _____ 2. Dig a hole a yard square and a foot deep.
- _____ 3. Add half a can of dry horse manure to the soil and mix it very well.
- _____ 4. Put back the soil and in the center leave a hole large enough for the tree seedling.
- _____ 5. Break the soil which you took from the hole until it becomes very fine.

Arrange the sentences as they would appear in a paragraph. Use letters a, b, c, etc. to tell the first part of a short story.

- (B) _____ 1. He wanted them to become good farmers.
- _____ 2. A certain farmer had several sons.
- _____ 3. When the farmer was dying, he called his sons to him and said, "I am about to leave you."
- _____ 4. "It is all I have to give you."
- _____ 5. "I have hidden my wealth in the vineyard. Search for it."

Sequencing ideas in logical order

RFU Exercise No. 6 - D

Direction: Arrange the sentences as they would appear in a paragraph. Use letters a, b, c, etc. to tell the functions of a sentence.

- (A) _____ 1. Some sentences state facts, some ask questions.
- _____ 2. They serve different purposes.
- _____ 3. Sentences express complete thought.
- _____ 4. Others give commands or make requests.
- _____ 5. Still others express strong feeling.

Arrange the sentences as they would appear in a paragraph. Use letters a, b, c, etc. to tell the origin of locusts.

- (B) _____ 1. One day, a beggar came to his house for food, but Lucoy told him to go away.
- _____ 2. The beggar who was somewhat deaf again asked for food. So, Lucoy pushed him out of the house.
- _____ 3. The beggar stumbled and fell. He said to Lucoy, "A great misfortune will befall you!"
- _____ 4. There once lived a rich man named Lucoy who was very selfish. Although he had much rice, he never gave any.
- _____ 5. That evening when Lucoy came home, he found that all his rice had been changed into the insects which we now call locusts.

Sequencing ideas in logical manner

RFU Exercise No. 6 - E

Direction: Arrange the sentences as they would appear in a paragraph. Use letters a, b, c, etc. to describe the pineapple.

- (A) _____ 1. After it is picked, a second plant grows from the same root a year later.
- _____ 2. Pineapple is a wonderful fruit.
- _____ 3. Although a fruit, it does not grow on a tree.
- _____ 4. There is just one fruit on a plant at a time.
- _____ 5. Instead, it grows on a low plant 3 to 4 feet high.

Arrange the sentences as they would appear in a paragraph. Use letters a, b, c, etc. to describe the UP Oblation.

- (B) _____ 1. Guillermo Tolentino sculptured the Oblation at the UP.
- _____ 2. The Oblation is a bronze representation of a naked youth offering himself to God, offering his services to his country.
- _____ 3. It stands 3.5 meters signifying the 350 years of Spanish rule in the Philippines.
- _____ 4. At the base are katakataka leaves which stand for the patriotic heroism of the Filipino.
- _____ 5. The rugged stones on which it stands symbolize the islands of the Philippines.

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Sequencing ideas in logical order

RFU Exercise No. 6 - F

Direction: Arrange the following expressions in the order they are used in conducting a meeting. Use letters a, b, c, etc. to indicate the order.

- _____ 1. Will the secretary read the minutes of the previous meeting.
- _____ 2. I second the motion.
- _____ 3. I move to adjourn the meeting.
- _____ 4. Those in favor of Jose for president, please raise your right hand.
- _____ 5. I move to close the nomination.
- _____ 6. I nominate Jose for president.
- _____ 7. The table is now open for the nomination of president.
- _____ 8. It has been moved and seconded that the nomination for president be closed.
- _____ 9. Are there any objections?
- _____ 10. The meeting will please come to order.

Identifying cause and effect relationship

RFU Exercise No. 7 - A

Direction: Match each cause with the corresponding effect.
Write the letter of the correct answer.

Cause	Effect
1. fear of God	a. impassable road
2. landslide	b. healthful living
3. invention of computer	c. mass evacuation of inhabitants
4. excessive intake of vitamins	d. high scholastic achievement
5. eruption of a volcano	e. plants die, rivers dry up
6. pollution free	f. upright life
7. diligence in studies	g. increased speed and accuracy
8. extreme drought	h. housing problems
9. carelessness	i. reward
10. overpopulation	j. health hazards
	k. accident

Identifying cause and effect relationship

RFU Exercise No. 7 - B

Direction: Match each cause with the corresponding effect.
Write the letter of the correct answer.

Cause	Effect
1. proper nutrition	a. eternal reward
2. throwing garbage into the sea	b. disciplined individuals
3. periodic dental check-up	c. good health
4. obedience to God's commandments	d. water pollution
5. regular physical exercise	e. healthy teeth
6. knowing what is right and being strict with ourselves in doing right	f. air-pollution
7. invention of the telephone	g. healthy body
8. smoke belching vehicles	h. punishment
9. teamwork	i. achievement of a common purpose
10. emphasis on technology	j. speed in sending and receiving messages
	k. industrialized country

Identifying cause and effect relationship

RFU Exercise No. 7 - C

Direction: Match each cause with the corresponding effect.
Write the letter of the correct answer.

Cause	Effect
1. reading newspapers daily	a. punishment
2. dishonesty	b. improved soil productivity
3. working immediately on a project after it is assigned	c. increase in demand
4. organic farming	d. submission on time
5. shyness	e. knowledge of current events
6. selling goods at low prices	f. suffocation
7. more fingerlings put in lakes and ponds	g. more investors
8. thick smoke	h. flooded streets
9. continuous rainfall	i. hampers a person's climb to success
10. attractive and sound economy	j. national discipline
	k. increased supply of fish

Identifying cause and effect relationship

RFU Exercise No. 7 - D

Direction: Match each cause with the corresponding effect.
Write the letter of the correct answer.

Cause	Effect
1. moderate exercise	a. high yield of crops
2. respect for law and authority	b. faster transportation
3. modern methods of agriculture	c. productive soil
4. very loud noise	d. loss of sense of balance
5. proper use of fertilizers	e. keep people backward
6. good roads and bridges	f. peace and order
7. superb performance	g. oversupply of clerks
8. too much value on white collar jobs	h. embarrassment
9. superstitious beliefs	i. proper circulation of the blood
10. dirty airport	j. standing ovation
	k. well-educated citizenry

Identifying cause and effect relationship

RFU Exercise No. 7 - E

Direction: Match each cause with the corresponding effect.
Write the letter of the correct answer.

Cause	Effect
1. reading under poor lighting conditions	a. brown out
2. power failure	b. delayed arrival
3. attending social gatherings	c. depletion of marine resources
4. excessive appetite	d. inspiration of players
5. taking the wrong route	e. victory
6. dynamite fishing	f. ruined hourglass figure
7. a coach confident attitude	g. defective vision
8. teamwork and fair play	h. helps overcome bashfulness
9. prolonged sunbathing	i. wide circle of friends
10. cheerful disposition	j. popularity and wealth
	k. burnt skin

Identifying cause and effect relationship

RFU Exercise No. 7 - F

Direction: Match each cause with the corresponding effect.
Write the letter of the correct answer.

Cause	Effect
1. lighted candle	a. outbreak of disease
2. forgiveness	b. sustains our existence
3. hope	c. frees oneself from bitterness
4. clogged canals	d. dispels darkness
5. initiation	e. burning sensation
6. unhealthful surroundings	f. inspires the will to live
7. daily food	g. start of corruption
8. inconsistency	h. makes one belong to a group
9. direct exposure to the sun's rays	i. flood
10. doing one's work badly and carelessly	j. vehicular accident
	k. confusion

Organizing ideas

RFU Exercise No. 8 - A

Direction: Below is a list of headings and small ideas. From the list of small ideas select those that would go under each heading. Write them under the correct heading.

1. Scouts at Camp
2. A Day in School
3. It's Playtime
4. With the Family
5. Fiesta Time

brother watching basketball on TV

the laughter and shouts of young boys and girls

hurriedly pitched tent

straight rows of children

mother announcing its meal time

multi-colored paper bunting

children rolling on grass covered lawn

cooking over an improvised stove

food laden tables

the gray-haired principal

Organizing ideas

RFU Exercise No. 8 - B

Direction: Below is a list of headings and small ideas. From the list of small ideas select those that would go under each heading. Write them under the correct heading.

1. Mini Concert at the Park
2. A Hospital Visit
3. The Lord's Day
4. At the Bus Stop
5. Keeping Fit

exercising regularly morning and afternoon

people attending church services

an attentive audience

babies being weighed

smell of gasoline

attendant taking patient's temperature

bible sharing and community prayers

an outstanding pianist

vehicles arriving and departing

maintaining a strict diet

Organizing ideas

RFU Exercise No. B - C

Direction: Below is a list of headings and small ideas. From the list of small ideas select those that would go under each heading. Write them under the correct heading.

1. A Cookfest
2. Nature's Beauty
3. At the Market
4. Go Out and Vote
5. A Family Affair

smell of burnt garlic

a resort only a short distance away

tomatoes wrapped in plastic

precincts prepared a day before

sandy white beach lined with palm trees

ingredients mixed thoroughly

everybody talking

affixing one's thumbmark

elder sister putting baby to sleep

mother preparing food for breakfast

Organizing ideas

RFU Exercise No. 8 - D

Direction: Below is a list of headings and small ideas. From the list of small ideas select those that would go under each heading. Write them under the correct heading.

1. A Day at the Farm
2. After a Typhoon
3. Dining at a Restaurant
4. A Street Scene
5. Time Out for Sports

waiter bringing in hot soup

carabaos covered with mud

fantastic slam dunk

uprooted fruit tree

bicycle riding school boys

twit-twit of the birds

cars moving like matchboxes

fried peanuts being passed around

hurling the javelin

landslide half a kilometer away from the barrio

Organizing ideas

RFU Exercise No. B - E

Direction: Below is a list of headings and small ideas. From the list of small ideas select those that would go under each heading. Write them under the correct heading.

1. A Warm Aloha
2. Fields Kissed by the Sun
3. Designs in Philippine Crafts
4. Wonderful Discoveries
5. Incomparable Mama's Love

plants finding their way into valleys

strange looking vegetables

grass shacks and hula girls

children waiting at the doorstep

learning to swim and sailing boats

artistic forms of expression done by skilled folks

sweet-scented lei and a kiss on the cheek

simple yet curiously interesting

only the calls of her children can wake her up

from her sound sleep

painting pictures and carving statues

Organizing ideas

RFU Exercise No. 8 - F

Direction: Below is a list of headings and small ideas. From the list of small ideas select those that would go under each heading. Write them under the correct heading.

1. Time to sleep
2. At the Post Office
3. A Visit to the Zoo
4. The Movie World
5. Music for You and Me

stirring melodies

monkeys thin but strong

bothered by the buzzing of the mosquitoes

opening and closing of the mailbox

a pond of murky water

his first starring role

grandfather's loud snore

an old man writing the zip code

for general patronage

impressive trio of pop singers

Outlining

RFU Exercise No. 9 - A

Direction: Read the selection below. Then prepare a topic outline for it.

A volcano is an exploding mountain. It has an opening called crater. It contains magma and other volcanic materials which build up its conical shape. The cone may be big or small.

Volcanoes are classified according to the eruption they make. They are quiet volcanoes, explosive volcanoes and intermediate volcanoes.

Volcanoes may also be classified in terms of their activity. They are active volcanoes, dormant volcanoes and extinct volcanoes.

There are about 500 active volcanoes known all over the earth's crust today.

- Earth Science

Outlining

RFU Exercise No. 4 - B

Direction: Read the selection below. Then prepare a topic outline for it.

Farmers in Developing & in Developed Countries

Farmers in developing countries like the Philippines and their counterparts in developed countries like the United States have several things in common. Both groups are interested in production and high yield. The Filipino and the American farmers want to produce more of what they raise. They want to make a living out of their farming activities. Storms, floods, droughts, pests, and other plant diseases are their enemies.

They are also different in several ways. The American farmer is sold on modern methods of agriculture. He accepts change readily; in addition he tries anything that comes his way as long as it promises a high yield. In contrast, the Filipino farmer is slow to accept change. For example, preferring magic and steadfastly clinging to his beliefs, he is indifferent to fertilizers in some cases. He believes that by planting rice on a full stomach, never when hungry, he can be assured of a good harvest; hence, he has no need for fertilizers. One really shouldn't wonder why the Filipino farmer is less progressive than his American counterpart. However, with the influence of graduates from agricultural state colleges in the different regions of the country today, scientific farming is making a breakthrough.

- Communicating in English

Outlining

RFU Exercise No. 9 - C

Direction: Read the selection below. Then prepare a topic outline for it.

Nature's Gift: Water

Water is essential to human life. Man uses water for drinking and for cleaning himself, his food, and the things he uses. With water, man is able to keep his home safe and clean.

Water is important to plants. In fact, it is their lifeblood. It is present in all of their parts, from the roots to the tips of the leaves. Water combines with carbon dioxide from the air to make food for plants. To grow, plant tissues require the right amount of moisture at the right time. Without enough water, plants wither and die. This usually happens during hot weather. Water also serves as the food carrier to the various parts of the plant. In their green state, common plant cells contain approximately from 70 to 80 percent water. Soil, on the other hand, may have only 20 percent water.

Farmers use water for their farms. As a general rule, the amount of moisture in the soil affects the yield of most crops. Every farmer knows that one of the effects of either inadequate or excessive water is poor harvest. Poor yield also means less profit. Seedlings and crops will die without adequate water supply. Farmers also suffer from loss when there is an oversupply of water such as during floods. If a farmer can have just enough water for his farm, neither too much nor too little, he can be sure to have the highest possible yield.

Another important use of water is the production of electric power needed by factories and homes. To generate electricity, man uses water to turn a turbine. A turbine is a kind of water wheel upon which water falls. Falling water exerts a force on the movable blades of the turbine, causing them to turn. Water turbines are used to run electric power plants.

Outlining

RFU Exercise No. 9 - D

Direction: Read the selection below. Then prepare a topic outline for it.

Color

Color is an eye sensation caused by radiant energy which consists of wavelengths of light. These wavelengths vibrate at different speed. When light hits an object, the object absorbs the light which causes the sensation. The color of an object is greatly determined by a person's perception and by light.

Hue, value or tone, intensity or chroma are the qualities of color. Hue refers to the color itself. It can never be changed even if the color is made lighter or darker. The lightness or darkness of a color is its value or tone. A color can be made lighter or darker in value when white or black is added to it. The lighter or brighter value which is determined by adding white is tint while shade refers to the darker or lower value produced by adding black. Intensity refers to the color's degree of purity.

Colors vary in wavelengths. Those with short wavelengths and seem to move away from the eyes are receding or retreating colors. Blue, green and blue-green are receding colors. Those with long wavelengths and seem nearer to the eyes are advancing colors. Orange, red and yellow are advancing or warm colors.

Colors may be primary, secondary, intermediate or neutral. Based colors which can't be derived from other colors like red, blue and yellow are primary colors. Secondary colors are derived colors which are produced by mixing equal quantities of two primaries. Orange is an example of a secondary color. It is produced by mixing red and yellow. Intermediate colors consist of a mixture of a primary and a secondary. Examples of these are blue-green and yellow-green. Black, white and gray are considered neutral colors.

Outlining

RFU Exercise No. 9 - E

Direction: Read the selection below. Then prepare a topic outline for it.

Easter Symbols and Customs

Easter Season brings on practices long associated with the joyful commemoration of the Risen Christ.

First, there is the Emmaus Walk on Easter Monday. Families and group of friends go on outing or long walks, hold picnics, games, dancing and singing.

Second, the Easter New Clothes. Christians wear white clothes to indicate rising to a new life, a sign of Easter grace and spiritual resurrection.

Third, there is the Easter Parade. Dressed in their best clothes, Christians highlight the easter mass in a parade. A crucifix is borne at the head of the procession while Easter hymns are sung.

And then, there is the Easter Lamb which represents Christ placed along the flag of victory, the most significant symbol of Easter.

The Easter Holy Water is the blessed water used during the Easter season.

The Easter Egg is the symbol of spring and fertility. It symbolizes the rock from where our Lord gloriously emerged to new life on the day of His Resurrection.

The Easter Bunny represents the purity and innocence of our souls on Easter.

The Easter Lilies are symbols of beauty, perfection, and goodness. Lily is the Easter flower just as the poinsettia is the Christmas flower.

How fascinating and inspiring indeed are these Easter symbols and customs.

Outlining

RFU Exercise No. 9 - F

Direction: Read the selection below. Then prepare a topic outline for it.

Philippine Palms

There are many kinds of palms in the Philippines. However, the most outstanding is the coconut which is also known as the tree of life. It has many uses, therefore, it is a very good source of income. The water inside it is sweet and delicious and can be made into a refreshing drink. It can also be made into vinegar and nata de coco. Its meat is dried and made into copra which is one of the major exports of our country. Oil extracted from copra is made into soap, cooking oil, candle, lubricating oil. Coconut meat is also made into a bukayo. From the coconut meat, milk can be squeezed and made into caramel and cooked with vegetables, chicken, pork, fruits and many others. The coconut residue is fed to the pigs and fowls and may also be used as fertilizer.

The coconut husk is utilized as cleaning material and as a hold for grafted trees and orchid plants. Coir fiber from coconut husk is made into doormats, shoe brushes, bottle cleaners, mattresses, brooms, bags, seats and ropes. Brooms, bags and baskets are made from the midribs of the coconut leaves. The coconut leaves, branches and trunks are utilized as building materials, bridges and others. Tuba, a native wine, is made from the sap of the tree called the tree of life.

Another kind of palm in our country is the nipa that grows in swamps near salty waters. The leaves of the nipa are used as roofing and walling materials. Wine, sugar, alcohol and vinegar are some products from the nipa palm. The nipa fiber is in turn made into coarse basket, brooms, mats, and bags.

The largest of the Philippine palms is the buri, which has very large, fan-shaped leaves. The fine strips of buri fiber are made into buntal hats which are exported to other countries. The fiber is made into fine baskets, trays, cigarette cases, ropes and strings. The unopened buri leaves have coarse strips which are woven into sacks, mats and boat sails. Wine, sugar, alcohol and vinegar are made from the sap of the buri palm. The ripe buri seeds are made

into buttons, fancy pins, and rosaries.

Another palm, the anahaw, which is usually grown in gardens, grows tall and straight with fan-shaped leaves. The leaves when dried, are used for roofing. They are also sewn together and made into native hats and fans.

There are many other kinds of Philippine palms but these are the most common ones.

Summarizing

RFU Exercise No. 10 - A

Direction: Read the article below. Then write a summary of the article.

Cairns, an Australian city, is considering to have a real "monkey business" with Malaysia for it plans to hire Malaysian monkeys as coconut pluckers. This news has excited the Malaysian monkey owners for their beroks (monkeys) could work overseas. Besides using monkeys to pick coconuts from palm trees along its seafront esplanade to prevent them from falling on tourists, Cairns could see these monkeys to be an added attraction and amusement to tourists.

In Malaysia, it is a common practice to use trained monkeys in picking coconuts from palms as tall as 20 meters. In fact, competitions among monkey coconut pluckers are often held by berok owners who are planning to form an association.

- Philippine Star

Summarizing

RFU Exercise No. 10 - B

Direction: Read the article below. Then write a summary of the article.

It is a well-known fact that oysters are able to produce pearls. But do you know that the reason these sea mollusks make pearls is to protect themselves?

Yes, a pearl starts out when a grain of sand gets caught in the soft interior of an oyster. Because of the oyster's inability to wash away the irritating particle, it builds a smooth wall around it to keep it from doing any harm..

Interestingly, the oyster covers the sand with the same material it makes to line its shell. This particular coating is called mother-of-pearl. Layer by layer, the mollusk wraps the sand with this shiny stuff. After several years, the grain of sand is wrapped in so many layers that it eventually becomes a smooth, round pearl.

- Johnny Wonders

Summarizing

RFU Exercise No. 10 - C

Direction: Read the article below. Then write a summary of the article.

Overfishing with destructive fishing methods have endangered marine life in Samar's Maqueda Bay. Thus, to save the bay and give it a chance to restore and replenish its diminishing fish population, Samar political leaders declared it a fish sanctuary through the unanimous approval of Provincial Development Council (PDC) Resolution No. 6. With the support of the Department of Agriculture, this resolution closes for five years Catbalogan water areas including Zumarraga Channel to trawl and other forms of dragnet fishing. Moreover, the PDC Board stressed the coordination of the local Coast Guard Command with other law enforcement agencies on its patrol operations of the region.

To recall, Maqueda Bay used to sustain the livelihood of coastal communities in the locality.

- Philippine Daily Inquirer

Summarizing

RFU Exercise No. 10 - D

Directions: Read the article below. Then write a summary of the article.

Located on the south of Sitio Lusaran, Barrio Lapaz in Guimaras, Iloilo, Takong Island has been declared by former President Corazon Aquino as a national marine reservation. This is the second of its kind in the country after the Lubbataha Reef in Palawan. One thousand and one hundred forty-three (1,143) hectares of land have been reserved for this purpose.

Seen as an excellent potential tourist and recreational designation, Takong Island has been described to have a second growth of mangrove and forest trees. The aquasphere has coves and coral reefs, white sands and exclusive sub-tidal zones. Twenty-nine (29) genera of hard corals have been identified in the island's reefs.

A wide sampling of birds is reportedly found in the island. Among them are the kingfishers, thrush, doves, pigeons, wood swallows, cuckoos, sandpipers, herons, nightjars, swifts and tabons. The long-tongued fruit bat and the gecko (a lizard) are also stalking the islands. Algae, sponges, starfish, sea cucumbers and anemones abound in the island beaches.

Summarizing

KFU Exercise No. 10 - E

Direction: Read the article below. Then write a summary of the article.

Jeepney Art

One of the most interesting and colorful folk arts today is the jeepney. The structure of jeepneys are basically the same but they differ greatly in the decorative motifs and colorful patterns in the interior and on the exterior.

Inside, the mirror and window edges are lined with crocheted tassels or with plastic friezes. Some jeepneys have small catching posters. They are usually posted a little above the mirror or beside the wheels of the steering wheels. Some drivers who are basically religious prefer religious posters for safe driving and luck in earning. Aside from these, the edges of the side seats are decorated with triangular plastic tassels usually in bright and attractive colors - red, orange, blue and yellow. The exterior is painted with bright and shining colors and engraved with geometric patterns repeated horizontally along the body just below the windows. At the middle edge of the hood is a brass decorative item usually a statuette or a horse. Often there is a loud radio blaring possibly to attract passengers.

Some jeepneys have been designed by their drivers. Others are chosen according to their likings. Nevertheless jeepney designs are an extension of the driver's personality. The jeepney tells so much about its driver.

Summarizing

RFU Exercise No. 10 - F

Direction: Read the article below. Then write a summary of the article.

"Everybody's searching for a hero, people need someone to look up to . . ."

There goes a line in a song. A hero? Yes, a hero can mean a lot of things for everyone. An inspiration, a role model, a pattern, a guide, etc. but don't you realize that you, too, can be a hero if you want to?

The country has produced a number of heroes like Rizal, Bonifacio, Mabini, Aguinaldo, etc., who, as history tells us, did a lot to preserve the dignity of our country and more importantly, freed her from the bonds of the colonizers. However, heroism should not only be construed to mean liberating the native land from foreign invaders. In fact, every day can be a heroes day. Studying hard is one good example. By doing so, the parents are pleased because their child gives them a very special gift - determination and perseverance in acquiring education. Simple acts and gestures can also be equated with heroism - helping the old folks in crossing the street, offering a seat on crowded buses, taking care of the younger siblings while mother is attending to other household chores, helping a friend in need, consoling a depressed pal, etc. So you see, it's not that hard to be a hero. Little things may mean a lot. It can cause one to smile; it can lift one from a bad situation; it can enlighten a confused mind and it can really do some miracles. And that's heroism. While it's true that such acts may not be given due recognition or land in a history book, in the "Book of Good Life" and that of God's such genuine acts and their respective "doers" are inscribed, nay in bold letters.

Come on! Don't you want to be a hero and be included in such a list?

- Student's Digest

KEY TO ANSWERS

RFU Exercise No. 1-A

- (A)
1. April 22
 2. to love Mother Earth
 3. tree planting, musical concert, photo exhibits, a program honoring Earth Day awardees
 4. reeds, clothes and gives us a home
 5. to keep Mother Earth alive and well
- (B)
1. Francisco Baltazar
 2. Florante at Laura
 3. February 20, 1862
 4. 74 years
 5. No

RFU Exercise No. 1-B

- (A)
1. giant ball of glowing gases
 2. it is a thousand times nearer the earth
 3. No, only a tiny bit strikes the earth
 4. Nine (9)
 5. the sun, the planets and the moon
- (B)
1. Quezon Province
 2. Mayohan sa layabas
 3. a procession in honor of San Isidro
 4. evening of songs, bicycle race, variety show, Santakrusan, search for Munting Mutya, Ginoong Quezon, a MUKHA beauty pageant and a theater presentation
 5. to welcome devotees who joined the procession

RFU Exercise No. 1-C

- (A)
1. a pointed piece of iron (sipol) or tip of knives or daggers
 2. banana leaves, bamboo tubes and bark of trees
 3. 18 letters
 4. 3 vowels and 15 consonants
 5. vowels - a, e, o
consonants - b, d, g, h, k, l, m, n, ng, p, r, s, t, w, y
- (B)
1. Latin word for account book
 2. day
 3. midnight until the following midnight
 4. period that passes while the moon moves around the earth
 5. the year is long enough

RFU Exercise No. 1-D

- (A)
1. wealthy and wise
 2. understands the language of the birds, insects, trees and the murmur of rivers
 3. they all loved him
 4. he would tell no one
 5. he would die
- (B)
1. love
 2. beautiful
 3. developing thorns on its stem
 4. a prickly which grows from the skin of the stem
 5. protection against plant-eating animals

RFU Exercise No. 1-e

- (A)
1. there is a need for collective security that will guarantee world peace
 2. to save the world from another global war
 3. January 1, 1942
 4. Washington, D.C.
 5. organization of sovereign states aimed at the maintenance of world peace
- (B)
1. annually
 2. to assert the identity of the Matig-Salog tribe
 3. a four-kilometer parade
 4. offering of nito bracelets, eggs, rice, pinipig, buyo (betel chew), coins and five-peso bills to the gods, killing a white chicken and sprinkling its blood around the altar
 5. the mayor

RFU Exercise No. 1-f

- (A)
1. Music is the artistic expression of ideas, feelings, temperament and life
 2. melody, rhythm, harmony, tone color
 3. harmony
 4. either by the warmth of the human voice or by the harmonious sounds of instruments
 5. interaction of the different elements of music
- (B)
1. it was a sacred dance
 2. to honor the gods and in praise of the chiefs
 3. special training school for hula dancers
 4. with feet flat on the floor and knees bent; body shifts back and forth

5. both hands are brought forward palms down and bow is made

RFU Exercise No. 2-A

1. The kite is a simple object.
2. Plastic keeps fruits from rotting.
3. Soap takes the dirt out of things.
4. Origami, paper folding, is the art of expressing an object in a folded figure.
5. A good natured person laughs best.

RFU Exercise No. 2-B

1. Plants, like animals, are adapted to their environment.
2. Social law requires that man should work for his bread.
3. Sometimes, you can tell a person's nationality by his clothes.
4. Nayong Pilipino is countryside Philippines within the bustling metropolis.
5. The Philippines, the Pearl of the Orient Seas, has much to offer to our local and foreign tourists.

RFU Exercise No. 2-C

1. Love of country consists of many things.
2. To be able to laugh and make others laugh is a blessing.
3. Through the game, the players can express the best in them.
4. The ways in which people make a living are influenced by climate.
5. There are many kinds of laughter and several types of smile.

RFU Exercise No. 2-D

1. Bacteria are found everywhere.
2. Fire is a friend if used properly; and a foe if used carelessly.
3. It is a strange and wonderful place.
4. The government is trying its best to relocate them.
5. The sampaguita is the symbol of our best qualities as a people.

RFU Exercise No. 2-E

1. This is the story of the birth of Jesus.
2. Hawaii is a vacation spot.
3. Different people have different hobbies.
4. China has given the world innumerable gifts.
5. The Filipino is a lover of ritual.

RFU Exercise No. 2-F

1. Man is the most complex and the most interesting of God's creations.
2. We see lines, colors, shades and forms everywhere.
3. Natural beauty in our country is unsurpassed.
4. Filipinos transform natural materials such as wood, shells and metal into something beautiful and useful.
5. Nature surrounds us with beautiful and joyful things.

RFU Exercise No. 3

A	B	C	D	E	F
1. a	1. b	1. c	1. a	1. b	1. a
2. b	2. c	2. b	2. c	2. b	2. c
3. a	3. a	3. b	3. b	3. c	3. b
4. b	4. c	4. b	4. b	4. a	4. b
5. a	5. a	5. a	5. c	5. a	5. a
6. b	6. b	6. a	6. c	6. c	6. a
7. b	7. a	7. c	7. c	7. b	7. a
8. b	8. c	8. c	8. b	8. c	8. a
9. c	9. b	9. b	9. b	9. a	9. c
10. a	10. b	10. b	10. c	10. c	10. b

RFU Exercise No. 4

A	B	C	D	E	F
1. c	1. b	1. b	1. c	1. a	1. a
2. b	2. a	2. a	2. a	2. c	2. b
3. d	3. c	3. b	3. d	3. c	3. c
4. d	4. d	4. b	4. b	4. a	4. a
5. c	5. b	5. a	5. a	5. c	5. b
6. a	6. b	6. c	6. c	6. c	6. d
7. b	7. a	7. c	7. a	7. d	7. b
8. c	8. b	8. b	8. a	8. b	8. a
9. a	9. b	9. b	9. b	9. a	9. b
10. c	10. a	10. a	10. c	10. b	10. a

RFU Exercise No. 5

	A	B	C	D	E	F
1.	b	d	c	c	c	c
2.	c	b	b	c	a	c
3.	c	c	d	a	c	d
4.	a	b	c	b	c	a
5.	b	a	a	a	b	b
6.	a	c	c	c	b	c
7.	c	a	a	b	a	c
8.	a	d	b	c	b	a
9.	c	c	a	b	c	a
10.	c	c	a	a	a	c

RFU Exercise No. 6

	A	B	C	D	E	F
(A) 1.	c	d	c	c	e	b
2.	a	a	a	b	a	f
3.	d	c	d	a	b	j
4.	e	b	e	d	d	i
5.	b	e	b	e	c	e
(A) 1.	a	b	b	b	a	d
2.	c	a	a	c	b	c
3.	b	d	c	d	c	g
4.	d	c	e	a	d	h
5.	e	e	d	e	e	a

RFU Exercise No. 7

A	B	C	D	E	F
1. t	1. c	1. e	1. i	1. g	1. d
2. a	2. d	2. a	2. t	2. a	2. c
3. g	3. e	3. d	3. a	3. n	3. t
4. j	4. a	4. b	4. d	4. t	4. i
5. c	5. g	5. i	5. c	5. b	5. n
6. b	6. b	6. c	6. b	6. c	6. a
7. d	7. j	7. k	7. j	7. d	7. b
8. e	8. t	8. t	8. g	8. e	8. k
9. k	9. i	9. n	9. e	9. k	9. e
10. n	10. k	10. g	10. n	10. i	10. g

RFU Exercise No. B-A

1. Scouts at Camp
hurriedly pitched tent
cooking over an improvised stove
2. A Day in School
straight rows of children
the gray-haired principal
3. It's Playtime
the laughter and shouts of young boys and girls
children rolling on grass covered lawn
4. With the Family
brother watching basketball on TV
mother announcing its meal time
5. Fiesta Time
multi-colored paper buntings
food laden tables

RFU Exercise No. B-B

1. Mini Concert at the Park
an attentive audience
an outstanding pianist
2. A Hospital Visit
babies being weighed
attendant taking patient's temperature

3. The Lord's Day
people attending church services
bible sharing and community services
4. At the Bus Stop
smell of gasoline
vehicles arriving and departing
5. Keeping Fit
exercising regularly morning and afternoon
maintaining a strict diet

RFU Exercise No. B-C

1. A Cookfest
smell of burnt garlic
ingredients mixed thoroughly
2. Nature's Beauty
a resort only a short distance away
sandy white beach lined with palm trees
3. At the Market
tomatoes wrapped in plastic
everybody talking
4. Go Out and Vote
precincts prepared a day before
affixing one's thumbmark
5. A Family Affair
elder sister putting baby to sleep
mother preparing food for breakfast

RFU Exercise No. B-D

1. A Day at the Farm
carabaos covered with mud
twit-twit of the birds
2. After a Typhoon
uprooted fruit trees
landslide half a kilometer away from the barrio
3. Dining at a Restaurant
waiter bringing in hot soup
fried peanuts being passed around
4. A Street Scene
bicycle-riding school boys
cars moving like matchboxes
5. Time Out for Sports
fantastic slam dunk
hurling the javelin

RFU Exercise No. B-E

1. A Warm Aloha
grass shacks and hula girls
sweet-scented lei and a kiss on the cheek
2. Fields Kissed by the Sun
plants finding their way into valleys
strange looking vegetables

3. Designs in Philippine Craft
artistic forms of expression done by skilled folks
simple yet curiously interesting
4. Wonderful Discoveries
learning to swim and sailing boats
painting pictures and carving statues
5. Incomparable Mama's Love
children waiting at the doorstep
only the calls of her children can wake her up
from her sound sleep

RFU Exercise No. 9-A

- I. Volcano - an exploding mountain
 - A. Contains magma and other volcanic materials
- II. Classification of Volcanoes
 - A. According to eruption
 1. quiet volcano
 2. explosive volcano
 3. intermediate volcano
 - B. According to activity
 1. active volcano
 2. dormant volcano
 3. extinct volcano

RFU Exercise No. 9-B

- I. Similarities between farmers in developing countries and farmers in developed countries
 - A. Interest in production and high yield

- B. Making a living out of farming activities
- C. Regarding storms, floods, droughts, pests and plant diseases as enemies
- II. Differences between farmers in developing countries and farmers in developed countries
 - A. Developed countries - sold to modern methods of agriculture
 - B. Developing countries - slow to accept change

RFU Exercise No. 9-C

Nature's Gift: Water

- I. Water - essential to human life
 - A. For drinking
 - B. For cleaning himself, his food, the things he uses
 - C. For farming
 - D. For production of electricity
- II. Water - important to plants
 - A. For food

RFU Exercise No. 9-D

Color

- I. Color - any sensation caused by energy; consists of wavelengths in light
- II. Qualities of Color
 - A. Hue - refers to color itself
 - B. Value or Tone - lightness or darkness of a color
 - 1. tint - lighter or brighter value; determined by adding white

- 2. shade - darker or lower value; produced by adding black
- C. Intensity or Chroma - color's degree of purity; occurs when adding gray

III. Kinds of Colors

A. According to Wavelength

- 1. receding or retreating colors - short wavelength; seem to move away from the eyes
- 2. advancing or warm colors - long wavelengths; seem nearer to the eyes

B. According to Base or Mixture

- 1. primary - base colors which can't be derived from other colors
- 2. secondary - derived colors produced by mixing equal quantities of two primaries. Ex.: Orange
- 3. intermediate - consist of a mixture of a primary and secondary
Ex.: blue-green
- 4. neutral - Ex.: black, white, gray

RFU Exercise No. 9-E

I. Easter Customs

- A. Emmaus walk on Easter Monday by families or group of friends
- B. Wearing new Easter clothes (white)
- C. Easter Parade - crucifix borne at the head of the procession; hymns sung

II. Easter Symbols

- A. Easter Lamb

- B. Easter Water
- C. Easter Egg - spring and fertility
- D. Easter Bunny - purity and innocence of soul
- E. Easter Lilies - beauty, perfection, goodness

RFU Exercise No. 7-F

Philippine Palms

I. Kinds of Palms in the Philippines

A. Coconut - tree of life

1. Uses

- a. water - drink, vinegar, nata de coco
- b. meat - copra, bukayo, coconut milk
- c. husk - cleaning material, hold for grafted trees/orchid plants, doormats
- d. midrib - brooms, bags, basket
- e. sap - tuba (native wine)
- f. leaves, branches, trunk - building materials

B. Nipa

1. Uses

- a. leaves - roofing and walling materials
- b. fruit - wine, sugar, vinegar
- c. fiber - basket, brooms, mats, bags

C. Buri

1. Uses

- a. fiber - buntal hats, baskets,
trays, cigarette cases,
ropes, strings
- b. unopened leaves - sacks, mats,
boat sails
- c. sap - wine, sugar, alcohol, vinegar
- d. seeds - buttons, fancy pins,
rosaries

D. Anahaw

1. Uses

- a. leaves - roofing, hats, fans

SAMPLE REVISIONS

Recalling facts and details

RFU Exercise No. 1 - B

Direction: Read the selection. Then follow the direction written after it.

(A) In the daytime, you can see only one star. That star is the sun. It looks so big and bright because it is so near. It is thousands of times closer to us than any other star.

The sun is a giant ball of glowing masses. Light shines out from it in all directions. Light is one kind of energy. Only a tiny bit of this light energy strikes Earth. But without light energy, there would be no life on Earth.

Each year Earth circles the sun. Eight other planets also encircle the sun. Two are closer to the sun than Earth is. Six are further away. Some are further than Earth. Four are smaller. Many planets have moons that circle them. The sun, the planets and their moons make up the solar system.

- Adopted -

Direction: Fill in the blanks with the correct answer.

1. The sun is described as _____.
2. The Sun looks big because _____.
3. _____ planets circle the sun.
4. The earth circles the sun every _____.
5. The solar system is made up of _____.

Recalling facts and details

Exercises No. 1 - C

Direction: Read the selection. Then answer the questions that follow by writing the letter of the correct answer.

(A) Our ancestors possessed an alphabet. Their alphabet was different from our present alphabet. There were three vowels which could be increased to five by means of an accent (kudlit). They were a, e (or it) and o (or u). Whether the kudlit was above or below the character determined which letter was intended. There were fifteen consonants. They were b, d, g, h, k, l, m, n, ng, p, r, s, t, w and y.

Banana leaves, bamboo tubes, and barks of trees were used as paper. A pointed piece of iron (sipol) or the tip of knives or daggers were used as pens. These were dipped in colored saps of plants which served as ink.

- Challenges in Philippine Community Life

1. What did our ancestors use for writing?
a. banana leave b. sipol c. bark of trees
2. What did they use as paper?
a. bamboo tubes b. bark of trees c. both a and b
3. How many letters made up their alphabet?
a. 15 b. 16 c. 18
4. How were the letters of their alphabet classified?
a. vowels b. consonants c. vowels & consonants
5. What were their vowels?
a. e, o, r b. k, m, g c. a, e, o

Recalling facts and details

RFU Exercise No. 1- D

Direction: Read the selection. Then follow the direction written after it.

(A) Once upon a time, there was a Sultan sa Agamaniyog who was very wealthy and wise. In his land, the springs flow with gold and silver; the wells yielded syrup and coconut milk. He could understand the language of the birds, animals, insects, trees, grasses and even the murmuring of rivers. He could also predict future events like typhoons, earthquakes, etc. All his subjects loved him. He was given the power to understand the language of all creatures on condition that he would tell no one. If he did, he would die.

- Excerpt, Sunday Inquirer
Magazine, June 13, 1993

Direction: Put a check (✓) on facts included in the selection. Put an X for those not included in the selection.

- _____ 1. The Sultan sa Agamaniyog was rich and wise.
- _____ 2. He was very powerful and handsome.
- _____ 3. He could understand the language of creatures.
- _____ 4. His power and good looks endeared him to his subjects.
- _____ 5. As long as he kept his power to understand creatures a secret, he would live.

Identifying the stated main idea

RFU Exercise No. 2 - C

Direction: Read each paragraph. Then write the letter of the sentence that states the main idea.

- _____ 1. (a) Love of country consists of many things. (b) It is knowing our past and taking pride in our progress. (c) It is honest, practical citizenship. (d) It is the knowledge of everything about our country and people and sincere appreciation of all the bounty and beauty that God has given us.
- _____ 2. (a) "Smile your way to health." (b) Smile and laughter have a good effect upon us. (c) We become more considerate in our dealings with others. (d) When we are happy with our companions and friends, we get along well with others. (e) To be able to laugh and make others laugh is a blessing.
- _____ 3. (a) Basketball is the most popular sport in the country today. (b) In the game, players exhibit strength, skill and endurance. (c) They learn to follow and observe the rules of the game. (d) They also learn teamwork or playing together for the success of the group. (e) Through the game, the players can express the best in them.
- _____ 4. (a) The ways in which people make a living are influenced by climate. (b) See if you can think of an important product the Philippines imports from each of these places: Ceylon, Australia, Hollywood. (c) If you name tea from Ceylon, wool and dairy products from Australia and movies from Hollywood, you are right. (d) Ceylon has a temperate climate suited for growing tea. (e) High temperature and heavy rainfall makes sheep and cattle raising important industries in Australia. (f) Hollywood's sunny climate which makes possible the production of pictures outdoor, has made it the sight of the movie industry.

Making Exercise No. 3 - F

Direction: Write an inference for the following situations.

1. Late in the afternoon, Rene would look at his watch every now and then. I could see his neck stretch out of the window.

2. She always wears long sleeves dresses even at home..

3. Houses are filled with bright lights. There are much to eat on every table for people prepare for this day the whole year round.

4. He was stripped of his royal inheritance when he married the woman his mother did not like.

5. He waited at the corner of a busy street for an hour, but we couldn't get a ride.

6. The picknickers forgot the meat they were broiling.

7. He wears eyeglasses all the time.

8. He can camp for himself, can cut grass for a bed, can build a fire without matches and can cook his dinner just over the glowing coals.

-
-
7. its fan-shaped leaves when dried are used for roofing. They are also sewn together and used as raincoats. Aside from these, they are made into native hats and fans.
-
-

10. From early times to these modern days, it has continued to grace the banquet table of the rich and the powerful; it has also graced the lowly "papag" of the poor in huts. It may be used as a cooked vegetable or as an ingredient in fruit salads.
-
-

Identifying speaker's feeling

RFU Exercise No. 4 - E

Direction: Read what each of the characters said. Then read the words that come after each statement or statements. Encircle the word that shows the feeling of the character who spoke.

1. "I congratulate you for your excellent mark."
industry admiration perseverance loyalty
2. "You bought this stuff? After all I said about it?"
envy regret unbelief certainty
3. "Lord, bless our country's president. Make him ever
mindful of his calling to serve his people."
loyalty faith petition love
4. "They are the best we have and we must use them."
honesty joy trust hope
5. "You've got a great team."
joy bravery admiration industry
6. "I will do my best. No one can do more."
hope industry determination envy
7. "Here is a king - he always does the right thing at the
right time and place."
loyalty joy love truthfulness
8. "Stupid things. Silence in the court!"
sadness anger despair doubt
9. "It is but proper that we reward the diver. You load
him with money, my beloved."
gratitude love bravery perseverance
10. "Weaving threads of romance, the moon sits on top of
the mountains. The air is cool and still. Fireflies
wink in every bush."
pride love of nature anxiety concern

Perceiving relationship through the use of guide words

RFU Exercises No. 5- F

Direction: Read each sentence carefully. Then write the word that correctly completes the sentence.

1. It was such a _____ bus that brother and I had to stand all the way home.
2. The aching tooth was giving the child so much _____.
3. The town mayor commended the _____ firemen for returning the valuables they found in the burning house.
4. On the eve of New Year there was a _____ display of fireworks.
5. A correspondence school advertizes getting a career diploma in one's spare time without _____.
6. The Philippines is one country which is _____ with many scenic spots and places.
7. The flame tree is a beautiful tree especially during the months of March to May when it _____.
8. When we conserve natural resources, we _____ them.
9. As Filipinos celebrate the Christmas season, _____ dominate the air waves as early as October.
10. A diabetic fellow follows a _____ diet.

Sequencing ideas in logical order

RFU Exercise No. 6 - D

Direction: The sentences in each group belong to a paragraph. Arrange them in the correct order. Copy them in paragraph form.

- (A)
1. Some sentences state facts, some ask questions.
 2. They serve different purposes.
 3. Sentences express complete thought.
 4. Others give commands or make requests.
 5. Still others express strong feeling.
- (B)
1. One day a beggar came to his house to ask for food but Lucoy told him to go away.
 2. The beggar who was somewhat deaf again asked for food. So Lucoy pushed him out of the house.
 3. The beggar stumbled and fell. He said to Lucoy, "A great misfortune will befall you!"
 4. There once lived a rich man named Lucoy who was very selfish. Although he had much rice he never gave any.
 5. That evening when Lukoy came home, he found that all his rice had been changed into the insects which we now call locusts.

Identifying cause and effect relationship

RFU Exercise No. 7 - 1

Direction: Match each cause with the corresponding effect.
Then write a sentence about each cause and effect.

Cause	Effect
1. lighted candle	a. outbreak of disease
2. forgiveness	b. sustain our existence
3. hope	c. frees oneself from bitterness
4. clogged canals	d. dispels darkness
5. initiation	e. burning sensation
6. unhealthful surroundings	f. inspires the will to live
7. daily food	g. start of corruption
8. inconsistency	h. makes one belong to a group.
9. direct exposure to the sun's rays	i. flood
10. doing one's work badly and carelessly	j. vehicular accident

Outlining

RFU Exercises No. 9 - D

Directing: Read the selection below. Then follow the direction written after it.

Color is an eye sensation caused by radiant energy which consists of wavelengths of light. These wavelengths vibrate at different speed. When light hits an object, the object absorbs the light which causes the sensation. The color of an object is greatly determined by a person's perception and by light.

Hue, value or tone, intensity or chroma are the qualities of color. Hue refers to the color itself. It can never be changed even if the color is made lighter or darker. The lightness or darkness of a color is its value or tone. A color can be made lighter or darker in value when white or black is added to it. The lighter or brighter value which is determined by adding white is tint while shade refers to the darker or lower value produced by adding black. Intensity refers to the color's degree of purity.

Colors vary in wavelengths. Those with short wavelengths and seem to move away from the eyes are receding or retreating colors. Those with long wavelengths and seem nearer to the eyes are advancing colors. Orange, red yellow are advancing or warm colors.

Colors may be primary, secondary, intermediate or neutral. Base colors which can't be derived from other colors like red, blue and yellow are primary colors. Secondary colors are derived colors which are produced by mixing equal quantities of primaries. Orange is an example of a secondary color. It is produced by mixing red and yellow. Intermediate colors consist of a mixture of a primary and a secondary. Examples of these are blue-green and yellow-green. Black, white and gray are considered neutral colors.

- Color: Order and Harmony

Direction: Here is an incomplete outline of the selection you have just read. Supply the missing information.

Color

- I. Color - Any sensation caused by energy;
consists of wavelengths in light
- II. Qualities of color
 - A. _____
 - B. _____
 - C. _____
- III. _____
 - A. According to wavelength
 1. _____
 2. _____
 - B. According to base or mixture
 1. _____
 2. _____
 3. _____
 4. _____

Summarizing

RFU Exercise No. 10-B

Direction: Read the article below. After it are three sentences. Check the sentence that best summarizes the article.

It is a well-known fact that oysters are able to produce pearls. But do you know that the reason these sea mollusks make pearls is to protect themselves?

Yes, a pearl starts out when a grain of sand gets caught in the soft interior of an oyster. Because of the oyster's inability to wash away the irritating particle, it builds a smooth wall around it to keep it from doing any harm.

Interestingly, the oyster covers the sand with the same material it makes to line its shell. This particular coating is called mother-of-pearl. Layer by layer, the mollusk wraps the sand with this shiny stuff. After several years, the grain of sand is wrapped so many layers that it eventually becomes a smooth round pearl.

- Johnny Wonders

- _____ Pearls are hard masses found in oysters.
- _____ Real pearls are dainty, rare and expensive.
- _____ Pearls are actually hardened smooth walls to keep an irritating particle from harming the interior of an oyster.

Appendix U

Student's Name _____ Year & Section _____

Reading Comprehension Skills Chart
(RCSL)

Reading Comprehension Skills	Exercise					
	No. of Correct Answers					
	A	B	C	D	E	F
1. Recalling facts and details						
Date taken						
2. Identifying the stated main idea						
Date taken						
3. Making inferences						
Date taken						
4. Identifying speaker's feeling						
Date taken						
5. Perceiving relationship through the use of guide words						
Date taken						
6. Sequencing ideas in logical order						
Date taken						
7. Identifying cause and effect						
Date taken						
8. Organizing ideas						
Date taken						
9. Outlining						
Date taken						
10. Summarizing						
Date taken						

CURRICULUM VITAE

CURRICULUM VITAE

NAME : TRINIDAD A. ESCOBAR

ADDRESS : 47 Brgy. Muñoz, Catbalogan,
Samar

DATE OF BIRTH : June 7, 1941

PLACE OF BIRTH : Catbalogan, Samar

CIVIL STATUS : Married

SPOUSE : Ireneo C. Escobar

CHILDREN : Ireneo Jr., Irvin, Ismael

PARENTS : Pablo P. Almero and
Mercedes M. Arteche

EDUCATIONAL BACKGROUND

Elementary : Sacred Heart College, Catbalogan,
Samar, 1953

Secondary : Sacred Heart College, Catbalogan,
Samar, 1953-57

College : University of Santo Tomas-Manila
First Semester, 1957-1958

University of Manila-Manila
Second Semester, 1957-1958-1961
(B. S. Foreign Service)

Samar College-Catbalogan, Samar
1961-1965 (B.S.E.)

Graduate Studies : University of Manila-Manila
Summer 1963, 1966, 1967

Leyte State College External
Studies - Catbalogan
Summer 1970, 1970-1979, 1984-1985

Samar State Polytechnic College-
Catbalogan, Samar
1985-1987, 1992-1994

PROFESSIONAL EXPERIENCE

High School & College Teacher	:	Samar College - Catbalogan, Samar 1962-1964
Secondary School Teacher	:	Samar National School-Catbalogan Samar, 1965-1980
Master Teacher I		1981-1990
Master Teacher II		1991 - present
School Paper Adviser	:	"The Samaritan" (SNS) 1967-1969, 1978-1990
Chief Adviser	:	SNS Freshman Class Organization 1966-1967 SNS Junior Class Organization 1970-1971 SNS Senior Class Organization 1972-1977
Co-Adviser	:	"The Launch Pad" Vol. 2, No. 5, June 1975
Resource Speaker	:	Regional Seminar for School Paper Advisers Oct. 21-23, 1992 (LNHS)
SEDP Regional Trainor English I English III	:	RLS: Leyte National High School 1989 1991

AWARDS RECEIVED

Honorable Mention	:	Sacred Heart College, Catbalogan 1953-1956
Salutatorian	:	1956-1957
Consistent Honor Student	:	University of Manila-Manila 1957-1961
Outstanding Teacher	:	Samar National School-Catbalogan 1988

Division Outstanding : Division of Samar
English Teacher 1988-1989
(Secondary Level)

Outstanding Secondary : DECS, Region VIII
Teacher (Regional Level) 1989-1990

CERTIFICATES OF RECOGNITION RECEIVED

Lecturer & Demonstration : October 29, 1977
Teacher (Comm. Arts III)

Paper Adviser : March 14, 1988
(The Samaritan)

Outstanding Teacher : December 9, 1988
CPPSTEA Teachers Day

Facilitator (Division : October 28-29, 1992
Seminar-Workshop on
Instructional Skills for
Secondary English
Teachers

Resource Speaker : July 26, 1992
(Junior Journalist
Guild)

Cooperating Teacher : 1991-1993
Sacred Heart College &
Samar College Student
Teachers

CERTIFICATES OF APPRECIATION RECEIVED

Regional Trainor for : Leyte National High School
English (SEDP Mass April 1-29, May 1-29, 1989
Training Program for Dec. 13, 1989 (CPPSTEA).
First Year Secondary Dec. 7, 1990 (CPPSTEA)
School Teachers)

Resource Speaker/ : Leyte National High School
Consultant (Regional Tacloban City
Seminar for School Oct. 21-23, 1992
Paper Advisers)

Paper Adviser : Jan. 27, 1972 (Science Foundation of the Phils.)
 Jan. 7, 1978 (Science Foundation of the Phils.)
 Dec. 5-7, 1984 (RSSPC)
 Nov. 8-10, 1985 (RSSPC)
 Nov. 7-9, 1986 (RSSPC)
 Oct. 26-28, 1988 (RSSPC)
 Dec. 6-8, 1989 (RSSPC)

Planner, Organizer, : Sept. 28-30, 1988
 Coordinator, Resource
 Speaker & Chairman -
 Documentation Committee
 (Division Seminar-
 Workshop on Campus
 Journalism)

General Chairman : Sept. 25, 1987
 (Division Orientation
 Seminar on the Launching
 of Project ARS)

Facilitator - First Year : March 3-5, 1993
 Group (Division Workshop
 on the Pre-Validation
 of English Lesson Plans -
 1st yr. to 4th yr.)

Official Coach/Adviser of: Dec. 15, 1983 (LNHS)
 a. Lorelie P. Quimbo,
 Champion - English
 (Regional Secondary
 Quiz Bee)

b. Ma. Carmen Saloritos : Feb. 18-22, 1985
 8th Place, Editorial
 Writing (Pilipino)
 (National Secondary
 Schools Press Conference)

c. Clarissa L. Advincula : February 16-20, 1987
 3rd Highest Individual
 Pointer
 3rd Place, Editorial
 Writing (Pilipino)
 6th Place, Feature
 Writing (Pilipino)
 National Secondary Schools
 Press Conference

- d. Vincent J. Sibala : February 16-20, 1987
9th Place, Sports
Reporting (Pilipino) Olongapo City
- e. Alma L. Uy : February 16-20, 1987
7th Place, Editorial
Writing (English) Olongapo City
- Panelist : September 26, 1986
(Re-Echo Seminar-
Workshop on Research &
Research Management for
Science and Math Teachers)

SCHOLARSHIP/STUDY GRANT

- RSDC Summer Institute : Divine Word University,
Tacloban, Summer 1977
- Magna Carta (RA-4670) : SY 1993-1994

IN-SERVICE TRAININGS/SEMINARS ATTENDED

A. NATIONAL

- National Secondary Schools : March 13-18, 1967
Press Conference Butuan City
- National Secondary Schools : March 11-15, 1968
Press Conference Lucena City
- National Secondary Schools : March 17-20, 1970
Press Conference Baguio City
- National Secondary Schools : February 7-11, 1983
Press Conference Bayombong, Nueva Viscaya
- National Secondary Schools : February 20-24, 1984
Press Conference Lemery, Batangas
- National Secondary Schools : February 18-22, 1985
Press Conference Dipolog City
- National Secondary Schools : February 16-20, 1987
Press Conference Olongapo City

National Secondary Schools Press Conference	:	February 19-25, 1989 Urdaneta, Pangasinan
National Secondary Schools Press Conference	:	February 19-23, 1990 Baguio City
SLATE Training for English	:	Jan. 22 - March 4, 1987 Baguio City
Values Development Orientation Workshop	:	May 7-9, 1990 Baguio City
DECS-BSE-PNC Regional Trainors: Training Program for Third Year High School Teachers	:	May 14 - June 5, 1990 Baguio City

B. REGIONAL

First Regional English Seminar-Workshop	:	September 4-8, 1967 Tacloban City
Fourth Regional English Seminar-Workshop	:	January 10-14, 1972 Tacloban City
The Regional Seminar-Workshop on the Implementation of the Revised Curriculum (English IV)	:	October 18-20, 1976 Catbalogan, Samar
Regional Workshop on the Teaching of English: New Directions	:	March 30 - April 4, 1981 Tacloban City
Campus Science Journalism and Technical Writing	:	February 23-25, 1981 Catbalogan, Samar
Regional Secondary Schools Press Conference	:	October 28-30, 1981 Tacloban City
Regional Secondary Schools Press Conference	:	November 10-12, 1982 Tacloban City
Regional Secondary Schools Press Conference	:	November 23-25, 1983 Tacloban City
Regional Secondary Schools Press Conference	:	November 9-11, 1985 Biliran Sub-Province
Regional Secondary Schools Press Conference	:	November 7-9, 1986 Ormoc City

Regional Secondary Schools Press Conference	:	October 29-31, 1987 Calubian, Leyte
Regional Secondary Schools Press Conference	:	October 26-28, 1988 Tacloban City
Regional Secondary Schools Press Conference	:	December 6-8, 1989 Carigara, Leyte
Summer Institute (Comm. Arts-E)	:	April 18 - May 28, 1977 Tacloban City
Regional Seminar-Workshop on the Use & Interpretation of Test Results for the Improvement of Instruction	:	April 9-13, 1984 Tacloban City
Seminar on Supervisory Skills Enhancement Program	:	March 15-20, 1993 RELC, Candahug, Palo, Leyte

C. DIVISION

First Division Workshop on the Teaching of Reading, Literature & Character Education	:	October 9-11, 1968 Catbalogan, Samar
First Division Workshop for Barrio High Schools in Science, Math. & English	:	March 27-29, 1968 Catbalogan, Samar
Division Seminar on Improving the Administration and Supervision of Barrio High Schools	:	January 6-7, 1975 Catbalogan, Samar
Division Follow-Up Conference Workshop-YUAP	:	January 30-31, 1978 Catbalogan, Samar
Division Orientation-Seminar on the Launching of Project ARS	:	September 25, 1987 Catbalogan, Samar
Conference of Secondary School Heads & Language Teachers for Upgrading Secondary Education	:	September 14, 1987 Catbalogan, Samar

Division Seminar on Campus Journalism : September 28-30, 1988
Catbalogan, Samar

Division Seminar-Workshop on School Paper & Remediation in Reading : September 10-14, 1990
Catbalogan, Samar

Division Seminar-Workshop on Instructional Skills for Secondary Teachers : Oct. 28-29, 1992
Catbalogan, Samar

Division Workshop on the Pre-Validation of English Lesson Plans : March 3-5, 1993
Catbalogan, Samar

D. SCHOOL

Level IV Teacher Training Institute DEC Mini-Jet on Leadership for Teachers to Upgrade Teachers Competencies : July 2-Oct. 29, 1977
Catbalogan, Samar

Conference on Population Education : Jan. 27, 1972

Echo Seminar- Workshop on Values Educ. : Catbalogan, Samar
Oct. 15-17, 1986
Catbalogan, Samar

CIVIL SERVICE EXAMS PASSED

Community Development Worker	-	1961
Teachers Test (Secondary)	-	1965
Career Service - Professional	-	1981

MEMBERSHIP IN ORGANIZATIONS

A. Professional

Local:	-	SNS Teachers & Employees
President		Club (IEL)
		1981-1983
Member, Board of Directors	-	1983 - present
Member, Board of Directors	-	SNS Parents, Teachers &
		Employees Asso. (PIEA)
		1987-1988, 1989-1990
Committee Member	-	USP - SNS
Member	-	Samar PSIA
Regional Vice President	-	Secondary School Paper
		Advisers Association
Vice President		1983-1984, 1986-1987
Treasurer	-	1984
PIO	-	1985
Member	-	National Secondary School
		Paper Advisers Asso.
		1968-1971, 1979-1990
	-	PPSTA
		1972 - present
	-	Pambansang Lupon ng
		Mga Guro
		1980 - present
	-	CPPSIA

B. Religious

Regent	-	DMI Loving Heart of Mary
		Circle - Catbalogan
		1987-1989
Secretary	-	Parish Council
		Parish of St. Bartholomew
		1991-present

District Deputy - DMI Circles of Catbalogan,
Sandara, Calbayog & Paranas
1992-1994

Member - Apostleship of Prayer,
Confraternity of Our Lady
of Miraculous Medal

C. Socio/Civic

Secretary - Sacred Heart College
Alumni Association
1989

Asst. Secretary - Kabayen-an: Kusog han Samar
1994

Member - Basaynon Katig-uban
Catbalogan Chapter

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