

READING FOR UNDERSTANDING (RFU) EXERCISES
IN ENGLISH FOR SECOND YEAR
SECONDARY STUDENTS

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In Partial Fulfillment of the
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major in Reading


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APPROVAL SHEET


In partial fulfillment of the requirements for the degree, MASTER OF ARTS IN TEACHING major in READING this thesis entitled "READING FOR UNDERSTANDING (RFU) EXERCISES IN ENGLISH FOR SECOND YEAR SECONDARY STUDENTS", was prepared and submitted by MRS. JOVITA ALBOS-PAGLIAWAN, who having passed the comprehensive examination with a rating of PASSED, is hereby recommended for oral examination.


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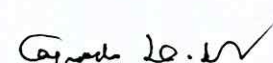

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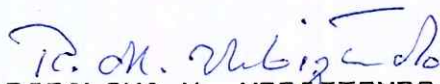

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DEDICATION

*To Our Almighty GOD,
the Creator of all things,*

*To my loving husband, RUDY,
and our son, RAFAEL JUSTINE*

*To my parents, EMILIO ALBOS, SR.
and RITA C. EBIAS*

*To my sisters and brothers,
I dedicate this humble work.*

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ABSTRACT

This study attempted to develop Reading for Understanding (RFU) Exercises for second year high school students and determine its effects on the development of reading comprehension among second year high school students of Samar National School. The study used the Gates Reading Survey the teacher-made pre-test and post-test and the RFU exercises designed for second year high school students. Sixty (60) second year high school students of Samar National School enrolled for school year 1997-1998. The entry reading grade capacity levels of each group based on the Gates Standardized Test ranges from a reading grade capacity level of an average child who is three months in grade III to nine months in grade V or an average reading grade capacity level of an average grade four and has been in the class for four months and seven days. The data presented in the pre-test and the post-test scores of the experimental and control group revealed that there is no significant difference between the mean scores of the two groups. Therefore, the hypothesis that there is no significant difference between the mean scores of the experimental and control group is accepted. The RFU exercises may be used for remedial teaching on the skills where students lag behind. They may be used to identify student's strengths and weaknesses in specific levels of comprehension.

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Chapter 1

THE PROBLEM: ITS BACKGROUND

Introduction:

The most important goal in reading is comprehension of written texts. Comprehension consists of a large number of skills and includes much more than just remembering isolated details.

Dechant (1969:353) says that meaningful reading includes not only a literal interpretation of an author's word but also an interpretation of his mood, tone, feeling and attitude. The reader must comprehend the implied meanings and prejudices of the writer. He must recognize summary statements, make inferences and applications, and see the broader implications of a passage. He must familiarize himself with the time and place in which the words were written. He must use the periods, commas, quotation marks, and questions as aids to interpretation.

College professors and high school teachers often complain about the slow reader in their classes who could hardly cope with the basic learning skills. They blame the high school teachers who in turn blame those in the elementary grades. Regardless of who is to blame the sad fact remains that students have poor comprehension. Ask them to summarize a story, these students will copy verbatim

paragraphs in the story. Ask them to make an outline or organize the ideas, and they are lost. We have to remember that complex skills in reading like outlining, summarizing or taking notes can be achieved by learning first the simpler skills which should have been developed as early as pre-school or first grade.

In Samar National school, secondary teachers notice that most students lack the basic skills in reading, hence, they cannot work independently in specific tasks in different content areas.

Every beginning of the school year, the teachers in the English Department give a teacher-made pretest to find out the entry behavior of the students in a particular year level before starting the formal classroom instructions. The pretest is made based on the DLC for second year. The test items are contributed by the teachers in every year level. Then at the end of the school year the same test is given as a post test. It is found out that the students still need more practice on these communication skills.

Second year students are expected to perform reading tasks suited to their level. This means that they should have a reading grade capacity of an average second year student in order to perform well.

However, from the result of the Gates Survey test, it can be gleaned that these students did not perform well on

the tasks suited for second year students. Most of them have a reading grade capacity of a fourth grader to a sixth grader.

The need for exercises especially on the development of comprehension is more than ever felt now. With the result of the Gates Survey Test, the researcher believes that these RFU materials would somehow help develop or improve the comprehension skills of the students which have been started in the first year.

From our experiences as teachers, students need an in-class practice to improve their comprehension through an enrichment material. Therefore, the researcher believes she must write exercises to develop these skills which are found deficient among many students. These exercises are fundamental to classroom activities hence, the necessity of giving much attention to their development. The practice for any skill can be effective if it is done regularly and frequently, and is graded according to level of difficulty and must be interesting, stimulating and challenging for the students.

Most of the students as shown in their quizzes, long tests and class discussions lag behind in their comprehension skills. They need to develop the skills on remembering details, identifying main ideas, making

inferences, identifying speaker's feelings, identifying facts and opinions, perceiving relationships through the use of guide words, sequencing ideas, identifying cause-effect relationships, identifying author's purpose, organizing ideas, outlining and summarizing. Besides, Escobar (1994) in her study found out that, the first year students lag behind in these same comprehension skills. To have a follow-up of the development of these skills, the researcher decided to use the same skills for the RFU exercises in the second year.

In the study conducted by Escobar (1994:67-68) it was found out that the RFU exercises for first year high school students contributed to the significant improvement of the experimental group and that they were effective in developing comprehension skills among first year secondary students.

With this finding, the researcher was motivated to conduct this study and to develop Reading for Understanding (RFU) materials for second year high school students as a follow-up material to that of Escobar. In this way, specific reading skills in the first year that have been developed by her first year level RFU can be further enriched and mastered in the second year. Further, there shall then exist a ready RFU and second year series

for the Samar National School, and if adapted, the rest of Samar Division secondary students.

Statement of the Problem

The study attempted to develop Reading for Understanding (RFU) Exercises for second year high school students and determine its effect on the development of reading comprehension among second 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 What is the reading comprehension grade capacity level based on Gates Reading Survey Test before and after the experiment?
 - 1.4 Is there a significant difference in the reading grade capacity level of the control and experimental group per pretest and per posttest?
2. What are the pretest and posttest mean scores of experimental and control group?
3. Is there a significant difference between the mean scores of the experimental and the control group?
 - 3.1 per pretest?

3.2 per posttest?

4. Is there a significant difference between the pretest and post test mean scores of the

4.1 experimental group?

4.2 control group?

Hypotheses

1. There is no significant difference between the mean scores of the control and experimental group per:

1.1 pretest; and

1.2 post test

2. There is no significant difference between the pretest and the post test mean scores of the

2.1 experimental group; and

2.2 control group

Theoretical Framework

The following theories of reading experts led to the development of this study.

Reading can be a rewarding experience for the students if the materials given to them are suited to their level and if these materials are sufficient, to develop their basic comprehension skills.

Bartlett (1932) and Rumelhart (1980) point out that the

role of background knowledge in language comprehension has been formalized as schema theory. They explained that one of its principles is that any text, whether spoken or written, does not by itself carry meaning. According to the theory, a text only provides directions for listeners or readers as to how they should retrieve or construct meaning from their own previously acquired knowledge. This previously acquired knowledge is called the reader's background knowledge, and the previously acquired knowledge structures are called schemata. According to the theory, comprehending a text is an interactive process between the reader's background knowledge and the text. One can understand fully the material if he can relate it to his background knowledge. Comprehending words, sentences, and entire texts involves more than just relying on one's linguistic knowledge. As Anderson et. al (1970) point out, "every act of comprehension involves knowledge of the world as well"

According to schema theory, the process of interpretation is guided by the principle that every input is mapped against some existing schema and that all aspects of that schema must be compatible with the input information. There are two types of schemata: formal schemata (background knowledge of the formal,

rhetorical, organizational structures of different types of texts) and content schemata (background knowledge of the content area of a text).

The importance of schema theory as it relates to reading comprehension can be seen in the six functions that affect both the learning and the remembering of textual information. According to Anderson (1978), Anderson and Pichert (1978) P, Anderson, Spiro, and Anderson (1978):

- 1) A schema provides ideational scaffolding. Schema provides a framework for organizing incoming information and retrieving stored information.
- 2) A schema permits selective attention. Schemata help readers select the important information from the text. Good readers attend more to important informations and to materials that are unfamiliar to them.
- 3) A schema permits inference making. No text is completely explicit: a reader will always need to make inferences, no matter how well-written the text is. Schemata permits such inferences by enabling readings to fill in the gaps with preexisting knowledge.
- 4) A schema allows orderly memory searchers. Since schemata have slots for certain piece of information, the reader can be guided to the kinds of informations that need to be retrieved. If readers can follow the schema the author used to structure the text. later they will be able to retrieve information

learned during text reading. 5) A schema facilitates editing and summarizing. This function also relates to readers abilities to determine key ideas. Since schema allows readers to distinguish important from unimportant informations, it also facilitates the formulation of graphic organizers or questions containing important informations. 6) A schema permits inferential reconstruction. Readers often have gaps in their memory: a schema helps them generate hypothesis about the missing information.

Conceptual Framework

The design phase of material preparations starts with the survey of existing instructional materials, children's skills, instructional setting, number of hours of instructions, class size, and language used by the learners outside and inside the classroom. The rationale of the design is patterned after Hutchinson (1987), Fraida (1986) and Johnson (1973). Then the conceptual framework of the new materials are layed out which includes the format, the size, the length, sequencing, paging, the process, the options, ancillary and evaluation. After laying out the conceptual framework, we are now ready to list the reading skills to be included and developed for developmental and remedial reading.

Knowing the reading skills to be developed, the

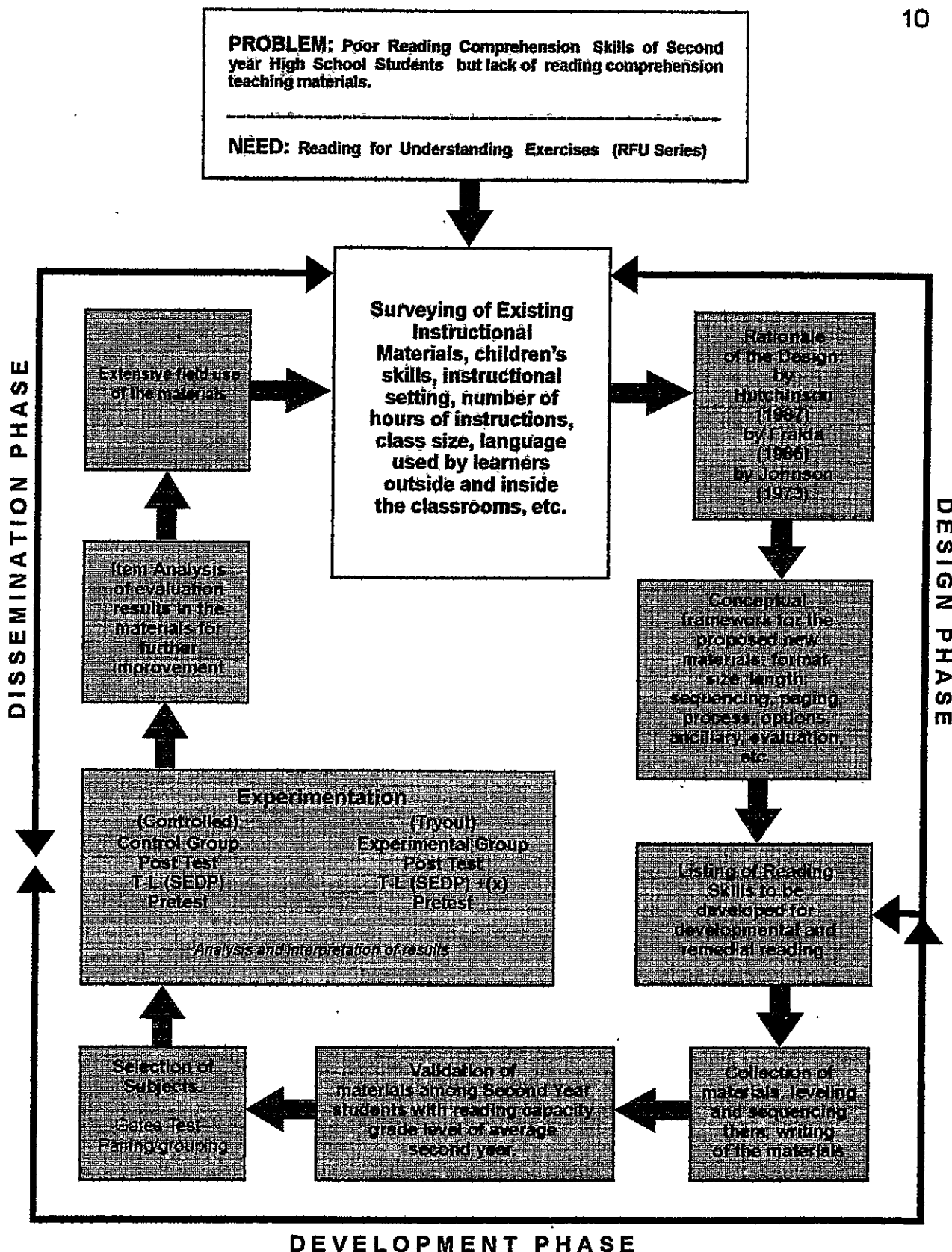


Figure 1. A Schema showing the need for instructional materials and the process for its production.

development phase now comes in. Materials are now collected, leveled, sequenced and properly written so they may appear readable to the target population. In order that these new materials would be valid, they are tried out among second year students with a reading capacity grade level of an average second year. Furthermore, item analysis is applied for further improvement of the materials.

The process of the experimentation started by the identification of the subjects through random sampling, then they were given Gates Test for purposive pairing, using the result of Gates test after its interpretation by standardized procedure for the purpose of equating the groups into experimental and control group. Then, both groups were given a teacher-made pretest to find out their entry behavior in terms of comprehension skills. Both groups underwent a teaching-learning process, with the experimental group using the NSEC-SEDP textbook and the RFU exercises as treatment. On the other hand the control group used the same textbook but without the RFU exercises. After the experimentation period, a teacher-made post test and the Gates test were given to both groups to establish data of achievement. Results of the tests were analyzed and interpreted and may be used as basis for educational redirections. Then the materials were subjected to item

analysis for its improvement and refinement for extensive use in the field.

Importance of the Study

This study will be of importance to students, teachers and administrators.

With the proliferation of scientific inventions, teaching techniques in the classroom is becoming too complicated. Instructional materials, however need not be high-tech in nature, as long as they can cater to the needs of every learner.

As an answer to this need, the researcher was motivated to conduct this study and to prepare materials that can be used as supplement/enrichment in classroom activities or homework activities.

To Students. The RFU exercises will help students develop specific skills in reading. Since this is self-instructional, this will allow them to progress at their own rate. Besides, the learner is informed right there and then of the skills where he is weak.

To Teachers. These instructional materials will help teachers in reading to identify the weak and strong points.

To Administrators From the result of the study,

administrators would have a basis for the reading program of the school and for the selection of library and teaching materials that are suited to the needs of the students.

To Future Researchers. The RFU materials would help researchers develop other instructional materials for higher levels of reading capacities.

To Curricular Developer. The RFU materials can be used by curricular developer in planning for subjects to be included in the curriculum.

Scope and Delimitation of the Study

The study developed Reading for Understanding (RFU) Exercises for second year high school students which is intended as a second year series material for reading comprehension skill development.

The study was limited to the following comprehension skills: remembering details, identifying stated main idea, making inferences, identifying speaker's feeling, identifying facts and opinions, perceiving relationships through the use of guide words, sequencing ideas, identifying cause-effect relationships, identifying author's purpose, organizing ideas, outlining and summarizing.

The study is further limited to sixty (60) second year students enrolled in sections 12, 13, 14, and 15 for School

Year 1997-1998.

The experimentation period run for 90 school days which started November, 1997 and ended January, 1998.

Definition of Terms]

The following terms are defined as used in the study, to clarify ideas and to establish a common frame of reference.

Adapted Materials/Selection. To change as to fit on specific use or situation (Webster, 1977).

As used in the study it refers to the materials adjusted or labeled to suit the level of the target population.

Adopted Materials/Selections. To accept, to acquire and use on one's own (Webster, 1977).

As used in the study it means the materials, theories, or principles of writers used by the researcher and which have a bearing on the study.

Assessment. The act of assessing (Webster, 1977). As used in the study it refers to the process of evaluating the learner's performance in a given task.

Comprehender. One who grasp mentally; who understands fully (Webster, 1977).

This refers to the learner who understand or comprehend reading materials (Spiro and Meyer, 1984).

Comprehension. The act or power of comprehending or understanding (Webster, 1977).

The art or capacity of understanding. This also refers to the level in which a learner can analyze and interpret the material read (Villamin et al, 1987).

Feedback. The transfer of a portion of the energy from the output circuit of an electronic system to the input circuit.

This refers to the expected answer in the RFU exercises (Escobar, 1994).

Instructional Scaffolding. Pertaining or relating to instructional or educational framework (Webster, 1977).

This is a model in which the novice reader or writer learns new skills in contexts (Applebee and Langer, 1983).

Item Analysis. A method of determining or describing the nature of a thing by resolving it (Webster, 1977).

It is the process of evaluating the effectiveness of the test items. It indicates whether the test item is too easy or too difficult, how well it discriminates between difficult and easy items and whether test items need revisions (Downie and Heath, 1983).

Original Materials/Selections. Immediately produced by one's own mind and thought (Webster, 1977).

As used in the study it refers to new materials

designed for second year high school students.

Performance. The act of performing; an achievement (Webster, 1977).

As used in the study it refers to the reading capacity level of a student after performing a given task.

Readability. Legible, easy and pleasant to read (Webster, 1977).

Refers to those elements within printed materials that affect the success that a group of readers have with it (Dechant, 1964).

Reading. The act, practice or art of reading (Webster, 1977).

It refers to the subtle and complex process that involves sensation, perception, comprehension, application and integration, or giving meanings to the printed symbols (Villamin et al., 1996).

Reading Capacity Level. Adequate mental power to receive or understand (Webster, 1977).

As used in the study it refers to the ability of the learner to read materials suited to his age and grade level.

Reading Guides. To show the way to; lead or accompany as a guide (Webster, 1977).

These are strategies to help students read their textbooks and other materials (Herber, 1978).

Reading for Understanding (RFU) Exercises. These are teacher-made exercises on specific comprehension skills designed for students in the second year high school which is intended to improve comprehension.

Schemata. A diagrammatic representation of certain relations in some system of knowledge (Webster, 1977).

This refers to the previously acquired knowledge of the reader (Rumelhart, 1980).

Self-instructional Materials. This refers to materials which provide individualization of instruction and foster learning through an on-going feedback correction process (Escobar, 1994).

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter deals with the available literature and related studies which have a bearing on the present investigation.

Related Literature

On Reading Comprehension, Villamin et al, (C. 1987:2) defined comprehension as the art or capacity of understanding. It includes a large number of inter-related skills. In general sense, comprehension encompasses all the reading skills which can be given in the three levels: reading the lines, reading between the lines, and reading beyond the lines. It begins with word perception and makes use of study-research skills. It is the means by which creative or appreciation skills are gained. Comprehension is intensified when the literary piece is appreciated.

Comprehension requires the fusion of meanings of separate words into a chain of related ideas. On the literal level, one reads to understand the passage; its main thought, specific details, sequence and directions to be followed. The implied level involves making inferences, sensing relationships, drawing conclusions, and recognizing the author's purpose, tone and feeling. These skills help

the reader to grasp the total meaning of the passage.

Villamin further cited four important components of reading comprehension: literal comprehension, interpretative comprehension, critical analysis and application and creation.

1) Literal Comprehension is understanding facts or ideas extracted from the explicit or stated information given in the text. These facts are answers to questions often identified as the "wh's". 2) Interpretative Comprehension is understanding ideas extracted from explicit information in the text. Understanding is inferential because the facts are not stated; instead the reader has to "read between the lines". When "wh" question cannot be answered by facts directly stated, the question measures interpretative comprehension. 3) Critical Analysis is implied when comprehension of a reading material involves not only the ideas directly stated facts but also judgment or conclusions. Examples of such judgment are the analysis of the characters in a selection or of the author's style. Thus, experiences or ideas the reader already possesses plus his attitudes and standards are involved in comprehension. 4) Application and Creation are often called "reading between the lines." The reader puts together what he has learned from the selection (integration) and then uses this knowledge in a related

situation (application). An imaginative reader may find inspiration in the selection he has read and use it as his "germ of thought" that grows into a story or a poem of his own (creation), or he may want to share his experiences with others by reading the selection using his voice and face to aid in interpreting the theory. He may even enact it on stage. Thus, a selection can be the springboard for something new.

According to Villamin reading is a thoughtful process and it embraces the idea of levels of comprehension. Readers respond to meaning at various levels of abstraction and conceptual difficulty. Although skills are assumed to operate in each level, the emphasis is on how comprehension

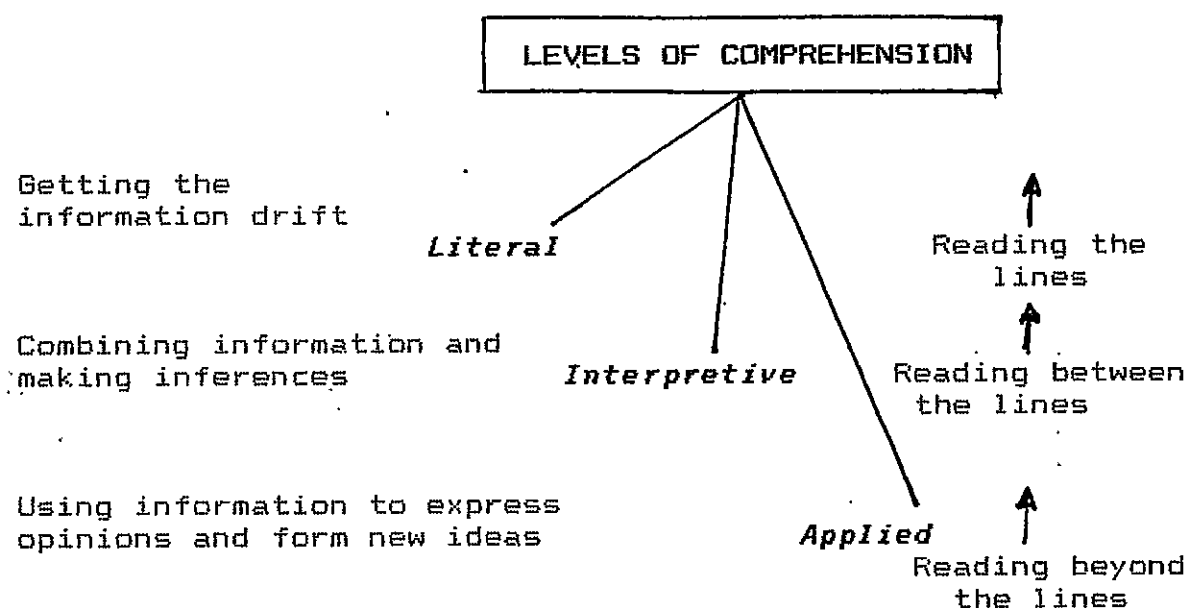


Figure 2. Levels of Comprehension

skills interact within and among the three levels. The major aspects of level of comprehension follow as shown in figure 2.

Villamin (1987:15) maintains that comprehension of ideas requires the fusion of meaning of separate words into a chain of related ideas. Initially one reads to understand what the passage says: its main ideas, specific facts and details, sequence, directions to be followed, etc. Later, the implied level which involves drawing inferences, sensing relationships, drawing conclusions and recognizing the author's purpose, tone and feeling help one to understand the total meaning of the passage.

Bond and Tinker, (1973:396) enumerate five frequent types of difficulties in comprehension abilities, namely: (1) inability to locate and retain information read, (2) inadequate sense of organization of materials, (3) limited ability in evaluating what is read, (4) immaturity in the ability to interpret content, and (5) lack of appreciation abilities.

Strang (1940) and Blair (1956:103-104) explained that general rules for improving comprehension are difficult to give since reading comprehension always takes place in connection with a particular content and a particular purpose. However, adequate vocabulary, interest and

comprehension is to take place. They have given a list of practical suggestions for improving comprehension, as follows: 1) Bring to the reading of a particular book or article as good a background of knowledge as possible under the circumstances. 2) Recall the knowledge you already have on the subject. 3) Rapidly venture to anticipate the contribution which you think the author will make. 4) Take a minute or two to decide what you wish to gain from your reading and let this purpose direct you. 5) Glance through the chapter or article, noting central and marginal headings, and other clues to organization. 6) Read the summary if there is one. 7) Read to get the pattern of the author's thought as you go along, anticipating his next point and incorporating in its proper relationship, the main thought of each paragraph as you read. Take time also to study the meanings that this particular context given to certain words and the shifts in meaning that take place in the passage. 8) Vary the rate of your reading in accordance with your purpose. 9) Take time to capture and make notes of tangential ideas that occur to you as well as of applications of the material read to pertinent problems. 10) Emerge from your reading of the chapter with a clean and well "thought-through" acquisition of knowledge. It is better to have gained a fundamental ideas than to have

scores defective notions. 11) After you have read the chapter or section, go over it to note the unfamiliar words, check your interpretation of them, and fix the correct meaning in mind.

For Woolf and Woolf (1956:168), reading is a part of the constellation of verbal skills and is related to speaking, writing and spelling. A deficiency in one area is usually related to deficiencies in all. Students with high quantitative ability and low linguistic ability not only rank far below students with linguistic and quantitative abilities in reading skills, but also in total scores on the cooperative English Examination.

Goodman (1967) maintains that reading is a "psycholinguistic guessing game." The reader is always making guesses, which may be correct or incorrect; the efficient reader is one, with some consistency, guesses correctly.

This statement above is supported by Smith (1978) when he says that reading can be risky business, but one gets useful information when errors appear, and they may provide a good opportunity to learn.

According to Bastidas (1984:20), prediction is another important concept relating to guessing. When we read, we make predictions about meanings to come. These

predictions are essential for comprehension since they make possible, "prior elimination of unlikely alternatives."

In an issue of the Reading Teacher, (1950:59) Squire (1987) as cited by Valencia and Pearson (1987) and Wittrock (1987) stated that educators have called for changes in reading assessment that would rely less on standardized tests that results in a product which usually is a numerical score instead is should be more on informal, process oriented assessment procedures. Even criterion-referenced tests have been criticized as narrowly defining reading as mastery of a series of discrete skills. Recent research in comprehension in metacognition suggests that reading is a far more complex process that involves reasoning and problem solving rather than simply the accumulation of skills. As an alternative, process-oriented measures can provide valuable information about learner's cognitive and metacognitive strategies and thought-process-information which teachers can use to focus and evaluate their teaching.

Dolch (1945-44-45) states that we learn by our reactions, that things do not make real impressions on us unless we have some sort of comeback to them. According to him, we are active personalities that do something in response to anything that really affect us. So comprehension is active, not passive.

The best way then, to teach comprehension is to give the child a reading material wherein he can successfully react to it. But, unfortunately, the child is so constantly presented with material which is nothing to him. Schools are getting easier texts for all. Some are using library method by which there is a shelf of books on the subject and each child uses the one that is within his reading ability, then contributing to the discussion whatever he has learned. A second way to increase comprehension is to increase interest. If the problem approach is used, and there is a discussion before the reading, the child will attack the material with more attention and effort. If the material is within the child's interest, there is more comprehension.

He also said that workbooks are used to increase comprehension because there are definite questions which call for definite answers. A good workbook is helpful, but such workbooks are hard to find. First, the materials must be of real appeal to children. Second, the questions and directions must be simple so that they themselves are not an obstacle to comprehension. Third, the child's response must be something he can easily do, and not require a lot of writing, which is hard for slow students. Teachers have difficulty in choosing workbooks and the best way to choose them is to try them out on the children and get the frank

response of the users.

According to Dolch (1945:40-41) the ultimate purpose of comprehension is learning from the textbook. Since textbook is non-fiction, it is harder than stories. So after retelling of a story is satisfactory, we begin with easy non-fiction, where there are a number of ideas but not the thread of a story to help. The first units of this factual material should be very short, only two or three sentences. The child should give back the ideas in his own words, and not parrot the words of the book.

Stevick (1978) points out that the "people learn better when what they are studying has considerable meaning for them..... when it really comes out of their lives..... when it is something that they can in some way commit themselves to invest themselves in."

Caroll (1966) adds that "the more meaningful the material to be learned, the greater the facility in learning and retention."

Stevenson (1973:14) shares the idea when he says that the material must be within the cultural context familiar to the students, and teachers must select materials which are universal in subject matter and interests; perhaps of a scientific nature and in no way bound to a culture strange to the students. Strange subject matter or ideas foreign to

his background and culture are simply deterrents in the way of developing the reading skill. In simple words, a reading material must be within the reader's vocabulary if only to make him a better comprehender.

In this sense, the teacher must have a knowledge of the materials available, or at least know how to determine and understand the significance of format, type-style and typesize. .

Dechant (1964) says that a teacher of reading is interested in the materials needed in the teaching of reading but he must be more interested in the readability of the materials that he uses. If the major aim of reading is the comprehension of meanings, the teacher must be interested in the measurement of the comprehensibility of materials. It is not enough to say that reading material is difficult or easy. He must have reference points or a scale with which to judge printed materials.

Gilliland, John (1972) point out that readability refers to those elements within printed materials that affect the success that a group of readers have with it.

Dechant (1964) states that a book that is readable for one child may not be readable for another child even if he has the same general level of reading ability. It is therefore, advisable for a teacher to design materials suited to the level of the students he is teaching. He is to

keep in mind that the child will profit greatly, if he understands what he reads. He will be more interested, will read more rapidly, will retain better and will be less frustrated .

Books are not always sufficient to cater to the need of students to develop comprehension.

Curriel and Murray (1984:45-46) share the same idea when they said that no textbook has reached us, that caters specifically to our aims: the books that are available tend to be far too general "the ghost-audience type" and furthermore, do not focus exclusively on the teaching of reading. Besides, students who have completed the first year course, where they have been exposed to texts of varying linguistic difficulty, would probably find these texts far too simple for the level they have attained. It is advisable, then, to devise our own materials, if we are to be consistent with our philosophy.

They further state that textbooks were also proven inadequate because of their subject matter usually thematically boring to the students. It is therefore left up to the teacher to interpret their needs for them. To be successful, a text must include interesting topic about which the reader has a prior knowledge and a linguistic level that is not too difficult in order not to discourage

him from attempting to extract the information. The process of selecting such materials is so delicate and specific to a particular academic setting, that commercially prepared textbooks usually do not even come close to satisfying student's needs or providing sufficiently motivating materials at the correct level.

According to Dawyer (1984:8-10), all of us are engaged in material development, yet few teacher-preparation programs offer specific training in either the art or the mechanics of writing effective exercises. Most of us develop material-writing strategies by progressing through a time consuming and frustrating process of self-training by trial and error. To avoid waste of time and effort we should follow guidelines for material development.

The materials should be designed according to the goals or objectives of the program to ensure continuity and coherence in EFL class and program.

Before the materials are written, its purpose should be clear, whether it is for teaching or testing. When writing, teaching exercises, be specific in your purpose whether it is to introduce, to reinforce or to expand. When testing, are we looking for recognition or production? These type of questions must be clearly answered prior to beginning to write.

All materials should use natural English. Given life-like situations and language events provide students with socio-linguistic data necessary to the development of communicative competence.

When designing materials, be sure that instructions are clear and complete. Students perform better if they understand the instructions. It is best if this is done in simple short sentences.

Well-designed materials are consistent in design within each task; completion exercises do not suddenly give way to "wh" - word information questions.

It is important that exercises be long enough to meet their objectives but not too long as to be boring or unnecessarily repetitious. See to it that the length is directly related to the purpose.

Materials should be valid. Irrelevant variables should not interfere with the realization of the objective of the exercise such as the use of the unfamiliar vocabulary and unexplained alien and cultural information or assumptions.

Materials must be clear. This means for example, that in testing items there must be one clear answer. Items in which myriad responses are possible are not acceptable unless the purpose of the exercise is for students to heighten their awareness of the variety possible in a

situation. It is therefore imperative that we submit the materials for critiquing before we give them to our students.

In designing materials, a variety of techniques should be employed. One should use the most appropriate type of exercises for each specific task: using only one or two exercise types to reach a wide variety of goals can't be done effectively.

When writing materials, it is advisable to get ideas from other sources. We should not hesitate to examine other people's materials and adapt their techniques and approaches to our own situation.

Hutchinson, Tom and Waters, Alan (1987) explained what teaching materials are supposed to do, by representing some principles: 1) Materials provide a stimulus to learning. Good materials do not teach; they encourage learners to learn. Good materials contain interesting texts, enjoyable activities which engage the learner's thinking capacities; opportunities for learners to use their existing knowledge and skills; content which both learners and teacher can cope with; 2) Materials help to organize the teaching-learning process by providing a path through the complex mass of the skills to be learned. Good materials should therefore provide a clear and coherent unit structures which will

guide teacher and learner through various activities in such a way as to maximize the chances of learning; this material should encourage in the learner a sense of progress and achievement; it should not be monotonous; it must be clear and systematic, but flexible enough to allow for creativity and variety; 3) Materials should truly reflect what the write think and feel about the learning process. Materials reflect the nature of the learning task. They should try to create balanced outlook which both reflect the complexity of the task, yet make it appear manageable; 4) Materials must serve as models for correct and appropriate teaching-learning process.

Both also presented a material design model based on their explanation above. This particular design model is

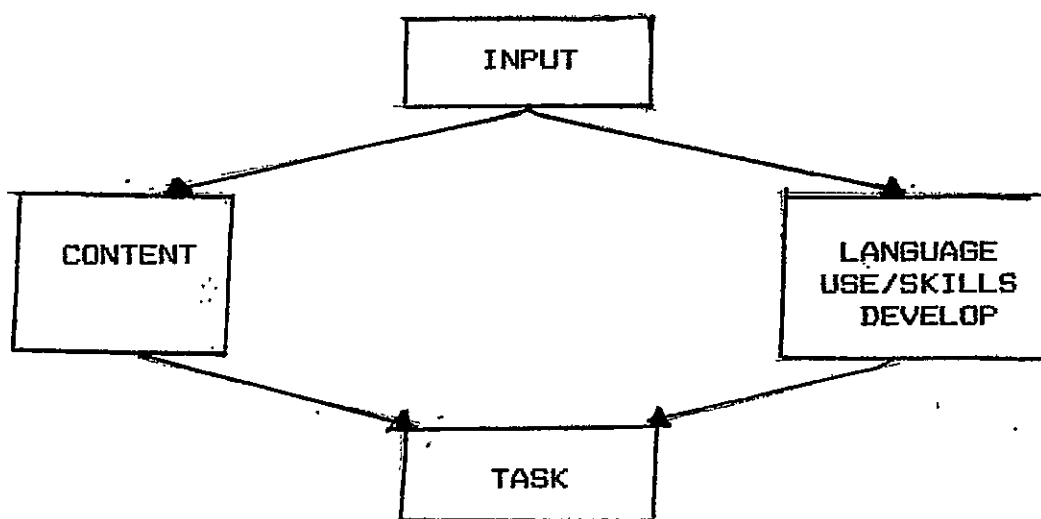


Figure 3. A Material Design Model

aimed to provide a coherent framework for the integration of the various aspects of learning, while at the same time of allowing enough room for creativity and variety to flourish. The elements of the model are : input, content, focus, language/skills used, task, where: input provides a number of things. It may be a text, a dialogue, a video-recording, diagram, story, poem, etc. The content is the spring-board, a means of exchanging information, getting information, expression of feelings, anything that would generate meaningful communication in the classroom. Language skills used enable the learners to experience, use the language and the skills. It involves both opportunities for analysis and synthesis. It gives a chance to take the language and use the skills by pieces, and then study how it works and practice putting them back together again. Task-designed to lead towards a comprehension capacity in which the learners use the content and language knowledge they have built up through the series of learning experience.

The content and language use and skills to be developed are drawn from the input and are selected according to what the learners will need in order to do the task. The task which is the primary focus provides the support for building up a fund of knowledge and skills.

Wilkins (1976) mentioned that it is a good deal easier

to provide authentic written materials than authentic spoken materials. Authentic spoken materials, can only be presented to learners, if the necessary technological support is available, that is, they must be supported by visual aids.

Dubin, Fraida (1986) stated that for one who writes for a local audience, needs to familiarize with the needs of the learners, their age, level of proficiency, degree of motivation, cultural learning styles etc. At the same time, he must have available information about the instructional setting: class size, number of hours of instruction, place of the course in the curriculum, language used by the learners in and outside the classroom.

To write for a wider audience, it would be difficult to get the characteristics of the learners but one that could not be ignored is the age.

One important thing is to provide enough practice materials so that teachers are free to select what fits a particular group but not so much, that no one, can finish the material. What common thing to consider is writing a material in taste, sensitivity and attention to details. Fraida presented a checklist for writing of materials.

Before writing the material, see to it that the project is worth undertaking. Define the objectives and assess the actual needs and goals of the intended audience. Find out

how will these needs and goals be realized in the project. The projects objective should be related to those of any syllabus or curriculum that was produced to guide you. The exercises, including the instructions should be clear to both the teacher and the learners. Be specific in your procedures whether the teachers has the control in the classroom or the material writers through the pages of the book, and how far can the teacher expand or improvise. When writing the materials, be particular if there is an identifiable point of view embedded in the language content in terms of age, sex, social class, nationality, educational status, lifestyle, etc. Structure the lessons or units in a way that the intended users would not be bored due to repetitive processes. Integrate the skills chosen to emphasize with language structure, themes, situations, comprehension skills or function.

She also suggested to check on the shape and size of the design. One should consider how to use our resources for maximum effectiveness. Determine what will constitute a lesson, a unit or section. Vary your exercises and be sure to have a uniform titles on section, lesson, workout etc. Lessons should increase in difficulty. Design pages in a manner that the learner can use them. Materials should be appealing to them. Use graphic devices to enhance their

appeal. Give instructions on what the teacher and learners should do before the lesson and after the lesson.

Incorporate additional visual or auditory components like video, film, tape recorder, etc. Provide alternative choices in the materials to ensure that the teachers and learners have means for adapting the work more readily to their own needs. Evaluate the learner's mastery of the content by adopting appropriate assessment tools.

Johnson (1973) presented his cycle design on material development/preparation. He starts with a survey of existing instructional package, followed by setting a rationale for the design of a new set of materials, the preparation and validation of a conceptual framework for the proposed new set of materials, the writing of experimental materials, then its internal evaluation, validation by peers, and finally the controlled tryouts of the materials, its modification and final production of the materials for its extensive use in the field.

Materials cover all the concrete things that the teacher may use to help the students learn what they need to learn. They include books, paperback books, magazine and newspapers, reference books, library books and any and all available sources in the world at large. Materials also include media of all kinds. This list also includes



filmstrip, slides, audio and videotapes, maps, globes, transparencies and an ever-increasing variety of media. The choice of materials from all these types depend largely on the students needs and on the content objectives to be learned.

Each teacher selects the materials appropriate for particular students in a particular lesson. According to Forgan and Mangrum (1981) the teacher should choose specific materials after the students needs are (step 1) and what their objectives for teaching are (step 2). They must also decide how they will present the learning situation in groups to the students (step 3) and what instructional strategy and management processes will be followed (step 4).

They further give five principles underlying material selections; 1) Materials should encourage active learning by the students who use them. Active learning will often include reading. Such reading may well be coupled with activity. Hence, the best reading material will make the connection with the activity. 2) Teachers should select materials to suit the needs of individual students. Teachers will match appropriate materials to groups of students, based on objectives to be met. Materials within a unit or lesson need to take into account specific types of students. 3) Materials should reflect students interests whenever

possible. This principles speaks to the areas of interest which students tend to go through as they pass from childhood through adolescence to adulthood. Interest-oriented materials are much more likely to attract and hold student attention. Materials that are career-oriented or pre-vocational can be used in this way, as can materials designed to encourage continued leisure use of topics. 4) Materials should suit the curriculum in the school or district and are sensitive to the needs and attitudes of the community. Its application to material selections means that the teacher can explain his/her rationale for selecting materials, as well as content, in a way that the community will accept. 5) The fifth principle in material selection is that specific materials are selected in the appropriate order as steps on the Decision Model. The adopted textbook is not the curriculum. Teachers choose the materials that are necessary to teach the students they have and to attain objectives they have set. The adopted textbook can be supplemented in several ways. First, teachers can use alternative texts. Alternative texts may differ in reading level, approach or content.

Second, the teacher can supplement, or add to, to adopted text using media of all kinds. Third, he/ she can supplement the text with other reading materials (for

example magazines and newspapers, or reference materials) self-instructional materials, for information or enrichment. Fourth, he/ she can supplement the text with any number of hands-on or concrete materials and experiences (labs, field trips, and the like).

Related Studies

Today, the individual citizen is expected to be more knowledgeable about all aspects of living than in any previous generation. He is barraged with information from radio, TV, and a prolific array of newspapers, periodicals and books. He must be able to recognize quickly what information is helpful and to apply it to his thinking and in making decisions. Modern conditions have brought into sharp focus the necessity for reading not just casually, but with considerable depth of understanding. (Cainsbury, 1967:6)

In the field of education, the use of modern laboratory with the various mechanical devises and individuated instruction has already ben made possible.

Philips and Noris, (1986) used "think aloud" as a method for asséssing comprehension. In this method the examiner provides a task and asks the subjects to say aloud everything that comes to mind as they are performing it. Only indirect cues are used to elicit information when

necessary, such a "can you tell me more?". These remarks are recorded, usually on audiotape, while the examiner notes nonverbal kinds of information such as signs of anxiety, frustration, proficiency etc.

Zappolo (1981) devised a listening comprehension program consisting of Graded Practice Exercise (GPE) and Simulation Activities (SA). These exercises aimed at developing reading comprehension. The use of these exercises at the beginning intermediate, and advanced level giving students sense of progress and continuity of purpose.

Lewis (1984) analyzed the comprehension skills of black and white good readers. Forty five seventh grade good readers were tested using the reading Comprehension Test and the Seventh Grade Equivalency Close Procedure. The tests yielded favorable results.

Lenier and Maker (1984) developed College Reading Series for students who need directed practice in developing college reading skills. It is divided into four sections: reading fundamentals, word comprehension, and paragraph comprehension. Each comprehension section is followed by 15 practice exercises. The last three sections levels A, B, C, each contain eight nonfiction articles with accompanying practice activities. The articles progress in difficulty within each grade level.

Españo (1994) prepared a teacher-made workbook in teaching basic mathematics for first year college students enrolled in BSE and BSIE for School Year 1993-1994 in Samar State Polytechnic College. It was found out that the use of this workbook in teaching basic mathematics is more effective than the traditional method of teaching which does not use supplementary materials.

Codoy (1996) developed Silent Reading Comprehension Exercises designed for Grade V pupils of Pangdan Elementary School. The materials aimed to improve the reading achievement of the grade five pupils. From her study it was found out that these silent reading comprehension exercises improved the performance of the pupils.

The Silent Reading Comprehension Exercises is similar to the Reading for understanding RFU exercises because its aim is also to improve reading comprehension skills.

Quitorio (1996) developed programmed materials designed to develop oral reading skills of the grade VI pupils of Hinolaso Elementary School, Dolores Eastern Samar. It was found out that the materials resulted to the significant improvement of the grade VI pupils. This is similar to the present study in the sense that it is programmed which is almost similar to the graded material in the present study but different in the sense that its focus is on oral

reading, while the present study is purely reading comprehension focused.

In 1996, Alandino developed and validated modules on Exponents and Radical in Mathematics III. The modules are designed for third year high school students of La Milagrosa Academy in Calbayog City enrolled in School Year 1995-1996. The instructional materials in the form of modules proved effective as shown by the result.

Escobar (1994) developed Reading for Understanding (RFU) Exercises designed to improve reading comprehension of first year high school students of Samar National School. The result of the study showed that the use of the RFU exercises is effective.

The present study is related to some extent to the study made by Escobar (1994) in the following aspects:

1. The present study made use of the experimental method of research using the pretest and post test design.
2. The place of study which is the Samar National School is the same place used by Escobar.
3. The materials to be tried out of their effectiveness cover the same specific comprehension skills.
4. The instruments used like the Gates test, is the same to that of Escobar but the pretest and the post test though of the same idea, was written by the researcher

herself.

5. The statistical tool used is the same.

6. The contents of the materials take into consideration individual differences.

7. The idea of using pretest, the post test and the writing of the RFU exercises were similar but the content and the writing of them were done by the researcher herself.

8. The instructional materials tried out aim to increase the reading comprehension of the subjects.

The two studies, however, differ in the following:

1. The subjects of the present study are second year high school students. Escobar used first year secondary students.

2. The RFU materials cover twelve comprehension skills namely: remembering details, identifying main idea, making inferences, identifying speaker's feeling, identifying fact and opinion, perceiving relationships- through the use of guide words, sequencing ideas, identifying cause-effect relationships, identifying author's purpose, organizing ideas, outlining and summarizing, with seven exercises each. Escobar made use of only ten comprehension skills with six exercises each.

Chapter 3

METHODOLOGY

This chapter presents the research design, the sampling method to be used, the subjects of the study, instruments to be used and the statistical treatment of the data.

Research Design

The study used the experimental method of research using the pretest-post test control group design as shown in the form of a table below (De Jesus, Moortgat, Buzar, Brawner, 1984):

=====			
Group	:	Pretest	: Treatment : Post test

Experimental		E ₁	X E ₂
Control		C ₁	C ₂
=====			

Figure 4. The Research Design of the Study.

The design shows the experimental process, which started from the identification of the subject done by random sampling from among the second year students of Samar National School in sections 11, 12, 13, 14, and 15.

Gates Reading Survey Test was administered to these 60 subjects and the result was used for the purposive pairing

of subjects, to equate the experimental and control group, taking into consideration the sex, the age and reading grade capacity level of each subject.

To the separate groups, a teacher-made pretest was administered for statistical entry behavior data and this was followed by a 90-day teaching-learning process, where the experimental group was taught the SEDP lesson with the treatment of the RFU material, while the control group was taught with the SEDP learning task only.

Post test on Gates Reading Survey and a teacher-made test were administered again after the 90-day teaching-learning process and results were compared with the results of the pretests.

Instrumentation

The instruments used in conducting the study were the following:

Gates Survey Form I. This is a standardized test consisting of three parts: speed and accuracy, vocabulary and comprehension. The speed and accuracy test provides objective measures on how rapidly a student can read with understanding; the vocabulary test measures the students knowledge of isolated words; the comprehension test measures the students ability to understand prose passages.

This test was given to the subjects to identify/find out their entry behavior and to determine their entry reading grade capacity level based on the standard test table. The same test result was given to group the subjects of the study.

Teacher-made test. This teacher-made test was prepared based on the table of specifications (see appendix D). The skills tested are comprehension skills found out to be needed by the second year students and found by researchers and reading authorities to be common among students. Before this was administered to the subjects of the study, it was tried out among five pairs of students from second year section 16 who have a reading capacity level of an average second year high school students. Then item analysis was applied and revisions were made on the test items based on the analysis. Finally, it was written in final form and administered to the subjects as pretest. After the experimentation period, the same test was given as a post test.

Reading for understanding (RFU) exercises. These are teacher-made exercises consisting of twelve sets of seven exercises. Each set is focused on the following skills: remembering details, identifying main idea, making

inferences, identifying speaker's feeling, identifying facts and opinions, perceiving relationships through the use of guide words, sequencing ideas, identifying cause-effect relationships, identifying author's purpose, organizing ideas, outlining and summarizing.

The materials in the RFU were made according to the following cycle of materials preparation/ development (Hutchinson, 1987; Fraida, 1986; Johnson, 1973).

First, a survey was made on the existing instructional materials, the skills of the students, the instructional setting, the number of hours of instructions, the size of the class and the language used by the learners outside and inside the classroom.

Next, the rationale of the design was set, followed by the conceptual framework for the proposed new materials. The following are considered in the conceptual framework: format, size, length, sequencing, paging, process, options, ancillary, and evaluation of the materials.

Then the basic reading comprehension skills needed by the second year students and which would be developed for developmental and remedial reading were listed. The skills included on the RFU were the same skills included in the first year RFU which were found to be common and needed reading skill development in the next higher years.

Validating the Materials

The materials included in the Reading for Understanding (RFU) Exercises for second year were taken from varied reading materials like skill builders, teachers manual, reader's digests books and magazines, and newspapers.

When these materials were written several factors were taken into consideration like the difficulty of the materials, learner's interest, readability, suitability of concepts, vocabulary load and sentence structure.

The researcher saw to it that the materials were within the interest of the target population by following the principles of material selection.

Furthermore, they were leveled using the SMOG readability formula. The following are the steps: count ten sentences near the beginning of the text to be assessed, 10 in the middle and 10 in the near end. Count as a sentence any string of words ending with a period, question mark or exclamation point.

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 is repeated, count each repetition.

Estimate the square of the number of polysyllable words counted. This is done by taking the nearest perfect square.

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

To ensure that the material were arranged from the least difficult to the most difficult, the researcher counted the number of three-syllabled words and the number of sentence for each exercise.

The materials were validated by a panel composed of three master teachers and three ordinary classroom teachers. They validated the materials in terms of its difficulty, vocabulary load, learner's interest, readability, suitability of concepts, sentence structure. All comments and suggestions were considered for the improvement and refinement of the materials.

Next, the RFU materials were tried out among five pairs of second year students who have more or less a reading capacity grade level of an average second year. Their comments and reactions while taking the test were also considered for the improvement of the materials.

Finally, after the materials was used as treatment in the experimental class, it was subjected to item analysis for more refinement and thus, it is recommended for use

extensively in the field.

Sampling Procedure

A Gates Standardized Test was given to second year sections 12, 13, 14, and 15 of Samar National School. All of these students were included in the Gates since all of them can recognize written symbols based on the oral reading test conducted by the researcher at the beginning of the school year. However, irregular students were excluded.

The grade score obtained by the students 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 then used the purposive sampling when pairing to identify the subjects of the study by the group.

With the result of the Gates Test, the grade score obtained by the students were equated accordingly. The students who have more or less the same grade score were paired by sex. The researcher saw to it that only thirty pairs (15 pairs female and 15 pairs male) were included. Then each of the equated pair were separated, one to the experimental group, the other to the control group.

Experimentation

This is how the experiment was conducted:

A teacher-made pretest and the Gates Reading Survey Test were administered to the experimental group and the control group. It was given simultaneously in two adjoining classrooms. The researcher asked the help of one English teacher to give the pretest to the control group while the researcher gave the same test to the experimental group. It took an hour to finish the test. The result provided the raw data for the t-test computation, to test the hypothesis.

The experiment was conducted for 90 school days which commenced on November 1997 and ended January 1998. the two classes were handled by the researcher for 40 minutes daily in succeeding schedules, in the same room. The experimental group met at 10:00 to 10:40 while the control group met at 10:42 to 11:22 daily, every morning from Monday to Friday.

Before the RFU exercises were given to the experimental group, an orientation on how to answer them was given by the researcher. This orientation included motivation and establishing rapport with the students. The researcher also showed the RFU exercises to familiarize the students with its format. Instructions were given, like working independently on the exercises, checking their papers honestly, recording their individual scores on the comprehension skill chart and when to move to the next exercises.

The formal classroom instruction and the use of the RFU exercises for the experimental class began on the second day. The first twenty five minutes of every class period was utilized for the lessons of the day and the last fifteen minutes for the RFU exercises. The group underwent a teaching-learning process based on the New Secondary Curriculum using the SEDP text.

The students started working with the RFU exercises by the start of the second grading period. Each student was allowed to progress at his own rate. After answering an exercise a student informed the researcher so he can check his answers against the answer key. If one obtained a score of six or more he was allowed to move on to the next exercises. If it was less than six, then he was advised to go over his answers marked X. Those who did not finish, his work in one session, he was allowed to work on the exercises next meeting. Every score obtained by the subject on each skill was recorded on the comprehension skill chart.

On the other hand, the control group was handled the same number of school days. The same lessons were given following the NSEC and using the SEDP textbook. But this group was not exposed to the RFU exercises. However, more exercises on the days lesson were given to them to ensure that the skills were developed.

After the experimentation period a teacher-made post test was administered to both groups to find out if the RFU exercises made some improvement on the learning of the experimental class. Then the mean scores of the two groups in the pretest and post test were computed and compared including their t-value. The data obtained were analyzed and interpreted to determine if the RFU exercises proved effective in the experimental class.

They were also subjected to the Gates Standardized test for a comparison of the entry and the reading guide capacity levels of subjects.

Statistical Treatment

To ensure accuracy and in-depth analysis of data the researcher used the mean and the t-test as statistical tools.

To test the hypothesis that there is no significant difference between the mean scores of the control and experimental group per pretest and post test the mean and the t-test for independent sample were used (Walpole, 1982: 54).

$$t = \frac{X_1 - X_2}{\sqrt{\frac{(N_1 - 1) S_1^2 + (N_2 - 1) S_2^2}{N_1 + N_2 - 2} \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

Where: X_1 = refers to the mean scores of the experimental group

X_2 = refers to the mean scores of the control group

N_1 = refer to the total number of students in the experimental group

N_2 = refers to the total number of students in the control group

S_1^2 = refers to the variance of the cores of the experimental group

S_2^2 = refers to the variance of the scores of the control group

The researcher also used the t-test for non-independent sample using the .05 level of significance to test the hypothesis that there is no significant difference between the pretest and the post test mean scores of the experimental and control group.

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

Where:

\bar{d} = refers to the mean of the difference between the pretest and the post test

S_d = refers to the standard deviation of the difference between the pretest and the post test score

N = refers to the number of pairs

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the analysis and interpretation of data obtained from the pretest and post test of the experimental and control group in this study. Results were analyzed and interpreted to prove or disprove the hypothesis posed in Chapter 1.

Profile of the Respondents

The respondent were equated based on their age and sex profile.

Age and Sex. Table 1 shows the age and sex profile of the student-respondents based on the school register (Form 1) as of June, 1997.

The average age of the subjects in the experimental group was 14.53 while the average of the control group was 14.40. The age was not considered as variable in the study, but they were equated by age during the grouping period, hence, the average age of the experimental and the control group was almost the same.

The oldest subject in the experimental group was 18 years old and the youngest was 13 years old, while the control group, the oldest was 16 years old and the youngest was 13 years old.

Table 1

Age and Sex Profile of the Student-Respondents

Experimental Group			:	Control Group		
Student No. :	Age	Sex	:	Student No. :	Age	Sex
01	13	M		01	14	M
02	15	M		02	14	M
03	14	M		03	14	M
04	14	M		04	15	M
05	14	M		05	14	M
06	14	M		06	14	M
07	17	M		07	14	M
08	14	M		08	16	M
09	14	M		09	16	M
10	17	M		10	16	M
11	14	M		11	14	M
12	14	M		12	14	M
13	14	M		13	13	M
14	14	M		14	15	M
15	15	M		15	14	M
16	15	F		16	14	F
17	15	F		17	14	F
18	14	F		18	13	F
19	13	F		19	14	F
20	18	F		20	15	F
21	14	F		21	14	F
22	16	F		22	14	F
23	13	F		23	15	F
24	15	F		24	14	F
25	14	F		25	15	F
26	14	F		26	13	F
27	15	F		27	14	F
28	14	F		28	15	F
29	14	F		29	16	F
30	14	F		30	15	F
Average Age: 14.53				Average Age: 14.40		
Total				Total		
M-15 F-15				M-15 F-15		
Youngest: M - 13				Youngest: M - 13		
F - 13				F - 13		
Oldest: M - 17				Oldest: M - 16		
F - 18				F - 16		

In the same manner, the table shows that the experimental and the control group has the same number of male and female subjects. They were paired by sex in consideration of their ages and by the result of Gates Standardized Test.

**Pretest Performance of the Experimental
and Control Group Based on Gates Test**

Table 2 presents the pretest performance of the experimental and control group based on Gates Test.

This test was used to further equate the respondents according to their reading capacity level and to find out their entry reading capacity level prior to the experiment.

The table shows that both groups got one subject each in every pair hence, each got a subject with a reading grade capacity level of an average child who has been in grade V for nine months, one subject each with a reading grade capacity level of an average child who has been seven months in grade V, 3 subjects each with a reading grade capacity level of an average child who has been five months in grade V, two subjects each who has been 9 months in grade IV, and one subject each with a reading grade capacity level of an average child who has been in grade IV for eight months. It also shows that there were two subjects each with a reading grade capacity level of an average child who has

Table 2

**Pretest Performance of the Experimental and
Control Group Based on Gates Test**

Experimental Group		:	Control Group	
Student No.	Reading Grade	:	Student No.	Reading Grade
01	4.5		01	3.9
02	4.4		02	4.5
03	3.9		03	4.3
04	4.4		04	4.2
05	4.5		05	4.4
06	4.3		06	4.5
07	4.6		07	5.5
08	4.0		08	4.9
09	4.4		09	4.1
10	4.2		10	4.2
11	4.1		11	3.4
12	5.9		12	4.4
13	4.5		13	4.9
14	5.7		14	4.4
15	5.5		15	4.6
16	4.2		16	3.9
17	3.3		17	4.4
18	3.5		18	5.5
19	4.6		19	4.8
20	4.4		20	4.4
21	3.9		21	3.5
22	3.4		22	3.3
23	4.9		23	4.6
24	4.4		24	5.7
25	5.5		25	5.5
26	3.4		26	5.9
27	4.9		27	4.0
28	5.5		28	4.5
29	4.5		29	4.5
30	4.8		30	3.4
Total			134.10	
Average			4.47	

been six months in grade IV, four subjects each with a reading grade capacity level of an average child who has been five months in grade IV, five subjects each with a reading grade capacity level of an average child who has been in grade IV in for months, one subject each with a reading grade capacity level of an average child who has been three months in grade IV, two subjects each with a a reading grade capacity level of an average child who has been two months in grade four, one subject each with a reading grade capacity level of an average child who has been one month in grade IV and exactly four respectively. There were also two subjects each with a reading grade capacity level of an average child who has been in grade III for nine months and one subject each with a reading grade capacity level of an average who has been five months in grade III, four months in grade III, and three months in grade III respectively. The average capacity level of each group was 4.47 each.

Posttest Performance of the Experimental and Control Group Based on Gates Test

Table 3 shows the posttest performance of the experimental and control group based on Gates Test.

The highest grade capacity level of the subject in the experimental group is 7.5. This shows that the subject ha a

Table 3

**Posttest Performance of the Experimental and
Control Group Based on Gates Test**

Experimental Group		:	Control Group		:	Difference	Group
Student No.	Reading Grade	:	Student No.	Reading Grade	:		with High RGCL
01	6.6		01	5.5		1.1	EG
02	5.4		02	5.2		.2	EG
03	4.9		03	4.6		.3	EG
04	5.0		04	4.6		.4	EG
05	5.2		05	4.4		.8	CG
06	5.2		06	5.7		.5	CG
07	5.8		07	7.1		1.3	CG
08	4.5		08	5.4		.4	CG
09	5.4		09	4.7		.7	EG
10	3.2		10	5.5		2.3	EG
11	4.3		11	4.4		.1	CG
12	6.4		12	4.9		1.5	EG
13	5.3		13	5.5		.2	CG
14	6.2		14	4.5		1.7	EG
15	6.6		15	6.5		.1	EG
16	5.1		16	5.9		.8	CG
17	4.1		17	5.2		1.1	CG
18	5.3		18	6.1		.8	CG
19	5.9		19	4.3		1.6	EG
20	7.5		20	4.5		3.0	EG
21	5.4		21	3.8		1.6	EG
22	5.7		22	3.9		1.8	EG
23	5.2		23	5.1		.1	EG
24	6.0		24	6.8		.8	CG
25	6.5		25	5.7		.8	EG
26	5.4		26	6.7		1.3	CG
27	7.2		27	4.7		2.5	EG
28	6.3		28	5.5		.8	EG
29	6.6		29	5.3		1.3	EG
30	6.0		30	4.9		1.1	EG
Total			1168.20			156.90	
Average			5.61			5.23	

Legend: RGCL - Reading Grade Capacity Level
EG - Experimental Group CG - Control Group

reading grade capacity level of an average child who has been five month in the first year high school, while the lowest is 3.2 which means that the reading grade capacity level of the subject is that of an average child who has two months in grade III.

On the other hand, the highest grade capacity level of the subject in control group is 7.1 which means that the child has a reading grade capacity level of an average of a child who had been one month in grade seven. The lowest is 3.8. This means that the subject has the reading grade capacity level of an average child who has only been eight months in grade III.

The average reading capacity level of the experimental group is 5.61 which means that the child has been six months and one day in grade five while of that the control group is 5.23 which means that the child has been two months and 3 days in grade five. There is a reading grade capacity level difference of .38 or three months and 8 days. This difference could be explained by the higher reading grade capacity levels attained by twenty subjects in the experimental group than those attained by their counterpart in the control group. Among the control group there were only ten subjects who got higher reading grade capacity level than their counterpart in the experimental group.

This implies that the RFU exercises made a better

improvement on the comprehension level of the subjects treated by it, and that they were suited to their level. The difference may be negligible but it could be due to several factors beyond the control of the researcher . This can be attributed to the interruption of classes due to the different activities like the English month, the Teacher's Day, the Christmas Festival, the Provincial Meet and the Christmas vacation.

Pretest Performance of the Experimental and Control Group in the Teacher Made Test

Table 4 presents the results of the teacher-made pretest of the experimental and control group on the reading comprehension skills included in the RFU exercise. The highest score for both groups was 65 which was obtained by one student in each group. The lowest score for the experimental group was 37 while that of the control group was 33 which was four points lesser to that of the experimental group. The total score of the experimental group was 1555 while that of the control group was 1479. The computed t-value is 1.091 which is less than the critical/ tabular t-value of 1.960 at .05 level of significance and at 58 degrees of freedom. Since the t-value is lesser than the tabular t-value, the mean difference was not significant. Therefore, the hypothesis that there is no significant difference between the mean scores of the experimental and

Table 4

**Pretest Scores of the Experimental and Control
Group Based in the Teacher-Made Test**

Experimental Group		:	Control Group	
Student No. :	Score	:	Student No. :	Score
01	38		01	55
02	60		02	40
03	37		03	40
04	53		04	41
05	39		05	63
06	38		06	34
07	42		07	35
08	52		08	44
09	42		09	48
10	62		10	45
11	50		11	51
12	52		12	48
13	46		13	56
14	50		14	43
15	45		15	52
16	58		16	52
17	55		17	58
18	46		18	56
19	59		19	46
20	57		20	44
21	59		21	33
22	65		22	56
23	62		23	43
24	52		24	64
25	49		25	64
26	58		26	65
27	59		27	43
28	64		28	61
29	46		29	59
30	60		30	40
Total	1555			1479
Mean	51.83			49.30
SD	8.416			9.466
Computed t-value	1.091			
Critical/Tabular t-value at $\alpha=.05$ & $df = 58$: 1.960				
Decision/Evaluation: Accept H_0 (Not Significant)				

control group per pretest is accepted.

This implies that the experimental and the control group has more or less the same entry capacity level.

Posttest Performance of the Experimental and Control Group in the Teacher Made-Test

Table 5 indicates the teacher-made posttest results of the experimental and control group. The highest score in the experimental group was 72 which was obtained by two subjects. It can be noted that the highest score of the experimental group is lesser by one point compared to the highest score in the control group. The lowest score in the experimental group was 38, obtained by two subjects, which is 10 points higher than the lowest score in the control group which was 28 and obtained by two subjects. The total score of the experimental group was 1656 while the control group was 1532. The computed t -value is 1.472 which is less than the critical/ tabular t -value of 1.960 at .05 level of significance and at 58 degrees of freedom. The mean difference is 4.13 which is not significant. Therefore, the hypothesis that there is no significant difference between the mean scores of the experimental and control group per post test is accepted. The data shows the RFU was not very effective but the results show a slight difference only, yet still a difference which should be due to some unavoidable factors such as time element, inability to follow

Table 5

**Posttest Scores of the Experimental and Control
Group in the Teacher-Made Test**

Experimental Group		:	Control Group	
Student No. :	Score	:	Student No. :	Score
01	46		01	56
02	62		02	28
03	38		03	66
04	38		04	43
05	48		05	69
06	47		06	28
07	44		07	45
08	52		08	51
09	49		09	44
10	63		10	40
11	49		11	51
12	56		12	47
13	45		13	58
14	50		14	34
15	58		15	53
16	64		16	60
17	89		17	57
18	50		18	64
19	62		19	46
20	55		20	47
21	60		21	47
22	58		22	46
23	67		23	50
24	72		24	54
25	57		25	73
26	58		26	73
27	62		27	43
28	56		28	59
29	49		29	52
30	52		30	48
Total	1656			1532
Mean	55.20			51.07
SD	10.350			11.362
Computed t-value	1.472			
Critical/Tabular t-value at $\alpha=.05$ & df = 58: 1.960				
Decision/Evaluation: Accept H_0 (Not Significant)				

directions, lack of comprehension, etc.

Pretest and Posttest Results of
the Experimental Group in the
Teacher Made-Test

Table 6 presents the difference between the pretest and posttest scores of the experimental group in the teacher-made test.

The scores of almost all the subjects increased during the posttest, except for seven students who have decreased and two students who obtained the same scores as in the pretest. It can be noted that one increased with 34 points, another one with 20 points, one with 13 points, 2 with 9 points, two with 8 points, one with 7 points, one with 6 points, one with 5 points, two with 4 points, three with 3 points, two with 2 points and three with 1 point. Comparing the scores, the computed t-value is 2.089 which is greater than the critical/ tabular t-value of 2.045 at .05 level of significance and at 29 degrees of freedom. The mean increased by 3.37. Therefore, the hypothesis that there is no significant difference between the pretest and the posttest mean score of the experimental group is rejected.

This implies that the RFU exercises were effective and helped improved the comprehension of the subjects. Although, there was only a slight increase, it cannot be denied that the RFU exercises made a difference as an aid to improve

Table 6

Pretest and Posttest Scores of the
Experimental and Control Group
in the Teacher-Made Test

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

01	38	46	8
02	60	62	2
03	37	38	1
04	53	38	15
05	39	48	9
06	38	47	9
07	42	44	2
08	52	52	0
09	42	49	7
10	62	63	1
11	50	49	-1
12	52	56	4
13	46	45	-1
14	50	50	0
15	45	58	13
16	58	64	6
17	55	69	34
18	46	50	4
19	59	62	3
20	57	55	2
21	59	60	1
22	65	58	-7
23	62	67	5
24	52	72	20
25	49	57	8
26	58	58	0
27	59	62	3
28	64	56	-8
29	46	49	3
30	60	52	-8

Total	1555	1656	101

Mean	51.83	55.20	3.37

SD	8.416	10.350	8.834

Computed t-value	2.089		

Critical/Tabular t-value at $\alpha=.05$ & $df = 29$: 2.045			

Decision/Evaluation: Reject H_0 (Significant)			
=====			

the comprehension of the students as compared to the traditional way of teaching without the help of self-instructional materials.

Several factors maybe be attributed to the slight significance in the result of the pretest and posttest mean scores of the experimental group. While the experiment was going on, there was interruption of the classes due to some activities like the English Month in November, where the researcher was the president of the English Club and at the same time the Chairman of the English Month Celebration where she attended and supervised the different activities during the whole month celebration; the provincial meet wherein the rooms in the English building were utilized by the athletes, the teachers day, the Christmas festival and the Christmas vacation, all of which have disturbed normal classroom activities. If the RFU exercises have been used for a longer period of time, the difference may have been greater.

Pretest and Posttest Performance of the Control Group in the Teacher-Made Test

Table 7 indicates the difference between the pretest and post test scores of the control group in the teacher-made test. As gleaned from the table, 16 respondents have increased in the post test, 11 respondents have decreased

Table 7

**Pretest and Posttest Scores of the Control
Group in the Teacher-Made Test**

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

01	55	56	1
02	40	28	-12
03	40	66	26
04	41	43	2
05	63	69	6
06	34	28	-6
07	35	45	10
08	44	51	7
09	48	44	-4
10	45	40	-5
11	51	51	0
12	48	47	-1
13	56	58	2
14	43	34	-9
15	52	53	1
16	52	60	8
17	58	57	-1
18	56	64	8
19	46	46	0
20	44	47	3
21	33	47	14
22	56	46	10
23	43	50	7
24	64	54	-10
25	64	73	9
26	65	73	8
27	43	43	0
28	61	59	-2
29	59	52	-7
30	40	48	8

Total	1479	1534	53

Mean	49.30	51.07	1.77

SD	9.466	11.362	8.148

Computed t-value	1.190		

Critical/Tabular t-value at $\alpha=.05$ & df = 29: 2.045			

Decision/Evaluation: Accept H_0 (Not Significant)			
=====			

either for not answering the test on out-lining and summarizing or for not following directions, and three respondents have obtained the same score in the pretest. When the scores were compared, the computed t-value was 1.190 which is less than the tabular/ critical 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 of the control group is accepted.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary, conclusions and recommendations of the study.

Summary of Findings

1. The average age of the experimental group is 14.53 while the control group is 14.40. The ages ranges from 14 years old to 18 years old for both groups.

2. Each group has an equal number of male and female respondents (15 males and 15 females).

3. The entry reading grade capacity levels of each group based on the Gates Standardized Test ranges from a reading grade capacity level of an average child who is three months in grade III to nine months in grade V or an average reading grade capacity level of an average grade four and has been in the class for four months and seven days.

4. The post reading grade capacity levels of the experimental group ranged from a reading garde capacity of an average child who is two months in grade III, to five months in the first year or an average reading grade capacity level of 5.61, that is of an average reading grade five who has been in the class for six months and one day.

Comparing the results between the pretest and the posttest in the experimental group, it shows an average increase of 1.14, that is, in 90 days the subjects made an improvement equal to the performance of an average child in one year, one month and four days in the class.

5. On the other hand, the control group showed a post reading grade capacity levels ranging from a reading capacity level of an average child who was eight months in grade III to one month in the first year or an average grade level of 5.23. It shows an average improvement of .76 in the subject's reading grade capacity level, that is, equal to what is expected from an average child who has been in grade five for seven months and six days.

6. In the pretest, the mean score of the experimental group is 51.83 while that of the control group is 49.30. There is an insignificant difference of 2.53. The computed t-value is 1.091 which is less than the critical/tabular t-value of 1.960 at .05 level of significance and at 58 degrees of freedom. The hypothesis which states that there is no significant mean difference between pretest of the experimental and control group is accepted.

7. As regards to the post test, the mean score of the experimental group is 55.20 while that of the control group is 51.07. A difference of 4.13 was noted. The computed t-

value is 1.472 which is less than the tabular-critical t-value of 1.960 at .05 level of significance and at 58 degrees of freedom. The hypothesis which states that there is no significant mean difference between the post test of the experimental and control group is accepted.

8. The data obtained in the pretest and the post test of the experimental group are 51.83 and 55.20 while that of the control group are 49.30 and 51.07. The computed t-value of the experimental group for the pretest and the post test is 2.089 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 which states that there is no significant difference between the pretest and the post test of the experimental group is rejected. The computed t-value of the control group in the pretest and post test is 1.190 which is less than the tabular/ critical t-value of 2.045 at .05 level of significance and at 29 degrees of freedom, hence the hypothesis which states that there is no significant mean difference between the pretest and the post test of the control group was accepted.

Conclusions

Based on the given findings, the following conclusions were drawn:

1. The data presented in the pretest and the post test

scores of the experimental and control group revealed that there is no significant difference between the mean scores of the two groups. Therefore, the hypothesis that there is no significant difference between the mean scores of the experimental and control group is accepted.

2. The result of the pretest and post test scores of the control group revealed that there is no significant difference in their mean scores. Hence, the hypothesis that there is no significant difference between the pretest and the post test mean scores of the control group is accepted.

3. A difference is noted in the result of the pretest and post test mean scores of the experimental group. Therefore, the hypothesis that there is no significant difference between the pretest and the post test mean scores of the experimental group which was accepted, still shows a difference, which implies that the RFU exercises designed and developed for second year secondary students have helped give better and higher improvement in the reading grade capacity level of the subjects in comparison to the effect of the traditional materials used with the control group. The slight difference may be due to several factors beyond the control of the researcher as cited in Chapter 4.

4. Therefore, it can be concluded that the Reading for Understanding (RFU) Exercises designed and developed for

second year students were effective and helpful in the improvement of the comprehension skills of the subjects.

Recommendation

On the basis of the findings and conclusions made, the following are recommended:

1. The RFU exercises may be used for remedial teaching on the skills where students lag behind.
2. They may be used to identify student's strengths and weaknesses in specific levels of comprehension.
3. Similar exercises for the next higher years may be developed by using the RFU exercises as reference points.
4. The RFU exercises may be tried out in the same year level for four grading periods or in a longer length of time to give it time to affect reading performance of learners.
5. Additional exercises covering other comprehension skills may be developed.
6. The materials may be used schoolwide and if further validation will be done and effectivity is further tried, it may be used division wide.
7. Teachers may use the materials to label students' comprehension capacity level.
8. The RFU exercises may be used to section students at the beginning of the school year.
9. To secure library materials suited to the level of

the students, the school may use the RFU materials as basis for selection and procurement of said library materials.

10. The RFU exercises may be used as basis for the development of a proposed reading program of the school.

Chapter 6

RFU EXERCISES FOR SECOND YEAR

Teachers' Manual

I. Rationale

In the field of education, the use of the modern laboratory with the various mechanical devices and individualized instruction has already been made possible.

From our experiences as teachers, students need an in-class practices to improve their comprehension through an enrichment material.

The teacher to be truly effective must write materials or exercises to develop these skills which are found deficient among many students. These exercises are fundamental to classroom activities, hence the necessity of giving much attention to their development. Materials, however, need not be high-tech in nature as long as they cater to the needs of every learner. The practice for any skill can be effective if it is done regularly and frequently, graded according to level of difficulty for progress monitoring purposes, and must be interesting, stimulating, and challenging for the students.

Books may be provided for the students, but they may be inadequate considering the population of the school. This inadequacy is one of the causes of reading retardation.

To answer this need instructional materials for second year students, the RFU exercises has been prepared.

II. For the Teacher

The RFU exercises consist of 12 sets of seven exercises each. You can use this as an enrichment exercise in school or give this to students to teach themselves at home, using the students' manual. It covers the following skills: remembering details, identifying main idea, making inferences, identifying speaker's feeling, identifying fact and opinion, perceiving relationship through the use of guide words, sequencing ideas in logical order, identifying cause-effect relationships, identifying author's purpose, organizing ideas, outlining and summarizing.

The number of correct responses for each exercises total to ten (10) points. A feedback is provided for exercises one to eleven for self-correction. This will give the students an immediate knowledge of the result of his performance in the exercise. No feedback is given for exercise number twelve since summaries are expected to vary in their presentation the teacher has to check and discuss the answers to this item.

Since the exercises is focused on the different comprehension skills, some sets will be worked out differently. Most of the responses call for writing the letter of the correct answer, there are some which need a sentence response or phrase response.

Sources of the exercises include books, teachers' manual, reader's digest, skill builders, magazines, newspapers, journals, and conversations. The materials for the RFU were chosen in terms of their readability, learner's interest, suitability of concepts and educational desirability.

These RFU materials may be used as review materials on comprehension skills that have been taught but not mastered. These can also be used as enrichment activities after a day's lesson to have a firmer grasp of the lesson after every instruction.

III. How to Use the RFU Materials

1. Administer the Gates Standardized Reading Comprehension Test (Form 1) or any equivalent test to find out the entry reading capacity grade level of the learners. If Gates test is not available, use the teacher-made pretest which is included to determine the entry performance of the learners.
2. Next, select the level of the RFU materials to be used based on the result of the Gates Test or of any equivalent test.
3. Finally, give clear and accurate instructions to the learners.
 - a. Let the students prepare the comprehension

skills chart to record their score for every exercises.

- b. Let them start exercise number 1 at the same time. Allow them to progress at their own rate.
- c. If a learner finished one exercise, show him the answer key to check his own work.
- d. Allow him to move on to the next exercise if he obtains a score of six or more. However, if his score is less than six, instruct him to go over his answers marked wrong but don't allow him to change his answer. Then let him work on a different exercise of the same difficulty.
- e. Then, let him record his score for every exercise on the Comprehension Skills Charts he prepared earlier.

IV. How to Administer the Pretest and the Post Test

1. Give the Gates Standardized Test to identify the students who shall be included in the experimental and control group.
2. After identifying the two groups, subject them to the pretest.
3. Give clear and accurate instructions before giving

the test.

- a. Let the subjects take out one whole sheet of paper.
 - b. Instruct them to write their name and their group/class name on the answer sheet.
 - c. Instruct them to read and understand the instructions before they begin to write their answers.
 - d. Give them one hour to answer the test.
 - e. Write on the board the time started and the time they will finish the test.
4. Let the student check his own with the answer key.
 5. Ask each student to record his results in the comprehension skill chart which shall serve as the students profile.
 6. Administer it as a post test.

V. How to Prepare the Comprehension Skills Chart

1. Instruct the subjects to indicate their name and their class or group name on top of their paper.
2. Let them copy the comprehension skills chart on the board following the format indicated.
3. let them write the date the have taken the exercise on the space provided.

4. Instruct them to record the score they obtain for each exercise.

Students Manual

I. Introduction

These RFU materials contain exercise to develop specific comprehension skills. You will work out the exercise independently. You may ask your teacher for instructions you can't understand.

You can teach yourself through this material.

II. How to Prepare the Comprehension Skills Chart

1. Indicate your name and your group or class name on top of your paper.
2. Copy the format of the Comprehension Skills Chart on the board.
3. Indicate the date you take the exercise on the space provided in your answer sheet .
4. Record the score you obtain for every exercise.

III. Instructions on How to Use the RFU Materials

1. There are 12 sets of seven exercises each. Each set of exercise is identified by a number and a letter. Above the exercise number is the skill focus.
2. Read and understand the instructions very well. Be honest to yourself. Start with exercise number 1.
3. Write the answer on your answer sheet, not on the

RFU materials.

4. After you finish an exercise check your work with the use of the answer key.
5. Check your answer by putting a check mark (✓) for a correct response or an (X) for a wrong answer.
6. You may move on to the next exercise if you obtain a score of six or more. If less than six, go over your answers and marked X but do not change your answer. Then work on another exercise but of the same difficulty. Do this until you get a score of six or more.
7. Record your score for every exercise in the Reading Comprehension Skills Chart.
8. Take your time.
9. Good Luck!

ANSWER SHEET

Name _____ Class/Group _____ Score _____

RFU Exercise 1-A	RFU Exercise 1-E	RFU Exercise 2-C	RFU Exercise 3-D
A) 1.	A) 1.	1.	1. 6.
2.	2.	2.	2. 7.
3.	3.	3.	3. 8.
4.	4.	4.	4. 9.
5.	5.	5.	5. 10.
		RFU Exercise 2-D	RFU Exercise 3-E
B) 1.	B) 1.	1.	1. 6.
2.	2.	2.	2. 7.
3.	3.	3.	3. 8.
4.	4.	4.	4. 9.
5.	5.	5.	5. 10.
RFU Exercise 1-B	RFU Exercise 1-F	RFU Exercise 2-E	RFU Exercise 3-F
A) 1.	A) 1.	1.	1. 6.
2.	2.	2.	2. 7.
3.	3.	3.	3. 8.
4.	4.	4.	4. 9.
5.	5.	5.	5. 10.
B) 1.	B) 1.	RFU Exercise 2-F	RFU Exercise 3-G
2.	2.	1.	1. 6.
3.	3.	2.	2. 7.
4.	4.	3.	3. 8.
5.	5.	4.	4. 9.
		5.	5. 10.
RFU Exercise 1-C	RFU Exercise 1-G	RFU Exercise 2-G	RFU Exercise 4-A
A) 1.	A) 1.	1.	1. 6.
2.	2.	2.	2. 7.
3.	3.	3.	3. 8.
4.	4.	4.	4. 9.
5.	5.	5.	5. 10.
		RFU Exercise 3-A	RFU Exercise 4-B
B) 1.	B) 1.	1. 6.	1. 6.
2.	2.	2. 7.	2. 7.
3.	3.	3. 8.	3. 8.
4.	4.	4. 9.	4. 9.
5.	5.	5. 10.	5. 10.
RFU Exercise 1-D	RFU Exercise 2-A	RFU Exercise 3-B	RFU Exercise 4-C
A) 1.	A) 1.	1. 6.	1. 6.
2.	2.	2. 7.	2. 7.
3.	3.	3. 8.	3. 8.
4.	4.	4. 9.	4. 9.
5.	5.	5. 10.	5. 10.
	RFU Exercise 2-B	RFU Exercise 3-C	RFU Exercise 4-D
B) 1.	B) 1.	1. 6.	1. 6.
2.	2.	2. 7.	2. 7.
3.	3.	3. 8.	3. 8.
4.	4.	4. 9.	4. 9.
5.	5.	5. 10.	5. 10.

RFU Exercise 4-E

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

RFU Exercise 4-F

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

RFU Exercise 4-G

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

RFU Exercise 5-A

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

RFU Exercise 5-B

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

RFU Exercise 5-C

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

RFU Exercise 5-D

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

RFU Exercise 5-E

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

RFU Exercise 5-F

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

RFU Exercise 5-G

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

RFU Exercise 6-A

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

RFU Exercise 6-B

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

RFU Exercise 6-C

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

RFU Exercise 6-D

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

RFU Exercise 6-E

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

RFU Exercise 6-F

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

RFU Exercise 6-G

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

RFU Exercise 7-A

Item A Item B

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

RFU Exercise 7-B

Item A Item B

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

RFU Exercise 7-C

Item A Item B

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

RFU Exercise 7-D

Item A Item B

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

RFU Exercise 7-E

Item A Item B

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

RFU Exercise 7-F

Item A Item B

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

RFU Exercise 7-G

Item A Item B

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

RFU Exercise 8-A

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

RFU Exercise 8-B

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

RFU Exercise 8-C

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

RFU Exercise 8-D

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

RFU Exercise 8-E

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

RFU Exercise 8-F

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

RFU Exercise 8-G

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

RFU Exercise 9-A

1. 6.
2. 7.
3. 8.
4. 9.

RFU Exercise 9-B	RFU Exercise 9-G	RFU Exercise 10-E	RFU Exercise 11-C
1.	1.	1. 6.	I. A
2.	2.	2. 7.	B
3.	3.	3. 8.	II. A
4.	4.	4. 9.	B
5.	5.	5. 10.	C
			III.
RFU Exercise 9-C	RFU Exercise 10-A	RFU Exercise 10-F	RFU Exercise 11-D
1.	1. 6.	1. 6.	1. A.
2.	2. 7.	2. 7.	1. 3.
3.	3. 8.	3. 8.	2. 4.
4.	4. 9.	4. 9.	B.
5.	5. 10.	5. 10.	1. 4.
			2. 5.
RFU Exercise 9-D	RFU Exercise 10-B	RFU Exercise 10-G	3. 6.
1.	1. 6.	1. 6.	C.
2.	2. 7.	2. 7.	1. 2.
3.	3. 8.	3. 8.	
4.	4. 9.	4. 9.	RFU Exercise 11-E
5.	5. 10.	5. 10.	I. A.
RFU Exercise 9-E	RFU Exercise 10-C	RFU Exercise 11-A	1.
1.	1. 6.	I.	2.
2.	2. 7.	A. 1.	B.
3.	3. 8.	2.	1. 3.
4.	4. 9.	B. 1	2. 4.
5.	5. 10.	2.	II.
RFU Exercise 9-F	RFU Exercise 10-D	RFU Exercise 11-B	A.
1.	1. 6.	I. A.	1.
2.	2. 7.	B.	2.
3.	3. 8.	C.	3.
4.	4. 9.	1.	
5.	5. 10.	2.	RFU Exercise 11-F
			I. A
			1.
			2.
			3.
			B.
			1.
			II.
			1.
			2.
			RFU Exercise 11-G
			I. A
			1.
			2.
			B.
			1.
			2.
			3.
			4.
			5.
			a. d.
			b. e.
			c.

RFU EXERCISES FOR SECOND YEAR

Remembering Details RFU Exercises I-A

Direction: Read the selection below then answer the questions that follow. Write only the corresponding letter of your chosen answer.

The Ultimate Diet

(A)

The average risk of heart disease for a man who eat meat, eggs and dairy products is 50 percent. The risk for a man who leaves off meat is 15 percent. However, the coronary risk of a vegetarian who leaves off meat, eggs and dairy products drops to only 4 percent.

Then too, the risk for a cancer of the prostate, breast and colon is three to four times higher for people who consume meat, eggs and dairy products on a daily basis when compared to those who eat them sparingly or not at all. In addition, vegetarian women have stronger bones and fewer structures, and they lose less bone as they age.

- Health & Home -

September-October 1996 Issue

- _____1. How many percent average risk to heart disease has a man who eat meat, eggs and dairy products?
a) 10% b) 20% c) 30% d) 50%
- _____2. How many percent is the risk to a heart disease by a man who does not eat meat, eggs and dairy products?
a) 5% b) 15% c) 20% d) 10%
- _____3. How many times higher is the risk to prostate, breast and colon cancer of people who eat meat, eggs and dairy products in a daily basis?
a) 1 to 2 times c) 5 to 6 times
b) 3 to 4 times d) 7 to 8 times

- ____4. What percent is the risk to heart disease has a vegetarian?
- a) 4% b) 5% c) 10% d) 15%
- ____5. What can vegetables do to our bones?
- a) It can make our bones brittle.
b) It can make our bones stronger.
c) It can prolong lifespan.
d) It can make us young.

The United Nation

(B)

The United Nation (U.N) is an organization that works for world peace, security and cooperation between countries. Its members include most of the world's independent nations. The main aims of the UN are to prevent wars and settle inter-national disputes. It also helps deal with issues such as refugees and provides disaster relief. The UN was founded in 1945, and its headquarters is in New York. By mid-1995, it had 185 members states.

- Circling the Globe -
1996 Edition

- ____1. What is United Nations?
- a) an organization of nations
b) an organizations of stars
c) an organization of people
d) an organization of head of stars
- ____2. What are the main aims of the UN?
- a) provides services to member states
b) prevent wars and settle international disputes
c) world peace, security and cooperation between countries
d) Provides disaster relief
- ____3. When was the UN founded?
- a) 1954 b) 1945 c) 1924 d) 1934

____4. How many states has the U.N.?

- a) 158 b) 168 c) 185 d) 815

Remembering Details
RFU Exercises I-B

Direction: Read the selection below then answer the questions that follow. Write only the corresponding letter of your chosen answer.

Why Adolescents Worry

(A)

Worry is a type of mild fear. It comes more from imaginary than from real causes. It is not as strong as fear but it can be.

Many young people are, right now, worrying about many things. They are thinking about problems that they may meet in the future. They are imagining failure in school work, in tests and even in participation in games and programs. They worry about meeting ghosts, getting sick and even dying.

Adolescents are generally like this. Because their minds are developing, their ability to imagine is also growing. They build pictures of future events in their mind and worry when those pictures are fearful. They see themselves in various situations which may never happen.

As they grow older, however, individuals learn much. They realize that it is better to study hard than to worry about failure. They learn to make friends with others instead to worrying about having no friends. They now know that one must do something instead of worry about it.

_____1. Who worry about many things?

- | | |
|----------------|----------------|
| a) adolescents | b) adults |
| c) babies | d) homosexuals |

_____2. What are the things that they worry about?

- | | |
|--|------------------|
| a) Their family | b) Their money |
| c) The problems they will meet in the future | d) Their friends |

_____3. Why are adolescents imagining things?

- | |
|--|
| a) because their bodies are developing |
| b) because their minds are developing |

- c) because they are taking drugs
- d) because they worry so much

_____4. When do adolescents realize that it is better to study hard than to worry about many things?

- a) when they graduate high school
- b) when they graduate college
- c) when they learn to work
- d) when they grow older

_____5. What do adolescents learn about friends when they grow older?

- a) They learn to insult friends.
- b) They learn to make friends.
- c) They learn to betray friends.
- d) They learn to be with friends.

The Coconut

(B)

The coconut palm is a very useful tree. The nut can be put to many uses. The kernel of the young nut can be eaten, and the liquid which is found in it makes a refreshing drink. The milk which is obtained from the kernel of the mature nut is used in cooking. The kernel is also fried. The dried kernel is called copra. Coconut oil is extracted from copra. The husk or outer covering of the dry nut is soaked and beaten to loosen the fibers. It is then made into coir. Rope is made from coir, and this rope is used in weaving floor coverings and fugs. Coir dust is used in gardens as manure. The hard shell of the nut is polished and made into spoons and dishes, buttons, etc.

- Adapted -

_____1. What tree is very useful?

- a) Mango tree
- b) Avocado tree
- c) Coconut tree
- d) Guava tree

_____2. What can be done to the liquid of the coconut?

- a) It makes a refreshing drink.
- b) It makes a warm bath.
- c) It makes a good soup.
- d) It makes a delicious food.

- ____3. What do you call the dried kernel?
- a) beans b) meat c) oil d) copra
- ____4. Where does coconut oil come from?
- a) meat b) husk c) copra d) shell
- ____5. What can be made out of the hard shell?
- a) pots and pans
b) brooms and rugs
c) spoons and dishes
d) tables and chairs

Remembering Details
RFU Exercise I-C

Direction: Read the selection below then answer the questions that follow. Write only the corresponding letter of your chosen answer.

The Chemistry of the Earth

(A)

The world is full of varieties of things. Trees, grasses, and leafy plants cover the earth. Above, the sun shines on the earth as it turns in the ever-changing sky. This is the familiar world that we see around us everyday. It is the world that storytellers and poets write about.

This world is also the world of chemistry. In this world, one form of matter of changes endlessly into another. We cannot always see it happening with the naked eye. Yet it is something which is taking place all the time. The millions of forms, alive or not, which exist on the earth are all made up of about one hundred basic chemical elements.

- Adapted -

- _____1. What familiar things do we see around us everyday?
- a) Tree, grasses, plants and the sun.
 - b) Tall buildings, people, buses and the sun.
 - c) Traffic, pollution, soil erosion and the sun.
 - d) Friends, enemies, lies and the sun.
- _____2. Who writes the things that we see around us?
- a) painters and composers
 - b) musicians and dancers
 - c) storytellers and poets
 - d) engineers and architects
- _____3. What form on earth changes endlessly into another?
- a) molecules b) matter c) space d) energy

- _____4. Are all forms of matter seen by the naked eye?
- a) Yes b) No c) Maybe d) Cannot be determined
- _____5. About how many basic chemical elements make up this form of matter?
- a) 100 b) 200 c) 300 d) 400

Hari-Raya

(B)

The Hari-Raya Puasa is celebrated on the first day of the 9th lunar month in the Muslim calendar. To the Christians this would be in the month of February. This ritual celebrates, the Ramadan, or the first time of the Holy Koran, was revealed to Mohammed, the prophet of Islam.

Feasting during the Ramadan begins by mass bathing in the sea. The sick cannot join this rite are blessed by the imam or high priest. This imam recites a verse from, the Koran as he pours water in the sick. For 29 days the Muslims fast from sunrise to sunset. During this period they pray and sleep. After sunset they may eat and drink. Fasting is an act of penance for the sins of the year.

- Adventures in Communication -

- _____1. What is Hari-Raya Puasa?
- a) It is a Muslim Bible.
b) It is a ritual.
c) It is fasting.
d) It is a church.
- _____2. What do you call the Muslim Bible?
- a) Islam b) Hari-Raya Puasa c) Mosque d) Koran
- _____3. How does the sick join in the rite?
- a) By means of the blessings from the imam.
b) By reciting verse from the Koran.
c) By bathing in the sea.
d) By eating too much.

- _____4. For how many days do the Muslims fast?
- a) 26 days b) 27 days c) 28 days d) 29 days
- _____5. Why do Muslims fast?
- a) To cleanse away sins.
b) To offer something to Alah.
c) To make up for last time.
d) To ask for reward.

Remembering Details
RFU Exercise 1-D

Direction: Read the selection below then answer the questions that follow. Write only the corresponding letter of your chosen answer.

The Continents of Europe

(A)

Europe is the smallest continent in the world apart from Australia. It stretches westward from the Ural Mountains to the Atlantic Ocean. The Urals form the border with the continent of Asia, which is part of the same landmass. Europe's coastline is deeply indented with many peninsulas, bays and islands. The largest island is Great Britain, just off northwest coast of Europe.

The most northerly areas lie in the cold, snowy wilderness above the Arctic Circle. From here, the great arm of Scandinavia curves south around the Baltic Sea. Much of central Europe is an enormous plain, once tree-covered, but not largely cleared for farmland. Summers are hot and winters bitterly cold.

- Circling the Globe -
1996 Edition

- ____1. What is the smallest continent in the world apart from Australia?
- a) Asia b) Europe c) America d) Africa
- ____2. What is the largest island of the continent?
- a) Great Britain b) Arctic Circle
c) Scandinavia d) Wales
- ____3. What consist Central Europe?
- a) Valleys b) Mountains
c) Plains d) Plateaus

- _____4. How is Europe's coastline indented?
- a) slowly b) deeply
c) regularly d) sparingly
- _____5. Where does the most northerly area of Europe lie?
- a) warm wilderness b) cold snowy wilderness
c) sweet-cold wilderness d) bitterly-cold wilderness

Pollution

(A)

Pollution in its many forms has become such an inescapable part of the landscape that many people often forget its there. Yet air pollution, noise pollution and exposure to the sun's ultraviolet rays can pack a punch strong enough to irreversibly harm skin, hearing balance, taste and smell - especially among the elderly and the very young.

Some forms of pollution are easier to identify than others - air pollution is probably the easiest of all because its devastating effects are so blatantly obvious.

- MOD, vol. 27, April 28, 1996 -

- _____1. What is the part of the landscape that people cannot escape and eventually forget that its there?
- a) Forest destruction b) Soil erosion
c) Pollution d) Landslide
- _____2. What harm can pollution do to man?
- a) It can harm skin, hearing balance, taste and smell.
b) It can paralyze man.
c) It destroys the environment.
d) It can cause skin cancer.
- _____3. Who are usually affected by these problems?
- a) the old b) the young
c) the babies d) both old and young

- ____4. What kind of pollution is easier to identify?
- | | |
|--------------------|-------------------|
| a) water pollution | b) air pollution |
| c) noise pollution | d) mind pollution |
- ____5. Why has air pollution blatant obvious effects?

The Earth's Surface

(B)

The surface of the earth is made up of about 70% water and 30% land. It is divided into four oceans and seven continents. The largest ocean is the Pacific, which covers an area larger than all the land put together. The Pacific also contains the deepest point on Earth - Challenger Deep in the Mariana Trench. Asia is the largest continent. It is more than four times the size of Europe and covers nearly one-third of the total land area.

- Circling the Globe - 1996 Edition

- _____1. How many percent of water compose the earth?
a) 40% b) 50% c) 60% d) 70%
- _____2. How is the earth divided?
a) 2 oceans and 6 continents
b) 3 oceans and 7 continents
c) 4 oceans and 6 continents
d) 4 oceans and 7 continents
- _____3. What is the largest ocean?
a) Pacific Ocean b) China Sea
c) Atlantic Ocean d) Celebes Sea
- _____4. What is the largest continent in the world?
a) Europe b) Asia
c) Australia d) America
- _____5. What and where is the deepest point on earth?
a) Mindanao Deep - Mindanao
b) Sea Deep - Luzon
c) Challenger Deep - Mariana Trench
d) French Deep - France

Remembering Details
RFU Exercise 1-F

Direction: Read the selection below then answer the questions that follow. Write only the corresponding letter of your chosen answer.

The Sun's Family

(A)

Planets are not stars. They have no light of their own. They can only reflect the sun's light.

There are nine planets in the sun's family of planets. They are Mercury, Venus, Earth, Mars, Jupiter, Uranus, Neptune and Pluto. The sun's family is called the Solar System.

Mercury is the smallest planet of the solar system. Venus is a beautiful planet. It is often called the "evening star" and sometimes called the "morning star" although of course it is not really a star.

Mars has a bright red light. Jupiter is the next planet. It is a giant planet, and its light is very bright. Saturn has a lot of rings around it. Uranus has four moons around it. Earth and Neptune have only one moon each. A moon is a satellite.

- Adapted -

_____1. What do you call the sun's family?

- | | |
|--------------------|------------------------|
| a) family of stars | b) a family of planets |
| c) a solar system | d) a satellite |

_____2. How many planets are there in the solar system?

- a) six b) seven c) eight d) nine

_____3. What planet is the smallest?

- a) Pluto b) Venus c) Earth d) Mercury

- _____4. Why is Jupiter called a giant planet?
- a) because it is big b) because it is round
c) because it is small d) because it is bright
- _____5. What do you call the moon?
- a) an evening star b) a satellite
c) a morning star d) a bright star

Eagle: New RP's National Bird

(B)

The Philippine Eagle has dislodged the Maya as national bird.

Middle of last year, President Fidel V. Ramos signed Proclamation No. 615 declaring the eagle as such, and stressing that "its uniqueness, strength, power and love for freedom exemplify the Filipino people."

The monkey-eating bird (scientific name: *pithecophaga jefferyi*) the President said, is a "natural treasure found only in the Philippines and as such has to become a source of national pride."

The eagle gets a good deal of attention, but the focus is not so much on its great size and majestic bearing as on its rarity.

Almost a meter long with a tremendous two-meter wingspan, the eagle is the largest or second-largest of the world's 225 raptors. But the bird is almost extinct, with its last viable population inhabiting the slopes of Mt. Apo in Mindanao.

*- Health & Home -
Jan. & Feb. 1996 Issue*

- _____1. What was the national bird of the Philippines before?
- a) Maya b) Eagle c) Parrot d) Owl

- ____2. What proclamation no. declares the eagle as the Philippine National bird?
- a) Proc. No. 516 b) Proc. No. 165
c) Proc. No. 615 d) Proc. No. 561
- ____3. What qualities of the bird exemplify the Filipino people?
- a) simplicity, industry, resourcefulness and respect for the law
b) uniqueness, strength, power and love for freedom
c) cleanliness, humility, helpfulness and love for mankind.
d) bravery, perseverance, patience and love for truth
- ____4. How many meters is the wing of an eagle?
- a) one meter b) two meters
c) three meters d) four meters
- ____5. Where can we find our Philippine eagle?
- a) Mt. Apo b) Mt. Everest
c) Mt. Huraw d) Mt. Mayon

Remembering Details
RFU Exercise 1-G

Direction: Read the selection below then answer the questions that follow. Write only the corresponding letter of your chosen answer.

Philippines the Beautiful

(A)

History, books and travel brochures refer to the Philippines as " Pearl of the Orient Seas", "Emerald Islands" and a paradise of 7,100 islands, verdant and exotic in the South East Pacific.

The 7,100 islands are spread out like the green emerald gems bordered by the China Sea in the west and the Pacific Ocean in the east. Its coastline ranges from white beaches, river deltas, sandy peninsulas and high mountain cliffs. Famous on its eastern coast is the rare Mindanao Deep (deepest in the world) which goes down to 34,218 feet sea level.

There are many beauty spots, "natural grandeurs" as the tourist call them, scattered all over the country. A traveler's itinerary would include the fabulous rice terraces of Bananue, Mayon Volcano, Pagsanjan Falls, Hundred Islands, the Chocolate Hills of Bohol and many others.

- Adapted -

- _____1. That names are given to the Philippines?
- a) pearl of the Orient
 - b) Emerald Islands
 - c) A Paradise of 7,100 islands
 - d) All of the above
- _____2. How many islands compose the Philippines?
- a) 1,700 b) 7,100 c) 700,000 d) 70,000
- _____3. How are these islands spread out?
- a) like gems b) like dots
 - c) like stones d) like leaves

____4. Where is the deepest sea in the world?

- | | |
|-------------|------------------|
| a) Luzon | b) Visayas |
| c) Mindanao | d) Pacific Ocean |

____5. What do tourists call the beauty spots?

- | | |
|----------------------|------------------------|
| a) special grandeurs | b) beautiful grandeurs |
| c) natural grandeurs | d) man-made grandeurs |

Behold the Year 2000

(B)

With all the social, political, and economic reforms, just how well the Philippines look in the year 2000 when these reforms shall have been completed?

Industrial complementation among South East Asian countries will be well-established resulting in the development of transport and agricultural equipment, steel works and chemicals.

Manufacturing, including construction, will contribute about 45% of the total national output. There will be significant changes in the areas of education, medical services and leisure industries. The defense industry will become a significant sector of the economy. Water shortage will be a serious problem. This will mean the establishment of a desalination plant to alleviate the water shortage. The electric power requirements will increase. Nuclear power and coal will assume more importance as a source of electric energy because of the expected shortage in oil supply.

- Adapted -
Bulletin Today, May 5, 1975

____1. What will happen to industrial complementation in the year 2000?

- | | |
|---------------------|-----------------|
| a) well-designed | b) well-planned |
| c) well-established | d) well-made |

____2. How many percent of the total national output will manufacturing industry contribute?

- | | | | |
|--------|--------|--------|--------|
| a) 35% | b) 40% | c) 45% | d) 50% |
|--------|--------|--------|--------|

- ____3. In what areas will significant changes be observed?
- a) political, defense and economic services
 - b) tourism, health, and manufacturing industry
 - c) agricultural, environmental and basic services
 - d) education, medical services and leisure industries
- ____4. What will pose as a serious problem in the year 2000?
- a) water shortage
 - b) energy shortage
 - c) man-power shortage
 - d) air shortage
- ____5. What will be the sources of electric energy when there will be a shortage of oil supply?
- a) hydrogen
 - b) geothermal
 - c) solar
 - d) nuclear

Identifying Main Idea

RFU Exercise 2-A

Direction: Read each paragraph below. Then identify the stated main idea by writing the letter only.
(2 points each)

- _____1. a) various kinds of nuclear weapons have been produced in the past few years by many countries. b) This is a new and a terrible development in the history of man c) very few events can be more frightful than a nuclear war.
- _____2. a) The Filipino flag has an interesting story because it has had many changes until it now looks the way it does. b) The Katipunan used a red flag with three white K's in the middle. c) Then Bonifacio changed it by putting a white sun over the row of K's. d) But the first real Filipino flag was made by Mrs. Marcela Agoncillo in Hongkong. e) Gen. Aguinaldo brought it to the country and raised it when he proclaimed Philippine Independence.

- Adapted -

- _____3. a) Sound has shaped the bodies of many beasts. b) Noise tapped away at the bullfrog until his ears became bigger than his eyes. c) Now he hears so well that at the slightest sound of danger he quickly plops to safety under a sunken leaf. d) The rabbit has long ears to hear the quiet "whoosh" of the owl's wings. e) The grasshopper's ears are on the base of his abdomen, the lowest point of his body, where he can detect the tread of a crow's foot or the stealthy approach of a shrew.

- Adapted -

- _____4. a) Have you seen some beautiful waterfalls? b) They occur where water suddenly drops from a height to a lower point. c) They are also formed in regions formerly covered with glaciers. d) They make necessary the building of canals or railroads to connect points farther up the river. e) Waterfalls are beautiful as well as economically useful.

- Adapted -

- _____5. a) From earliest times eggs have been an important human food. b) The Eskimos gather the eggs of ducks that visit the Arctic in the spring. c) African Bushmen and Hottentots eat Ostrich eggs. d) The eggs of sea birds are the chief or favorite native food of the Easter Islanders. e) Turtle eggs are eaten in South America. f) Eggs of fishes are considered a great delicacy. g) The eggs or roe of the sturgeon of the caspian sea are salted and appear on our tables as caviar .

- Adapted -

Identifying Stated Main Idea
RFU Exercise 2-B

Direction: Read each paragraph below then identify the stated main idea by writing the letter only.
(2 points)

- _____1. a) Stress, when it changes to distress, can render a person vulnerable to many diseases that accelerate the rate of aging. b) Some health experts claimed that distress is also a factor in asthma, arthritis, ulcers and other ailments. c) In most cases, distress is not the actual cause of physical illness, but rather it picks on the "little guy" making the weakest part of a person even weaker.

- MOD Magazine, Vol. 27 -
April 21, 1995

- _____2. a) A more insidious form of pollution is cancer-causing ultraviolet radiation from the sun. b) it's an inescapable part of life on this planet, but the increase exposure due to thinning of the ozone layer only increases our risk of skin cancer.

- MOD Magazine, Vol. 27 -
April 28, 1995

- _____3. a) Tobacco claims at least three million lives worldwide each year, about one million of which occur in the developing countries. b) The World Health Organization (WHO) estimates that the death toll from tobacco-related disease would rise to about seven million deaths a year in developing countries within the next two to three decades.

- MOD Magazine, Vol. 27 -
April 21, 1995

- _____4. a) on a clear day, the perfect cone of the Mayon Volcano rises majestically in the tropical sky. b) One could not but gaze in awe. c) the view of Luzon and the Pacific Ocean on its top is both

exhilarating and invigorating that it continuously has drawn mountain climbers arduously scaling its sides. d) it looks serene like a sleeping giant but it still blows its top.

- *Advance in Communication* -

- _____ 5. a) The Ifugao's are the original weavers and woodcarvers among the Igorots. b) Their most prestigious handiwork is the famous Banaue rice terraces, also called the eight wonder of the world. c) The Ifugao's are the most artistic of all the Igorots tribes. d) Their costumes are rich with raging reds, scintillating yellows and green in addition to the dark blues that always approach black. e) The Igorots also have the most fanciful and artistic tattoo designs. f) Such designs as the man-motif, the star, the skeletal bird, palm leaves, pine trees and other abstract patterns decorate the whole of the male Ifugao except the back and the feet.

- *Adapted from Philippine Quarterly* -
September, 1974

Identifying Stated Main Idea
RFU Exercise 2-C

Direction: Read each paragraph below then identify the stated main idea by writing the letter only.
(2 points each)

- _____1. a) Language is a good measure of culture. b) Men talk and express themselves through language, and what they so express is often what is deeply inside of them - their thoughts, their feelings, their dreams - about life, art, science, religion, and all those things that are usually included in the broader term culture.

- Reading for Skill & Enjoyment -

- _____2. a) To the Filipino, All Saints Day is the time for remembering the beloved dead b) In preparation for the solemn event, the graves are cleaned and the weeds around the tombs are pulled out and burnt. c) Tombs of ordinary adobe stones are whitewashed, marble mausoleums are scrubbed, and wooden crosses are repaired and repainted.

- Reading for Skill & Enjoyment -

- _____3. a) Horse racing is one of the oldest sports. b) It dates back to prehistoric times. c) In ancient Greece and Rome, horseback riding and chariot racing were among the most popular sports. d) the description of the chariot race in the Iliad was for centuries supposed to portray the first known instance of the sport.

- Reading for Skill & Enjoyment -

- _____4. a) Christmas is the longest season celebrated in the Philippines. b) It begins on the 16th day of December until the 6th day of January. c) This is the happiest occasion since there are lots of food and merry-making. d) Everywhere you see colorful lights and lanterns. e) Children sing at every house and adults are happy to give them.

- _____5. a) Folk dancing is one of the most popular modes of expression in the Philippines. b) And like the Kundiman, Philippine folk dances bear a personality that is characteristically Filipino, molded by the dictates of history and geography.

- Adapted -

Identifying Stated Main Idea
RFU Exercise 2-D

Direction: Read each paragraph below then identify the stated main idea by writing the letter only.
 (2 points)

- _____ 1. a) Most housemaids are being abused by their employers. b) It can be seen on TV, heard from the radio and can be read in papers. c) It is a fact that housemaids are indispensable today, especially if the couple are both working d) It is high time that the government should look into the sad plight of these lowly paid workers.

- _____ 2. a) Cross stitch is becoming a hobby of most women today. b) After a day's work, a housewife would usually sit in one corner and begin stitching. c) This hobby is, however, expensive. d) Unless, you have extra money, you cannot engage in it. e) Beside, it needs patience, since cross stitching entails a lot of time. f) But when a work is done, one can have the feeling of satisfaction.

- _____ 3. a) Filipino folk songs date back to pre-Spanish times and have been handed down from generation to generation. b) Folk songs abound in almost every region. c) They are gay and frivolous. d) they are sad, mostly nostalgic, as in lullay. e) They are about simple daily activities, as in planting rice and bahay-kubo. f) The Filipino sings of the love and beauty of the brown maiden in Pamulinawen, Sarong Banggi, Dandansoy and Balitaw of Capiz. g) He sings of nature in Cariñosa and other songs. h) There are songs of war, bridal songs and death chants. i) There are lullabies and serenades for every region and native dialect.

- Advance in Communication -

- _____ 4. a) "Good books are friends of the mind and heart, comrades in joy and sorrow, counselors and guides in days of bewilderment and doubt. b) Their treasures have never been exhausted." c) These words of a noted book lover express the feeling of every book lover. d) How much joy there is in owning our own copies of favorite stories, volumes

that we may read again and again whenever we wish.
 e) Many people say that we can get all our reading matter from the public library, but these books are transient guests, while our own are permanent friends.

- English in Action -

- _____ 5. a) The Filipino family is composed of parents and unmarried sons and daughters. b) Surveys show that the average size of family is 6-7 members and that the average number of children is four. c) The family includes not only children but also relatives, usually the husband's sisters, nieces or nephews. d) This just shows that the Filipino family is patriarchal; that is the head of the family is the father. e) He is the breadwinner and the mother is the housekeeper and the keeper of the money.

- Adapted -

Identifying Stated Main Idea
RFU Exercise 2-E

Direction: Read each paragraph below then identify the stated main idea by writing the letter only.
 (2 point each)

- _____1. a) Of the 100,000 people who get cancer each year in the United Kingdom, about a third of the case are diet-related and may be preventable. b) There is a clear link between a diet high in vegetables and cancer prevention, yet recent research highlighted that mothers are losing the battle to get their children to eat vegetables.

- The Guardian News Service -

- _____2. a) Filipinos are sociable people. b) Every occasion is a big celebration - a baptism of a child, a house-warming, a birthday, and fiesta. c) Friends and relatives are invited to share the joy of the family. d) They also love to give a lavish party without any reason. e) Indeed, Filipino are happy and gregarious people.

- _____3. a) The wonderful feats of modern engineering have been possible because man has learned to measure with great accuracy. b) There are machines with which you could measure distance shorter than the thickness of this page. c) In every well-equipped chemical laboratory scales, so accurate that you could weigh a pencil mark with them. d) The wonders of modern engineering, mechanics and science would have been impossible without the extreme accuracy of measurement.

- Adapted -

- _____4. a) Exploration beneath the ocean's surface has always been expensive and dangerous for people. b) But free-moving robots often have limited mission times, and computing power, since batteries occupy about 70% of their volume. c) Now a team at the Massachusetts Institute of Technology is increasing the efficiency of undersea robots by designing one that swims like a fish - at two to 12 knots for months on end.

- Reader's Digest -
 December, 1995

- ____ 5. a) Taal is one of the most scenic and historic towns in Batangas. b) Just walking around the town plaza which has changed little in the last one hundred years is enough to give one a rare glimpse of its colorful history. c) Taal is home to the Basilica de San Martin which was built in the 18th century and reputed to be the biggest catholic church in all of Asia. d) The town has also managed to preserve beautiful ancestral homes done in the bahay na bato style prevalent in the 18th century.

- The Philippine Star -
April 30, 1997

Identifying Stated Main Idea
RFU Exercise 2-F

Direction: Read each paragraph below then identify the stated main idea by writing the letter only.
 (2 points each)

- _____1. a) Fertilizer from seaweeds is the newest breakthrough in agricultural technology which may have worldwide impact. b) Students by Dr. Julia B. Pantastico of the University of the Philippines at Los Baños showed that plants sprayed seaweed extract grew taller, had more and bigger leaves, flowered earlier and gave more fruits compared with nitrogen fertilized and unfertilized plants. c) Thus, the plants received more nutrients. d) Seaweeds contain higher amount of nitrogen than guano and horse manure.

- *Bulletin Today* -
November, 1974

- _____2. a) Art is communication. b) In literature, music, drama, painting, dance, architecture and film, the artist from time immemorial, has conveyed meanings and insights for man's understanding of himself and his world. c) In his artistic works, he has revealed his values, his emotions, his fears, his visions, his hopes d) The artist addresses his work to an audience, the society he lives in. e) Art, therefore, involves not only the artist, the creator, but also the audience which in turn, inspires him. f) They are dependent on one another. g) Many artists have been inspired to great heights of performance when their audience is aware of them and reacts to them. h) Both art and artist have been kept alive by the audience.

- *Adapted* -

- _____3. a) The Kalingas love the warmest and fiercest colors in the color spectrum; red and yellow. b) Their flaming red G strings (baag) are accented by glittering yellow stripes running lengthwise of equal distance. c) The horizontal red stripes of the women's tapis (kain) likewise rival the fierceness of firetree flowers. d) This warm color combination is subdued in the blankets of

the men, which are basically blue. e) The predominant motif in Kalinga is the tiniku found not only in their fabrics but also in their centuries-old jugs, jars and body tattoos.

- *Adapted Philippine Quarterly* -
September, 1974

- _____4. a) Fear is a universal experience. b) It is a necessary defense mechanism against the threats of pain, destruction and death. c) Fear teaches the child to be careful. d) A child who knows no fear may rush recklessly into danger or into situations he cannot handle. e) Fear sets the limits to what he dares to do. f) Fear is one of the child's first emotions. g) His senses makes him aware of the dangers coming from objects, people, animals. h) From experience he learns that certain situations are sources of threats.

- *Health & Home* -
March-April 1977

- _____5. a) To most people, the computer is a black box, a mechanical brain, a thinking machine that is beginning to take over many of the tasks that were once done by men. b) Today, it runs factories, determine taxes, plan cities, teaches children, forecasts data. c) It can also solve in milliseconds the problem a generation of mathematicians would need years to solve without its help. d) The Philippines proudly refers to itself as "southeast Asia's computer center." e) the computer is now in use in the fields of communication, education, government and private industry.

- *from Free World, Vol. XX#10* -

Identifying Stated Main Idea
RFU Exercise 2-6

Direction: Read each paragraph below then identify the stated main idea by writing the letter only.
(2 points each)

- _____ 1. a) The planet earth belongs to a big family called the solar system. b) With the sun at the center, there are eight planets, thirty one satellites, 50,000 asteroids, millions of comets and countless meteors. c) As one family, the members of the solar system revolve around the sun in elliptical orbits. d) The planet nearest the sun revolves the fastest, and the planet farthest from it revolves the longest.

- Earth Science -

- _____ 2. a) Rocks do not last forever. b) Even the hardest rocks break into smaller particles. c) Strong waves of the sea or rushing water in a stream may keep pounding on the rock and thus erode it. d) Raindrops wear away the surface of rocks. e) Strong winds wear out protruding rock particles. f) As a result, larger pieces are broken into pebbles, into tiny grains called sand, or into very soft clay or mud.

- Earth Science -

- _____ 3. a) married people are mentally and physically healthier and alive longer with law-abiding life than single people. b) Because they are able to live more cheaply as couples than as two individuals, their lives together are richer and more satisfying. c) They set up goals which both believe in and will work for, as the years roll by they realize these goals. d) Their need for security, which depends as they become older, is met through their mutual planning and activities.

- Catholic Digest -
Vol.32, No. 3

- _____4. a) Interesting burial customs are still practiced in the Philippines. b) In Albay, in particular, some people still observe certain taboos regarding their dead. c) For example, not even a single drop of tears is allowed to fall on the corpse. d) This is because they believe that tears will make it difficult for the dead to enter heaven. e) Moreover, the coffin should exactly fit, for a coffin that is too large or too small would mean sickness or death for another member of the bereaved family. f) Lastly, there should be no cleaning of the house immediately after the burial.

- English I Textbook -

- _____5. a) Embroidery is a needlework done by women in almost all countries in the world. b) Spain and Italy produce embroideries that are gay in color and in pattern. c) In Greece, needlework is often a geometric design and generally worked in black and white only. d) Silk and gold threads on damask are used by the Chinese and the Japanese. e) Embroidery of fine stitches and vivid colors decorate clothing and linen in the Balkan countries. f) France and Switzerland are known for the most delicate type of needlework, often embroidered on plain white.

- Adapted -

Making Inferences
RFU Exercise 3-A

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

- _____1. Children love to watch it on TV.
- a) bold film b) comedy film
c) cartoons d) game show
- _____2. Randy wear sunglasses even at night to hide his eyes.
- a) Randy wants to be fashionable.
b) Randy doesn't like the night.
c) Randy wants to steal a scene.
d) Randy wants to hide his eye defect.
- _____3. Coming from a whole day hike, the campers easily fell asleep.
- a) The campers were tired.
b) The campers were hungry.
c) The campers were happy.
d) The campers were lost.
- _____4. This is a special day for mothers. It is not her birthday but she receives flowers and gifts from her children and husband.
- a) Father's Day b) Birthday
c) Mother's Day d) Earth Day
- _____5. Four teenagers drowned in the sea while having an excursion despite of the good weather .
- a) The teenagers did not know how to swim.
b) There was a typhoon.
c) There were sharks around.
d) There were no lifeguards.
- _____6. At 12, Joel does not go to school because his family depends on him for a living.
- a) He is not interested to study.
b) He works for his family.
c) He is sick.
d) He is dull.

- _____7. "I miss you so much, honey", the man writes to the woman. What is the relationship of the man and the woman?
- a) cousins b) friends c) in-laws d) husband& wife
- _____8. This fruit with one big seed inside is in season during summer. Ripe or green, children and adults enjoy its taste.
- a) jackfruit b) mango c) avocado d) guava
- _____9. Mr. Jones found a wallet filled with money and returned it to the owner. What can you say about Mr. Jones?
- a) He is industrious b) He is honest
c) He is responsible d) He is brave
- _____10. It is a disease most people fear of. It is incurable. Anybody can be afflicted with it.
- a) AIDS b) cold c) cough d) fever

Making Inferences
RFU Exercise 3-B

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

- _____1. He passes the ball fast, dribbles it and dunks it on the goal perfectly.
- a) He is a tennis player.
 - b) He is a basketball player.
 - c) He is a golf player.
 - d) He is a baseball player.
- _____2. Filipino children age 6, 8 and 10 are talking in the English language.
- a) The children belong to the rich family.
 - b) The children are foreigners.
 - c) English is the language used in the home.
 - d) The children are intelligent .
- _____3. People standing in line with their empty water containers.
- a) There is water shortage.
 - b) There is rice shortage.
 - c) There is gas shortage.
 - d) There is labor shortage.
- _____4. Laura, a mother of four, washes clothes for their neighbors and other people.
- a) Laura is a dishwasher.
 - b) Laura is a laundry woman.
 - c) Laura is a storekeeper.
 - d) Laura is a businesswoman.
- _____5. Sitting in a dark room, people focus their attention to one direction - the screen.
- a) This is a movie house.
 - b) This is a church.
 - c) This is a courtroom.
 - d) This is a bedroom.

- _____6. Pedro is in the corner looking very sad.
- a) Pedro is hungry.
 - b) Pedro is sleepy.
 - c) Pedro is tired.
 - d) Pedro is anxious.
- _____7. People fall in line near the confession box.
- a) People are repentant of their sins.
 - b) People are to enjoy a movie.
 - c) People are seeking enrollment.
 - d) People are watching a stage show.
- _____8. Mr. Zamora has a good paying job, but he does not buy expensive clothes and eat delicious food.
- a) Mr. Zamora is thrifty.
 - b) Mr. Zamora is poor.
 - c) Mr. Zamora is a miser.
 - d) Mr. Zamora is rich.
- _____9. Lota asked Remy to go with her to see a movie, but Remy just came from an overtime work so she refused to go. Remy refused because:
- a) She has no money.
 - b) She is busy.
 - c) She is angry.
 - d) She is tired.
- _____10. A couple with half dozen children are shouting with each other. Soon, a noise of falling object and shrieks and cries of children can be heard.
- a) The couple are having fun.
 - b) The couple are quarreling.
 - c) The couple are dancing.
 - d) The couple are singing.

Making Inferences
RFU Exercise 3-C

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

- _____1. People make a sign of the cross when they pass by this building.
- a) School b) Church c) Market d) Grocery
- _____2. Sunset is beautiful if it is viewed from this place.
- a) Luneta Park b) Imelda Park
c) Burham Park d) Niagara Park
- _____3. This is a means of transportation on air which transports passengers in less than an hour.
- a) boat b) bus c) tricycle d) airplane
- _____4. Man uses this to fulfill his dreams.
- a) Book b) Food c) Money d) TV
- _____5. She makes dresses for young and old alike. Who is she?
- a) a tailor b) a shoemaker
c) a dressmaker d) a waiter
- _____6. He makes experiments, he invents, and discover things that may be beneficial to man.
- a) He is an engineer b) He is a scientist
c) He is a teacher d) He is a doctor
- _____7. He performs on stage in a circus. With his face painted and showing a wide grin he makes children laugh at his tricks and wits in a birthday party.
- a) He is a stage actor. b) He is a magician.
c) He is a clown. d) He is a singer.
- _____8. Mrs. Cruz, a fat woman jogs every morning. She eats only fish and vegetables. No sweets, no meat, no softdrinks.

- a) Mrs. Cruz wants to be fat.
- b) Mrs. Cruz wants to maintain her figure.
- c) Mrs. Cruz wants to slim down.
- d) Mrs. Cruz wants to join a beauty contest.

_____9. You should have kept the money you found. The person addressed to:

- a) gave the money to the church.
- b) kept the money with him.
- c) bought a house and lot.
- d) went on a shopping spree.

_____10. This is a flower with a long stem with thorns and usually given by a man to a woman of his dreams.

- a) Gumamela b) Sampaguita c) Dahlia d) Rose

Making Inferences
RFU Exercise 3-D

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

- _____1. Little Mikee came home crying. Her friends were calling her names like "piggy and whale".
- a) Mikee is fat. b) Mikee is pretty.
c) Mikee is slim. d) Mikee is ugly.
- _____2. Argie always brings reading material wherever he sits. In the sala, in the bedroom, in the dining room and even in the comfort room.
- a) Argie is a fast reader.
b) Argie practice reading.
c) Argie loves to read.
d) Argie is a non-reader.
- _____3. Every morning, Myra is always in a hurry for work. She can't even take her breakfast, for she must be in the office at seven.
- a) Myra does not like her breakfast.
b) She wakes up late in the morning.
c) She sleeps late at night.
d) She walks to the office every morning.
- _____4. The woman was yelling at her son. She was talking too much while she was cleaning his wounds and bruises.
- a) The boy was given a prize.
b) The boy went swimming without asking permission..
c) The boy saved a drowning friend.
d) The boy was involved in a fight.
- _____5. Streetchildren are standing by the road waiting for cars to pass by. Suddenly, they scamper in one directions a man tossed bread in the air. The children must be:
- a) hungry b) angry c) worried d) tired

- _____6. Upon entering the house, Mr. Micor saw that there were suspicious men carrying valuables coming from a neighbor's house. Immediately, he went to the telephone and dial a number.
- a) Mr. Micor called up his friend.
 - b) Mr. Micor called up his neighbor.
 - c) Mr. Micor called up the bakeshop.
 - d) Mr. Micor called up the police.
- _____7. Men and women bring their crops like bananas, gabi, camote and other farm products for sale. Then they buy fish, meat and cloth after their products have been sold. This is a picture in:
- a) The Market Day
 - b) Enrollment Day
 - c) Graduation Day
 - d) Christmas Day
- _____8. Susan wraps gifts for her godchildren. In each gift she writes their names, then clad in Santa Claus costume she surprises them. The occasion is:
- a) Valentine's Day
 - b) Birthday
 - c) Christmas Day
 - d) Easter Sunday
- _____9. Rico had knocked at the door several times. But nobody came to open, He tried again but he received no response.
- a) The house is closed.
 - b) The house is asleep.
 - c) The house is open.
 - d) The house is empty.
- _____10. Dennise is restless. He walks to and fro of the hospital corridor. He would sit, then stand. His wife is in the delivery room.
- a) His wife is due to deliver a baby.
 - b) His mother is sick.
 - c) His baby is to be operated .
 - d) His wife met an accident.

Making Inferences**RFU Exercise 3-E**

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

- _____1. It is a very useful tree, from the roots to the leaves.
- a) coconut tree b) mango tree
c) avocado tree d) jackfruit tree
- _____2. Men and women are in a hurry carrying bags and other things and children cry in fear while sirens of firetrucks can be heard.
- a) There is a typhoon. b) There is an earthquake.
c) There is a war. d) There is a fire.
- _____3. He is a bread-winner of the family. He feeds the children and his wife.
- a) uncle b) father c) mother d) brother
- _____4. You study hard, while you are young. The people addressed to are:
- a) students b) farmers
c) businessmen d) fishermen
- _____5. The children are scared as they passed by those old buildings at night.
- a) The building have guns.
b) The buildings have ghosts.
c) The buildings have tall trees..
d) The buildings are filled with toys.
- _____6. Sheila always goes up the stage every year to receive her medal.
- a) Sheila always sings.
b) Sheila is always an emcee.
c) Sheila is a good actress.
d) Sheila is always an honor student.

- _____7. His father always bring with him a hammer and a saw whenever he goes to work.
- a) He is a farmer b) He is a carpenter.
c) he is a fisherman d) He is a businessman.
- _____8. The Reyes family left their home in the Philippines to reside permanently in the States.
- a) The family is an American Citizen.
b) They do not have relatives in the Philippines.
c) Their house is already old.
d) They do not like the weather in the Philippines.
- _____9. They sing in every mass, wedding and funeral. The group is:
- a) a choral group b) a school choir
c) an international choir d) a church choir
- _____10. The woman goes to church everyday. She recites novenas and is a member of religious organizations.
- a) The woman is a philanthropist.
b) The woman is a civic leader.
c) The woman is religious.
d) The woman is a social worker.

Making Inferences
RFU Exercise 3-F

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

- _____1. This is a place where people from the province seek for employment because of lots of opportunities.
- a) farm b) province c) city d) town
- _____2. The highest distinction given to an honor fourth year high school student on graduation day.
- a) honorable mention b) salutatorian
c) first honor d) valedictorian
- _____3. Annie is fifteen year old but she's already wearing eyeglasses.
- a) She is already old. b) She cannot see well.
c) She is a poor reader. d) She wants to be fashionable.
- _____4. This man and his assistant make a study of ancient civilization through fossils, relics and art. Who are they?
- a) geologists b) anthropologists
c) volcanologists d) seismologist
- _____5. These men collect rocks, crystals, or other earth formations for study. What are they?
- a) Volcanologists b) anthropologists
c) seismologist d) geologists
- _____6. People form a line and are eager to see if their names are in the voter's list. This picture is seen during:
- a) election time b) enrollment time
c) intramural time d) christmas time

- _____7. It is given to a movie actor or actress for an excellent performance in a film.
- a) It is a medal. b) It is an award.
c) It is a house. d) It is a sword.
- _____8. Children like its taste. They love it since it is cold and sweet. It is :
- a) ice cream b) milk c) doughnut d) cake
- _____9. She is the treasurer and housekeeper of the house. She helps father in looking after the children.
- a) father b) sister c) mother d) uncle
- _____10. When there is no call to duty, Jose sleeps in their quarters or plays basketball with his companions. When the call arrives and people hear the siren, Jose and his companions rush to where the fire is. They use the water hose and see that the fire does not spread. What is their job?
- a) They are policemen. b) They are congressmen.
c) They are firemen. d) They are engineers.

Making Inferences
RFU Exercise 3-G

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

- _____1. The woman is fanning herself furiously. She feels:
a) cold b) warm c) feverish d) uneasy
- _____2. Had I stopped her from going there, she could have escaped death.
a) The woman got pregnant.
b) The woman won a prize.
c) The woman met an accident.
d) The woman found a friend.
- _____3. These girls apply various lotions, creams and cosmetics to a patron's face to clean, treat, and beautify her skin. What do you call the girls?
a) The girls are midwives.
b) They are surgeons.
c) They are nurses.
d) They are beauticians.
- _____4. Narciso studies the similarities of the spoken words in South-East Asian nations. He writes dictionaries of Philippine dialects.
a) He is geologist. b) He is a teacher.
c) He is linguist. d) He is a painter.
- _____5. Arturo plans the lay-out of electrical wires, switches, outlets and fuse boxes. He sees to it that each floor of a building has a main switch. What is his job?
a) electrician b) engineer
c) carpenter d) architect
- _____6. Raul takes orders from customers who choose items in a menu. He brings orders to the kitchen, then serves the dishes. If his service is good he receives a tip. What is his job?
a) He is a vendor. b) He is a waiter.
c) He is a driver. d) He is a newsboy.

Identifying Speaker's Feelings
RFU Exercise 4-A

Direction: Read each sentence below, then identify the feeling shown by the speaker by writing the letter only.

- _____1. "Rona is alive!"
a) despair b) contentment c) joy d) dismay
- _____2. "Gee! We're having twins."
a) envy b) joy c) hope d) fear
- _____3. "I'm not going without Steve."
a) despair b) firmness c) hope d) love
- _____4. "I am an opera singer."
a) appreciation b) doubt c) pride d) pity
- _____5. "Be careful with our dogs."
a) fear b) warning c) dismay d) concern
- _____6. "You are special to me darling."
a) love b) pity c) anger d) despair
- _____7. "I'm lost, what shall I do?"
a) hope b) sadness c) certainly d) despair
- _____8. "Leave me alone, do you hear me?"
a) sadness b) anger c) regret d) shame
- _____9. "I cannot throw away the future of all my children to help just one."
a) concern b) love c) hope d) envy
- _____10. "All I could think about was that we must return the wallet to the owner as quickly as possible."
a) pride b) dismay c) honesty d) envy

Identifying Speaker's Feeling
RFU Exercise 4-B

Direction: Read each sentence below, then identify the feeling shown by the speaker by writing the letter only.

- ____1. "You are sure, that's music?"
a) envy b) doubt c) fear d) anxiety
- ____2. "Is it true you're a Muslim?"
a) regret b) doubt c) certainty d) humility
- ____3. "We've got to the hospital, quick!"
a) anxiety b) regret c) shame d) petition
- ____4. "You will serve me at this instant, or I'll call the manager."
a) joy b) gratitude c) anxiety d) anger
- ____5. "Studying is important than playing ball," said Hakeem the star center.
a) pride b) certainty c) assurance d) contentment
- ____6. "Don't worry, I'll take care of dinner. You go ahead and nap."
a) industry b) honesty c) assurance d) confuse
- ____7. "I have to fight, or the other boys will think I am weak."
a) determination b) surprise c) pride d) regret
- ____8. "Oh, God, please don't let me be late for my first day of school."
a) humility b) petition c) shame d) regret

- _____9. "No matter how many times I read this, I couldn't figure out what the teacher wanted my son to do."
- a) despair b) confuse c) anxiety d) surprise
- _____10. "There is no way I can say "thank you" well enough to everyone who gave their time and risked their jobs or live for me."
- a) gratitude b) contentment c) petition d) envy

Identifying Speaker's Feeling
RFU Exercise 4-C

Direction: Read each sentence below, then identify the feeling shown by the speaker writing the letter only.

- _____1. "Lady, are you alright?"
a) envy b) concern c) doubt d) joy
- _____2. "But we can't go tonight."
a) protest b) trust c) faith d) fear
- _____3. "We will wait until you return."
a) trust b) pity c) sadness d) patience
- _____4. "What if bridge is closed?"
a) excitement b) fear c) despair d) protest
- _____5. "Lord, watch over us all the time."
a) faith b) dismay c) petition d) trust
- _____6. "Oh, God, I must find her, even if I drown."
a) bravery b) determination c) love d) doubt
- _____7. "Listen to me, you've got to run for help. Leave the babies."
a) sadness b) alarm c) fear d) pride
- _____8. "Didn't I promise we'd make it to Mexico for your 40th birthday?"
a) sadness b) gratitude c) surprise d) shame
- _____9. "If I hadn't asked Mom to let him enlist, he'd still be alive."
a) regret b) sadness c) pity d) bravery

_____10. "I'm glad to see you receive this award, though it has taken a very long time for you to be recognized."

a) contentment b) pride c) joy d) dismay

Identifying Speaker's Feeling

RFU Exercise 4-D

Direction: Read each sentence below, then identify the feeling shown by the speaker by writing the letter only.

- _____1. "Stop the car, you idiot!"
a) envy b) shame c) anger d) pity
- _____2. "My daughter, where's my daughter?"
a) anger b) hopeless c) fear d) anxiety
- _____3. "We've found a dinosaur graveyard."
a) joy b) industry c) contentment d) greed
- _____4. "Don't be stupid lad. Pull yourself together."
a) envy b) industry c) doubt d) concern
- _____5. "You must love your job", Yang told Dong.
a) kindness b) pity c) concern d) fear
- _____6. "Please come back to me, Margaret", Mike pleaded.
a) truthfulness b) pride c) despair d) regret
- _____7. "I'm a strong swimmer, but I was scared."
a) truthfulness b) pride c) honesty d) envy
- _____8. "Mother, I lost the money you gave me for my tuition."
a) fear b) truthfulness c) confused d) joy
- _____9. "I couldn't cook, clean or even hold my children on my lap."
a) despair b) regret c) envy d) petition
- _____10. "Knowing that I had helped someone was the high point of my day".
a) contentment b) joy c) loyalty d) regret

Identifying Speaker's Feeling
RFU Exercise 4-E

Direction: Read each sentence below, then identify the feeling shown by the speaker by writing the letter only.

- ____1. "I hate liar the most."
a) anger b) gratitude c) patience d) anxiety
- ____2. "Please God, let me pass the audition."
a) bravery b) petition c) faith d) despair
- ____3. "I wish everybody could be like you."
a) truthfulness b) petition
c) appreciation d) humility
- ____4. "Thank you, doctor, I trust you."
a) pity b) humility c) bravery d) trust
- ____5. "I wouldn't feel right taking somebody else's money."
a) honesty b) contempt c) fear d) greed
- ____6. "By the time we leave here, we'll be millionaires!"
a) pride b) regret c) joy d) anger
- ____7. "The opera was the most wonderful thing I've ever seen."
a) doubt b) appreciation c) despair d) honesty
- ____8. "I cannot accept a reward for having done the right thing."
a) humility b) honesty c) envy d) anxiety
- ____9. "One day we hope to bring water from the mountain for you."
a) industry b) determination
c) anxiety d) honesty

_____10. "They're not going to employ you, if you look like a thief."

a) anger b) truthfulness c) warning d) humility

Identifying Speaker's Feeling
RFU Exercise 4-F

Direction: Read each sentence below, then identify the feeling shown by the speaker by writing the letter only.

- _____1. "You're certainly a courageous woman."
a) honesty b) admiration c) industry d) humility
- _____2. "Don't worry, I'll find your family."
a) assurance b) encouragement c) hope d) anxiety
- _____3. "Shame on you, brutes! Shame on you!"
a) anger b) anxiety c) loneliness d) scorn
- _____4. "Mom, we'll always be good and obedient."
a) honesty b) regret c) obedience d) faith
- _____5. "No! No! I can't leave without my son."
a) joy b) sadness c) surprise d) petition
- _____6. "I should not have trusted you, you fooled me."
a) faith b) scorn c) pity d) regret
- _____7. "Oh my God! We heard there was a crash!"
a) pride b) dismay c) fear d) joy
- _____8. "I just want to thank you for saving her life."
a) determination b) regret
c) contentment d) anxiety
- _____9. "My parents taught me not to take what's not mine."
a) honesty b) doubt c) contentment d) faith
- _____10. "Why, you are strong enough to work and earn a living."
a) bravery b) mockery c) certainty d) faith

Identifying Speaker's Feeling
RFU Exercise 4-G

Direction: Read each sentence below, then identify the feeling shown by the speaker by writing the letter only.

- _____1. "I've saved thousands of human lives."
a) envy b) hope c) pride d) doubt
- _____2. "God. I entrust my child to you."
a) trust b) love of nature c) concern d) warning
- _____3. "You still got that big dog of yours?"
a) love of God b) anticipation c) doubt d) dismay
- _____4. "I'm dumb! I'm dumb! I wish I were dead!"
a) regret b) hopelessness c) sadness d) pride
- _____5. "I wish I have not run away from home."
a) hope b) regret c) impatience d) trust
- _____6. "You're extremely lucky to have been chosen Miss Senior."
a) envy b) joy c) faith d) admiration
- _____7. "No dice, Juan, come in thirty days. I warned you."
a) warning b) regret c) doubt d) anxiety
- _____8. "I won't buy from their store again. Their goods are fake."
a) regret b) hope c) pride d) trust
- _____9. "This is the opportunity of a lifetime, but we will miss you terribly."
a) impatience b) sadness c) anxiety d) joy

____10. "Study your lessons well, so you won't fail in any of your subjects."

a) concern b) pity c) hope d) humility

Identifying Fact and Opinion
RFU Exercise 5-A

Direction: Read each sentence below then identify whether it is a fact or opinion. Write F for fact and O for opinion.

- _____1. Diamond is a woman's best friend.
- _____2. William Shakespeare is the world's greatest dramatist.
- _____3. Red is the most attractive of all colors.
- _____4. Men are capable then women in most things.
- _____5. Balut is good for sick and convalescing people.
- _____6. The very rich do not worry about finances.
- _____7. Golf is a sport which requires skill and practices.
- _____8. Death by electric chair or gas chamber is inhuman.
- _____9. The Bible is the widest selling book in the world.
- _____10. A kilo of feathers is as heavy as a kilo of lead.

Identifying Fact and Opinion
RFU Exercise 5-B

Direction: Read each sentence below the identify whether it is a fact or opinion. Write F for fact and O for opinion.

- _____1. English is an international language.
- _____2. Mathematics is a difficult subject.
- _____3. Adherence to the law indicates a citizen's patriotism.
- _____4. Most occupations involve some work that is unpleasant.
- _____5. The late President Marcos was a great president.
- _____6. The moon gets its light from the sun.
- _____7. A girl with a long hair is beautiful.
- _____8. Success depends to a great extent of man's perseverance.
- _____9. In the Philippines, the father is the head of the family.
- _____10. The gays who undergo sex change are leading a happy life.

Identifying Fact and Opinion
RFU Exercise 5-C

Direction: Read each sentence below then identify whether it is a fact or opinion. Write F for fact and O for opinion.

- _____1. This shirt seems expensive.
- _____2. This film is of top quality.
- _____3. Aesop is the greatest writer of fables.
- _____4. Alexander Graham Bell invented the telephone.
- _____5. Faith healers are better than doctors.
- _____6. An eyeglass can make one fashionable.
- _____7. Man's life is now easy and comfortable.
- _____8. Computers are becoming a part of man's life now.
- _____9. A prolong watching of television is harmful to children.
- _____10. The solar system is composed of the sun and the nine planets.

Identifying Fact and Opinion
RFU Exercise 5-D

Direction: Read each sentence below then identify whether it is a fact or opinion. Write F for fact and O for opinion.

- _____1. Teaching is a noble profession.
- _____2. Philippine films are quality films.
- _____3. Exercise is good for our health.
- _____4. Magellan discovered the Philippines in 1521.
- _____5. A country rich in oil is powerful.
- _____6. Dr. Jose Rizal is a national hero.
- _____7. Mercury is the nearest planet to the sun.
- _____8. Patrick Garcia is the hottest teen star today.
- _____9. The dictionary is the most useful reference book.
- _____10. One can tell what kind of person a man is through his palms.

Identifying Fact and Opinion**RFU Exercise 5-E**

Direction: Read each sentence below then identify whether it is a fact or opinion. Write F for fact and O for opinion.

- ____1. Most people read books.
- ____2. Most teenagers love soft music.
- ____3. Japan is an industrialized country.
- ____4. Flor Contemplacion was hanged in Singapore.
- ____5. Stamp collecting is the hobby of kings.
- ____6. Taking prohibited drugs can ruin one's life.
- ____7. Giving flowers is a sign of love.
- ____8. Ninoy Aquino was killed in a tarmac.
- ____9. A T-shirt is an easy and comfortable outfit.
- ____10. The Philippines is called the "Pearl of the Orient Seas."

Identifying fact and Opinion
RFU Exercise 5- F

Direction: Read each sentence below then identify whether it is a fact or opinion. Write F for fact and O for opinion.

- _____1. Poor people are sensitive.
- _____2. Americans love outdoor life.
- _____3. The snake is a dangerous animal.
- _____4. Meat is an energy-giving food.
- _____5. Children love to watch cartoons on TV.
- _____6. The Spaniards introduced Christianity in the Philippines.
- _____7. An educated person is always well-mannered.
- _____8. The Philippine Eagle is our national bird.
- _____9. Children must drink vitamins to make them strong.
- _____10. The Philippines is a country rich in natural resources.

Identifying Fact and Opinion
RFU Exercise 5-G

Direction: Read each sentence below then identify whether it is a fact and opinion. Write F for fact and O for opinion.

- _____1. Smoking can cause facial wrinkling.
- _____2. There are ten commandments of God.
- _____3. The trees prevent flood during typhoon.
- _____4. Most children are afraid of the dark.
- _____5. Many husbands and wives resemble each other.
- _____6. Christmas is the longest season in the Philippines.
- _____7. A child who drinks milk everyday becomes intelligent.
- _____8. Coffee drinkers have a light risk of heart attack.
- _____9. The soldiers defend our country in times of war.
- _____10. The Bananue Rice Terraces can be found in Baguio.

Perceiving Relationships Through the Use of Guide Words
RFU Exercise 6-A

Direction: Read each sentence carefully. Then from the choices that follow pick out the word that best completes the sentence. Write the letter only.

- ____1. Roses are red, violets are _____.
a) blue b) yellow c) white d) green
- ____2. If there's hello, there's _____.
a) tomorrow b) today c) goodbye d) yesterday
- ____3. Today we buy rice by the _____.
a) meter b) bottle c) can d) kilo
- ____4. Now it's May, next month is _____.
a) April b) July c) June d) March
- ____5. Do you _____ to open the light?
a) switch off b) cut off c) brush off d) switch on
- ____6. We say, "How are you, I'm fine _____."
a) shame on you b) thank you
c) I'm sorry d) goodbye
- ____7. Children _____ socks in the christmas tree during christmas.
a) hand b) raise c) keep d) display
- ____8. People living in places where there's snow usually have a
a) blue christmas b) merry christmas
c) white christmas d) happy christmas

_____10. Vandolph looks and acts like his father. It is true because _____.

- a) like mother, like daughter
- b) like father, like son
- c) like sister, like brother
- d) both are identical twins

Perceiving Relationships Through the Use of Guide Words
RFU Exercise 6-B

Direction: Read each sentence carefully. Then from the choices that follow pick out the word that best completes the sentence. Write the letter only.

- ____1. Most children like ham and _____ for breakfast.
a) eggs b) cheese c) bacon d) rice
- ____2. Meaning of words are usually found in _____.
a) an encyclopedia b) an atlas
c) a dictionary d) an almanac
- ____3. Teachers in school teach children to read and _____.
a) write b) sing c) exercise d) recite
- ____4. We usually have our hair cut in a _____.
a) dress shop b) pawn shop
c) coffee shop d) barber shop
- ____5. The colors of the Philippine flag are red, white and _____.
a) yellow b) blue c) green d) maroon
- ____6. Books are to be read, while TV is to be _____.
a) kept b) displayed c) viewed d) destroyed
- ____7. The _____ of the tree hold water, reason why they are important.
a) roots b) leaves c) branches d) petals
- ____8. One of the following pairs goes together. They are _____.
a) book and notebook b) bread and butter
c) bag and umbrella d) pencil and pen

_____9. I am selling this land at P500.00 per square meter. Take it or _____ it.

a) down b) keep c) leave d) try

_____10. Parents are as _____ as their children at the opening of classes, that they start buying things for them as early as April.

a) worried b) rejected c) retired d) excited

Perceiving Relationships Through the Use of Guide Words
RFU Exercise 6-C

Direction: Read each sentence carefully. Then from the choices that follow pick out the word that best completes the sentence. Write the letter only.

- ____ 1. Cloth is sold by the _____.
a) inch b) meter c) kilo d) dozen
- ____ 2. We say knife, spoon and _____.
a) cup b) plate c) fork d) glass
- ____ 3. We mail our letters in the _____.
a) post office b) school c) church d) court
-
- ____ 4. The children _____ when their mother left for States.
a) vied b) lied c) cried d) died
- ____ 5. During hot weather people like to eat and drink _____ food.
a) warm b) cold c) sweet d) spicy
- ____ 6. Mother bought five slices of pineapple pie for her children. Mother has _____.
a) four children b) five children
c) six children d) seven children
- ____ 7. The accused was found _____ of the crime he committed and was sentenced for life.
a) free b) innocent c) young d) guilty
- ____ 8. Streets in the city are always full of vehicles and people. It is a _____ street.
a) busy b) crowded c) clean d) dirty

_____9. People in the airport who wanted to go home were _____ due to the typhoon.

a) molested b) stranded c) arrested d) inverted

_____10. The country has been suffering from an on and off power failure. Day and night, there is a _____.

a) black out b) brown out
c) reach out d) blow out

Perceiving Relationships Through the Use of Guide Words
RFU Exercise 6-D

Direction: Read each sentence carefully. Then from the choices that follow pick out the word that best completes the sentence. Write the letter only.

- ____1. What is correct cannot be _____.
a) left b) bad c) wrong d) good
- ____2. The earthquake was _____.
a) frightening b) enjoyable
c) rewarding d) remarkable
- ____3. The government sent aids to _____ areas.
a) stricken b) safe c) progressive d) developing
- ____4. People usually keep their money in the _____.
a) house b) bank c) church d) school
- ____5. Brides in a wedding usually wear _____.
a) yellow dress b) red dress
c) white dress d) black dress
- ____6. My son is talkative. He talks like a _____.
a) Maya b) Eagle c) Dog d) Parrot
- ____7. Father is _____ a visitor this noon at home.
a) expecting b) avoiding c) visiting d) driving
- ____8. Let us go around the place. We will paint the town _____.
a) blue b) white c) red d) black
- ____9. Georgia is a consistent honor student. She is always in the _____.
a) clinic b) dean's list
c) guidance center d) principal's office

_____10. Filipinos buy goods made from other countries.
They believe that _____ goods are excellent and
cheap.

- a) local b) fine c) imported d) durable

Perceiving Relationships Through the Use of Guide Words
RFU Exercise 6-E

Direction: Read each sentence carefully. Then from the choices that follow pick out the word that best completes the sentence. Write the letter only.

- ____1. Mother bought a _____ of softdrink.
a) can b) bag c) bottle d) bundle
- ____2. All is fair in love and _____.
a) wealth b) war c) work d) wage
- ____3. Camilla is the _____ of his eyes.
a) mango b) apple c) guava d) orange
- ____4. I need _____ to match my ring.
a) an earring b) a bag
c) pair of shoes d) a new dress
- ____5. The president of the Philippines lives in _____.
a) congress b) cottage
c) Malacañang palace d) court
- ____6. Anjo passed the bar examinations. He is now a _____.
a) lawyer b) engineer c) doctor d) teacher
- ____7. The teacher _____ the boy who returned the money to her.
a) punished b) loved c) praised d) arrested
- ____8. Lara is close to her father. She is called a _____.
a) Mama's girl b) Lola's girl
c) Papa's girl d) other's girl

_____9. Mr. Roque respects women, the women in turn admire him for being _____.

a) brave b) rich c) handsome d) gentleman

_____10. Liza, although has graduated from college still goes to school. She says she still has that thirst for _____.

a) wealth b) knowledge c) fame d) man

Perceiving Relationship Through the Use of Guide Words
RFU Exercise 6-F

Direction: Read each sentence carefully. Then from the choices that follow pick out the word that best completes the sentence. Write the letter only.

- ____1. Christmas is celebrated every _____.
a) month b) week c) year d) day
- ____2. Life is not a bed of _____.
a) sampaguita b) orchids
c) bougainvillea d) roses
- ____3. We say sleek and sassy, tall and _____.
a) stout b) lanky c) short d) thin
- ____4. Let us extend a helping _____.
a) hand b) heart c) shoulder d) ear
- ____5. Donna is beautiful and intelligent. her classmates are _____ of her.
a) angry b) envious c) friendly d) jealous
- ____6. On my birthday, I received _____ gift which I can't forget.
a) an expensive b) a memorable
c) a beautiful d) a grandest
- ____7. We were unable to attend your wedding because of the _____ weather.
a) stormy b) fair c) sunny d) cold
- ____8. John is the problem child in the family. He is called the _____.
a) white mare b) sweet lamb
c) black sheep d) guardian angel

- _____9. The family lives in comfort. They can buy what they want. They have been living _____.
- a) poorly b) vainly c) luxuriously d) wisely
- _____10. Mr. Reyes is a doctor by profession and a teacher by vocation. He is always busy as _____.
- a) an ant b) a bee c) a frog d) a bird

Perceiving Relationships Through the Use of Guide Words
RFU Exercise 6-6

Direction: Read each sentence carefully. Then from the choices that follow pick out the word that best completes the sentence. Write the letter only.

- _____1. My _____ is stamp collecting.
a) job b) hobby c) hang-out d) weakness
- _____2. A _____ softdrink is refreshing.
a) cold b) warm c) sweet d) rancid
- _____3. The sun sets in the _____.
a) west b) east c) north d) south
- _____4. I see _____ faces around the room.
a) ugly b) familiar c) beautiful d) round
- _____5. Have you _____ about me last night?
a) thought b) missed c) dreamed d) forgotten
- _____6. What is old can never be _____.
a) new b) narrow c) big d) small
- _____7. The only permanent thing in this world is _____.
a) love b) change c) hate d) enemy
- _____8. Man needs clothing, shelter and _____ in order to live.
a) books b) food c) people d) education
- _____9. We _____ forgiveness from the Almighty and from the people we have done wrong.
a) pray b) offer c) give d) ask

_____10. Most Filipinos like to entertain visitors. It is true since Filipinos are known for their _____.

- | | |
|----------------|------------|
| a) laziness | b) bravery |
| c) hospitality | d) honesty |

Sequencing Ideas in Logical Order
RFU Exercise 7-A

Direction: The following are parts of a paragraph presented in jumbled order. Read each part and decide what would be the best order so that they will form a well-organized paragraph by writing a, b, c, d, e, etc. on the blank before the number.

Item A

- _____1. The winners in each stage are given minor individual parts.
- _____2. The one who has the shortest total time in the stages wins the stage race.
- _____3. Stage cycling races are the glamour events of road racing.
- _____4. The races are done in several stages, each stage being run as a separate stage.

Item B

- _____1. The syrup is boiled in pans until small crystals appear on its surface.
- _____2. The juice is fed into a large steam-heated boiler until it turns into a thick syrup.
- _____3. The sugarcane is passed between crushers to squeeze all the juice out; and the flattened cane is passed between rollers to squeeze all the juice.
- _____4. The syrup is next passed into heavy metal drums with the holes and with fine mesh living which spin at high speed and continually throws out the syrup.
- _____5. The juice that has been squeezed from the cane is strained and pumped into large tanks where chemicals are added to make the juice clear.

Sequencing Ideas in Logical Order
RFU Exercise 7-B

Direction: The following are parts of a paragraph presented in jumbled order. Read each part and decide what would be the best order so that they will form a well-organized paragraph by writing a, b, c, d, e, etc. on the blank before the number.

Item A

- _____1. As soon as the weather begins to make itself felt, the birds return and start the spring cycle of mating and nesting.
- _____2. As the cold weather approaches, many birds migrate to find a warmer home.
- _____3. It is in spring and summer when the birds are busiest, for during this time they choose their mates, build their nests, lay their eggs and rear families.
- _____4. They prepare for their long trip by eating as much as they can in autumn.
- _____5. They set off for their winter home in huge flocks.

Item B

- _____1. The poison is found in a gland in front of its ears.
- _____2. Only a tiny bit of the snake's poison or venom is enough to kill an elephant.
- _____3. A few drops of the poison are squeezed out and run down the fangs into the victim's body.
- _____4. A poisonous snake's teeth or canine teeth have a special channel for poison.
- _____5. When a poisonous snake strikes, the muscles of its jaws which make its teeth meet also squeeze its glands.

Sequencing Ideas in Logical Order
RFU Exercise 7-C

Direction: The following are parts of a paragraph presented in jumbled order. Read each part and decide what would be the best order so that they will form a well-organized paragraph by writing a, b, c, d, e, etc, on the blank before the number.

Item A

- _____1. They also spend precious minutes applying the product they have chosen.
- _____2. They spend a fortune to procure products that can preserve the youth and beauty of the skin.
- _____3. Most women work hard to protect the quality and youthful appearance of the skin.
- _____4. Only a few are, however, endowed with impeccable skin; and many must cultivate their skin with care and patience to have a good complexion.
- _____5. A smooth radiant trouble-free complexion is one of a woman's most valued possession.

Item B

- _____1. Today, it evolved to the extent that its impact is being felt in almost every area of human endeavor.
- _____2. There is now a shift in emphasis from descriptive statistics to statistical inference.
- _____3. Before, statistics were concerned mostly with data collection and their presentation in tables and charts.
- _____4. This can be attribute to the fact that modern statistics is directly concerned with the problem of decision-making under certainty.
- _____5. The growth of statistical methods and ideas is one of the most remarkable phenomena of the seventies.

Sequencing Ideas in Logical Order

RFU Exercise 7-D

Direction: The following are parts of a paragraph presented in jumbled order. Read each part and decide what would be the best order so that they will form a well-organized paragraph by writing a, b, c, d, e, etc. on the blank before the number.

Item A

- _____1. Long ago, people believed that a hungry crocodile cries to make people think that it was hurt and needed help.
- _____2. Whenever a person came to help it, the crocodile would grab him and eat him up.
- _____3. When a crocodile swallows something big, its jaws are forced open, causing its eyes to be watery.
- _____4. However, a crocodile does not really cry, the watery eyes are a reflex action and have nothing to do with its being sorry.
- _____5. Thus, if you pretend to be sorry, you are shedding crocodile tears.

Item B

- _____1. A still summer day is the best time for butterfly collecting.
- _____2. Look for butterflies in fields where there are wild flowers and in flower-gardens the best places to look for them because butterflies take nectar from the flowers.
- _____3. Mount your butterfly as soon as possible.
- _____4. Put the butterfly in a killing bottle or jar.
- _____5. Wait for the butterfly to rest, taking care not to let your shadow fall on it or it might fly away. Quickly flip the hoop to one side so that the rim falls across the lower part of the bag keeping the butterfly inside.

Sequencing Ideas in Logical Order
RFU Exercise 7-E

Direction: The following are parts of a paragraph presented in jumbled order. Read each part and decide what would be the best order so that they will form a well-organized paragraph by writing a, b, c, d, e, etc. on the blank before the number.

Item A

- _____1. Each member of the family is encouraged to speak and open up as parents try to establish a climate to sincerity, openness and pleasantness.
- _____2. Here, everyone is made to feel he belongs and is accepted for what he is.
- _____3. Daily healthy, lively and loving family interaction is necessary, for it makes for better companionship.
- _____4. This forum can also be growth inducing, for the young can learn from the experiences of the old, and the old can learn fresh and novel ideas from the young.
- _____5. The exchange of stories and ideas between the old and the young is important for the continuity of generations and may serve as training for adolescents who will become spouses and parents.

Item B

- _____1. The participation of elementary pupils in the national sports competition has been found to be giving more harm than good.
- _____2. The sportsfests pose a danger to children particularly in games where much physical exertion is needed.
- _____3. In addition, their academic development is adversely affected, for they are out from their classes for several weeks during training periods and during the school sportsfest.

- _____ 4. Every absence from class prejudices the academic welfare of the child athlete, who is still incapable of independent learning unlike his high school or college counterpart.
- _____ 5. A national sportfest is perhaps not for school kids; for they cannot be expected to compete with more mature and more skillful athletes.

Sequencing Ideas in Logical Order
RFU Exercise 7-F

Direction: The following are parts of a paragraph presented in jumbled order. Read each part and decide what would be the best order so that they will form a well-organized paragraph by writing a, b, c, d, e, etc. on the blank before the number.

Item A

- _____1. The once connected continents have slowly drifted into different positions; and those which were disjointed have joined together to form large supercontinents which later broke into smaller ones.
- _____2. Strong forces inside the earth are pushing and pulling whole continents around the globe like pieces on a gigantic chessboard, causing mountains to rise, volcanoes to erupt, and earthquakes to shake the world.
- _____3. The face of the earth has been constantly changing during its entire lifetime.
- _____4. This process is still going on rather slowly and it will take a long, long time for the world map to have to be drawn again.
- _____5. The constant erosion of the land is a manifestation that the earth is continually changing.

Item B

- _____1. The production staff must know exactly what they are responsible for, and must perform much duties with dedication.
- _____2. The first step in choosing a play to be presented is to consider the number of people in the cast, the expected audience, the funding, the stage and the hall.

- _____3. The aspects that make up a play must be planned and fitted together if the play is to be successful.
- _____4. The presentation of a successful play takes a great deal of time from its organization and the rehearsals to opening night.
- _____5. Many rehearsals are needed. The first rehearsals should be spent by the teacher in explaining the ideas behind the play.

Sequencing Ideas in Logical Order
RFU Exercise 7-6

Direction: The following are parts of a paragraph presented in jumbled order. Read each part and decide what would be the best order so that they will form a well-organized paragraph by writing a, b, c, d, e, etc. on the blank before the number.

Item A

- _____1. In buying a ring, more important to consider the quality of the stone than the setting, for the stone lasts forever, while the setting may be changed according to the fashion of the time.
- _____2. Though the material trend now is for people to marry at a later age, the problem of deciding on a wedding ring has persisted.
- _____3. As diamond has long been considered the symbol of love, a man may wish to buy a diamond ring for his girl.
- _____4. The selection of a ring depends on what the man wants to buy and how much he can afford.
- _____5. In the end, he may settle for a less expensive stone if his funds are limited.

Item B

- _____1. It is advisable to wear sunglasses only when needed.
- _____2. Wearing sunglasses more often than needed prevents the pupils from its natural reaction and makes the eyes more sensitive.
- _____3. Our eyes though, have their own natural defense against glare, that is, the pupils constrict upon exposure.
- _____4. Overexposure to ultra-violet rays hasten cataract in old age.

- _____5. Long exposure to the sun's glare also causes headaches or dizziness, a discomfort which sunglasses are supposed to prevent.
- _____6. Sunglasses serve an important function, that of protecting the eyes from the glare of the sun especially from ultra-violet rays.

Identifying Cause-Effect Relationship
RFU Exercise 8-A

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

Cause	Effect
_____1. bravery	a. floods
_____2. laziness	b. progress
_____3. truthfulness	c. accident
_____4. heavy rains	d. reward
_____5. soil erosion	e. heroism
_____6. family problems	f. alcoholism
_____7. excessive smoking	g. good grades
_____8. obedience to parents	h. poor grades
_____9. diligence in studies	i. lung cancer
_____10. good roads and bridges	j. increase of allowance

Identifying Cause and Effect Relationship
RFU Exercise 8-B

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

Cause	Effect
_____1. typhoon	a. poverty
_____2. carelessness	b. accident
_____3. unemployment	c. trim figure
_____4. over-eating	d. healthy body
_____5. regular exercise	e. heart attack
_____6. proper nutrition	f. heavy floods
_____7. forest destruction	g. economic problem
_____8. low-cost housing	h. destruction of house
_____9. oil price increase	i. houses for everybody
_____10. Mt. Pinatubo eruption	j. evacuation of most families

Identifying Cause and Effect Relationship
RFU Exercise 8-C

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

Cause	Effect
_____ 1. drought	a. accident
_____ 2. malnutrition	b. insomnia
_____ 3. landslide	c. low I.Q.
_____ 4. gas leak	d. water shortage
_____ 5. energy crisis	e. loss of appetite
_____ 6. traffic noise	f. houses collapsed
_____ 7. drug addiction	g. mental disturbance
_____ 8. reckless driving	h. mass poisoning
_____ 9. emotional problems	i. easy facility of data
_____ 10. invention of computers	j. higher prices of commodities

Identifying Cause-Effect Relationship
RFU Exercise B-D

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

Cause	Effect
_____1. insecticides	a. hair loss
_____2. tourists spots	b. good harvests
_____3. poor eyesight	c. more dollars
_____4. communication gap	d. unable to read
_____5. violence in movies	e. misbehavior in children
_____6. invention of telephone	f. quarrel among friends
_____7. excessive use of shampoo	g. destruction of eyesight
_____8. enough water supply	h. harmful insects are killed
_____9. prolong watching of TV	i. easy means of communication
_____10. improper disposal of water	j. diseases due to insanitation

Identifying Cause-Effect Relationship
RFU Exercise 8-E

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

Cause	Effect
_____1. candies	a. peace
_____2. sunlight	b. poor grades
_____3. cold weather	c. tooth decay
_____4. salty food	d. good health
_____5. balanced diet	e. green plants
_____6. love for books	f. kidney disorder
_____7. oil spills in seas	g. good vocabulary
_____8. respect for the law	h. more years of use
_____9. frequent absences in class	i. death of marine life
_____10. conservation of natural resources	j. increase of pulmonary disease

Identifying Cause-Effect Relationship
RFU Exercise 8-F

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

Cause	Effect
_____1. war	a. vitamin D
_____2. rest	b. good health
_____3. peace	c. healthy lungs
_____4. water	d. getting enough sleep
_____5. temperance	e. good neighborliness
_____6. sunlight	f. economic falldown
_____7. pure air	g. keeps you cool & clean
_____8. proper hygiene	h. progressive country
_____9. trust in God	i. saying no to harmful food, drinks and drugs
_____10. harmonious relationship with neighbors	j. life without worry and fear

Identifying Cause-Effect Relationship
RFU Exercise 8-G

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

Cause	Effect
_____1. indigestion	a. greediness
_____2. air pollution	b. stomachache
_____3. spoiling children	c. world peace
_____4. love of money	d. poor country
_____5. love for work	e. improved life
_____6. graft and corruption	f. skin irritation
_____7. respect for others	g. progressive nation
_____8. patronizing local products	h. harmonious relationship
_____9. cooperation among nations	i. misbehavior in manners
_____10. over-exposure to sun's rays	j. increase of respiratory disease

Identifying Author's Purpose
RFU Exercise 9-A

Direction: Read the passages below then identify the author's purpose for writing. Write the letter only: (2 points each)

- a. to inform b. to arouse emotion
- c. to instruct d. to give opinion
- e. to persuade or convince

- _____1. France is the third largest country and one of the world's major economic and political powers. The French sometimes call their land L' Hexagone because of its six-sided shape.

- *Circling the Globe* -
1996 Edition

- _____2. It is not teaching method that is the key. It is culture. American and Western school children have been swept up for decades even generations into the human right syndrome. America particularly gorges on the rights of the individual, even when the rights have run riot.

- *The Philippine Star* -
April 30, 1997

- _____3. So, be easy on yourself. Recognize that you'll need time and that your own pace of recovery may not fit with that of others. Congratulate yourself at each step through grief: I'm still here, I've made it this far!

- _____4. What kind of exercise works best? Aerobic exercise like bicycling or swimming, burns fats fastest. But exercises that build muscle, like weight lifting, stoke your metabolic furnace so you burn calories even while you're asleep.

- _____5. What else can bring sunnier cheers than warm, crisp golden toast on a nippy morning? On her most important morning of all, honor Mom with one of the new generation Tasters from Philips. The top of the line model is made to accommodate breads of different shapes and sizes. Rolls sliced pullman, french, all come out just perfect! Make sure you get a new-generation Toaster from Philips!

Identifying Author's Purpose
RFU Exercise 9-B

Direction: Read the passages below then identify the author's purpose for writing. Write the letter only. (2 points each)

- a. to inform
- b. to arouse emotion
- c. to instruct
- d. to give opinion
- e. to persuade or convince

_____1. We are Asia's only Christian nation, and that alone sets us apart from the rest of Asia. Mother Spain brought with her the Sword of the Cross as her colonial legacy. The Sword disappeared but the Cross remained to largely define our culture and civilization.

- *The Philippine Star* -
April 30, 1997

_____2. To operate the electric oven, turn the knob clockwise to the desired setting. The indicator lamp lights up as the thermostat maintains the set temperature. The lower and upper oven heater can be activated separately by turning the knob clockwise towards the heating indicator desired.

_____3. Let's face it. Let's talk sense. Let's tell everyone the truth, that there are no gains without pains; that we are now on the eve of great decisions, like resistance when you're attacked, but a long, patient, costly struggle which alone assures triumph over most grievous consequences of each.

- *Adlai Stevenson* -

_____4. At Pacific Mall, you'll have the distinction of doing business in a unique tropical shopping paradise! With interiors designed by Hassel of Australia, Pacific Mall is world class architecture at its best.

- ____5. President Ramos recently ordered action to conserve marine life on the part of government executives. The presidential natural pearl form in the waters of Sibuguey, Cebu, the habitat of giant pearl producing clams, already has been damaged. The culprits: the dynamite fishers.

Identifying Author's Purpose
RFU Exercise 9-C

Direction: Read the passages below then identify the author's purpose for writing. Write the letter: (2 points each)

- a. to inform
- b. to arouse emotion
- c. to instruct
- d. to give opinion
- e. to persuade or convince

- _____1. Many of my friends do not find "keeping up with sports" interesting. They prefer programs which show singing and dancing. But I think "keeping up with sports" is one of the best programs we have on TV. It shows different kinds of sports played here and abroad. I find many of the games interesting.
- _____2. Every boy should learn how to use carpenter's tools because the knowledge gained will be of advantage to him all his life. When the screens have to be put up, the back porch repaired, or a new front gate made, he will not be at the mercy of the autocratic king of the village, the carpenter. He will merely get out his tools, and then, in less time than it would have taken to send for a carpenter, a new leg will adorn the kitchen table.
- _____3. Open lens cover (1) to unlock shutter. Pull rewind crank completely up (7) till the film door (11) opens and film into the film counter (2) resets to "9". Insert any 35 mm standard film into the film chamber (12) then press the rewind crank (7) completely down. Pull out film and insert into either slot of the film take up spool (16). Turn the thumb wheel (15) to advance the slim sprocket wheel (14) before the film door closed. Make sure that the film door has snapped into the lock.
- _____4. Thirteen people died and seven others were hideously wounded before detectives could end a month long reign of a senseless terror unequaled in America's criminal history. The vital clue in the case was a small pistol just one of a staggering 40 million handguns in the nation.

- _____5. A lovely, dewey-soft complexion is one of the best expressions of how young you can look, by lavishing your face and neck each day with your Oil of Olay, you help restore and maintain a better balance of oil and moisture in your skin to keep your complexion softer, smoother and younger-looking. Try it now!

Identifying Author's Purpose

RFU Exercise 9-D

Direction: Read the passages below then identify the author's purpose for writing. Write the letter: (2 points each)

- a. to inform
- b. to arouse emotion
- c. to instruct
- d. to give opinion
- e. to persuade or convince

_____1. For the first time in the history of Russia, laws requiring the education of all children between the ages of eighth and fifteen will be enforced throughout the Soviet Union, beginning this fall.

_____2. About this time, I met an old volume of the Spectator. I had never before seen any of them. I bought it, read it over and over and was much delighted with it. I thought the writing excellent, and wished if possible to imitate it. With that view, I took some of the papers, and making short hints of the sentiments in each sentence, laid them by a few days, and then without looking at the book, tried to complete the papers again.

-Benjamin Franklin -

_____3. A double drop is made with two parachutes. The jumper climbs out on the wing of the airplane and swings down under it. When ready, he releases himself from the airplane and starts his descent to earth. After the first parachute has opened, the jumper cuts the rope fastening the two chutes together.

- Pupils Theme -

_____4. The motion-picture industry began about thirty years ago as a penny-in-the-slot affair. Now 68,000 miles of films are produced annually in the U.S. at the cost of \$37,000,000 for the films alone. Eighteen thousand theaters exhibit these films. The movie represents a capital of \$1,500,000,000 and collects \$500,000,000 in admissions each year.

____5. For sometime in our society there has been a growing concern against immorality, against vice, against idleness, in short against ills which can rightly be called social. Such a tendency is certainly satisfying, a sign of notable social progress; although, for the majority, it is a cause of alarm and regret because of seeming increase of such ills. Is there a positive increase of immorality? Is there real cause for alarm because of a moral retrogression of our society?

Identifying Author's Purpose
RFU Exercise 9-E

Direction: Read the passages below then identify the author's purpose for writing. Write the letter. (2 points each)

- a. to inform
- b. to arouse emotion
- c. to instruct
- d. to give opinion
- e. to persuade or convince

- _____1. To keep dustmites at bay, vacuum and dust often. Have your heating and cooling ductwork cleaned regularly. Frequently clean drain pans under your refrigerator or air conditioner.
- _____2. Let us welcome our small brothers and sisters, feel their growing desires, symphatize and be happy with them. They are learning the way of life; let us be their sympathetic guides. We shall rest assured that the future will loom larger and more promising in the hands of those who comes after us.
- _____3. Some 27.5 % of school children experience chronic cough and plegmh production, or wheezing or shortness of breath, as a result of air pollutants.
- _____4. The contraceptive prevalence rate in the Philippines is now 40% for married women of reproductive age. This represents an increase compared to recent years, but it is lower than other southeast Asian countries like Thailand and Indonesia.
- _____5. Why do we take ourselves so seriously? Why can't we look at the bright side and learn to discover humor in everything we do? Without laughter life becomes one colorless, drab existence. Life without laughter is like eating eggs.

- Health & Home -
March-April, 1996

Identifying Author's Purpose
RFU Exercise 9-F

Direction: Read the passages below then identify the author's purpose for writing. Write the letter: (2 points each)

- a. to inform
- b. to arouse emotion
- c. to instruct
- d. to give opinion
- e. to persuade or convince

_____1. If we desire to live as free and cultured human beings, we must be prepared to carry the weight of that freedom and of that social structure which our culture requires upon our bare and brawny shoulders as hard-working, industrious, enterprising men.....

- Manuel Roxas -

_____2. Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support my friend, oppose any foe to assure the survival and success of liberty.

- John F. Kennedy -

_____3. An elephant can eat up to 500 pounds of vegetation each day and drinks up to 40 gallons of water at a time. All these fuel is necessary, since a herd of elephants may wander up to 50 miles a day.

- Wildlife Fact Life -

_____4. We must go forward together not at all. My fellow Americans, I ask you tonight to reach out beyond the forces that divide us. Let us build an American home for the 21st century where everyone has a place at the table and not a single child is left behind.

- Bill Clinton -

- _____. 5. Garlic's reputation as a powerful healing agent goes back more than 5,000 years. Herbal folklore touted garlic's medicinal benefits in treating a variety of ills such as intestinal disorders, high blood pressures, toothaches, throat disorders tumors and more.

- Health & Home -
March-April, 1996

Identifying Author's Purpose
RFU Exercise 9-6

Direction: Read the passage below then identify the author's purpose for writing. Write the letter. (2 points each)

- a. to inform
- b. to arouse emotion
- c. to instruct
- d. to give opinion
- e. to persuade or convince

- _____1. Close your eyes. Let your mind wander freely for a few minutes. Relax and just let your thoughts go without deliberately guiding them.
- _____2. Thousands of people who took up smoking as kids are going to die from it today. They will be replaced by thousands of kids who are going to take their first puff today.
- _____3. Nuts are also great source of fiber, protein, and vitamin E. Almonds in particular, are one of the best non-dairy sources of calcium for preventing osteoporosis, or a weakening of the bones.

- Reader's Digest -
April, 1997
- _____4. Is there such a thing as love at first sight? Why not? When people become love-struck, what happens in that instant is the couple probably discovers a unique something they have in common. It could be something as mundane as they both were reading the same book or were born in the same town. At the same time, they recognize some trait in the other trait that complements their own personality.
- _____5. An annihilating antimatter cloud stretching 4,000 light years across has been found in the region surrounding the center of the milky way galaxy, the US space agency said Monday. It said the cloud could be related to a massive star formation taking place near the large black hole or from winds from giant stars of black hole antimatter factories.

- The Philippine Star-
April 30, 1997

Organizing Ideas
RFU Exercise 10-A

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

A. At a Party

B. In the Hospital

C. A Scene in the Court

D. A Visit to the Zoo

_____1. birds chirping

_____2. lions in a cage

_____3. patients lying in bed

_____4. monkeys climbing on trees

_____5. a room filled with party balloons

_____6. doctors going around the ward

_____7. cakes and wines filled the table

_____8. couples dancing on the dance floor

_____9. the accused paled with fright

_____10. a judge presiding in the hearing of the case

Organizing Ideas
RFU Exercise 10-B

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

- A. Summer Time
- B. After a Fire
- C. In the Forest
- D. Window Shopping

- _____1. attending fiestas
- _____2. ashes and burned walls
- _____3. beautiful women in santacruzán
- _____4. deers and wild pigs roaming around
- _____5. toys for boys and dolls for girls
- _____6. tall and big trees covered the rays of the sun
- _____7. pieces of charcoal seen everywhere
- _____8. shoes and bags adorn the counter
- _____9. colorful umbrellas hanged on one side
- _____10. red, white and yellow flowers in bloom

Organizing Ideas
RFU Exercise 10-C

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

- A. A Family Reunion
- B. A Visit to the Library
- C. Market Day
- D. Examination Time

- ____ 1. children merry-making
- ____ 2. meat and fish for sale
- ____ 3. a teacher going around the room
- ____ 4. people going around the market stalls
- ____ 5. students silently answering questions
- ____ 6. parents conversing while eating and drinking
- ____ 7. books on literature piled in a cabinet
- ____ 8. tables filled with students reading books
- ____ 9. a librarian calling attention of noisy students
- ____ 10. root crops like gabi and bananas sold at low price

Organizing Ideas
RFU Exercise 10-D

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

- A. In the River
- B. An Amateur Singing Contest
- C. A Basketball Championship Game
- D. A Barrio Scene

- _____1. women washing clothes
- _____2. children taking a bath
- _____3. a farmer leading a carabao
- _____4. a boy singing with emotions
- _____5. a girl receiving her prize
- _____6. a coach briefing the players
- _____7. an emcee calling the contestants
- _____8. people eager to watch their team wins
- _____9. a player tossing the ball on the goal
- _____10. people gather in a store to tell stories

Organizing Ideas
RFU Exercise 10-E

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

- A. Election Time
- B. A Scene in a Restaurant
- C. In the City
- D. A Beauty Contest

- _____1. noise of buses and cars
- _____2. a teacher counting the votes
- _____3. colorful lights adorn the streets
- _____4. delicious food at the counter
- _____5. waiters and waitresses serving food
- _____6. voters making a line to get inside
- _____7. beautiful women parading on the ramp
- _____8. tables filled with people eating
- _____9. a contestant doing a dance number
- _____10. a former beauty queen doing a farewell walk

Organizing Ideas
RFU Exercise 10-F

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

- A. At the Police Station
- B. A Scene in the Bus
- C. At the Gym
- D. After the Wedding Reception

- _____ 1. athletes doing an exercise
- _____ 2. wedding gifts being kept
- _____ 3. a complainant being investigated
- _____ 4. a passenger praying for safety
- _____ 5. policemen surrounding the suspect
- _____ 6. a conductor giving tickets to passengers
- _____ 7. two boxers alternately punching the bags
- _____ 8. a coach giving instructions to his athletes
- _____ 9. waiters keeping and cleaning the reception hall
- _____ 10. dirty plates, glasses, cups and saucers spread on the table

Organizing Ideas
RFU Exercise 10-6

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

- A. A Scene in the Camp
- B. At the Park
- C. During the Rain
- D. A Lovely Evening

- ____ 1. sweethearts holding hands
- ____ 2. laughter of children everywhere
- ____ 3. children playing in the rain
- ____ 4. soldiers marching to an fro
- ____ 5. children running around the lawn
- ____ 6. a bright moon shining in the sky
- ____ 7. housewives getting water from the pail
- ____ 8. children taking a bath in the street
- ____ 9. a clear sky with thousands of stars
- ____ 10. soldiers falling in line for the ceremony

Outlining
RFU Exercise 11-A

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

Radar has its uses both peaceful and destructive. In war, radar is used not only to locate targets but also to aim guns or missiles, for it can pinpoint a target as big as football hundreds of miles away. Radars are used to help navigate ships, for they pick up echoes from other ships and help stop collisions as well as echoes from buoys in channels when ships enter or leave port. Radar sets are used to help land airplanes during bad weather when pilots cannot see the ground.

- Developmental Reading -

Outlining
RFU Exercise 11-B

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

Plants can be classified according to how they live and how they survive the cold or dry seasons. Annual plants, sprout from seeds in spring, grow through the summer, and die after their seeds have ripened. Biennials live through two growing seasons. Perennials are plants that live for more than two years. There are two groups of perennials: herbs or herbaceous plants which do not have permanent above ground woody stems; and shrubs and trees whose stems are woody which are called woody plants.

- Developmental Reading -

Outlining
RFU Exercise 11-C

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

A New Rice Thresher Developed by a Farmer

A compact and inexpensive farm machine will soon revolutionize rice threshing among Filipino farmers in the provinces. This machine will help the rural folk, especially the small farmers. Sixty-six year old Arman Dator, together with his two sons, developed the agricultural machine. He comes from San Pablo, Laguna.

Mang Arman claims that his thresher is inexpensive because of the following features:

1. Bamboo is used for the teeth of the machine instead of the steel wire or metal.
2. The only tool needed to replace the worn-out teeth of the thresher is a bolo.
3. No fuel is needed, since energy is generated by a fly-wheel made from a discarded automobile rim.

Another advantage of the machine is that it can easily be transported by carabao or horse, as it rests on its own sled. It can easily be operated by any member of the family, both male and female, from age 10 and above.

Rice threshing done on the primitive way is back-breaking work. This new rice-threshing machine will save small farmers from the difficulty of farm labor. Where they use to their feet and hands, they now have a machine to do it fast and efficiently.

Outlining RFU Exercise 11-D

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

Classifying the Climate of the World

Weather refers to the day-to-day changes in atmospheric conditions. The average weather in a particular region over a fairly long period of time is its climate. The science of climate is called climatology, and the scientist who studies the climate is a climatologist.

Climatologists classify the climates of the earth into: a) tropical, b) middle latitude, and c) polar climates. Depending upon the temperature and rainfall in these regions, these further subdivided into different climates.

Tropical climates are located within 30 degrees above and below the equator. Here the sun is nearly always overhead at noon. Tropical climates are therefore the warmest all the year. In the belt of the doldrums, rain is abundant all year. The climates included under this are: tropical rain forest, savanna, tropical desert and tropical steppe.

The middle latitude climates are located between 30 degrees and 65 degrees latitude. There is a wide range of temperature with at least one month where the average temperature is 10 degrees or higher. A variety of weather is produced because it is in the belt of the westerlies. The middle-latitude climates are: Mediterranean humid subtropical, marine west coast, humid continental, dry continental and subarctic.

Polar climates. Close to the poles the sun is not seen during the winter for as long as six months. In the summer the sun's rays that reach it great slanted and therefore have less heat. This region has very little precipitation. The climates are Tundra and Icecap.

Outlining
RFU Exercise 11-E

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

Fiesta - A Boom or Detriment?

To many Filipinos, May time is a happy time. In May, flowers bloom and fruits abound. There are santacruzans and pabitins. There are also fiestas.

People hold fiestas for two main reasons. The first reason is religious. Through a fiesta, people thank their patron saint for their blessings they have received in the past. They also ask Him to protect them from future harm and misfortune. The other reason is social. During fiestas, people get a chance to share and enjoy the company of others. Friends visit one another. Relatives from faraway places come. Families are reunited. New friends and acquaintances are found. Indeed, fiestas make it possible

Outlining
RFU Exercise 11-E

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

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On the other hand, fiestas cost a lot of time, effort and money. People spend much time preparing for the fiesta. Much energy is spent in cleaning the house and in preparing the food to be served. A big part of a family's earnings goes to a new clothes, food, and improvements on the house. People end up spending in two days or less, what they have saved up the whole year. After a fiesta, a family may find itself with every little of its savings left.

Now, are fiestas a boon or a detriment?

- Communication in English -

Outlining
RFU Exercise 11-F

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

Nuclear Fission: One Side

Nuclear fission, or the splitting of atom's nucleus, is considered the best source of energy. It provides man with an almost limitless supply of energy. This energy can be used to light whole towns and cities and run factories and industries. It can become a future oil substitute. This is just the bright side of the picture.

Nuclear fission has its dark side too. It can bring about man's own destruction. Uranium is now being used to produce nuclear energy. However, it is by no means an ideal fuel. When it is used in a nuclear reactor, it produces radioactive wastes. These wastes are a hundred times more toxic, more deadly, than chlorine gas, the worst industrial poison known today.

If these radioactive wastes find their way into the environment, they can create terrible things. One likely effect is death. People, trees and animals can die. Another is destruction of the genes. Genes are the bearers of heredity. They determine the color of your skin, the number of your fingers, the shape of your nose, etc. radiation can destroy these genes. In the distant future people may have wrinkled skin or bald heads - all due to radiation.

There are now many nuclear reactors in the world. Our country is also building one. So far, wastes are channeled into huge metal tanks. These tanks are not accident-proof, however. There is no guarantee that they can forever keep the poisonous wastes away from the environment. There is no known safe way of containing these wastes.

Outlining
RFU Exercise 11-6

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

Nonmetallic Mineral Resources

The two important nonmetallic mineral resources are coal and petroleum. These cannot be classified as minerals because they do not have definite chemical compositions. They are referred to as mineral resources because their origin can be traced back to the earth's crust. They are often called fossil fuels.

Coal is of organic origin, formed out of plant life that was buried between layers of shale and sandstone for ages. Coal is carbonized remains of ancient plants piled up in big concentration and passing through the stages peat, lignite, bituminous soft coal, and eventually anthracite (hard) coal.

Coal is the most important solid fuel. Soft coal is about 70 percent carbon. It releases much heat when burned but gives off smoke as well. Hard coal is 90% carbon and burns with a great deal of heat but less smoke.

Petroleum was similarly formed out of the remains of small plants and animals that died many million years ago and were buried in sediments. Petroleum is refined into such fuels such as fuel oil, diesel oil, gasoline, and kerosene. From petroleum are also obtained other important industrial materials such as naphtha, benzine, lubricating oil, grease and paraffin.

- Earth Science -

Summarizing
RFU Exercise 12-A

Direction: Read the selection below, then make a summary of the selection.

Housing Problems in 2000 A.D.

The population of the world is increasing at an alarming rate. There are now about 3.250 million people on the earth. By the year 2000 there will be at least 3,000 million more. Where will all these millions live? More houses, blocks of flats and skyscrapers will have to be built. Soon no new house will be able to have a garden. Man will have to build houses under the sea. Scientists are already working on this possibility. By the 21st century many men will probably go to live on other planets if life is found to be possible there. There will probably be regular flights in spaceships from the earth to these other planets.

- Exercises in Reading Comprehension -

Summary:

Summarizing
RFU Exercise 12-D

Direction: Read the selection below, then make a summary of the selection.

Even a forest can become a desert if the structure of the soil is destroyed. This happened to a hundred square miles of wooded land in southern Tennessee. There was copper shelter in the area that released poisonous gases into the air. This killed the trees in the neighboring forest. The roots of these trees and the leaves that dropped on the forest floor had formerly held the moisture in the soil. When the trees died, the soil's ability to hold water was reduced. After each rain, the water flowed rapidly downhill and washed the plant food out of the soil. The soil became too poor to nourish any vegetation at all. All plants in the surrounding area died. The roots that held the soil together decayed. Then the rains began to wash the soil away. Finally, a man-made desert took the place of a flourishing forest.

- Adapted -

Summary:

Summary:
RFU Exe 12-C

Directi Read the selection below, then make a summary
of the selection.

The Filipino family is composed of parents and unmarried sons and daughters. Surveys show that the average size of family is 6-7 members and that the average number of children is four. The family includes not only children but also relatives, usually the husband's sisters, nieces or nephews. This just shows that the Filipino family is patriarchal; that the head of the family is the father. He is the breadwinner and the mother is the housekeeper and the manager of the money. More enlightened women seek employment to add to the family's income; however, some husbands don't allow their wives to work. Newly-married children stay with their parents until they can build a house of their own; thus the lolo lola become baby sitters. Children in turn take care of their aged parents. Blood relationships are very strong; consequently, the eldest son sometimes sends the younger sons to school. The most stable child takes care of the parents as they grow old.

- Adapted -

Summary:

Summarizing
RFU Exercise 12-D

Direction: Read the selection below, then make a summary of the selection.

The Calendar

One of the earliest calendars is the Julian calendar. It was used in the times of the Roman Emperor Julius Caesar, about 45 B.C. The ancient Romans started out with 6 months and 30 days and 6 of 29 days. This left each year 10 days short, so they added an extra month every few years to catch up. This was confusing to use, and they improved it by increasing the months to 30 or 31 days for 12 calendar month. Since a year is 365 1/4 days, they put an extra day to a year every four years exactly as we do to our year today.

The calendar we now use is the Gregorian Calendar introduced by Pope Gregory XIII in 1582. By this calendar, as you doubtless know, the four months September, April, June and November have 30 days each. the rest of the months except February have 31 days each. February has 28 days but one day is added every 4 years, since the exact length of the year is 365 days, 5 hours, 48 minutes and 46 seconds. Leap years are those divisible by 4, such as 1976, 1980 and 1988.

- Earth Science -

Summary:

Summarizing
RFU Exercise 12-F

Direction: Read the selection below, then make a summary of the selection.

Bicycling Into the Future

If there's a transportation that can relieve the congestion and pollution brought on by automobiles, it's the bicycle, according to a Washington-based non-profit research organization.

The Worldwatch Institute reports that bicycles are already outnumbering automobiles worldwide by two to one. Most of these bicycles are concentrated in the developing countries, particularly China, India and Vietnam.

By bicycle standards, China is a class by itself with some 300 million bicycles, or roughly one for every four people. In urban areas, half the residents have bicycles.

"Bicycles transport more people in Asia than do automobiles in all other countries combined," the Worldwatch report says. Throughout the region ingeniously rigged two and three-wheelers accomplish much of what automobiles do elsewhere. With the help of trailers, baskets and load platforms, pedal power hauls everything from sacks of rice to pile of bricks.

In the United States, some 100 million people own bicycles, making the country second to China. In several European countries, among Denmark, Germany and the Netherlands, there are more bicycle owners than nonowners.

- *WOD, Vol. XXVII, April, 1995* -

Summary:

Summarizing
RFU Exercise 12-F

Direction: Read the selection below, then make a summary of the selection.

Tattooing and Its Risks

Tattooing is now considered a medical option for treating skin problems, thanks to its growing acceptability. Problems such as portwine stains and vitiligo (lack of pigment), and congenital hemangioma (characterized by one to several red or purplish elevated or flat patches often on the face) are camouflaged with flesh tints.

Tattooing is also done with mercuric sulfide for the treatment of intractable pruritus ani, a common itching condition in the anus. Women congenitally missing nipples and areolas can also tattoo them on. It even works for missing eyelids, eyebrows and hair. To provide permanent eyelines, ferrous oxide pigment is tattooed into the eyelids. Tattoos may also be used to fill spaces between hair plugs to improve the look of hair transplant.

However, Dr. Nora Cortez, a consultant of dermatology at the University of the East Ramon Magsaysay Memorial Medical Center, warns of the hazards of tattooing. Complications used by infection such as acute inflammation of the skin, impetigo or ecthyma (characterized by yellow crusts or sores in the skin) and cellulitis (inflammation of the cellular tissues). It has also been reported that through tattooing, syphilis may be transmitted and viral hepatitis and HIV may be spread.

- Health Alert -

Summary:

Summarizing
RFU Exercise 12- G

Direction: Read the selection below, then make a summary of the selection.

Tomatoes Prevent Cancer?

Tomatoes, known for their high vitamin C content, may be able to prevent people from developing some cancers. Professor George Truscott, head of the chemistry department at Keele University in Northern England, believes that lycopene, the pigment that turns tomatoes red, can protect human cells from nitrogen dioxide (NO₂) given off by tobacco smoke and diesel fumes.

Lycopene is member of a group of chemicals called carotenoids, most of which have a beneficial effect on the human body. The most common is beta-carotene, found in carrots, broccoli and cantaloupe melons. Other carotenoids include beta-cryptoxanthin found in oranges, mangoes and tangerines and canthaxanthin used as a food colorant in jellies, salad dressings and softdrinks.

Clinical tests have already been carried out in the U.S. and Britain on the effects of beta-carotene, which converts in the body to Vitamin A and has long been thought to be a protective agent against cell damage, and may prevent cancer of the colon and bladder.

Truscott suggested that lycopene in tomato juice is a worthwhile supplement to the diet of anyone at risk from cigarette smoke to air pollution.

- Health and Home -
1996 Issue

Summary:

ANSWER KEY

RFU Exercise 1-A

(A)

1. d
2. b
3. b
4. a
5. b

(B)

6. a
7. b
8. b
9. c
10. c

RFU Exercise 1-D

(A)

1. b
2. a
3. c
4. b
5. b

(B)

6. c
7. a
8. d
9. b
- 10.

RFU Exercise 1-G

(A)

1. d
2. b
3. a
4. c
5. c

(B)

6. c
7. c
8. d
9. a
10. d

RFU Exercise 1-B

(A)

1. a
2. c
3. b
4. d
5. b

(B)

6. c
7. a
8. d
9. c
10. c

RFU Exercise 1-E

(A)

1. d
2. c
3. a
4. b
5. c

(B)

6. d
7. d
8. a
9. b
10. c

RFU Exercise 2-A

(A)

1. a
2. a
3. a
4. e
5. a

RFU Exercise 2-C

6. a
7. a
8. a
9. a
10. a

RFU Exercise 1-C

(A)

1. a
2. c
3. b
4. b
5. a

(B)

6. b
7. d
8. a
9. d
10. a

RFU Exercise 1-F

(A)

1. c
2. d
3. d
4. a
5. b

(B)

6. a
7. c
8. b
9. b
10. a

RFU Exercise 2-B

(A)

1. a
2. a
3. a
4. a
5. a

RFU Exercise 2-D

6. a
7. a
8. a
9. a
10. a

RFU Exercise 2-E

1. a
2. a
3. d
4. a
5. a

RFU Exercise 2-F

1. a
2. a
3. a
4. a
5. e

RFU Exercise 2-G

1. a
2. a
3. a
4. a
5. a

RFU Exercise 3-A

- | | |
|------|-------|
| 1. c | 6. b |
| 2. d | 7. d |
| 3. a | 8. b |
| 4. c | 9. b |
| 5. a | 10. a |

RFU Exercise 3-B

- | | |
|------|-------|
| 1. b | 6. d |
| 2. c | 7. a |
| 3. a | 8. a |
| 4. b | 9. d |
| 5. a | 10. b |

RFU Exercise 3-C

- | | |
|------|-------|
| 1. b | 6. b |
| 2. a | 7. c |
| 3. d | 8. c |
| 4. c | 9. a |
| 5. c | 10. d |

RFU Exercise 3-D

- | | |
|------|-------|
| 1. a | 6. d |
| 2. c | 7. a |
| 3. b | 8. c |
| 4. d | 9. d |
| 5. a | 10. a |

RFU Exercise 3-E

- | | |
|------|-------|
| 1. a | 6. d |
| 2. d | 7. b |
| 3. b | 8. a |
| 4. a | 9. d |
| 5. b | 10. c |

RFU Exercise 3-F

- | | |
|------|-------|
| 1. c | 6. a |
| 2. d | 7. b |
| 3. b | 8. a |
| 4. b | 9. c |
| 5. d | 10. c |

RFU Exercise 3-G

- | | |
|------|-------|
| 1. b | 6. b |
| 2. c | 7. d |
| 3. d | 8. a |
| 4. c | 9. b |
| 5. a | 10. c |

RFU Exercise 4-A

- | | |
|------|-------|
| 1. c | 6. a |
| 2. b | 7. d |
| 3. b | 8. b |
| 4. c | 9. b |
| 5. b | 10. c |

RFU Exercise 4-B

- | | |
|------|-------|
| 1. b | 6. c |
| 2. b | 7. a |
| 3. a | 8. b |
| 4. d | 9. b |
| 5. b | 10. a |

RFU Exercise 4-C

- | | |
|------|-------|
| 1. b | 6. b |
| 2. a | 7. b |
| 3. d | 8. c |
| 4. c | 9. a |
| 5. c | 10. b |

RFU Exercise 4-D

- | | |
|------|-------|
| 1. c | 6. c |
| 2. b | 7. c |
| 3. a | 8. b |
| 4. d | 9. a |
| 5. c | 10. a |

RFU Exercise 4-E

- | | |
|------|-------|
| 1. a | 6. c |
| 2. b | 7. b |
| 3. c | 8. a |
| 4. d | 9. b |
| 5. a | 10. c |

RFU Exercise 4-F

- | | |
|------|-------|
| 1. b | 6. d |
| 2. a | 7. c |
| 3. a | 8. c |
| 4. c | 9. a |
| 5. b | 10. b |

RFU Exercise 4-G

- | | |
|------|-------|
| 1. c | 6. d |
| 2. a | 7. a |
| 3. b | 8. a |
| 4. b | 9. b |
| 5. b | 10. a |

RFU Exercise 5-A

- | | |
|------|-------|
| 1. O | 6. F |
| 2. F | 7. F |
| 3. F | 8. F |
| 4. O | 9. F |
| 5. F | 10. F |

RFU Exercise 5-B

- | | |
|------|-------|
| 1. F | 6. F |
| 2. F | 7. O |
| 3. O | 8. F |
| 4. O | 9. F |
| 5. O | 10. O |

RFU Exercise 5-C

- | | |
|------|-------|
| 1. O | 6. O |
| 2. O | 7. O |
| 3. F | 8. F |
| 4. F | 9. F |
| 5. O | 10. F |

RFU Exercise 5-D

- | | |
|------|-------|
| 1. F | 6. F |
| 2. O | 7. F |
| 3. F | 8. O |
| 4. F | 9. F |
| 5. O | 10. O |

RFU Exercise 5-E

- | | |
|------|-------|
| 1. O | 6. F |
| 2. O | 7. O |
| 3. F | 8. F |
| 4. F | 9. O |
| 5. F | 10. F |

RFU Exercise 5-F

- | | |
|------|-------|
| 1. O | 6. F |
| 2. F | 7. O |
| 3. F | 8. F |
| 4. F | 9. O |
| 5. F | 10. F |

RFU Exercise 5-G

- | | |
|------|-------|
| 1. O | 6. F |
| 2. F | 7. O |
| 3. F | 8. F |
| 4. O | 9. F |
| 5. O | 10. F |

RFU Exercise 6-A

- | | |
|------|-------|
| 1. a | 6. b |
| 2. c | 7. a |
| 3. d | 8. b |
| 4. c | 9. c |
| 5. d | 10. b |

RFU Exercise 6-B

- | | |
|------|-------|
| 1. a | 6. c |
| 2. c | 7. a |
| 3. a | 8. b |
| 4. d | 9. c |
| 5. b | 10. d |

RFU Exercise 6-C

- | | |
|------|-------|
| 1. b | 6. b |
| 2. c | 7. d |
| 3. a | 8. a |
| 4. c | 9. b |
| 5. b | 10. b |

RFU Exercise 6-D

- | | |
|------|-------|
| 1. c | 6. d |
| 2. a | 7. a |
| 3. a | 8. c |
| 4. b | 9. b |
| 5. c | 10. c |

RFU Exercise 6-E

- | | |
|------|-------|
| 1. c | 6. a |
| 2. b | 7. c |
| 3. b | 8. c |
| 4. a | 9. d |
| 5. c | 10. b |

RFU Exercise 6-F

- | | |
|------|-------|
| 1. c | 6. b |
| 2. d | 7. a |
| 3. b | 8. c |
| 4. a | 9. c |
| 5. b | 10. b |

RFU Exercise 6-G

- | | |
|------|-------|
| 1. b | 6. a |
| 2. a | 7. b |
| 3. a | 8. b |
| 4. b | 9. d |
| 5. c | 10. c |

RFU Exercise 7-A

- | Item A | Item B |
|--------|--------|
| 1. c | 6. d |
| 2. e | 7. c |
| 3. a | 8. a |
| 4. b | 9. e |
| 5. d | 10. b |

RFU Exercise 7-B

- | Item A | Item B |
|--------|--------|
| 1. e | 6. b |
| 2. b | 7. d |
| 3. a | 8. e |
| 4. c | 9. c |
| 5. d | 10. a |

RFU Exercise 7-C

- | Item A | Item B |
|--------|--------|
| 1. d | 6. c |
| 2. c | 7. d |
| 3. a | 8. b |
| 4. b | 9. a |
| 5. e | 10. a |

RFU Exercise 7-D

- | Item A | Item B |
|--------|--------|
| 1. a | 6. a |
| 2. d | 7. b |
| 3. b | 8. e |
| 4. c | 9. d |
| 5. e | 10. c |

RFU Exercise 7-E

- | Item A | Item B |
|--------|--------|
| 1. b | 6. a |
| 2. c | 7. b |
| 3. d | 8. d |
| 4. e | 9. c |
| 5. a | 10. e |

RFU Exercise 7-F

- | | |
|------|-------|
| 1. d | 6. e |
| 2. c | 7. b |
| 3. a | 8. c |
| 4. e | 9. a |
| 5. b | 10. d |

RFU Exercise 7-G

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

RFU Exercise 8-A

- | | |
|------|-------|
| 1. e | 6. f |
| 2. h | 7. i |
| 3. d | 8. j |
| 4. a | 9. g |
| 5. c | 10. b |

RFU Exercise 8-B

- | | |
|------|-------|
| 1. h | 6. d |
| 2. b | 7. f |
| 3. a | 8. i |
| 4. e | 9. g |
| 5. c | 10. j |

RFU Exercise 8-C

- | | |
|------|-------|
| 1. d | 6. g |
| 2. c | 7. e |
| 3. f | 8. a |
| 4. h | 9. b |
| 5. j | 10. i |

RFU Exercise 8-D

- | | |
|------|-------|
| 1. h | 6. i |
| 2. c | 7. a |
| 3. d | 8. b |
| 4. f | 9. g |
| 5. e | 10. j |

RFU Exercise 8-E

- | | |
|------|-------|
| 1. c | 6. g |
| 2. e | 7. i |
| 3. j | 8. a |
| 4. f | 9. b |
| 5. d | 10. h |

RFU Exercise 8-F

- | | |
|------|-------|
| 1. f | 6. a |
| 2. d | 7. c |
| 3. h | 8. b |
| 4. g | 9. j |
| 5. i | 10. e |

RFU Exercise 8-G

- | | |
|------|-------|
| 1. b | 6. d |
| 2. j | 7. h |
| 3. i | 8. g |
| 4. a | 9. c |
| 5. e | 10. f |

RFU Exercise 9-A

1. a
2. d
3. c
4. a
5. e

RFU Exercise 9-B

1. d
2. c
3. d
4. b
5. a

RFU Exercise 9-C

1. d
2. d
3. c
4. a
5. e

RFU Exercise 9-D

1. a
2. b
3. a
4. a
5. d

RFU Exercise 9-E

1. c
2. b
3. a
4. a
5. d

RFU Exercise 9-F

1. b
2. b
3. a
4. b
5. a

RFU Exercise 9-G

1. c
2. a
3. a
4. b
5. a

RFU Exercise 10-A

- | | |
|------|-------|
| 1. D | 6. B |
| 2. D | 7. A |
| 3. B | 8. A |
| 4. D | 9. C |
| 5. A | 10. C |

RFU Exercise 10-B

- | | |
|------|-------|
| 1. A | 6. C |
| 2. B | 7. B |
| 3. A | 8. B |
| 4. C | 9. D |
| 5. D | 10. A |

RFU Exercise 10-C

- | | |
|------|-------|
| 1. A | 6. A |
| 2. C | 7. B |
| 3. D | 8. B |
| 4. C | 9. B |
| 5. D | 10. C |

RFU Exercise 10-D

- | | |
|------|-------|
| 1. A | 6. C |
| 2. A | 7. B |
| 3. D | 8. C |
| 4. B | 9. C |
| 5. B | 10. D |

RFU Exercise 10-E

- | | |
|------|-------|
| 1. C | 6. A |
| 2. A | 7. D |
| 3. C | 8. B |
| 4. B | 9. D |
| 5. B | 10. D |

RFU Exercise 10-F

- | | |
|------|-------|
| 1. C | 6. B |
| 2. D | 7. C |
| 3. A | 8. C |
| 4. B | 9. D |
| 5. A | 10. D |

RFU Exercise 10-G

- | | |
|------|-------|
| 1. B | 6. D |
| 2. B | 7. C |
| 3. C | 8. C |
| 4. A | 9. D |
| 5. B | 10. A |

RFU Exercise 11-A**I. Uses of Radar****A. Peace**

1. help navigate ships
2. help land airplanes

B. War

1. to locate targets
2. to aim guns or missiles

RFU Exercise 11-B**I. Classifications of Plants**

- a. Annual Plants
- b. Biennial Plants
- c. Perennial Plants
 1. herbs or herbaceous plants
 2. woody plants

RFU Exercise 11-C**I. The Developers**

- a. Mang Armen
- b. His two sons

II. Reasons why Dator's machine is inexpensive

- a. Bamboo is used for the teeth of the machine instead of steel wire or metal.
- b. The only tool needed to replace the worn-out teeth of the thresher is a bolo.
- c. No fuel is needed, since energy is generated by a fly-wheel made from a discarded automobile rim.

III. Other advantages of Dator's thresher over the other threshers

- a. It can be easily be transported by carábao or horse.
- b. It can be easily operated by any member of the family.

RFU Exercise 11-D**I. Classification of Climates**

- a. Tropical Climate
 1. tropical forest
 2. Savanna

3. tropical desert
4. tropical steppe

b. Middle Latitude Climate

1. Mediterranean
2. humid subtropical
3. marine west coast
4. humid continental
5. dry continental
6. subarctic

c. Polar Climate

1. tundra
2. icecap

RFU Exercise 11-E

I. Reasons why people hold fiestas

a. Religious

1. People thank their patron saint for the blessings they have received in the past.
2. They also ask Him to protect them from future harm and misfortune.

b. Social

1. People get a chance to share and enjoy the company of others.
2. Friends and relatives from faraway places come.
3. Families are reunited.
4. New friends and acquaintances are found.

II. Disadvantages of holding fiestas

a. It costs a lot of time, effort and money.

1. People spend much time preparing for the fiesta.
2. Much energy is spent cleaning the house and in preparing the food to be served.

3. A big part of a family's earnings goes to a new clothes, food and improvements in the house.

RFU Exercise 11-F

I. The Two Faces of Nuclear Fission

A. Bright Side

1. light whole town and cities
2. run factories and industries
3. can be an oil substitute

B. Dark Side

1. can bring about man's own destruction
 - a. Uranium produces radioactive wastes

II. Effects of Radioactive Wastes

1. death of people, trees and animals
2. destruction of genes

RFU Exercise 11-G

I. Kinds of Nonmetallic Mineral Resources

A. Coal

1. soft coal
2. hard coal

B. Petroleum

1. fuel oil
2. diesel oil
3. gasoline
4. kerosene
5. industrial materials
 - a. naptha
 - b. benzine
 - c. lubricating oil
 - d. grease
 - e. paraffin

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APENDICES

APPENDIX A

SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

April 3, 1996

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

Madam:

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. READING FOR UNDERSTANDING (RFU) EXERCISES IN ENGLISH FOR SECOND YEAR SECONDARY STUDENTS.
2. A SURVEY OF THE READING DIFFICULTIES OF FIRST YEAR HIGH SCHOOL STUDENTS OF SAMAR NATIONAL SCHOOL. .
3. THE EFFECT OF POOR READING ABILITY ON THE PERFORMANCE OF FIRST YEAR HIGH SCHOOL STUDENTS IN THE CLASSROOM.

Very truly yours,

(SGD.) JOVITA A. PAGLIAWAN
Researcher

APPROVED:

(SGD.) RIZALINA M. URBIZTONDO, ED. D
Dean of Graduate Studies

APPENDIX B

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar
SCHOOL OF GRADUATE STUDIES

APPLICATION FOR ASSIGNMENT OF ADVISER

NAME: PAGLIAWAN JOVITA ALBOS

CANDIDATE FOR DEGREE: Master of Arts in Teaching

AREA OF SPECIALIZATION: Reading

TITLE PROPOSED THESIS/DISSERTATION: READING FOR UNDERSTANDING
(RFU) EXERCISES IN ENGLISH FOR SECOND YEAR SECONDARY
STUDENTS.

(Sgd.) JOVITA A. PAGLIAWAN
Applicant

(Sgd) DR. TERESITA T. NEYPES
Name of Designated Adviser

APPROVED:

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

CONFORME:

(Sgd.) DR. TERESITA T. NEYPES
Adviser

APPENDIX C

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar
SCHOOL OF GRADUATE STUDIES

October 31, 1997

The Dean
Graduate School
Samar State Polytechnic College
Catbalogan, Samar

Madam:

I have the honor to apply for Pre/Final Oral Defense of my Thesis/Dissertation entitled READING FOR UNDERSTANDING (RFU) EXERCISES IN ENGLISH FOR SECONDARY STUDENTS. on the date convenient for your office.

Very truly yours,

(Sgd.) JOVITA A. PAGLIAWAN
Graduate Student

Recommending Approval:

(Sgd.) TERESITA T. NEYPEPS, D.A.
Adviser

APPROVED:

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

Date: November 22, 1997
Time: 2:00 P.M.

APPENDIX D

TABLE OF SPECIFICATIONS
Pretest in English II

Time Allotment: 1 hour Type of Test: Multiple Choice

Comprehension Skills	Weight	No. of Items	Locator
Remembering Details	5%	5	1 - 5
Identifying Main Ideas	10%	10	6 - 10
Making Inferences	5%	5	11 - 15
Identifying Speaker's Feeling	5%	5	16 - 20
Identifying Fact & Opinion	8%	8	21 - 28
Perceiving Relationships Through the Use of Guide Words	10%	10	29 - 38
Sequencing Ideas	12%	12	39 - 50
Identifying Cause-Effect Relationships	10%	10	51 - 60
Identifying Author's Purpose	5%	5	61 - 65
Organizing Ideas	8%	8	66 - 73
Outlining	12%	10	74 - 80
Summarizing	10%	10	81 - 82
Total	100%	100	

APPENDIX E

PRETEST
in
ENGLISH II

Name _____ Group _____ Date _____ Score _____

A. Remembering Details

Direction: Read the paragraph below then answer the questions that follow. Write the letter only.

Exports

Exports are either raw materials or manufactured good. Raw materials are products from the land, such as cotton timber or rubber. Some raw materials such as iron ore come from mines. These raw materials are often exported by the countries that produce them to other countries where they are made into manufactured goods.

Some countries produce food for export, for example meat, sugar or cereals such as wheat and maize. These countries are agricultural countries. An agricultural country needs fertile land and a good climate. A cold, wet climate is not suitable for agriculture.

A country which produces manufactured goods is known as an industrialized country. An industrialized country cannot always produce enough food for its own needs. In this case it does not export foodstuffs, of course. It has to import them. It relies on exports of manufacture products and pays for imports with the money it earns from the exported goods.

- Adapted -

_____ 1. What are raw materials?

- a) products of the land
- b) products of the sea
- c) products of the factories

- ____ 2. What does an agricultural country need?
- a) a high-tech farm implement
 - b) a fertile land and a good climate
 - c) a support from the government
- ____ 3. What is an industrialized country?
- a) A country rich in natural resources.
 - b) A country which does not produce goods.
 - c) A country which produces manufactured goods.
- ____ 4. What are the examples of raw materials?
- a) steel and cement
 - b) cotton and timber
 - c) toys and clothes
- ____ 5. What kind of country imports raw materials?
- a) industrialized country
 - b) agricultural country
 - c) communist country

B. Identifying main idea (2 points each)

Direction: Read each paragraph below then pick out the main idea by writing the letter only.

- ____ 6. Cooks and restaurant owners do not allow themselves to miss the latest food in modern cuisine. With the onslaught of squirming earthworms in the market and its cheap price, food connoisseurs are resorting to some dishes that can be made out of earthworms.
- a) Earthworms can be made into dishes.
 - b) Cooks and restaurants owners resort to earthworms because of its cheap price.
 - c) Earthworm is a popular food today.
- ____ 7. Intramuros, city within a city, had experienced its days of glory and pomp. This original Spanish city of Manila is characterized mainly by its walls, section of which still stand today having withstood the calamities of times. These walls gave the place its name, "intramuros" meaning within walls.

- a) Intramuros is a personal possession.
- b) Intramuros is a national garden.
- c) Intramuros is a walled city.

____8. The dumping of massive and durable pieces of junk, like the hulks of old vehicles and abandoned kitchen equipments has become a nuisance. This debris is a menace to the farmer, and destroys amenity and costs money to clear up. This problem cannot be allowed to expand; dumping of waste in this way is already illegal.

- a) Dumping of junk is illegal.
- b) Junks being dumped has become a problem not only to the farmer but to the government as well.
- c) Pieces of junk can be a sort of income.

____9. Clearly there is no need of bringing on wars in order to breed heroes. Civilized life affords plenty of opportunities for heroes and for a better kind than a war or any other savagery has ever produced. Moreover, none but lunatics would set a city on fire in order to give opportunities for heroism to firemen.

- a) There is no need of bringing on wars in order to breed heroes.
- b) Firemen are modern day heroes.
- c) There are several opportunities to become heroes.

____10. One of our most familiar sights is that of a beggar crouched by a church door or on a street corner, clad in rags, and beseeching the passers by for alms. So accustomed are we to these people that we sometimes fail to reflect on the social problem which they present.

- a) Beggars are a menace to society.
- b) Beggars can be seen anywhere that we don't mind them anymore.
- c) Beggars need attention of the government.

C. Making Inferences.

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

- _____11. It is an object that tells us its time to go to school, time to sleep and time to eat.
- a) It is a radio
 - b) It is a TV set
 - c) It is a clock
- _____12. A little boy walking in the street is crying. Turning his head, left and right, he seems to be looking for someone. The boy must be.
- a) lost
 - b) hungry
 - c) sick
- _____13. Children always come to this place everyday except on Saturday and Sunday. This is where they learn to read, to write and sing. This is a:
- a) church
 - b) playground
 - c) school
- _____14. A man stands in front of a crowd. He tells his audience of his good plans for their barangay. He gives them promises like building concrete roads, bridges and school.
- a) He is a politician.
 - b) He is a priest.
 - c) He is a teacher.
- _____15. A group of children gathers around a table. Someone is blowing a candle. Then everybody sings. From their faces it can be seen that they are all happy.
- a) It is a birthday
 - b) It is Christmas
 - c) It's fiesta

D. Identifying Speaker's Feeling

Direction: Read each sentence below, then identify the feeling shown by the speaker by writing the letter only.

- _____16. "Congratulations for a job well done."
- a) fear
 - b) pride
 - c) joy

- _____17. "Boy! These budget cuts are getting ridiculous!"
a) hope b) surprise c) disgust
- _____18. "I'm proud to have a son like you!"
a) pride b) envy c) despair
- _____19. "What shall I do to have a beautiful skin like you!"
a) anxiety b) despair c) envy
- _____20. "Help! People are suffocating down here."
a) fear b) anger c) love

E. Identifying Fact and Opinion

Direction: Read each sentence below, then identify whether it is a fact and opinion. Write F for fact and O for opinion.

- _____21. Every man should know how to labor.
- _____22. Scientists think that life in planet Mars would be possible.
- _____23. The solar system is composed of the sun and the nine planets.
- _____24. Countries like Japan, and the United States import goods to other countries.
- _____25. Man's destiny can be seen from his palm.
- _____26. It is a popular belief that dog is man's best friend.
- _____27. The Ramos administration is working towards Philippines 2000.
- _____28. The faultline can be found along Marikina.

F. Perceiving relationship through the use of guide words.

Direction: Read each sentence carefully. Then from the choices that follow pick out word that best completes the sentence. Write the letter only.

- ____ 29. People usually buy eggs by the
a) kilo b) dozen c) meter
- ____ 30. Generally, girls look for men who are tall, dark and _____.
a) rich b) ambitious c) handsome
- ____ 31. The points made by a player in a baseball game is a _____.
a) run b) score c) time
- ____ 32. A bear looks after her _____.
a) cubs b) kittens c) puppies
- ____ 33. A novelist takes pride of his _____.
a) poems b) short stories c) novels
- ____ 34. This house is the fruit of my _____.
a) labor b) patience c) laziness
- ____ 35. Most children wanted to be _____.
a) laborers b) doctors c) musicians
- ____ 36. Richard and Sharon make a perfect match. One is coffee, the other one is _____.
a) chocolate b) tea c) milk
- ____ 37. Romeo and Juliet promised to love each other _____.
a) "till death do us part"
b) "till the end of time"
c) "while the moon is young."

_____ 38. Government officials and employees file their sworn statements of assets and _____ every year.

- a) liabilities b) wealth c) taxes

6. Sequencing ideas in logical order

Direction: The following parts of a paragraph are presented in jumbled order. Read each part and decide what would be the best order so that they will form a well-organized paragraph by writing a, b, c, d, etc. on the blank before the number.

Item A

- _____ 39. It is always referred to as the "backbone of the nation."
- _____ 40. The total of Philippine barangays is 40,712.
- _____ 41. The barangay is the smallest unit in our political set-up.
- _____ 42. It is the most reliable partner of the government in the task of nation-building.

Item B

- _____ 43. They shed their multi-colored petals, clothing the streets in gold and rainbow.
- _____ 44. Along our street, there is particularly lovely golden shower tree.
- _____ 45. There are many interesting trees to watch during summer.
- _____ 46. One of them is fire tree.

Item C

- _____ 47. Hoping to get a better job someday, I am studying in the College of Arts and Sciences.

- _____48. I am a poor working students of this university.
- _____49. I take two courses on Mondays, Wednesdays, and Fridays and two courses on Tuesdays, Thursdays and Saturdays.
- _____50. With the encouragement of my kind professor I study hard in spite of my tight schedule.

II. Identifying cause-effect relationships

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

<u>Cause</u>	<u>Effect</u>
_____51. dumping of garbage in the river	a. good quality of living
_____52. drought	b. good grades
_____53. family problems	c. healthy body
_____54. unemployment	d. place not progressive
_____55. watching television	e. inability to read
_____56. poor eyesight	f. sex and violence
_____57. poor roads and bridges	g. poverty
_____58. eating a balanced diet	h. alcoholism
_____59. diligence in studies	i. plants die
_____60. hardwork	j. water pollution

I. Identifying Author's Purpose

Direction: Read each paragraph below then identify the author's purpose for writing. Write the letter only.

- a. to arouse emotion
- b. to inform
- c. to convince or persuade
- d. to give an opinion
- e. to instruct

- _____61. There's a new emerging Philippines. In every sight, in every sound and in every smile. Feel the optimism. Capture the confidence. Revel in the spirit of a people with the warmest welcome this side of Asia. And while you're at it, discover the world's finest name brands in one of the world's best. Duty Free Philippines. Ranked fourth among the world's best-selling duty free stores. Home to over 50,000 selections at unbelievable bargain prices. Where world-renowned Filipino service is one shining example of why, for the Philippines the best is yet to come.
- _____62. The earth spins in space rather like a top. It rotates on its axis. At the same time it revolves around the sun. There is always a part of the earth facing the sun. It is then day for that part of the earth and night for the other part. We measure our days and nights by these rotations of the earth.
- _____63. Use at least one line for each article ordered. On the line give the quantity, size, catalog or page number, price of each, and total price.
- _____64. In an instant, our lives are threatened with uncertainty, our children facing bleak future. Everythings seems dark ahead, everything is vague. But still everybody gropes, for soothing words. to say, everybody hopes. Yet, what is there to hope for? But then, hope, we must not let this go out of our hands, out of our grasps, out of our lives completely.

- Adapted -

- _____65. I say there is room for sorrow because motion picture production has become a first class Filipino industry, it occupies a definitely second class position in the hierarchy of Philippine values.

- Excerpt from Raul S. Manglapus Speech-

J. Organizing ideas

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

- A. Fiesta Time
- B. First Day of Classes
- C. A Scene at the Beach
- D. In the Farm

- _____66. Children boating in the sea.
- _____67. Students forming a line to enroll.
- _____68. A farmer rides at carabao's back.
- _____69. Colorful buntings hanging in the street.
- _____70. Students copying their class schedule.
- _____71. Table laden with food and people merry-making.
- _____72. Golden grains of palay ready for harvest.
- _____73. Students singing the Philippines National Anthem.

K. Outlining

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

Selection A

Pilgrimage to the Holy River Ganges in the middle of June marked the beginning of the New Year in India. Into the sit-laden waters waded kings and beggars, priest and outcasts to wash away their sins in preparation for the new year. People visit temples, too, bringing gifts to yellow robed Brahmins and to pray what people all over the world pray for on new year's day -- for peace, prosperity, happiness and eternal life.

Direction: Here is an incomplete outline of the selection you have just read. Fill-in the missing parts by answering the questions below. Write the letter only. (1 point each)

- | |
|---|
| I. New Year in India
A. Pilgrimage to the Holy River Ganges
B. _____
1. To give gifts to Brahmin
2. _____ |
|---|

_____74. Which of the following should be I.B.?

- a. Visits to temples
- b. Washing of sins
- c. Praying on New Year's Day

_____75. Which of the following should be B.2?

- a. Preparation of the new year
- b. To pray
- c. Into the sit-laden waters wade kings and beggars, priest and outcasts to wash away their sins.

Selection B

Experiments show that friendly people like bright colors while quiet people like blue and other cool colors. Athletic people like red and self-centered ones like yellow. A man says he "sees red" when he is angry, and a girl is often "green with envy" when others have several new clothes but she has a new dress only "once in a blue moon." Blue has become associated in our minds with a sort of supersteel; so fine objects are given a bluish tint in order to sell well. Labels and packages colored green do not

appeal to farmers who see so much green on the farms. Hospital rooms, on the other hand, are painted green and other bright colors because colorful walls make the surroundings more pleasant. In fact, housewives bring plants and flowers into the houses in order to make the rooms look like gardens.

Direction: Here is an incomplete outline of the selection you have just read. Supply the missing parts by answering the questions below. Write the letter only (2 points each).

I. Colors gives a clue to personality.
A. _____
B. Quiet people like blue and other cool colors.
C. _____
II. Color has special meanings in language.
A. A man "sees red" when he is angry.
B. _____
III. _____
A. Objects are given a bluish tint in order to sell well.
B. Green labels and packages do not appeal to farmers who see much green on the farm.
IV. Color make the surroundings more pleasant.
A. Hospital rooms are painted green and other bright colors.
1. _____

76. Which of the following should be I.A?

- a. Athletic people like red & self-centered ones like yellow
- b. Friendly people like bright colors.
- c. People who love green are hopeful.

77. Which of the following should go as II.B?

- a. Pink symbolizes love.
- b. Brown represents earth and fertility.

- c. A girl is often "green with envy" when she has no new dress while others have.

78. Which of the following should go as I.C.?

- a. Friendly people like bright colors.
- b. Athletic people like red and self-centered ones like yellow.
- c. People who are in love like pink color.

79. Which of the following should go as III in the outline?

- a. Colors affects many people in many ways.
- b. Colors has special meanings in language.
- c. Colors gives a clue to personality.

80. Which of the following should go as IV.A.I?

- a. Housewives bring plants and flowers into houses.
- b. Green plants make the surroundings fresh and clean.
- c. Flowering plants bring happiness into one's room.

L. Summarizing

Direction: Read the selection below then pick out the sentence that gives the summary by writing the letter only. (5 points each)

Selection A

What makes robots important even in their present simplicity is the kind of work they can do, now or soon. They can take on dangerous tasks or withstand dangerous conditions which human beings would much prefer to avoid and yet which, till, now they have been forced to engage in. Robots will be working in space, in mines, under-water, they will deal with explosives, radioactive materials, poisonous chemicals, pathogenic bacteria, unusual temperatures, blood pressures, heights so on.

- _____ 81. a) Robots can now replace man in any given task.
 b) It is better to expose people in dangerous situations than depend on robots.
 c) Robots can withstand conditions that are dangerous to humans.

Selection B

Domestic work is not the only work women do. In Europe for instance, 35% of married women have a job. This is the reason why, worldwide, women work twice as many hours as men. Their domestic responsibilities prevent women from devoting themselves to their jobs and means many are forced to take unskilled, badly paid, temporary positions.

- _____82. a) Women usually do domestic work and also have jobs outside the home.
b) Women complain that they do housework and yet have other jobs.
c) Women don't do domestic work.

APPENDIX F

Reference: Inclosure to Division Memorandum No. 1, s. 1982
dated January 12, 1982, Division of Leyte

CRITERIA FOR EVALUATING TEST ITEMS

- A. OPTION ANALYSIS - To be a good test item, each option should have obtained at least three (3) percent distribution of the total N responses (H and L combined). Any option/falling to receive 3 per cent choice must be indicated for revision.
- B. DISCRIMINATION LEVEL - Using the Chung-Teh Fan Table for 27 sampling). (P - average of H and L percentages with correction from which the discrimination index R is derived in the Fan Table.)

<u>Index</u>	<u>Descriptive Level</u>	<u>Recommendation</u>
R = .41 and above	high	Very acceptable(include)
= .20 to .40	moderate	Acceptable (include all)
= .19 & lower	low	Limited in acceptability (include a few, revise others or discard)

C. DIFFICULTY LEVEL (FACILITY)

.91 and above	*very easy	*Not acceptable but could include just one or two; revise others or discard.
.90 - .76	*Easy	*Limited in acceptability (include some)
.75 - .26	*Moderately difficult	*Very acceptable (include all)

.25 - .11	*Difficult	*Limited in acceptability
.10 & below	*Very difficult	*Include one or two; revise others or discard

CRITERIA MET

<u>Item</u>	<u>Option</u>	<u>Difficulty</u>	<u>Discrimination</u>	<u>Evaluation</u>
1	Not O.K.	Acceptable	Acceptable	Fair
2	O.K.	Acceptable	Acceptable	Good
3	O.K.	Limited in acceptability	Acceptable	Below fair (revised)
4	Not O.K.	Not acceptable	Not Acceptable	Poor (discard)

At least 2 of the 3 criteria must be met satisfactorily before inclusion in the revised form. Ideally, all three criteria must be met.

ITEM ANALYSIS AND ITS PROCEDURE

I. ITEM ANALYSIS

Item analysis is the process of evaluating the effectiveness of the test items. Therefore, we should:

1. analyze the difficulty of the items as revealed in the responses of the examinees in the test.
2. determine the discrimination power of the items. It should distinguish the difference between the high scores and low scores.
3. determine the effectiveness of the options in distracting the examinees choice of the correct answers.

Item Analysis gives us the following information:

1. whether the test item is too easy or too difficult
2. how well it discriminates between high and low scores
3. whether test items need revision
4. whether testing is effective or not

5. what the children's strength and weaknesses are

II. PROCEDURE IN ITEM ANALYSIS

A. In a class of 40 pupils

1. arrange the test papers from the highest score to the lowest.
2. get the upper 27% of 40 or 11 for the high group
3. get the upper 27% of 40 or 11 for the low group

There will be a total of 22 pupils whose test papers are to be analyzed. The remaining 18 pupils whose test papers represent the middle group will not be included in the item analysis.

B. ANALYSIS OF OPTIONS

1. Test Item: Which of those is attracted by the magnet?
a) cloth b) needle c) paper d) rubber
2. The 11 pupils in the high group and the other 11 pupils in the low group expected to vary in their choices of the correct answer. The varied choices should be recorded separating the high group from the low group in a tally sheet.

For purpose of illustrating, an example, the result of the tally would be:

Group	:	O	P	T	I	O	N	S	:	TOTAL
	:	a	:	b	:	c	:	edit: omit	:	
High	:	0	:	10	:	1	:	0	:	11
Low	:	2	:	6	:	3	:	0	:	11
Total	:	2	:	16	:	4	:	0	:	22

3. The index of the options is computed as follows:

Options	Commutation	Recommendations
a	$= \frac{0}{11} + \frac{2}{11} = \frac{2}{22} = .09 \text{ or } 9\%$	Acceptable

$$a = \frac{10}{11} + \frac{6}{11} = \frac{16}{22} = .73 \text{ or } 73\% \quad \text{Acceptable}$$

$$a = \frac{1}{11} + \frac{3}{11} = \frac{4}{22} = .18 \text{ or } 18\% \quad \text{Acceptable}$$

$$a = \frac{0}{11} + \frac{0}{11} = \frac{0}{22} = 0 \text{ or } 0\% \quad \text{Not Acceptable (revise)}$$

4. The options as a whole are not acceptable because option (d) failed to reach the required 3% at least.

APPENDIX G

ITEM ANALYSIS SUMMARY TABLE
PRETEST FOR REF

=====						
Item No.	: No. of Responses	: D	: D1	: Item Category	: Decision	
	: U	: L	:	:	:	:

1	10	8	1	.22	LF-LD	Reject
2	10	4	.77	.66	MF-HD	Select
3	0	1	.5	0	MF-LD	Revise
4	10	4	.77	.66	HF-HD	Select
5	3	3	.33	0	MF-LD	Revise
6	2	3	.27	0	LF-LD	Place at the last
7	7	2	.5	.55	MF-HD	Select
8	7	4	.61	.33	MF-HD	Place at the last
9	6	2	.44	.44	MF-HD	Select
10	2	4	.33	0	MF-LD	Revise
11	10	4	.77	.66	HF-HD	Select
12	8	2	.55	.66	MF-HD	Select
13	9	3	.66	.66	MF-HD	Select
14	8	3	.61	.55	MF-MD	Select
15	8	4	.66	.44	MF-HD	Select
16	0	2	.11	.0	LF-LD	Place at the last
17	6	3	.5	.33	MF-MD	Select
18	3	3	.33	0	MF-LD	Revise
19	2	2	.22		LF-LD	Reject
20	4	3	.38	.11	MF-LD	Revise
21	8	4	.66	.44	MF-HD	Select
22	4	4	.44	0	MF-LD	Revise
23	7	3	.55	.44	MF-HD	Select
24	4	4	.44	0	MF-LD	Revise
25	4	5	.5	0	MF-LD	Revise
26	6	5	.61	.61	MF-LD	Revise
27	8	4	.66	.44	MF-HD	Select
28	7	4	.11	.33	MF-MD	Place at the last
29	9	3	.66	.66	MF-HD	Select
30	9	3	.66	.66	MF-HD	Select
31	3	3	.33	0	MF-LD	Revise
32	5	4	.5	0	MF-LD	Revise

(Item Analysis Summary Table cont'd.)

33	6	5	.61	0	MF-LD	Revise
34	6	4	.55	.22	MF-LD	Revise
35	5	1	.33	.44	MF-HD	Select
36	5	4	.5	0	MF-LD	Revise
37	8	7	.83	0	HF-LD	Reject
38	5	2	.38	.33	MF-MD	Select
39	3	3	.33	0	MF-LD	Revise
40	4	2	.33	.22	MF-LD	Revise
41	2	2	.22	0	LF-LD	Reject
42	5	4	.5	0	MF-LD	Revise
43	4	2	.33	.22	MF-LD	Revise
44	3	0	.16	.33	LF-MD	Place at the last
45	4	1	.27	.33	LF-MD	Place at the last
46	2	1	.16	.11	LF-LD	Reject
47	4	1	.27	.33	LF-MD	Place at the last
48	6	1	.38	.55	MF-HD	Select
49	6	1	.38	.55	MF-HD	Select
50	7	1	.44	.66	MF-HD	Select
51	10	4	.78	.67	HF-HD	Select
52	4	0	.22	.44	LF-HD	Place at the last
53	1	0	0	.11	LF-LD	Reject
54	3	0	.17	.33	LF-MD	Place at the last
55	3	1	.22	.22	LF-LD	Place at the last
56	3	0	.17	.33	LF-MD	Place at the last
57	6	1	.39	.56	MF-HD	Select
58	8	1	.5	.78	MF-HD	Select
59	6	4	.44	.44	MF-HD	Select
60	2	0	.11	.22	LF-LD	Place at the last
61	4	1	.28	.33	LF-MD	Place at the last
62	5	3	.44	.22	MF-LD	Revise
63	6	1	.39	.56	MF-HD	Select
64	3	0	.17	.33	LF-MD	Place at the last
65	1	2	.17	0	LF-LD	Reject
66	8	2	.56	.67	MF-HD	Select
67	10	5	.83	.56	HF-HD	Select

(Item Analysis Summary Table cont'd.)

68	8	2	.56	.87	MF-HD	Select
69	7	3	.56	.54	MF-HD	Select
70	9	6	.83	.33	MF-HD	Select
71	9	6	.83	.33	MF-HD	Select
72	9	3	.67	.67	MF-HD	Select
73	7	3	.56	.44	MF-HD	Select
74	3	3	.33	0	LF-LD	Reject
75	5	2	.39	.33	MF-MD	Select
76	3	3	.33	0	MF-LD	Revise
77	7	4	.61	.33	MF-MD	Select
78	3	1	.22	.22	LF-LD	Place at the last
79	2	1	.17	.11	LF-LD	Place at the last
80	3	3	.33	0	MF-LD	Revise
81	1	4	.28	0	LF-LD	Reject
82	5	2	.39	.33	MF-MD	Select

=====

APPENDIX H

POST TEST
in
ENGLISH II

Name _____ Group _____ Date _____ Score _____

A. Remembering Details

Direction: Read the paragraph below then answer the question that follow. Write the letter only.

Exports

Exports are either raw materials or manufactured good. Raw materials are products of the land, such as cotton timber or rubber. Some raw materials such as iron ore come from mines. These raw materials are often exported by the countries that produce them from other countries where they are made into manufactured goods.

Some countries produce food for export, for example meat, sugar or cereals such as wheat and maize. These countries are agricultural countries. An agricultural country needs fertile land and a good climate. A cold, wet climate is not suitable for agriculture.

A country which produces manufactured goods is known as an industrialized country. An industrialized country cannot always produce enough food for its own needs. In this case it does not export foodstuffs, of course. It has to import them. It relies on exports of manufacture products and pays for imports with the money it earns from the exported goods.

- Adapted -

_____ 1. What are raw materials?

- a) products of the land
- b) products of the sea
- c) products of the factories

- _____2. What does an agricultural country need?
- a) a high-tech farm implement
 - b) a fertile land and a good climate
 - c) a support from the government
- _____3. What is an industrialized country?
- a) A country rich in natural resources.
 - b) A country which does not produce goods.
 - c) A country which produces manufactured goods.
- _____4. What are the examples of raw materials?
- a) steel and cement
 - b) cotton and timber
 - c) toys and clothes
- _____5. What kind of country imports raw materials?
- a) industrialized country
 - b) agricultural country
 - c) communist country

B. Identifying main idea (2 points each)

Direction: Read each paragraph below then pick out the main idea by writing the letter only.

- _____6. Cooks and restaurant owners do not allow themselves to miss the latest food in modern cuisine. With the onslaught of squirming earthworms in the market and its cheap price, food connoisseurs are resorting to some dishes that can be made out of earthworms.
- a) Earthworm can be made into dishes.
 - b) Cooks and restaurant owners resort to earthworms because of its cheap price.
 - c) Earthworm is a popular food today.
- _____7. Intramuros, city within a city, had experienced its days of glory and pomp. This original Spanish city of Manila is characterized mainly by its walls, section of which still stand today having withstood the calamities of times. These walls gave the place its name, "Intramuros" meaning within walls.

- a) Intramuros is a personal possession.
- b) Intramuros is a national garden.
- c) Intramuros is a walled city.

_____8. The dumping of massive and durable pieces of junk, like the hulks of old vehicles and abandoned kitchen equipment has become a nuisance. This debris is a menace to the farmer, and destroys amenity and costs money to clear up. This problem cannot be allowed to expand, dumping of waste in this way is already illegal.

- a) Dumping of junk materials is illegal.
- b) Junks being dumped has become a problem not only to the farmer but to the government as well.
- c) Pieces of junk can be sort of income.

_____9. Clearly there is no need of bringing on wars in order to breed heroes. Civilized life affords plenty of opportunities for heroes and for a better kind than war or any other savagery has ever produced. Moreover, none but lunatics would set a city on fire in order to give opportunities for heroism to firemen.

- a) There is no need of bringing on wars in order to breed heroes.
- b) Firemen are modern day heroes.
- c) There are several opportunities to become heroes.

_____10. One of our most familiar sights is that of beggar crouched by a church door or on a street corner, clad in a rags, and beseeching the passers by for alms. So accustomed are we to these people that we sometimes fail to reflect on the social problem which they present.

- a) Beggars are a menace to society.
- b) Beggars can be seen anywhere that we don't mind them anymore.
- c) Beggars need attention of the government.

Making Inferences.

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

- _____11. It is an object that tells us its time to go to school, time to sleep and time to eat.
- a) It is a radio b) It is a TV c) It is clock
- _____12. A little boy walking in the street is crying. Turning his head, left and right, he seems to be looking for someone. The boy must be.
- a) lost b) hungry c) sick
- _____13. Children always come to this place everyday except on Saturday and Sunday. This is where they learn to read, to write and to sing. This is a:
- a) church b) playground c) school
- _____14. A man stands in front of a crowd. He tells his audience of his good plans for their barangay. He gives them promises like building concrete roads, bridges and school.
- a) He is a politician.
b) He is a priest.
c) He is a teacher.
- _____15. A group of children gathers around a table. Someone is blowing a candle. Then everybody sings. From their faces it can be seen that they are all happy.
- a) It is birthday
b) It is christmas
c) It is fiesta

Identifying Speaker's Feeling

Direction: Read each sentence below, then identify the feeling shown by the speaker by writing the letter only.

- _____16. "Congratulations for a job well done."
- a) fear b) pride c) joy
- _____17. "Boy! These budget cuts are getting ridiculous!"

- a) hope b) surprise c) disgust

____18. "I'm proud to have a son like you!"

- a) pride b) envy c) despair

____19. "What shall I do to have a beautiful skin like you!"

- a) anxiety b) despair c) envy

____20. "Help! People are suffocating down here."

- a) fear b) anger c) love

Identifying fact and opinion

Direction: Read each sentence below then identify whether it is a fact or opinion. Write F for fact and O for opinion.

____21. Every man should know how to labor.

____22. Scientists think that life in planet Mars would be possible.

____23. The solar system is composed of the sun and the nine planets.

____24. Countries like Japan, and the United States import to other countries.

____25. Man's destiny can be seen from his palm.

____26. It is a popular belief that dog is man's best friend.

____27. The Ramos administration is working towards Philippines 2000.

____28. The faultline can be found along Marikina.

F. Perceiving relationships through the use of guide words.

Direction: Read each sentence carefully. Then from the choices that follow pick out the word that best completes the sentence. Write the letter only.

- ____29. People usually buy eggs by the ____
a) kilo b) dozen c) meter
- ____30. Generally, girls look for men who are tall, and dark ____.
a) rich b) ambitious c) handsome
- ____31. The points made by a player in baseball game is a ____.
a) run b) score c) time
- ____32. A bear looks after her ____.
a) cubs b) kittens c) puppies
- ____33. A novelist takes pride of his ____.
a) poems b) short stories c) novels
- ____34. This house is the fruit of my ____.
a) labor b) patience c) laziness
- ____35. Most children wanted to be ____ when they grow up.
a) laborers b) doctors c) musicians
- ____36. Richard and Sharon make a perfect match. One is coffee, the other one is ____.
a) chocolate b) tea c) milk
- ____37. Romeo and Juliet promised to love each other ____.
a) "till death do us part."
b) "till the end of time."

c) while the moon is dying."

_____38. Government officials and employees file their sworn statements of assets _____ and every year.

a) liabilities b) wealth c) taxes

Sequencing ideas in logical order

Direction: The following are parts of a paragraph presented in jumbled order. Read each part and decide what would be the best order so that they will form a well-organized paragraph by writing a, b, c, d, etc. on the blank before the number.

Item A

_____39. It is always referred to as the "backbone of the nation."

_____40. The total of Philippine barangays is 40,712.

_____41. The barangay is the smallest unit in our political set-up.

_____42. It is the most reliable partner of the government in the task of nation-building.

Item B

_____43. They shed their multi-colored petals, clothing the streets in gold and rainbow.

_____44. Along our street, there is a particularly lovely golden shower tree.

_____45. There are many interesting trees to watch during summer.

_____46. One of them is the fire tree.

Item C

_____47. Hoping to get a better job someday, I am studying in the College of Arts and Sciences.

_____48. I am a poor working students of this university.

- _____49. I take two courses on Mondays, Wednesdays, and Fridays and two courses on Tuesdays, Thursdays and Saturdays.
- _____50. With the encouragement of my kind professor I study hard in spite of my tight schedule.

Identifying cause-effect relationships

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

<u>Cause</u>	<u>Effect</u>
_____51. dumping of garbage in the river	a. good quality of living
_____52. drought	b. good grades
_____53. family problems	c. healthy body
_____54. unemployment	d. place not progressive
_____55. watching televisions	e. inability to read
_____56. poor eyesight	f. sex and violence
_____57. poor roads and bridges	g. poverty
_____58. eating a balanced diet	h. alcoholism
_____59. diligence in studies	i. plants die
_____60. hardwork	j. water pollution

Identifying Author's Purpose

Direction: Read each passage below then identify the author's purpose for writing. Write the letter only.

- a. to arouse emotion
- b. to inform
- c. to convince or persuade

d. to give an opinion

e. to instruct

_____61. There's a new emerging Philippines . In every sight, in every sound and in every smile. Feel the optimism. Capture the confidence. Revel in the spirit of a people with the warmest welcome this side of Asia. And while you're at it, discovers the world's finest name brands in one of the world's best. Duty Free Philippines. Ranked fourth among the world's best-selling duty free stores. Home to over 50,000 selections at unbelievable bargain prices. Where world-renowned Filipino service is one shining example of why, for the Philippines the best is yet to come.

_____62. The earth spins in space rather like a top. It rotates on its axis. At the same time it revolves around the sun. There is always a part of the earth facing the sun. It is then day for that part of the earth and night for the other part. We measure our days and nights by these rotations of the earth.

_____63. Use at least one line for each article ordered. On the line give the quantity, size, catalog or page number, price of each, and total price.

_____64. In an instant, our lives are threatened with uncertainty, our children facing bleak future. Everything seems dark ahead, everything is vague. But still, everybody gropes, for soothing words to say, everybody hopes. Yet, what is there to hope for? But then, hope, we must not let this go out of our hands, out of our grasps, out of our lives completely.

- Adapted -

_____65. I say there is room for sorrow because while motion picture production has become a first class Filipino industry, it occupies a definitely second class position in the hierarchy of Philippine values.

Excerpt from Raul S. Manglapus Speech

J. Organizing ideas

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

- A. Fiesta Time
- B. First Day of Classes
- C. A scene at the Beach
- D. In the Farm

- ____ 66. Children boating in the sea.
- ____ 67. Students forming a line to enroll.
- ____ 68. A farmer rides at carabao's back.
- ____ 69. Colorful buntings hanging in the street.
- ____ 70. Students copying their class schedule.
- ____ 71. Table laden with food and people merry-making.
- ____ 72. Golden grains of palay ready for harvest.
- ____ 73. Students singing the Philippine National Anthem.

Outlining

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

Selection A

Pilgrimage to the Holy River Ganges in the middle June marked the beginning of the New Year in India. Into the sit-laden waters wade kings and beggars, priest and outcasts to wash away their sins in preparation for the new year. People visit temples, too bringing gifts to yellow robed Brahmins and to pray what people all over the world pray on new year's day for peace, prosperity, and happiness and eternal life.

Direction: Here is incomplete outline of the selection you have just read. Fill-in the missing parts by answering the questions below. Write the letter only. (1 point each)

- | |
|---|
| 1. New Year in India
A. Pilgrimage to the Holy River Ganges
B. _____
1. To give gifts to Brahmin
2. _____ |
|---|

____ 74. Which of the following should be I.B?

- a. Visits to temples
- b. Washing of sins
- c. Praying on New Year's Day

____ 75. Which of the following should be B.2?

- a. Preparation for the new year
- b. To pray
- c. Into the sit-laden waters wade kings and beggars, priest and outcasts to wash away their sins.

Selection B

Experiments show that friendly people like bright colors: while quiet people like blue and other cool colors. Athletic people like red and self-centered ones like yellow. A man says he "sees red" when he is angry, a girl is often "green with envy" when other have several new clothes but she has a new dress only "once in a blue moon". Blue has become associated in our minds with a sort of supersteel; so fine objects are given a bluish tint in order to sell well. Labels and packages colored green do not appeal to farmers who see so much green on the farms. Hospital rooms, on the other hand, are painted green and other bright colors because colorful walls make the surroundings more pleasant. In fact, housewives bring plants and flowers into houses in order to make the rooms like gardens.

Direction: Here is an incomplete outline of the selection you have just read. Supply the missing parts by answering the questions below. Write the letter only. (2 points each)

<p>I. Color gives a clue to personality.</p> <p>A. _____</p> <p>B. Quiet people like blue and other cool color</p> <p>C. _____</p> <p>II. Color has special meanings in language.</p> <p>A. A man "sees red" where he is angry.</p> <p>B. _____</p> <p>III. _____</p> <p>A. Objects are given a bluish tint in order to sell well.</p> <p>B. Green labels and packages do not appeal to farmers who see much green on the farm.</p> <p>IV. Color makes the surroundings more pleasant.</p> <p>A. Hospital rooms are painted green and other bright colors.</p> <p>1. _____</p>
--

_____76. Which of the following should be I.A?

- a. Athletic people like red & self-centered ones like yellow.
- b. Friendly people like bright colors.
- c. People who love green are hopeful.

_____77. Which of the following should go as II.B?

- a. Pink symbolizes love.
- b. Brown represents earth and fertility.
- c. A girl is often "green with envy" when she has no new dress while others have.

_____78. Which of the following should go as I.C?

- a. Friendly people like bright colors.
- b. Athletic people like red and self-centered ones like yellow.
- c. People who are in love like pink color.

____79. Which of the following should go as III in the outline?

- a. Color affects many people in many ways.
- b. Color has special meanings in language.
- c. Color gives a clue to personality.

____80. Which of the following should go as IV.A.1?

- a. Housewives bring plants and flowers into houses.
- b. Green plants make the surroundings fresh and clean.
- c. Flowering plants bring happiness into one's room.

L. Summarizing

Direction: Read the selection below then pick out the sentence that gives the summary by writing the letter only. (15 points each).

Selection A

What makes robots important even in their present simplicity is the kind of work they can do, now or soon. They can take on dangerous tasks or withstand dangerous conditions which human beings would much prefer to avoid and yet which, till now, they have been forced to engage in. Robots will be working in space, in mines, under-water, they will deal with explosives, radioactive materials, poisonous chemicals, pathogenic bacteria, unusual temperatures, blood pressures, heights so on.

- ____ 81. a) Robots can now replace man in any given task.
b) It is better to expose people in dangerous situations than depend on robots.
c) Robots can withstand conditions that are dangerous to humans.

Selection B

Domestic work is not the only work women do. In Europe for instance, 35% of married women have a job. This is the reason why, worldwide, women work twice as many hours as men. Their domestic responsibilities prevent women from devoting themselves to their jobs and means many are forced to take unskilled, badly paid, temporary positions.

- _____ 82. a) Women usually do domestic work and also have jobs outside the home.
 b) Women complain that they do housework and yet have other jobs.
 c) Women don't do domestic work.

APPENDIX I

**Ranking of Student-Respondents
Based on Gates Test**

Experimental Group					:	Control Group				
Student No.	Age	Sex	Ave. Grade	Reading Grade		Student No.	Age	Sex	Ave. Grade	Reading Grade
12	14	M	17.8	5.9		26	13	F	17.8	5.9
14	14	M	17.2	5.7		24	14	F	17.2	5.7
15	15	M	16.6	5.5		07	14	M	16.6	5.5
25	14	F	16.6	5.5		18	13	F	16.6	5.5
28	14	F	16.6	5.5		25	15	F	16.6	5.5
23	13	F	14.8	4.9		08	16	M	14.8	4.9
27	15	F	14.8	4.9		13	13	M	14.8	4.9
13	14	F	14.3	4.8		19	14	F	14.3	4.8
07	17	M	13.8	4.6		15	14	M	13.8	4.6
19	13	F	13.8	4.6		23	15	F	13.8	4.6
01	13	M	13.5	4.5		02	14	M	13.5	4.5
05	14	M	13.5	4.5		06	14	M	13.5	4.5
13	13	M	13.5	4.5		28	13	F	13.5	4.5
29	14	F	13.5	4.5		29	16	F	13.5	4.5
02	15	M	13.2	4.4		05	14	M	13.2	4.4
09	14	M	13.2	4.4		12	14	M	13.2	4.4
20	14	M	13.2	4.4		14	15	M	13.2	4.4
24	18	F	13.2	4.4		17	14	F	13.2	4.4
04	15	F	13.2	4.4		20	15	F	13.2	4.4
06	14	M	13.0	4.3		03	14	M	13.0	4.3
10	17	M	12.5	4.2		04	14	M	12.5	4.2
16	15	F	12.5	4.2		10	16	M	12.5	4.2
11	14	M	12.2	4.1		09	16	M	12.2	4.1
08	14	M	12.1	4.0		27	14	F	12.1	4.0
03	14	M	11.3	3.9		01	14	M	11.8	3.9
21	14	F	11.8	3.9		16	14	F	11.8	3.9
18	14	F	10.6	3.5		21	14	F	10.6	3.5
22	16	F	10.2	3.4		11	14	M	10.2	3.4
26	14	F	10.2	3.4		30	14	F	10.2	3.4
17	15	F	10.0	3.3		22	14	F	10.0	3.3
Total	435	M-15 F-15	403.2	134.1		Total	432	M-15 F-15	403.2	134.1
Average:	14.53		13.44	4.47			14.40		13.44	4.47

APPENDIX J

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

Experimental Group

Control Group

$$X_1 = -51.63$$

$$X_2 = 49.30$$

$$N_1 = 30$$

$$N_2 = 30$$

$$S_D = 8.416$$

$$S_D = 9.466$$

$$S_1^2 = 70.833$$

$$S_2^2 = 89.597$$

$$t = \frac{X_1 - X_2}{\sqrt{\frac{(N_1 + 1)S_1^2 + (N_2 + 1)S_2^2}{N_1 + N_2 - 2} \left[\frac{1}{N_1} + \frac{1}{N_2} \right]}}$$

$$= \frac{51.83 - 49.30}{\sqrt{\frac{29(70.833) + 29(89.597)}{30 + 30 - 2} \left[\frac{1}{30} + \frac{1}{30} \right]}}$$

$$= \frac{253}{\sqrt{\frac{2054.157 + 2598.313}{58} (2)}} = \frac{253}{\sqrt{80.215 (0.067)}}$$

$$= \frac{253}{\sqrt{\frac{4652.470}{58} (0.067)}} = \frac{253}{\sqrt{5.374405}}$$

$$= \frac{2.53}{\sqrt{80.215 (0.067)}}$$

$$= \frac{2.53}{\sqrt{5.374405}}$$

$$= \frac{2.53}{2.3183} = 1.091$$

Decision Rule: Reject H_0 if $|t_{\text{comp}}| > |t_{\text{tab}}|$

Since $t_{\text{comp}} = 1.091 < t_{\text{tab}} = 1.960$

Then: Accept H_0

APPENDIX K

Computation of the t-test for Comparing the
Posttest Results of the Experimental
and Control Group

Experimental Group

Control Group

$$X_1 = -51.83$$

$$X_2 = 49.30$$

$$N_1 = 30$$

$$N_2 = 30$$

$$S_D = 8.416$$

$$S_D = 9.466$$

$$S_1^2 = 70.833$$

$$S_2^2 = 89.597$$

$$t = \frac{X_1 - X_2}{\sqrt{\frac{(N_1 + 1)S_1^2 + (N_2 + 1)S_2^2}{N_1 + N_2 - 2} \left[\frac{1}{N_1} + \frac{1}{N_2} \right]}}$$

$$= \frac{55.20 - 51.07}{\sqrt{\frac{29(107.131) + 29(129.099)}{30 + 30 - 2} \left[\frac{1}{30} + \frac{1}{30} \right]}}$$

$$= \frac{4.13}{\sqrt{\frac{2054.157 + 2598.313}{58} (2)}} \quad (30)$$

$$= \frac{4.13}{\sqrt{118.115(0.067)}}$$

$$= \frac{4.13}{\sqrt{\frac{4652.470}{58} (0.067)}}$$

$$= \frac{4.13}{\sqrt{7.87433}}$$

$$= \frac{4.13}{3.8061} = 1.472$$

Decision Rule: Reject H_0 if $|t_{\text{comp}}| > |t_{\text{tab}}|$

Since $t_{\text{comp}} = 1.472 < t_{\text{tab}} = 1.960$

Then: Accept H_0

APPENDIX L

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

$$\Sigma d = 101$$

$$\bar{d} = 3.37$$

$$N = 30$$

$$Sd = 8.834$$

$$\begin{aligned}
 t &= \frac{\bar{d}}{Sd / \sqrt{N}} & t &= \frac{3.37}{8.834 / \sqrt{30}} \\
 &= \frac{3.37}{8.834/5.477} & &= \frac{3.37}{1.613} = 2.089
 \end{aligned}$$

Decision Rule: Reject H_0 if $|t \text{ comp}| > |t \text{ tab}|$

Since $t \text{ comp} = 2.089 < t \text{ tab} = 2.045$

Then: Accept H_0

APPENDIX M

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

$$\Sigma d = 53$$

$$\bar{d} = 1.77$$

$$N = 30$$

$$Sd = 8.148$$

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

$$t = \frac{1.77}{8.148 / \sqrt{30}}$$

$$= \frac{1.77}{8.148/5.477} = \frac{1.77}{1.4877} = 1.190$$

Decision Rule: Reject H_0 if $|t_{\text{comp}}| > |t_{\text{tab}}|$

Since $t_{\text{comp}} = 2.089 < t_{\text{tab}} = 2.045$

Then: Accept H_0

CURRICULUM VITAE

CURRICULUM VITAE

NAME : JOVITA A. PAGLIAWAN

Address : 1018 Brgy. Muñoz
Catbalogan, Samar

Date of Birth : September 11, 1958

Place of Birth : Catbalogan, Samar

Civil Status : Married

Spouse : Rudito T. Pagliawan

Child : Rafael Justine

Parents : Emilio Albos, Sr.
Rita C. Ebias

EDUCATIONAL BACKGROUND

Elementary : Catbalogan I Central School
Catbalogan, Samar
1965 - 1971

Secondary : Samar National School
Catbalogan, Samar
1971 - 1975

College : Samar College
Catbalogan, Samar
1975 - 1979
BSE - Major: English
Minor: Social Studies

Graduate Studies : Leyte Institute of Technology
External Studies - Catb. Samar
Summer, 1980

Leyte State College
Tacloban City
Summer 1985, 1986, 1990

Samar State Polytechnic College
Catbalogan, Samar
1993 - 1995; 1996 - 1998

PROFESSIONAL EXPERIENCE

Secondary School Teacher	:	Tarangnan National High School Tarangnan, Samar 1979 - 1983
Secondary School Teacher I	:	Samar National School Catbalogan, Samar 1983 - 1995
Secondary School Teacher II	:	Samar National School Catbalogan, Samar 1996 to present
Chief Adviser	:	SNS Freshmen Class Org. 1993 - 1995

AWARDS RECEIVED

Cum Laude	:	Samar College Catbalogan, Samar 1979
Outstanding Teacher	:	Samar National School Catbalogan, Samar 1990

CERTIFICATES OF RECOGNITION RECEIVED

Facilitator Echo-Seminar on the Teaching of Reading	:	November 6-7, 1986
Division Trainor Divisional Level Training of Teachers in English, English Teaching Proficiency Enhancement Training	:	May 22- 28, 1995

Demonstration Teacher English Teaching Proficiency Enhancement Training for Division Trainers	:	April, 1995
Judge, Essay Contest SNS National Science Club Month Celebration	:	October, 1997
Organizer, Division Elementary and Secondary Schools Press Conference (DESSPC)	:	October 20-21, 1997
Cooperating Teacher Sacred Heart and Samar College	:	1992 to present

IN-SERVICE TRAININGS/SEMINARS ATTENDED

A. National

Mid-Year Demofest	:	Cebu City October 18-19, 1997
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B. Regional

SEDP Mass Training for First Year Teachers	:	Tacloban City May 1 - 28, 1989
English Teaching Proficiency Enhancement Training for Division Trainers	:	Palo, Leyte April 18-29, 1995

C. Division

Division Mass Training for Secondary English I on the Effective Use of the New EDPITAF Textbooks	:	Catbalogan, Samar June 18 - 24, 1981
Division Orientation Seminar on the Launching of Project ARS (All-Readers School)	:	Catbalogan, Samar September 25, 1987
Conference of Secondary School: Heads and Language Teachers for Upgrading Secondary Education	:	Catbalogan, Samar September 14, 1987

Leadership Training and Seed Accreditation Orientation	:	Catbalogan, Samar January 16-18, 1987
Division Seminar-Workshop Campus Journalism	:	Catbalogan, Samar September 28-30, 1988
Division Workshop on Pre-Evaluation of English Lesson Plans for First Year to Fourth Year	:	Catbalogan, Samar March 3-5, 1993
Division Seminar-Workshop on Instructional Skills for Secondary School Teachers	:	Catbalogan, Samar October 28-29, 1992
Cluster-Based Division Training on Corrective Reading	:	Gandara, Samar February 20-21, 1997
Division Conference-Workshop of School Paper Advisers	:	September 17-18, 1997

CIVIL SERVICE EXAMS PASSED

Career Service Sub-Professional	-1978
Career Service Professional	-1979
Career Service Professional	-1990
Professional Board Examination for Teachers	-1981

MEMBERSHIP IN ORGANIZATION

A. Professional

President, English Faculty Club	- 1997 - 1998 1998 - 1999
Treasurer, Samar School Paper Advisers Association	- 1997 - 1998

B. Religious

Member, Catholic Womens League - 1996 to present

C. Community

Member, Sto. Niño Homeowners Asso. - Sitio Sto. Niño,
San Andres,
Catbalogan, Samar

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