

EFFECTIVENESS OF SILENT READING COMPREHENSION  
EXERCISES ON THE READING ACHIEVEMENT OF  
PANGDAN GRADE FIVE PUPILS

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to the Faculty of Graduate School  
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In Partial Fulfillment  
of the Requirement for the Degree  
Master of Arts in Teaching (Reading)

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1996

## APPROVAL SHEET


This thesis entitled "EFFECTIVENESS OF SILENT READING COMPREHENSION EXERCISES ON THE READING ACHIEVEMENT OF PANGDAN GRADE FIVE PUPILS" has been prepared and submitted by EUTROPIA A. CODOY, who having passed the comprehensive examination, is hereby recommended for oral examination.

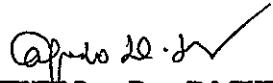
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E. A. C.

## D E D I C A T I O N

*I dedicate this humble work to*

*my husband Tito, and Children*

*Emy, and Jepong*

*and Andrea Luisa, my granddaughter*

*and to the Teachers and Pupils of*

*Pangdan Elementary School, who gave*

*me inspiration to undertake this study.*

*Troping*

## **ABSTRACT**

The main focus of the study was the construction and validation of the teacher-made reading exercises and its effectiveness on the reading comprehension of the pupils in Pangdan Elementary School. This study used a descriptive-developmental research using two groups Pretest-Post test control group design. The comparison of the pretest, posttest average reading grade and reading age score capacity levels of the control group shows slight improvement as shown in the difference of the pretest reading grade capacity level of 2-9.8 to the posttest of 3-1.4, a difference of 1.6 months; that is, the control group has shown an average reading grade capacity level of an average readings grade capacity level of an average child who has been in grade three for 1.4 months and the reading age capacity level of an average eight years and 2.1 month old child, which is a little better than entry age capacity of an average eight year and one half month old pupil. The experimental and control group has more or less the same or parallel entry reading grade and age capacity level which is between an average child who is aged eight year and 3 months to 8.5 months with a reading grade capacity level of an average child between 6.5 to 9.8 months stay in grade 2. The use of the silent reading comprehension exercises in teaching silent reading is of great help to Grade Five pupils. It is recommended that the "Teacher Silent Reading Comprehension Exercises" is used as an enrichment material for reading skill advancement of elementary pupils as well as remedial treatment.

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## Chapter 1

### THE PROBLEM

#### Introduction.

Reading is a tool for all learning areas in any curriculum. It is the common denominator, for the reason that all the other learning areas in the curriculum involve reading. The success or failure of the pupils generally depends upon their proficiency in reading.

For adults in the home, on the job, in business, in profession and in trades, reading is an indispensable skill. Success on a job often depends on how quickly and accurately we can give the meaning to the printed page.

Reading also promotes personal and social values, both for children and adults. Citizenship is largely dependent on knowledge and understanding of the world we live in and is enhanced through reading. Reading promotes personality growth by broadening an individual's interest. It enables a person to share the lives and experiences of young and old, rich and poor; famous and nameless, honored and notorious. The well read individual gains the respect and approval of his associates. According to Witty (1942:5), "Reading is a magic key that opens doors to the past and the future, as well as to the unknown in the present. The child and the adults can satisfy almost every interest, every taste, every

mood through reading."

The researcher who was once an English teacher in Grade V and VI has observed that everytime an evaluation is given, the result of the pupil's test is low on the skills tested such as: noting details, getting the main idea, organizing ideas, perceiving relationship, outlining and summarizing. In short, low in reading comprehension.

Observation reveals that many pupils in the higher primary and intermediate grades still need to develop more comprehension skills. They are putting the blame on elementary grade teachers for passing undeserving pupils to the next higher grade.

The blame cannot be put justifiably on the teachers alone. There are lots of factors that might have contributed to poor reading ability. It could be due to the inappropriate materials provided by our bureau to the level of understanding of our socially-distracted and economically unstable children. It could also be caused by lack of trained teachers in reading (reading specialist), lack of teacher's knowledge of effective methods/strategies to develop reading comprehension and lack of reading materials.

One reading expert noted that reading proficiency can be improved greatly if during the primary and intermediate grades more attention is devoted in the development of

reading skills.

Further, some reading authorities also said that, experiencing success instead of failure is important for a pupil, so a teacher has to try to keep his pupil out of difficulty by giving simple explanations, by individual guidance, by adjusting the methods of instruction and by using materials that fit pupils' needs, and capacity levels hence this study.

They said that in the classroom situation it is but natural to have slow and fast learners. If pupils get into reading difficulty, use calm and give individual attention to help him out of it. A teacher should not let the problem persist up to a point where it is very difficult to correct. He should find a way to help them learn to read and read to learn.

Result also showed poor performance in getting the meaning of words because the present Grade 5 books in English are not within the reading capacity level of the present Grade 5 pupils. They therefore have no interest in reading, hence often escape from classes.

It has been observed that some pupils have negative attitudes towards reading, because of their inability to give meaning to the printed symbol, thus making the activity uninteresting and boring. A material suited to the pupil's

reading capacity level is advisable, if we want to keep their interest in reading and to arouse their feelings of achievement. The pretest result showed that they were only reading the capacity of an average grade 2 pupils who has been in the grade for about few months, thus proved the researcher's observation. Because of this reading capacity level of these pupils, the text provided for the class was difficult for them since it was prepared for average grade 5 pupils. Above are the reasons why the researcher decided to work on this leveled reading materials that would help on this problem.

The researcher's concern to help these pupils made her find a way to construct leveled silent reading materials using the best art in questioning in every exercise, in order to help them improve their reading skills and gradually raise their reading level capacities. The idea of the researcher is to make use of teacher-made materials as enrichment exercises to improve their comprehension skill through reading silently as practice exercise. This will give them experiences on how to read well. As he goes on reading through the graded materials until he reaches the materials within the capacity of his actual grade level, he will be enjoying the experience.

This researcher was motivated to make such study due to

the present need of reading materials in the field, specially in Pangdan Elementary School, hence the necessity to construct materials in order to help our pupils in this specific school, where the pupil-book ratio in English is 4 pupils to 1 book in Grade five. Teacher-made leveled reading materials will undoubtedly help compensate for the insufficiency of books and shall guide reading capacity progress since the material is leveled by difficulty, thus shall cater suitably to the reading ability of the target users.

Hopefully the findings of this study will be beneficial to pupils, teachers, and administrators. It will aid teachers in the preparation and implementation of reading plans due to the availability of such materials. The pupils in the other hand will find it meaningful and interesting.

### Statement of the Problem

This study attempts to determine the effectiveness of the teacher-made silent reading materials on reading comprehension reading capacity levels of the Grade five pupils in Pangdan Elementary School. Specifically, it seeks to answer the following questions:

1. What is the profile of the Experimental and control groups according to:

- 1.1 Pre-test and Posttest raw score?

1.2 Pretest and posttest reading capacity level?

2. Is there a significant difference in reading capacity level between the experimental and control group per,

2.1 pretest ?

2.2 posttest ?

3. Is there a significant difference between the pretest reading capacity level and posttest reading capacity level per,

3.1 experimental group?

3.2 control group?

4. On the bases of the pretest and posttest result how effective is the developed silent reading exercises on the reading achievement of the grade five pupils?.

4.1 Is there a significant mean difference in the raw scores of the experimental and control groups per,

4.1.1 pretest?

4.1.2 posttest?

4.2 Is there a significant difference between the pretests and posttest results per,

4.2.1 experimental?

4.2.2 control group?

### Null Hypothesis

1. There is no significant mean difference in the raw score results between the experimental and control group per,

1.1 Pretest

1.1 Posttest

2. There is no significant mean difference between the pretest and posttest raw score results per,

2.1 Experimental group.

2.2 Control group.

### Theoretical/Conceptual Framework

Books and other teaching materials are good sources for learning. They are indispensable tools for increasing knowledge and understanding, sharing the experiences and feelings of others and gaining new insights and perspectives. As of today, the insufficiency of the materials shall be minimized by the development of teacher-made materials that will answer to the needs of the learners under the guidance of the teacher.

The teacher on the other hand has a need to focus on the difficulties that make reading "tough going" for the learners. Teachers' awareness of constructed materials at pupils' reading level will help them guide learners to read better. Materials in level with the needs of the pupils and

with the guidance of the teacher will produce readers who could comprehend well.

Vacca (1981) said, that textbooks are the vehicles for learning, in which use, the teacher has a significant role to perform. In effect, the classroom teacher is a "process helper", bridging the gap that often exists between students and texts.

Most pupils lack the sophistication needed to read texts effectively because they are still in the process of maturing as readers. The conceptual and stylistic demands of the text are often greater than the levels of reading maturity that pupils bring to the task. Yet, by the time they reach the middle grades, pupils have to read and must have the capacity to be self-directing and independent and this can be facilitated especially when graded materials made by the teacher can be available as an aid for understanding written texts. The idea of constructing graded teacher-made materials is to provide enough instructional support for pupils to gain confidence and to develop strategies to read effectively on their own.

Vacca (1981) added that teacher-made materials can be developed to arouse curiosity and help pupils/students make predictions about the content before reading.

With this simplification, pupils' alternative is to

read teacher-made materials because they provide enough instructional support for them and they make them gain confidence and develop strategies to read effectively on their own. From here pupils will be motivated to read, hence want to read and soon acquire the satisfaction in reading.

San Juan said (1984), "You cannot give lessons throughout on the level of isolated words. You have to go beyond that; to sentences, to paragraphs stories, and rhymes in order to capture the children's interest and initiate them into the joys of reading." As much as possible the reading materials constructed must be on the level of understanding of the pupils.

Woolf and Woolf (1957) also stated that there is a need of much wider range of reading materials for a variety of interest and ability levels in each grade capacity; hence the need of more reading materials.

Further, Woolf and Woolf mentioned that if a child is consistently exposed to only one or two reading materials, there is a decided possibility that they will become indoctrinated with one point of view. It is then the responsibility of a reading teacher to avoid indoctrination and to encourage self-decision.

Dr. Wayne Otto has Designed materials for Reading Skill

Development, he did it as a direct response to needs of pupils as expressed by specialist and teachers. This materials are to help children master essential skills in reading in a systematic approach to teaching those skills. This is a comprehensive management system to guide grouping for and planning of skill development instruction. It also provides a plan for monitoring each child's progress in the development of specific reading skills and supplies resources for teachers in planning skill instruction.

This also proved that skill development is best facilitated when teachers direct learning experiences according to pupil's needs and characteristics and that reading programs are best worked out at the local level.

This study also strongly supported the researcher's theory that a teacher-made material based on local level may also proved useful in the development of reading skills among Pangdan grade five pupils, hence this study.

According to Emerald Dechant, reading material must not only be designed to teach reading skills. It must be meaningful. The goal of the material must not aim to teach pupils to learn to read but also to read for a purpose, and to make reading instruction adequate.

These materials therefore must be interesting, stimulating, informative and purposive.

With these ideas in mind, and to help make a balance reading program for children in the field that would meet their individual needs, the researcher thought of constructing this supplementary silent reading materials with varied contents, taken from varied sources such as magazines, books actual experiences etc.

This study is anchored on the principle that a pupil should possess prerequisite reading skills before he can comprehend reading materials suited to his grade level. The development of these skills is gradual from simple to complex. The function of the teacher-made reading materials could be remediatary in the sense that it can be applied to pupils who are found deficient of reading skills, or as exercise materials in school for practice to develop the skill.

### Conceptual Framework

Figure I illustrates stages of the development of the teacher-made materials that would help develop the skills of Grade five pupils on reading comprehension and vocabulary.

Frame 1. This presents the present reading capacity levels of Pangdan Elementary School Grade Five pupils.

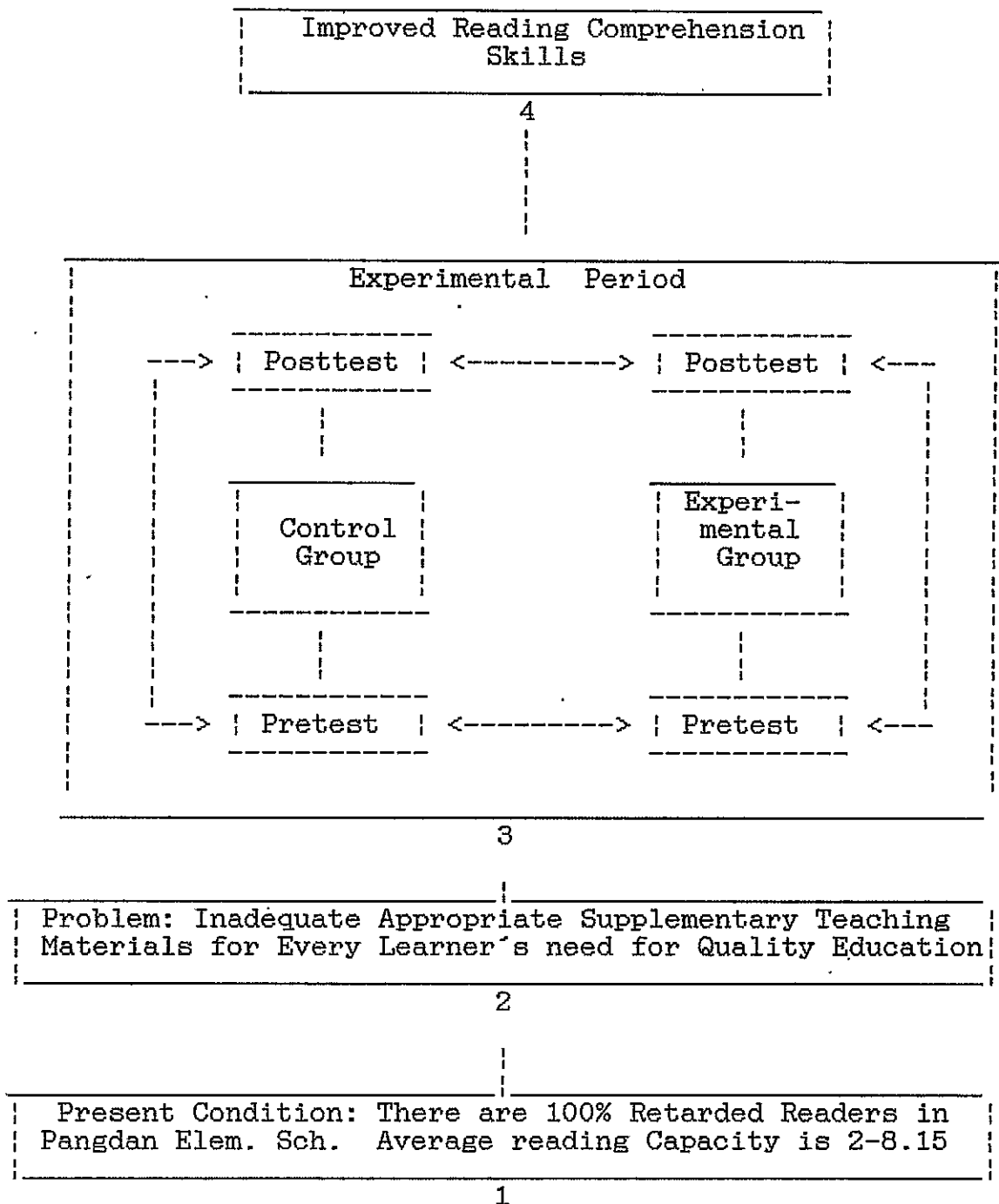


Figure I The Conceptual Framework of the Study showing the researcher's environment, and the procedures used in conducting the research.

Frame 2. This presents the researcher's proposed contribution to the solution of the problem; the making of teacher-made silent reading comprehension exercises for grade five pupils.

Frame 3. This presents the experimental period as to the effectiveness of the teacher-made Silent Reading Comprehension Exercises. This period has two groups, experimental and control groups. Both groups were given the Gates test as the pretest, but only the experimental group was treated by the teacher-made materials. Both were treated with the teaching-learning process based on NECS and the posttest of Gate's test as bases for final behavior and as bases for comparison.

Frame 4. Improved reading comprehension skill of Pangdan Elementary School, Grade 5 pupils due to the Silent Reading materials that was used for treatment.

#### Significance of the Study

The study will be useful to the pupils, teachers, parents and institutions in the educational system for the following reasons:

To the pupils. The teacher-made instructional materials will serve as enrichment exercises that will offer opportunity for self-learning. Pupils will progress at

their own rate.

The teacher-made reading exercises that were made to suit to reading ability of slow learners will give the pupils a feeling of achievement and as they progress they will develop that interest to acquire more experiences through the printed symbols. Interest in reading in particular and interest in other subject areas in general is to a great extent dependent upon the pupil's ability to comprehend what is read. Once interest in reading is developed; the pupil acquires better comprehension skills which are imperative in learning what is to be learned in other subject areas.

To the teachers. The availability of this teacher-made instructional materials will provide the teacher more teaching materials for his teaching-learning activities both for classroom use and remediation. It will also provide him a way of assessing the pupils' program in learning. These materials will also serve as a guide or sample for other teachers who wish to develop their own materials, and or combine all available materials for a wider choice of what shall fit every pupil's need.

Moreover, this study will help motivate teachers in the intermediate level to give importance to the teacher-made materials that will help raise their achievement in school.

Teacher will be encouraged to construct similar materials intended to develop other reading skills.

To the Institution. Teacher-made instructional materials may be shared by other schools for the same purpose; to provide enough teaching materials and to help improve reading capacity level and reading performance.

To the Parents. The teacher-made materials will serve as a tutorial material at home or as a follow-up/enrichment of what have been learned in school.

#### Scope and Delimitation

This study is confined solely on the effectiveness of teacher-made silent reading comprehension materials, among the Grade five pupils of Pangdan Elementary School, District of Catbalogan II, Catbalogan, Samar, year 1995 and 1996. The effectiveness of the Silent Reading Comprehension Exercises on the Reading Achievement of Pangdan Grade Five Pupils, was based on the result of the Gates Standardized Test administered as pretests and posttest to the control group and experimental group. It did not include observation or any other source of data.

Moreover the result of the pre-test was the bases of the pupils' initial or entry reading abilities. It did not take into consideration other factors that may have caused

deficiencies in reading.

### Definition of Terms

For the purpose of the study, the following terms are defined to provide the readers a common idea.

ARA. Average Reading Age. Ex. 6-4, Reading Capacity of an average child who is 6 years and 4 months old.

ARG. Average Reading Grade. Ex. 6-5, Reading Capacity level of an average child who is 5 months in grade 6.

Comprehension. This refers to the act of bringing meaning to the printed or spoken language as constructed with the ability to perceive and pronounce words. (Goods 1973:123). In this study, this refers to reading skills which involve noting details, getting the main idea, organizing ideas, giving inferences, etc.

Control group. This refers to a group of 20 Pangdan Grade V pupils in the school year 1995-1996 who underwent the learning process based on the New Elementary School Curriculum. This group did not use the teacher-made materials during instruction.

Exercise. This refers to the provided opportunities for practice in the application of reading principles and the building of skills. (Good: 224). In this study, it refers to the activities provided every after a lesson.

Experimental group. This refers to an experiment

involving the use of another 20 Grade V pupils from Pangdan Elem. School, school year 1995-996. This group was treated by the teacher-made materials and the learning process is based on the New Elementary School Curriculum. (Good :228)

Posttest. This refers to the 86 items Gates standardized test which was given after the materials have been taken up and this aims to evaluate the achievement after the experimental period .

Pretest. This refers to the 86 items of Gates standardized test which was given in order to determine the status of the reading comprehension level of the subject and shall represent the entry behavior of the same subjects.

Readability. The quality and difficulty level of a piece of reading matter that makes it interesting and understandable to those for whom it is written at whatever level of educational experiences.

Reading age capacity level. According to Gates it is the reading capacity of an average child at a particular chronological age level (Gates Reading Survey Test). The same definition was adapted in this study.

Reading capacity level. This refers to the grade level of reading skills a pupil can perform regardless of actual age and grade level.

Reading grade capacity. According to Gates it is the

reading capacity of an average child in his actual level in the school (Gates Reading Survey Test). In this study, it is the actual reading grade capacity of the child, regardless of his actual grade level in school and chronological age.

Retarded readers. According to Woolf, this refer to reader who has the capacity to learn and develop higher skills, but performing below what is expected of him due to other learner factors outside the learner's capacity, such as the teaching process, reading materials, health, etc. According to Smith and Dechant, he is one who is reading below his present general level of development caused by either physical, emotional, social and mental development. According to Woolf, it refers to a student whose scores on standardized reading tests rank him one or more years below the national average for his age and grade. In this study, it refers to the grade 5 pupils of Pangdan Elem. School who were reading below is expected of an average grade 5 pupil

Teachers-made exercises. This refers in this study to the silent reading materials constructed by the researcher and was used as treatment of the experimental group.

## Chapter 2

### REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents some literatures from books and other reading materials, as well as studies conducted here which are related and relevant to the present study. Among the related literature and studies found most useful are the following:

#### RELATED LITERATURE

##### On Comprehension Skill

Comprehension is one of the most important skills on reading; it may be reading a teacher-made reading material or textbook in the classroom or a supplementary book. Without comprehension, vocalizing the printed symbols is mere verbalism.

Traxler (1954:213), as cited by Smith and Dechant writes:

"Specialists in the reading field think of reading as anything from a set of more or less mechanical habits to something of the 'thinking' process itself. No one has yet been able to identify the components of reading comprehension.

Yoakam (1954) as cited by Smith and Dechant, describes comprehension as follows:

"Comprehension of reading matter involves the correct association of meaning with word symbols;

the evaluation of meaning which are suggested in context; the selection of correct meaning; the organization of ideas as they are read; the retention of those ideas, and their use in some present or future activity. He added that the comprehending of reading matter involves the correct association of meaning with word symbols".

Edwards (1954) as cited by Smith and Dechant, points out that...

"continuous development toward greater reading proficiency is a process with many phases, the goal of which is the comprehension of ideas. Success in the process depends on adequate motivation, substantial background of concepts, word perception skills and the ability to reason one's way through smaller ideas or element and to grasp, as a whole, the meaning of a larger unitary idea".

It is a fact that the basic problem of the poor reader is lack of comprehension. To help them improve, our concern is to help them bring the proper meaning of the printed word. Although the word symbol itself has no meaning, it provides a focal point for concept formation, and comprehension certainly depends on the adequacy and accuracy of one's concept.

Bond and Tinker (1954:215) as stated by Smith and Dechant added that for a word to be serviceable in reading, meaning must be attached to it. It is only by the use of word meanings that comprehension may be attained.

Pupils who have limited vocabulary are very often deficient in the area of comprehension skills. In order to

overcome the problem, the reader must have a background of experiences to provide him a better understanding of words in a sentence or stories read.

Cushenbery (1972) mentioned that the "reader must have a rich store of multiple meaning for words which are based on an adequate background of experiences for the words that carry the basic message of a sentence, paragraph or story."

Dolch (1945) enumerates the three philosophies of learning:

1. Ability to repeat what is read. This is the major phase of learning where the child has to go to school in order to master or learn the lesson. He has to orally recognize every word before he can read silently.

2. Ability to select the important things. It shows that a teacher must teach children to evaluate what they read and to select from what is presented to them.

3. Comprehension means "thinking about." The child must fundamentally form his own opinion, or arrive at his own version of knowledge. The teacher has to ask questions on what has been read. The asking of question is gradual, from easy to difficult, following the level of questioning.

The writer as she goes along with her activity will probably meet obstacles. The leveling of books will help poor readers to understand the right text for individual

readers, and the use of some techniques and procedures and methods of teaching will help solve or overcome reading obstacles.

### On Reading Test and Teaching Materials

To make constructed materials reliable it should be tested and tried.

Dale and Chall (1978) provided us with a formula for predicting material readability including specific information concerning the technique of using the formula.

Cushenbery (1972) said...,

"Though standardized test have much value for evaluative purpose, the use of teacher-made test or informal test can provide data which cannot be secured in any other manner. The one important advantage of informal test is that, they can be constructed to measure the exact reading objective of a teacher or system. The information from these instruments is valuable because it can be put out for immediate use..."

Woolf and Woolf (1957) in their book Remedial Reading has this to say on reading test...

"One of the major purposes in testing students of any age is to determine their level of comprehension. A section on vocabulary recognition is included in most reading tests. Some also include exercises featuring word endings, initial sound, interpretation of directions, reading for facts, similarities and opposites and other aids..."

Blair (1956) said that schools which are not financially able to purchase standardized tests of reading

can devise many types of tests which can be used in identifying readers with low capacity level of understanding. Magazine articles, newspapers, novels, books may be used or the teacher may write his own selections and have them mimeographed. Carefully prepared questions covering the materials read should be provided each pupil after he has time to read the selection. He added further that in measuring the level of comprehension, it is better not to employ a time limit since the object is to find out if the pupils can really understand what he reads.

When taking a test, a pupil who comprehends what he reads can finish a test. From this we also consider the pupil's rate of reading task, the technique of measurement that are used, the difficulty of the material and the purpose of the reader.

Dechant (1968) pointed out that there is no one best method for teaching reading and there is no one remedial or corrective method. Therefore, the teacher has to know different kinds of methods for teaching reading and has to select one best method for teaching specific situation.

Williamson (1971) and Wallen (1973:257), as cited by Dacuro, stated that in a typical class there can probably be reading achievement ranging all the way from non-reading through fifth or sixth grade level capacities or higher.

Through and careful diagnosis, the teacher can pinpoint the specific strengths and weaknesses of each pupil in his class. With this information the teacher can choose techniques and materials that he will adapt to each pupils's level.

Dolch (1945) said, ordinarily we want to read something that we can read easily. The child also wants to read something that he can read easily. Very often a child will begin a story or book because of the interesting title or pictures, and then will "give up" after a while just because the going is too hard. For this reason we must have materials of their desired interest at the required level; that is, an easy level for a particular child.

Blair (1956:71) mentioned that Thorndike has suggested that the way to develop an interest in an activity which at first is uninteresting is by following the fundamental rule of "practice and satisfaction." If a pupil receives satisfaction in his reading he will become more and more interested in it. Whenever an annoying activity is embedded in a satisfying context there is a tendency for the annoying activity to lose distastefulness.

He added that there are three important points which must be kept in mind in the development of an interest on the part of the poor reader:

1. Provide reading material which is on pupil's level ability.

2. The materials must not only be easy to read, but should be worthy of being read, should be enjoyable, and should help satisfy the pupils' personal needs;

3. The problem approach in teaching should be used feasibly.

Cushenbery (1972) stated that since inability to read is one of the leading causes of dropouts of the elementary and high school students, every effort should be made to help solve the problem. In order to attain the most success by those individuals the following principles might be considered.

1. Library materials should be selected which are relevant to the students' needs, background, and interest. One must remember that disadvantaged pupils/students want books which are printed in attractive, easily read print, which contain large number of illustrations. Books that are dull or unattractive should be eliminated.

2. Careful study of each student's reading competencies and reading attitudes should be undertaken. The use of oral questioning may be much more practical than demanding written answers. The information derived from interest inventories should be used to select books and assignments

which will be most appealing to the learners.

3. Instructional materials should be selected in a flexible manner according to the reading levels of the pupils/students who will use them. A wide variety of materials which are written at their level is the key to the selection of reading materials.

4. Reading methods should be used which will insure some success for every pupil. The use of a variety of approaches and strong motivation through one's interest until the learner has found success in reading is necessary.

5. A strong program of language enrichment should be developed. The flow of language must be provided with some of the reading materials such as charts, pictures, and multi-media aids and tapes. This approach makes it possible for the pupils/students to hear the story or selection read aloud while he follows the written materials visually. Vocabulary can also be strengthened through the use of appropriate field trips which are correlated with the subject being discussed in the classroom.

6. With disadvantaged young people, it is undoubtedly important for each teacher to understand that he is a teacher of reading, as well as a teacher of subject matter. Teacher should have understanding and a sense of empathy for the pupils and he should be aware of their learning and

behavioral problems.

According to Willard Olson's philosophy of seeking self-selection and pacing, as cited by Cushenbery (1972:23), any pupil/student will choose the proper reading materials within his reading capacity, where vocabulary is at his level of understanding, to be able to read the material with some success, thus be able to find and remember certain important informations which he desires.

#### Developmental Reading and Programmed Instruction

A comprehensive reading program consist of several periods or stages. These periods usually coincide with the individual's developmental stages of growth. It is believed that one progresses gradually in acquiring and developing certain skills.

According to Hairghurst (1981:8) a developmental task is specific responsibility that the individual faces at certain stages of life in order to be well-adjusted. It grows out of the interaction of physical maturation, social demands, and the values and aspiration of the individual. It implies that one performs skill on materials of increasing difficulty from low to middle and advanced levels.

Araceli M. Villarin et al (1987) cited Havighurst (1981) on the reading periods of development reading as follows:

1. Reading readiness is (nursery, kindergarten) the period when the child gets ready to read with the guidance of the teacher. The child acquires a functional listening and speaking vocabulary. He engages in varied activities using real or concrete objects and learns to attach new words through the use of phonetic and structural analysis, the child acquires readiness in language, reading on other content areas. These interesting experiences prepare him for the next period of his development.

2. Beginning reading (Grade I & II). This is the initial process of learning to recognize words, phrases, and sentences as symbols for ideas. For instance, a child developed the concept of "bus" after he has seen one, ridden in one, or drawn one. he may even own a toy bus. Then he needs to know that the word symbol bus stands for the same idea.

Beginning reading includes: (1) getting acquainted with an idea or experience; (2) seeing how the combination of symbols that stand for the idea looks; (3) remembering how the combination of symbols be distinguished from other combination.

Betts (1967) says that the child should have a reading vocabulary of about 200 words before he attempts reading the first reader. No matter how controlled and repetitive vocabulary may be presented in reading materials, these should be set in interesting and meaningful situations.

3. Period of rapid growth or expanding power (Grade III and IV). Most children will have mastered the technique of reading upon reaching this stage. However, interesting materials should be used in developing vocabulary, comprehension, locational and simple organizational skills. Lessons in basic readers are followed by comprehension check-up in the form of teacher-made exercises. Textbook are used to help in finding answers to problems. At this point free reading is also encouraged. The learners use skimming and scanning techniques as they go over the table of content, glossary and index of a book. They use dictionary to locate the meaning of new word. They make summaries, book reports and outlines.

4. Period of refinement or growth in the use of the reading tool (Grade VI- High School and College). Learners do a great deal of serious and interpretive reading during their period of refinement or growth. Reading becomes a tool for purposeful study in other subjects. These will be

practiced on the finer skills as in the wide reading for pleasure; doing research, for solution to problems - science and other learning areas or reading only to entertain others. More independent reading not only in the classroom, but also in the library will be enhanced if the learner has acquired adequate skills in using references in the library. Skill in vocabulary, comprehension literary appreciation and creative interpretation are carried on to high school where both intensive and extensive reading are needed in all the subject areas.

According to Dechant (1969), primary reading is concerned most with initiating the pupil to the basic reading skills. The pupil who masters study skills and oral reading skill will develop his reading habits, interest and tastes. To help the pupil, the teacher must decide what skill a specific child needs and can learn. He must know what method to use in teaching the skill. He should know at what level is the pupil working, what he has learned and what he needs to learn.

Cushenbury (1972) as stated by Pacayra (1991) give emphasis on the relationship of physical factors to reading ability. If the organs of the body are defective the functions are likely to be impaired especially in the case of vision, hearing and thought. These may lead to serious

reading difficulties. A careful examination must be made of all the factors which might cause a pupil to be a deficient reader.

Dechant (1969) stated that concepts are developed most easily through sense impressions. Having field trips to most office, market, store, parks and other places provide experience background for many words. Pupils should be given opportunities to familiarize with objects. The teacher has to develop meaning of words from concrete to the abstract. Object in the classroom must be properly labelled as a useful way for teaching technical vocabularies especially in the upper grade. The child must know how to associate meanings with printed symbols.

Smith and Dechant (1969) stated that a program that is rich in experience and social activities avoid many problems of reading failures and may ultimately lead to as good or better reading achievement in the upper grade especially if the reading materials are suited to their level and are interesting. Another is when teaching method is adapted to their intellectual mastery, children must learn to read especially if there is proper motivation.

Cushenbury (1972) mentioned individualized instruction in teaching reading. Children progress at different rates that the teacher has to individualize reading activities to

find out who of the pupils will be given more instructions. The teacher has to consider individual differences of the pupil in the classroom especially on the classifying and grouping of instructional materials suited to the individual. There is a need to understand the child whatever his level may be.

The modular approach-instruction according to Dumas (1981) as noted by Dacuro emanates from its underlying philosophy which is based on the generally accepted fact that each pupil is a unique individual. He has his own characteristics very much distinct from those of the other pupils. He must be permitted to develop his own capabilities and to experience self-satisfaction. Through the use of these individual materials, the individual is encouraged to learn independently and progress at his own rate and finally reach self-satisfaction.

No reading program is complete without diagnosis. Every child has a right to continuous diagnosis. The teacher should know what the child's present level of achievement is and to what level he may progress. Both the pupil's oral and silent reading skills need constant evaluation.

Smith and Dechant (1964) point out that diagnostic procedure begins from a study of the child's instructional needs based on the expectancies of his chronological age,

mental age, and grade placement. We seek to discover why he reads as he does, what he can read, and what he does read successfully. We need to know if he is having problems in reading. We must know his strengths and his weaknesses.

Dechant (1969) states that test are designed solely for the purpose of understanding children better. A good teacher can understand children better by using tools.

Observation of children and recording these observations are good means for identifying the child who is ready for reading, especially in the lower grade.

He added, that reading test with greatest value, diagnosis the child deficiencies. They indicate areas of strength and weaknesses and help the teacher in making adequate provisions for individual needs. They help in the planning of children's learning experience.

The literature above further encouraged the researcher to go on with this study in order to ensure the needs of the retarded Pangdan Grade 5 pupils.

#### On the Development of Instructional Materials

Neypes (1978) mentioned that "reading needs an individualized instruction taking into account the interest, capacity and unique characteristic of a child. The methods and materials in reading must then provide for an

individualized instruction that would allow each child to grow and develop according to his interest, capacity and pace until he reaches his maximum limit.

She further said that teaching reading skills through a modular self-learning-kit will allow the child to learn by himself.

Elkind (1968) explained Piaget's idea, stating that "intelligence - adaptive thinking and action develops in a sequence of stages that is related to age and the environment he has been exposed.

It is therefore unfair to subject all learners to the same materials at the same time. There is then a need of diagnosing the reading capacity of each learner, and provide him the material he most need.

Dale (1969) supported the above idea when he stated that when reading materials are carefully developed and built upon the experiences of readers, the symbolism is clear, concrete, and meaningful to the reader.

This idea encouraged the researcher to construct leveled materials based on local experiences of children in various age level and local scenes.

In order to cater to the needs of every child and to provide a self-paced, self-learning instrument that would allow each child to grow in his natural pace, the

development of self-contained and self-sufficient instructional materials which could be well managed by the teacher himself started to become popular.

Being new, self-learning instructional materials are still few and rare, hence the writing of this paper, in order to help provide an answer to the reading difficulty problems of the researcher's pupils.

Creager, et al (1971) described a module or a self-learning material as a unit of instruction with a well defined specific objectives for every activity, designed to be manageable by the learner himself. It is arranged in a sequence of learning tasks.

Postlewaith, et al (1971) cites that a minicourse like a module is a self-contained instructional package, which deals with a single conceptual unit of subject matter. This allows the student pupil to proceed on his own through the materials.

Murray (1971) presented this flexible outline of the components of a self-instructional material/module: 1. Statement of the purpose; 2. Desirable Prerequisite skills; 3. Instructional objectives; 4. Diagnostic Pretest; 5. Implementers; 6. The Modular Program; 7. Related Experiences; 8. Evaluative Posttest; 9. Assessment of the module which involves: a. number of students in the field

try out, b. average completion time for the module, c. degree of competency attained by the students on every instructional objectives, d. other relevant data that helps summarize the field experiences in the development and utilization of every module.

Burns (1972) has the following features to include in a module: 1. Learner's interest; 2. Learner's readiness; 3. Learner's rate of learning; 4. Learner's repertoire of habits (scope and sequences that he implies to learning); 5. Provide learners with success; 6. Provide learners with corrective feedback; 7. Provide learners with knowledge of cognitive and psychomotor goal.

His format is as follows: 1. Title page; 2. Objectives; 3. Overview; 4. Pretest; 5. Rationale; 6. Instructional alternative; and 7. Posttest,

Duane (1993) has this format for individualized instructional packages: 1. Rationale; 2. Content; 3. Behavioral objective; 4. Pretest; 5. Alternative learning activity; 6. Self-test, posttest; 7. Teacher's guide;

Dumaul (1975) presented three styles in making instructional materials as follows:

1. Staffed-Skelton style: a. Objective; b. Pretest; c. Priming frame; d. Teaching frame; e. Testing frame; f. Reviewing frame; and g. Branching frame.

Nathenson Style. She believes that the learning sequence is the 'heart' of modular instruction: 1. Initial teaching stage; 2. Intermediate Teaching stage; 3. Evaluation/Testing stage

Pinoy Style. This is a combination of the good aspects to suit to the user's needs and to the purpose of the module. Neypes (1978) has the following format: 1. Statement of the purpose; 2. Instructional skills; 3. Pre-requisite skills; 4. Diagnostic pretest; 5. Instruction for the students; 6. Modules (practice exercises); 7. Posttest.

Her modules being designed to be self-managed by the learner, the above parts were simplified to read thus:

1. What will you learn in this module?
2. Why is this module important?
3. What skills must you already have?
4. Direction for the users.
5. Are you ready for the pretest?
6. The Modules
7. The posttest.

### RELATED STUDIES

Construction of reading materials have been done in the country to answer the problems on inadequacy of materials, the need of suitable materials for reading capacity levels,

interest, etc and to serve as materials for remediation, enrichment and practice exercises.

Abadiano (1978) stated that "the nature of the difficulty of a given piece of writing depends to a great extent upon what we expect a reader to get out of the material." She added further that "the use of a formula can be a useful tool in selecting and preparing materials that can be understood by specified audiences."

She cited that the construction and validation of the test involve six phases namely: 1. the pre-planning phase; 2. planning the test; 3. constructing and compiling the test items; 4. experimental try out of the test; 5. analysis of test results; 6. developing the final form.

Abadiano actually constructed modules to test and determine the reading grade levels of subjects on the five reading comprehension skills intended for Filipino students from grades seven through twelve which specifically covers the following skills: Noting details, vocabulary building, making inferences, getting the main idea, organizing and outlining. The test exercises which serve as guides for teachers in assessing students' reading comprehension level determine the starting point of instructions which mean to use graded exercises of modules. The materials serve also to monitor the strengths and weaknesses of the students in

comprehension.

Her study was focused on finding out the reading level of Filipino students from grade seven to twelve making it different from the present study which is intended to help develop or raise the reading comprehension skills of retarded Grade V pupils of Pangdan Elem. School. It is similar in the sense that it deals on reading comprehension skills.

Reyes (1875) in his work has made a sample of dimensional reading tests for testing comprehension of a reading selection as a whole, at the fourth year high school level. Each sample test is designed as a model for structuring a complete set of questions that test the reader's ability to understand the theme or the inner meaning of what he reads to arrive at its total concepts. These questions, therefore, target reading skills.

Six sample test can be structured, each one independent of the rest but based on the same guidelines. A set of twenty to twenty-five multiple choice items is formulated for each test.

Reyes's study is similar to the study in this paper in the sense that its purpose to test the reading comprehension of the learner from the text being read but it is different since the level of Reyes materials is for secondary students

while this study is for Grade V pupils of Pangdan Elem. School.

Bohol (1982) in her work, said that self-instructional materials have their edge over other kinds of materials in education. They increase learning for a variety of pupils, because they can serve as an enrichment for fast learners and remedial materials for the slow ones. They also allow the pupils to work at his own level of ability, so that the pupil experience success in all his attempts at learning, hence increasing his self-concept. This becomes an excellent motivation for learning.

Dacuro (1982), constructed and validated a set of multi-level self instructional materials for grade four pupils. These materials were intended to develop skills in word recognition, comprehension and vocabulary. The format was patterned after Science Research Associate (SRA) and were tried out within a group of grade four pupils. He found out that larger variation of the materials were catered through the multi-level characteristics of the self-instructional materials and they were good supplementary reading materials.

This is similar to the present study because both are teacher made instructional materials and because it is partially on reading comprehension. It differs because his

study includes word recognition and building vocabulary skills and is intended for grade four pupils while the present study is purely focused on reading comprehension skill development of Grade V pupils of Pangdan Elem. School.

In the study of Tanglao, (1971) there was a total of 83 lessons which teach sentence patterns, adjectives, nouns, pronouns, prepositions, adverbs, punctuation marks, vocabulary and study skill development. A complete set of these materials included a guide for the teacher and pupils, answer key, and answer sheets.

These materials were tried out for workability with a random sample of grade four, five and six pupils of Oroquita City Central Elementary School. One hundred subjects were taken from each of the three grades. The materials were revised based on the children's responses.

The materials were found to be suited for grade four, five and six pupils. They were also found to be workable and adequate in checking weaknesses in specific reading skills as revealed by the Habitan-Ramos Standardized Tests.

Tanglao's study is on instructional materials but cover language skills not specifically on reading comprehension skills, hence differs from this study.

Duarte et al. (1971) did another study, he prepared a set of 112 reading materials in Filipino with different

levels of difficulty. It was aimed to improve the comprehension skills of elementary grade children. Each set has 28 selections, each in four areas of interest. After each selection are questions to develop word recognition and comprehension skills and with key to correction. With the set is a teacher's guide, complete with explanation on how to use it.

The set of materials was submitted for evaluation to the PNC Reading Scholars who were taking preparation and evaluation of reading materials. Then it was tried on elementary grade children. Based on the results, the investigators pointed out that a set of 112 reading materials of different levels of difficulty were found workable and effective, thus they will be added to those being presently used by the elementary grade children. Using this set will let the learners gain some knowledge and experiences about Filipino children, about our present society and facts about science; the teacher could easily give remedial measures and enrichment lessons according to the needs of the learners, and children shall have opportunity to discover their own talents and improve them through the guidance of the teachers.

This study is similar to the present study in term of its objective to improve the reading capacity of the

learner. It differs on the contents and the respondents.

Neypes (1978) prepared sample modules for second year secondary Filipino students to develop the skills in vocabulary building, getting the main idea, noting details and organization from selections read. The first module was on vocabulary building which corresponds to six of the requisite skills to build up vocabulary. The second module corresponds only to three of the requesites but most important skills to develop reading comprehension. The nine chunks were formulated by the writer after her analysis of the hierarchy by learning tasks for developing reading comprehension, based on the suggested exercises of reading authorities and the judgement of the panel of three reading experts.

The exercises and selections in these modules are composed mostly of selected words, terms, paragraphs and short stories taken from various supplementary reading materials and work exercises, taking into accounts the different factors like readability, speed, interest, adaptability of presentation to the target skill, accuracy of content and suitability of the concept to the age level of users and the present day demands.

The pretest, posttest and chunk exercises were tried out with fifty second year secondary Filipino students.

After the result of this tryout item analysis was used as the bases for further revision and improvement of the format of the modules, the reading portion, the options, the directions in the exercises, the pretest and the posttest. This further caused the change of some selections which proved difficult for the learners, the addition of more exercises for slow learners in some of its part, and rearrangement and placement of feedback.

Neypes's study is to give sample exercises on specific reading comprehension skills for the second year Filipino students while this study the teacher made instructional materials help develop reading comprehension of Pangdan Grade V pupils.

The reseacher was inspired to write and test these materials, specifically by the ideas of authorities like Blair stating that teaching materials can be gathered from all written forms, or the teacher can write one. The rest, Tracker, Yoakam, Edward, Bond and Tinker, Cushenbery, Dolch. Smith, Dechant etc. guided the researcher to focus on comprehension.

Dolch and Chall, Cushenbery, Woolf and Woolf, etc. strengthened the idea of the researcher on leveling her spring board exercises to cope with the reading capacity levels of various learner, and to construct comprehension

test after every selection.

Others such as Reyes, Bohol, Williamson, Dechant Dolch Aguilar, Neypes, Abadiano, etc. showed her how to go about it. And to prepare it to serve as teaching material in classroom activities, and as enrichment material and as a remedial material.

## Chapter 3

### METHODOLOGY

This chapter deals with the research design, sampling procedure, instrumentation, experimentation procedure and statistical treatment of data.

#### Research Design

The researcher used Two-Group Pretest-Posttest Design control group design as illustrated below (de Jesus, Montgat, Buzar, Brauner, PAGE, 1984):

```
=====
: E1      x      E2:
: C1      C2:
=====
```

Figure 2 Research Design

Where: E<sub>1</sub> - is the pretest of the experimental group.  
E<sub>2</sub> - is the posttest of the experimental group.  
X - is the treatment or use of the teacher  
made silent reading exercises  
C<sub>1</sub> - is the pretest of the control group.  
C<sub>2</sub> - is the posttest of the control group.

This was experimented among forty (40) Grade Five pupils of Pangdan Elem. School. To prove the baseline reading capacity level of the subjects a pretest was conducted and the posttest was the bases of comparison against the pretest after exposure to the reading materials by the experimental group and the traditional teaching-learning experiences only by the control group.

The same design was applied for comparison, to show the change in reading capacity grade levels before and after the experiment, showing the following comparison of Gates Test Reading Grade level interpretation.

E<sub>1</sub> vs C<sub>1</sub> - Pretest of Experimental group Versus pretest of control group  
 E<sub>1</sub> vs E<sub>1</sub> - Pretest Versus Posttest of Experimental group  
 e<sub>1</sub> vs C<sub>2</sub> - Pretest Versus Posttest of Control group  
 E<sub>2</sub> vs C<sub>2</sub> - Posttest Versus Posttest of experimental and Control group

### Sampling Procedure

Forty Pangdan Elementary School Grade Five pupils in the school year 1995-1996 were the respondents of this study. These pupils were tested with the standardized Gates Reading Survey Test on Comprehension to determine their entry reading grade level capacities in comprehension. Result was also made as bases for pairing to select the experimental and control group. Since Pangdan pupils in every grade level usually just reach a maximum of fifty, and this school year there were only forty (40) grade V pupils, all were included. They were equated by level where one in each pair was placed in the experimental group and the other was placed in the control group. (See Appendix A)

### Research Instrumentation

The following instruments were used to gather data needed for the study.

Gates Standardized Reading Survey for Grade 3 to 10.

This covers tests on Reading Vocabulary and level of comprehension. It provides norms for Grade and age score and interpretation table of the scores and ratings. This was used as pretest and posttest instrument. The raw scores were the bases of statistical comparison.

t-test. This was used for statistical computation to determine the mean difference of reading performance by the subjects of the study.

SMOG. This is a standardized readability formula that was used to level by grade difficulty, the reading springboards used in the teacher-made material that was tried out.

This was applied, to have the materials identified by difficulty in order to answer the need of each child according to his reading age and grade capacity level, hence be unable to allow the child to feel successful as he goes through the materials.

Item Analysis. This was the instrument applied to improve the reading comprehension exercises of the teacher-made materials in every lesson after the validation of materials.

Effectiveness of Silent Reading Exercises on the

Reading Achievement of Pangdan Grade Five Pupils, the teacher made instructional materials used as treatment for the experimental group.

### Data Gathering Procedure

Preparation of Materials. Materials were gathered from books, magazine and periodicals that were of interest to elementary grade pupils. The reading materials were leveled with the use of the SMOG formula to insure that the difficulty level of the materials were within the reading capacity of average Grade Five Pupils, which were sequenced from the least difficult to the most difficult. This material was arranged further according to number of words in the selections used. The difficulty level of the materials start from Grade Three level and end in a Grade Seven level, to cater to the needs of both the slow and fast learners among the Grade Five pupils of Pangdan Elementary School.

When the materials was completed and copies were multiplied, the researcher requested permission from the District Supervisor of Catbalogan II and the Principal of Mercedes Elem. School, grouped by reading capacity.

The researcher tried each level of the materials among 10 pupils for each grade level, for which each set of the materials was intended.

After the try-out, item analysis was applied and index of difficulties computed, to improve/revise the items, options when found necessary.

Only one or two items needed revision and it was done by the researcher.

The materials then was used as treatment of the experimental group in the study.

Before the experiment, the researcher conducted her study among her own pupils, hence no permit was secured since classes of the subjects were not disturbed, since contact session was the same as the ordinary schedule.

**Experimentation** . The study on the experiment was conducted at Pangdan Elementary School, among the forty (40) Grade 5 pupils. The pupils were first subjected to the pretest with the use of Gates Standardized Reading Survey Comprehension Test. The result was used for the selection of subjects by group as explained in the discussion on sampling procedure and on the treatment of data. After grouping the subjects as experimental group and the other as control group, the experiment started. The experimental group was taught by the researcher herself with the PRODED learning process and was given the teacher-made materials as the enrichment exercises (the treatment). The control group still under the researcher only received the PRODED learning

months, a posttest was administered to both groups using again the Gates Standardized Test. Results were recorded, analyzed, interpreted and treated statistically as explained in the statistical treatment of data.

The same raw score were interpreted as to the prescribed standardized table, to determine the reading grade capacity and reading age capacity levels of the subjects as entry behavior (pretest) and end behavior (posttest). To show the change if any in their reading grade capacity level and reading age capacity levels table of interpretation provided in the Gates manual was use for interpretation and comparison, following the same design.

### Statistical Treatment of Data

Gates Standardized Test. The Gate Standardized Test provided the raw data for the statistical computation for the mean difference of reading performance. The same raw data served as basis for the computation and interpretation of the reading capacity levels of subjects between pretest and posttest as to the presented research design in this study.

The following standardized formula for the Gates reading grade and age capacity level was used.

$$\text{Voc. Raw Score} = \frac{\text{Vocabulary number} - \frac{1}{4} \text{ number of wrong items}}{\text{of correct items}}$$

Comp. Raw Score =  $\frac{\text{Comprehension number of correct items}}{\text{Comprehension number of correct items} + \frac{1}{4} \text{ number of wrong items}}$

Note: Item not attempted is not considered wrong.

Now get from the standardized table the grade and age level of each pupil based on the raw scores for Vocabulary and Comprehension scores.

Add, vocabulary reading grade and comprehension reading grade, then divide by two (2) to get the average reading grade. Do the same for the age level to get the average age level.

This raw scores were placed or recorded for statistical comparison after the experiment. The same standardized comprehension test, was administered after the experimental group was treated with the teacher-made silent reading comprehension teaching material as enrichment to the PRODED program lessons and after the control group was taught, with only the PRODED scheme. The result was used to determine the significance of the difference in reading capacity changes to show the effectiveness of the teacher-made materials.

The t-test was used to determine the significance of the difference between the pretest posttest mean scores of the experimental group ( $E_1$  vs  $E_2$ ) and the control group ( $C_1$  vs  $C_2$ ); it also tested the difference between pretest mean scores of the experimental and control group ( $E_1$  vs  $C_1$ ) and

the posttest mean score of the experimental and control group ( $E_2$  vs  $C_2$ ). Downie (1983:169-170)

**t-test** The following formula for the t-test was used

1. The t-test for uncorrelated Means

$$t = \frac{X_1 - X_2}{SD_x}$$

Where

$$EX_1^2 = EX^2 - \frac{(EX)^2}{N}$$

$$SD_x = \sqrt{\frac{EX_1^2 + EX_2^2}{N_1 + N_2} - \frac{\left(\frac{1}{N_1} + \frac{1}{N_1}\right)}{2}}$$

Where:  $x_1$  - mean of experimental group

$x_2$  - mean of Control group

$N_1$  - number of sample in the experimental group

$N_2$  - number of sample in the control group

2. The t-test for correlated mean

$$t = \frac{\bar{D}}{\sqrt{\frac{ED^2 - (ED)^2/N}{N - 1 (N)}}}$$

Where =  $\bar{D}$  - mean of the deviation

$D$  - deviation

## Chapter 4

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the description and analysis of data in order to gain knowledge into the following phases of this study: the Reading Grade level and Reading Age level of the respondents; The Validity of the Teacher-Made Silent Reading Exercises; Evaluation of the Readability Level of the instructional materials; and the Effectiveness of the prepared materials.

#### Gate Test Reading Grade Level and Age Capacity of Respondents

Table I

Pretest-Posttest Raw Score Profile of the Experimental and Control Group				
No.	Pretest		Posttest	
	Experimental	Control	Experimental	Control
1	29	27	39	29
2	25	26	31	29
3	24	26	29	27
4	24	23	29	27
5	25	23	29	25
6	23	23	31	25
7	23	22	29	24
8	22	23	28	24
9	20	24	28	25
10	21	22	27	24
11	22	21	27	23
12	18	19	26	21
13	17	19	26	21
14	17	17	23	19
15	15	12	22	17
16	12	12	20	14
17	9	10	19	12
18	9	9	15	12
19	4	4	17	6
20	4	3	17	6
Mean	18.15	18.25	25.60	20.50

Table 1 presents the pretest and posttest raw score of the experimental and control group by pair. The pretest raw score was used as the entry behavior and the posttest was used as the basis of comparison with the pretest. This answer the specific questions number 1.1 that this study seeks to answer and to prove/disprove the hypothesis presumed in the study.

Table 2 presents the pretest average reading grade and age level of the subject, both in the control and experimental group. This data also served as the entry behavior of both groups which gives an average grade level capacity of 2-9.8 for the control group and 2-6.5 for the experimental group, and an average age level capacity of 8-5 for the control group and 8-3 for the experimental group. This table answer question number 1.2 and 2.1.

This means that the entry behavior of the control group is of an average child who is 9.8 months in grade 2 and aged 8 years and 5 months. The experimental group on the other hand is shown to have an average age level of an average child who is 8 years and 3 months old with a reading capacity level of an average child who is 6.5 months in grade 2.

There is a slight difference of 3.3 months grade level reading capacity and 2 months in reading age capacity level,

Table 2

Profile of the Pre Reading Capacity Level of  
The Experimental and Control Group

=====				
: Control Group		: Experimental		
NO.:	ARG	: ARA	: ARG	: ARA
-----				
1	3	- 6	8 - 9	3 - 8
2	3	- 5.5	8 - 9	3 - 4.5
3	3	- 5	8 - 8	3 - 3.5
4	3	- 2.5	8 - 5	3 - 3.5
5	3	- 3	8 - 6	3 - 4
6	3	- 2.5	8 - 5	3 - 2
7	3	- 2	8 - 4.5	3 - 2.5
8	3	- 2.5	8 - 5	3 - 2
9	3	- 2.5	8 - 5	3 - 0
10	3	- 2.5	8 - 4.5	3 - 1
11	3	- 1	8 - 3	3 - 2
12	2	- 9	8 - 1	2 - 9
13	2	- 9	8 - 1	2 - 8
14	2	- 8	8 - 0	2 - 8
15	2	- 6	7 - 9.5	2 - 7
16	2	- 6	7 - 10	2 - 6
17	2	- 5	7 - 8	2 - 5
18	2	- 5	7 - 8	2 - 4.5
19	2	- 2	7 - 4.5	2 - 2
20	2	- 2	7 - 4	2 - 2
-----				
Ave	2	9.8	8 - 5	2 - 6.5
Difference	ARG			
	ARA			
				-3.3
				-2
=====				

Legend:

ARG- Average reading grade      ARA -Average reading age

which are both insignificant, hence both groups were considered to be in parallel entry reading and age capacity levels.

The entry behavior means that there is a 2 - 0.2 grade level reading retardation among the control group and 2-3.5

grade level reading retardation among the experimental group, a slight difference of only 3.3 months reading capacity performance. That is, the control group was performing the reading capacity level of an average grade 2 who has been in this grade for 9.8 months, a little advance

Table 3

Pretest and Posttest Average Reading Grade And Reading Age Score Level of the Experimental Group

=====				
NO.:	Pretest		Posttest	
	ARG	ARA	ARG	ARA
-----				
1	3 - 8	9 - 0	4 - 6.5	9 - 10
2	3 - 4.5	8 - 7.5	4 - 0	9 - 2
3	3 - 3.5	8 - 6.5	3 - 8	9 - 0
4	3 - 3.5	8 - 6	3 - 8	9 - 0
5	3 - 4	8 - 7	3 - 8	9 - 0
6	3 - 2	8 - 4.5	4 - 0	9 - 2
7	3 - 2.5	8 - 5	3 - 8	9 - 0
8	3 - 2	8 - 4.5	3 - 7	8 - 10.1
9	3 - 0	8 - 2	3 - 7	8 - 10.1
10	3 - 1	8 - 3	3 - 6	8 - 9
11	3 - 2	8 - 4.5	3 - 6	8 - 9.5
12	2 - 9	8 - .5	3 - 5	8 - 8
13	2 - 8	8 - 0	3 - 5	8 - 8
14	2 - 8	8 - 0	3 - 3	8 - 6
15	2 - 7	7 - 11	3 - 2	8 - 4.5
16	2 - 6	7 - 10	3 - 0	8 - 2
17	2 - 5	7 - 8	2 - 9	8 - 1
18	2 - 4.5	7 - 7.5	2 - 7	7 - 11
19	2 - 2	7 - 4	2 - 8	8 - 0
20	2 - 2	7 - 4.5	2 - 8	8 - 0
-----				
Ave	2 - 6.5	8 - 3	- 3 - 5.1	8 - 10.4
Difference	ARG			1-1
	ARA			-7.4
=====				

than that of the experimental group that was performing the reading capacity level of an average child who has been in grade 2 for 6.5 months.

Table 3 answer question number 3.1. It also shows the improvement in the average reading and average reading age capacity level of the experimental group as shown in the difference of the 2-6.5 pretest average reading score capacity to the 3-5.1 posttest average reading grade capacity. This shows a difference of 1-1 month reading grade capacity. That is, in a 3 months treatment as entry behavior. The experimental group was performing an average reading capacity level of an average child who has been 6.5 months in grade 2. After the treatment the group showed a performance of an average child who has been in grade 3 for 5.1 months a difference in performance of one school year and one month for an average child treated in a traditional learning process. This means that in a 3 month treatment, the group showed a performance of an average child who stayed in the grade level for 10 months and one month or one school year and one month in the traditional teaching-learning conditions.

After the treatment the experimental group is also shown to have a reading capacity of an average 8 and 10 months old child, a lot older performance than the entry

age performance of an average eight and three months old child (the entry behavior). This shows a difference of 7.4 months reading age capacity improvement within three (3) month treatment.

Table 4 presents the posttest average reading and age capacity level of the control and experimental group after

Table 4

Posttest Average Reading Grade and Age Score Level  
of the Experimental and Control Group

: Control Group				: Experimental	
NO.:	ARG	: ARA	: ARG	: ARA	
1	3	- 8	9 - 0	4 - 6.5	9 - 10
2	3	- 8	9 - 0	4 - 0	9 - 2
3	3	- 6	8 - 9	3 - 8	9 - 0
4	3	- 6	8 - 9.5	3 - 8	9 - 0
5	3	- 4.5	8 - 7.5	3 - 8	9 - 0
6	3	- 4	8 - 7	4 - 0	9 - 2
7	3	- 3.5	8 - 6.5	3 - 8	9 - 0
8	3	- 3.5	8 - 6	3 - 7	8 - 10.1
9	3	- 4.5	8 - 7.5	3 - 7	8 - 10.1
10	3	- 2.5	8 - 5	3 - 6	8 - 9
11	3	- 3	8 - 6	3 - 6	8 - 9.5
12	3	- 1	8 - 3	3 - 5	8 - 8
13	3	- 1	8 - 2	3 - 5	8 - 8
14	3	- 0	8 - 1.5	3 - 3	8 - 6
15	2	- 8	8 - 0	3 - 2	8 - 4.5
16	2	- 7	7 - 11	3 - 0	8 - 2
17	2	- 6	7 - 10	2 - 9	8 - 1
18	2	- 6	7 - 9.5	2 - 7	7 - 11
19	2	- 2.5	7 - 5	2 - 8	8 - 0
20	2	- 2.5	7 - 5	2 - 8	8 - 0
Ave	3	- 1.4	8 - 2.1	3 - 5.1	8 - 10.4
Difference	ARG				-3.7
	ARA				-8.3

the study. This answers problem 2.2.

In three months treatment, the experimental group showed a reading age capacity expected from average children who were exposed to 5.1 month ordinary teaching-learning process, at an average age reading performance of an eight years and 10.4 months old child. Compared to the posttest performance of the control group which showed only a performance of an average grade three pupil who has been in the grade for 1.4 months, and at an average reading age performance of an average eight (8) years and 2.1 month old pupil. It could be concluded that the treatment material used with the experimental group has a lot of influence in the reading performance of the subjects as shown in the difference of 3.7 months reading grade capacity level and 8.3 months age capacity level between the experimental group and control group performance.

This implies that the Silent reading comprehension exercises used as treatment in this study is an effective material for reading skill capacity level advancement than just the traditional reading capacity skill development.

Table 5 shows the comparison of the pretest, posttest average reading grade and reading age score capacity of the control group, which answer question number 3.2. It shows slight improvement as shown in the difference of the pretest

Table 5

Pretest and Posttest Average Reading Grade and  
Reading Age Score Level of the Control Group

=====					
:      Pretest			:      Posttest		
NO.:	ARG	:    ARA	:	ARG	:    ARA
-----					
1	3	- 6	8 - 9	3 - 8	9 - 0
2	3	- 5.5	8 - 9	3 - 8	9 - 0
3	3	- 5	8 - 8	3 - 6	8 - 9
4	3	- 2.5	8 - 5	3 - 6	8 - 9.5
5	3	- 3	8 - 6	3 - 4.5	8 - 7.5
6	3	- 2.5	8 - 5	3 - 4	8 - 7
7	3	- 2	8 - 4.5	3 - 3.5	8 - 6.5
8	3	- 2.5	8 - 5	3 - 3.5	8 - 6
9	3	- 2.5	8 - 5	3 - 4.5	8 - 7.5
10	3	- 2.5	8 - 4.5	3 - 2.5	8 - 5
11	3	- 1	8 - 3	3 - 3	8 - 6
12	2	- 9	8 - 1	3 - 1	8 - 3
13	2	- 9	8 - 1	3 - 1	8 - 2
14	2	- 8	8 - 0	3 - 0	8 - 1.5
15	2	- 6	7 - 9.5	2 - 8	8 - 0
16	2	- 6	7 - 10	2 - 7	7 - 11
17	2	- 5	7 - 8	2 - 6	7 - 10
18	2	- 5	7 - 8	2 - 6	7 - 9.5
19	2	- 2	7 - 4.5	2 - 2.5	7 - 5
20	2	- 2	7 - 4	2 - 2.5	7 - 5
-----					
Ave	2	9.8	8 - .5	2 - 1.4	8 - 2.1
Difference	ARG				-1.2
	ARA				-1.6
=====					

## Legend:

G - counted by 10 months every school year

Age - counted by 12 months every chronological age

reading capacity level of 2-9.8 to the posttest of 3-1.4, a difference of 1.6 months. That is, the control group has shown an average performance of an average child who has been in grade three for 1.4 months and the age performance

of an eight years and two months old average child which is a little better than the entry age capacity of an eight year and one half month old pupil.

This means that in a traditional classroom, the control group showed in 3 months time an improvement of a reading capacity supposed to be learned by an average child in 1.6 months only and an improvement in reading age capacity level from 8-0.5 age capacity to 8-2.1 reading age capacity, a change considered slight.

#### Effectiveness of the Constructed Silent Reading Exercise

This part presents the data and results of the validation of the constructed Silent Reading Exercises using the two groups; the control and experimental group. It also includes the analysis and interpretation of the findings of the study which answers the null hypotheses and problem number 4.1 posted in the study.

Hypothesis 1: There is no significant mean difference in the pretest raw score results between the experimental and control group

The purpose of this hypothesis is to compare the entry behaviors and the characteristics of the experimental and control group.

As shown in Table 6, on the next page, the t-test result between the mean score of the pretest of the ex-

Table 6

Result of the t-test Between the mean Scores of the  
Pretest of the Experimental and Control Groups

Respondents	Experimental Group	Control Group
1	29	27
2	25	26
3	24	26
4	24	23
5	25	23
6	23	23
7	23	22
8	22	23
9	20	24
10	21	22
11	22	21
12	18	19
13	17	19
14	17	17
15	15	12
16	12	12
17	9	10
18	9	9
19	4	4
20	4	3
Total	363	365
Average (Mean)	18.15	18.25
Computed t		.043
Tabular t		2.021
Interpretation		Not significant

perimental and control group had 18.25 mean score for the experimental group while the control group had 18.25. Quantitatively it can be said that there was a very minimal difference between the mean scores of the pretest of the two groups. The difference was 0.15.

To find if there exist a significant difference between the two groups, a t-test, was computed with a result of 0.43 which is less than the tabular t-value of 2.021 at a confidence level of .05 percent with 38 degree of freedom. This reveals the acceptance of the null hypothesis. Thus it can be said that there was no significant difference between the pretest mean score of the experimental and control group. This also shows that the experimental and control groups have more or less the same reading capacity level and entry behavior at the beginning of the experiment. It can be said that proper grouping was done.

Hypothesis 2: There is no significant mean difference between the pretest and posttest result of the Experimental group.

Table 7, gave a summary of the results of the pretest and posttest mean scores of the experimental group and it a it answer problem number 4.2 A.

The Table revealed that the mean of the pretest was 18.15 and the posttest was 25.16. It can be observed that there is a gain of 7.01 in the posttest. Quantitatively it can be interpreted that the posttest has greater mean score as compared with the mean score of the pretest.

To find the existing difference or similarity of the two tests the t-test was computed and was found to be 13.20, which was very much greater than the tabular t-value of

Table 7

Result of the t-test Between the Mean Score of the  
Pretest and Posttest of the Experimental group

Respondents	Experimental Pretest	Group Posttest
1	29	39
2	25	31
3	24	29
4	24	29
5	25	29
6	23	31
7	23	29
8	22	28
9	20	28
10	21	27
11	22	27
12	18	26
13	17	26
14	17	23
15	15	22
16	12	20
17	9	19
18	9	15
19	4	17
20	4	17
Total	363	512
Average (Mean)	18.15	25.60
Computed t		13.20
Tabular t		2.093
Interpretation		Significant

2.086, indicating the rejection of the null hypothesis, that there is no significant difference between the pretest and posttest result of the experimental group. This means that a significant difference existed between the mean of the pretest and posttest of the experimental group with the

posttest being significantly higher than the pretest score. This indicated that the increase in the scores of the posttest in the control group showed a significant amount of learning after the respondents were exposed to the Silent Reading Exercises.

Hypothesis 3: There is no significant mean difference between the pretest and posttest results of the control group.

Table 8 reflected the data and results of the t-test between the pretest and posttest mean scores of the control group and its answer problem number 4.2B. The mean score of the pretest was 18.25 and the posttest was 20.5 a difference of 2.25. This implies that learning took place in the control even without using the Silent Reading Exercises.

As revealed by the computation of the t-test, which was computed at 11.139 which was greater than the tabular value of 2.086 at 0.05 level of significant with 19 degrees of freedom, the null hypothesis, which states that there is no significant difference between the pretest and posttest result of the control was rejected. Hence, the alternative hypothesis was accepted which states that significant difference existed between the pretest and posttest mean score of the control group as evidenced by the significantly higher mean in the posttest than in the pretest. This

indicated that learning also took place in the control group using the traditional method of teaching reading.

Table 8

Result of the t-test Between the Mean Score of the  
Pretest and Posttest of the Control group

Respondents	Control Group	
	Pretest	Posttest
1	27	29
2	26	29
3	26	27
4	23	27
5	23	25
6	23	25
7	23	24
8	22	24
9	23	25
10	24	24
11	22	23
12	21	21
13	19	21
14	19	19
15	17	17
16	12	14
17	12	12
18	9	12
19	4	6
20	3	6
Total	365	410
Average (Mean)	18.25	20.50
Computed t		11.139
Tabular t		2.086
Interpretation		Significant

Hypothesis 4: There is no significant difference between the posttest results of the experimental and control groups.

This hypothesis was concerned with the problem of comparing the posttest results of the experimental and control groups.

Table 9 on the next page showed the result of comparing the posttest of the experimental and control group which answer problem number 4.1B gleaned from the table the mean score of the experimental group was 25.5 which is greater than the mean score of the control group of 20.50 which indicates a significant difference of 5.5.

To further test the significant difference the t-test was employed, and was computed to be 8.16 which is greater than the tabular t-value of 2.021. This led to the rejection of the null hypothesis. Consequently, there was a significant difference between the mean score of the posttests of the two groups. It would appear that the performance of the experimental group greatly improved with the use of the Silent Reading Exercises. Therefore, the use of the Silent Reading Exercises in teaching silent reading is of great help to Grade Five pupils.

This study supports the related studies that material oriented instruction is more effective than lecture-discussion method. There were a number of reasons to say

Table 9

Result of the t-test Between the Mean Score of the  
Posttest of the Experimental & Control Group

Respondents	Experimental Group Posttest		Control Group Posttest
1	39		29
2	31		29
3	29		27
4	29		27
5	29		25
6	31		25
7	29		24
8	28		24
9	28		25
10	27		24
11	27		23
12	26		21
13	26		21
14	23		19
15	22		17
16	20		14
17	19		12
18	15		12
19	17		6
20	17		6
<hr/>			
Total	512	365	410
Average (Mean)	25.60	18.25	20.50
Computed t			2.478
Tabular t			2.093
Interpretation			Significant

that a material oriented instruction can enhance learning. The pupil can move at there own pace. The use of teaching aids, detects the mistakes or progress of students during seatwork and exercises; and they can even re-read each of the lesson, if necessary.

## Chapter 5

### SUMMARY CONCLUSION AND RECOMMENDATIONS

This chapter presents the findings, conclusions and recommendations based on the findings of the study.

#### Summary of the Findings

Based on the data gathered, the following results were obtained.

#### On the Reading Capacity of the Respondents

1. The pretest average reading grade and age level of the respondents, both in the control and experimental group, which were considered as the entry behavior of the respondents were on the average reading grade level capacity of 2-9.8 for the control group and 2-6.5 for the experimental group, at an average reading age level capacity of 8-5 for the control group and 8-3 for the experimental group.

2. The comparison of the pretest, posttest average reading grade level and average reading age level capacities of the control group shows slight improvement as shown in the difference of the pretest reading capacity level of 2-9.8 to the posttest of 3-1.4, a difference of 1.6 months; that is, the control group has shown a reading grade level

capacity of an average child who has been in grade 3 for for 1.4 months and at a reading age capacity of an average 8 years and 2.1 month old child which is a little better than the entry age capacity of an average eight year and one half month old pupil.

3. The experimental group showed after three months treatment, a reading grade level capacity of an average child who stayed in grade 3 for 8.6 months under the PRODED classroom teaching-learning situation. This shows a jump of 5.3 months reading grade level capacity of an average child in a PRODED classroom.

After the treatment the experimental group is also shown to have a reading age level capacity of an average 8 and 10.4 months old child, a lot older reading level capacity than the entry age performance of an average 8.3 months old child. This shows a difference of 7.4 months reading age capacity improvement within three (3) months treatment.

4. The experimental group posttest result showed a reading grade level capacity expected from average children who were taught within 5.1 months in a traditional teaching-learning process, at an average reading age capacity of an average 8 years and 10.4 months old child. Compared to the posttest performance of the control group which showed a

performance of an average grade 3 pupil who has been in the grade for 1.4 months, at an average reading age performance of an average eight (8) years and 2.1 month old pupil. It could be concluded that the treatment material used with the experimental group has a lot of influence in the reading performance of the respondents as shown in the difference of 3.7 months reading grade capacity and 8.3 months reading age capacity level between the experimental group and control group.

### On Statistical Results

1. The computed t-test of 0.43 between the pretest of the experimental and control group as shown in table 5 is less than the tabular t-value of 2.021 with a confidence level of .05 percent at 38 degree of freedom.

2. Table 6 shows that the mean of the experimental group pretest was 18.15 and the posttest was 25.6. It can be observed that there is a gain of 7.01 in the posttest. Quantitatively it can be interpreted that the posttest has greater mean score as compared with the mean score of the pretest.

The computed t-test of 13.20, was very much greater than the tabular t-value of 2.086, indicating the rejection of the null hypothesis.

3. The mean score of the control group pretest was

18.25 and the posttest was 20.5, a difference of 2.25. This implies that learning took place in the control group even without using the Silent Reading Exercises.

The computed t-test, of 11.139 was greater than the table value of t at 2.086 at 0.05 level of significance at 19 degrees of freedom. Thus, the null hypothesis was rejected. This indicated that learning also took place in the control group using the traditional method of teaching reading.

4. Table 8 shows that the posttest mean score of the experimental group was 25.6 which is greater than the posttest mean score of 20.5 by the control group which indicates a significant difference of 5.5.

The computed t-test was 8.16 which is greater than the tabular t-value of 2.093. This led to the rejection of the null hypothesis. Consequently, there was a significant difference between the mean score of the posttests of the two groups.

### Conclusion

Based on the findings of the study, the following conclusions were drawn.

1. The experimental and control group has more or less the same or parallel entry reading age capacity level, which is between an average child who is aged 8 years and 3

months to 8.5 months with a reading grade capacity level of an average child who has been 6.5 to 9.8 months in grade 2.

2. The control group showed a slight improvement after three months in an SEDP class with a change of reading grade level and reading age level capacities from 2-9.8 to 3-1.4 and 8-.5 to 8-2.1 respectively, showing a slight change.

3. The experimental group showed a greater change of reading grade level and reading age level capacities from their entry behavior of 2-6.5 to 3-5.1 reading grade level and from 8-3 to 8-10.4 reading age level capacities. This shows a great improvement in just three months treatment.

4. Between the posttest reading grade level capacity and reading age level capacity by the control and experimental group, there was a lot of difference with the 3-1.4 reading grade level capacity and 8-2.1 reading age level capacity of the control group compared with the 2-6.5 reading grade level capacity and 8-10.4 reading age level capacity of the experimental group. There is a difference of 3.7 months reading grade level capacity and 8.3 months reading age level capacity, with the experimental group as the better performer.

5. The reading grade and age level capacities of the control group in the posttest was significantly better

than their grade and age level capacity in the pretest, and that learning through the traditional reading method also took place.

6. The experimental group is better than the control group as evidenced by the rejection of the null hypothesis; that there is no significant mean difference between the two groups. The use of the Silent Reading Comprehension Exercises is effective.

7. The Gates Reading Survey Test result of the experimental group in the posttest was significantly better than the results in the pretest and that learning through the reading comprehension exercises took place. It would appear that the test results of the experimental group greatly improved with the use of the Silent Reading Exercise as proven by the t-test comparison of the posttest of the control and experimental groups. Therefore, the use of the Silent Reading Exercises in teaching Silent Reading is of great help to Grade Five pupils.

#### Recommendation:

In the light of the findings of this study, the following recommendations were made:

1. It is recommended that the "Teacher Made Silent Reading Exercises be used as an enrichment material for reading skill advancement of elementary pupils as well as

remedial treatment.

2. It is also recommended that this material be further tested in more than six months to one year try-out to see better effects on the reading skill development of learners.

3. Further recommended that this be used as a guide for the development of more complimentary materials of this kind.

4. This Silent Reading Comprehension Exercise can be used instead of the lecture-discussion method in classroom activities.

5. This materials can also be used for a developmental reading program.

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## APPENDICES

## APPENDIX A

Republic of the Philippines  
SAMAR STATE POLYTECHNIC COLLEGE  
Catbalogan, Samar

Nov. 4, 1995

Dr. Rizalina M. Urbiztondo  
Dean, Graduate Studies  
Samar State Polytechnic College  
Catbalogan, Samar

Madam:

In my desire to start writing my master's thesis, I have the honor to submit for your approval the following research problems preferably number 1.

1. EFFECTIVENESS OF SILENT READING COMPREHENSION EXERCISES ON THE READING ACHIEVEMENT OF PANGDAN GRADE FIVE PUPILS.

2. EFFECTIVENESS OF TEACHER-MADE SILENT READING EXERCISES ON NOTING DETAILS OF PANGDAN GRADE FIVE PUPILS.

3. SAMPLE MODULES IN DEVELOPING THRE READING COMPREHENSION EXERCISES ON NOTING DETAILS OF PANGDAN GRADE FIVE PUPILS.

I hope for your favorable action

Very truly yours,

(SGD.) Mrs EUTROPIA A. CODOY  
(Researcher)

APPROVED:

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

## APPENDIX B

SAMAR STATE POLYTECHNIC COLLEGE  
Catbalogan, Samar

SCHOOL OF GRADUATE STUDIES  
APPLICATION FOR ASSIGNMENT OF ADVISER

NAME: Codoy Eutropia M  
Surname First Name Middle Name

CANDIDATE FOR DEGREE: Master of Arts in Teaching

AREA OF SPECIALIZATION: Reading

TITLE OF PROPOSED THESIS/DISSERTATION: Effectiveness of  
Silent Reading Comprehension Exercises on the Reading  
Achievement of Pangdan Grade Five Pupils

(SGD.) Mrs EUTROPIA A. CODOY  
Applicant

TERESITA T. NEYPES Ph. D.  
Name of Designated Adviser

Conforme:

(Sgd.) TERESITA T. NEYPES DA.  
Adviser

APPROVED:

SGD.) RIZALINA M. URBIZTONDO, Ed. D.  
Dean, Graduate Studies

## APPENDIX C

SAMAR STATE POLYTECHNIC COLLEGE  
Catbalogan, Samar

Dec. 23, 1995

Dr. Rizalina M. Urbiztondo  
Dean, Graduate Studies  
Samar State Polytechnic College  
Catbalogan, Samar

Madam:

I hereby respectfully request that I be scheduled on December 26, 1995 to defend my thesis Proposal entitled "Effectiveness Silent Reading Exercises on the Reading Achievement of Pangdan Grade Five Pupils".

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

I hope for your kind and favorable action on this request.

Very truly yours,

(SGD.) Mrs EUTROPIA A. CODOY  
(Researcher)

Recommending Approval:

(SGD.) TERESITA T. NEYPES DA.  
Adviser

APPROVED:

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

## APPENDIX D

Republic of the Philippines  
Department of Education, Culture and Sports  
Region VIII  
Division of Samar  
DISTRICT OF CATBALOGAN II  
Catbalogan, Samar

January 29, 1996

The District Supervisor  
District of Catbalogan II  
Catbalogan, Samar

Madam:

In connection with my masteral thesis entitled "Effectiveness of Silent Reading Exercises on the Reading Achievement of Pangdan Grade Five Pupils," I have the honor to request administer the Gates Reading Test (Survey Form I) to the grade five pupils enrolled in Pangdan Elementary School.

Your approval on this request is highly appreciated.

Very truly yours,

(SGD.) EUTROPIA A. CODOY  
(Researcher)

APPROVED:

(SGD.) LUZ O. LETABA  
District Supervisor

## APPENDIX E

Republic of the Philippines  
Department of Education, Culture and Sports  
Region VIII  
Division of Samar  
DISTRICT OF CATBALOGAN II  
Catbalogan, Samar

January 29, 1996

The District Supervisor  
District of Catbalogan III  
Thru the Principal  
Mercedes Elementary School  
Catbalogan, Samar

Madam:

In connection with my masters thesis entitled "Effectiveness of Silent Reading Exercises on the Reading Achievement of Pangdan Grade Five Pupils," I have the honor to request permission to conduct a try-out of my research instrument to the Grade III, IV, V and VI classes.

Your approval on this request is highly appreciated.

Very truly yours,

(SGD.) EUTROPIA A. CODOY  
Researcher

Recommending Approval:

(SGD.) CRISTITO I. CODOY  
Principal II

APPROVED:

(SGD.) LUZ O. LETABA  
District Supervisor

## APPENDIX F

Republic of the Philippines  
Department of Education, Culture and Sports  
Region VIII  
Division of Samar  
DISTRICT OF CATBALOGAN II  
Catbalogan, Samar

January 29, 1996

The District Supervisor  
District of Catbalogan II  
Catbalogan, Samar

Madam:

In connection with my masteral thesis entitled "Effectiveness of Silent Reading Exercises on the Reading Achievement of Pangdan Grade Five Pupils," I have the honor to request administer the Gates Reading Test (Survey Form I) to the grade five pupils enrolled in Pangdan Elementary School.

Your approval on this request is highly appreciated.

Very truly yours,

(SGD.) EUTROPIA A. CODOY  
(Researcher)

APPROVED:

(SGD.) LUZ O. LETABA  
District Supervisor

## APPENDIX G

SAMAR STATE POLYTECHNIC COLLEGE  
Catbalogan, Samar

Dec. 23, 1995

Dr. Rizalina M. Urbiztondo  
Dean, Graduate Studies  
Samar State Polytechnic College  
Catbalogan, Samar

Madam:

I hereby respectfully request that I be scheduled for a Final Oral Defense of my thesis entitled "Effectiveness of Silent Reading Exercises on the Reading Achievement of Pangdan Grade Five Pupils".

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

I hope for your kind and favorable action on this request.

Very truly yours,

(SGD.) Mrs EUTROPIA A. CODOY  
(Researcher)

Recommending Approval:

(SGD.) TERESITA T. NEYPES Ph. D.  
Adviser

APPROVED:

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



APPENDIX H<sub>2</sub>

## Control Group Pretest

NO.	:Voc :RS	:Grade: :Level:	:Age :Level:	:Comp.: :RS	:Grade: :Level:	:Age :Level:	:To- :tal	:Ave. :Grade	:Ave. :Age
:	:	:	:	:	:	:	: RS	:Level	:Level
1	15	3.6	8-9	12	3.6	8-9	27	3-6	8-9
2	16	3.8	9	10	3.3	8-6	26	3-5.5	8-9
3	14	3.4	8-7	12	3.6	8-9	26	3-5	8-8
4	13	3.1	8-3	11	3.4	8-7	23	3-2.5	8-5
5	14	3.3	8-6	10	3.3	8-6	23	3-3	8-6
6	13	3.4	8-7	9	3.1	8-3	23	3-2.5	8-5
7	13	3.3	8-6	9	3.1	8-3	22	3-2	8-4.5
8	14	3.4	8-7	9	3.1	8-3	23	3-2.5	8-5
9	12	3.1	8-3	11	3.4	8-3	24	3-2.5	8-5
10	13	3.3	8-6	9	3.1	8-7	22	3-2	8-4.5
11	12	3.1	8-3	9	3.1	8-3	21	3-2	8-3
12	11	2.9	8-1	8	2.9	8-3	19	3-1	8-1
13	11	2.9	8-1	8	2.9	8-1	19	2-9	8-1
14	9	2.7	7-11	8	2.9	8-1	17	2-9	8-0
15	8	2.7	7-11	4	2.5	8-1	12	2-8	7-9.5
16	7	2.6	7-10	5	2.6	7-10	12	2-6	7-10
17	6	2.5	7-8	4	2.5	7-8	10	2-6	7-8
18	5	2.5	7-8	4	2.5	7-8	9	2-5	7-8
19	3	2.3	7-6	1	2.1	7-3	4	2-2	7-4.5
20	2	2.2	7-4	2	2.2	7-4	3	2-2	7-4
Average							365	2-9.8	8-5

APPENDIX H<sub>3</sub>

## Control Group Posttest

NO.	:Voc :RS	:Grade: :Level:	:Age :Level:	:Comp.: :RS	:Grade: :Level:	:Age :Level:	:To- :tal :RS	:Ave. :Grade :Level	:Ave. :Age :Level
1	16	3.8	9	13	3.8	9	29	3-8	9
2	16	3.8	9	13	3.8	9	29	3-8	9
3	15	3.6	8-9	12	3.6	8-9	27	3-6	8-9
4	16	3.8	9	11	3.4	8-7	27	3-6	8-9.5
5	15	3.6	8-9	10	3.3	8-6	25	3-4.5	8-7.5
6	14	3.4	8-7	11	3.4	8-7	25	3-4	8-7
7	14	3.4	8-7	10	3.3	8-6	24	3-3.5	8-6.5
8	15	3.6	8-9	9	3.1	8-3	24	3-3.5	8-6
9	15	3.6	8-9	10	3.3	8-6	25	3-4.5	8-7.5
10	14	3.4	8-7	9	3.1	8-3	24	3-2.5	8-5
11	13	3.3	8-6	10	3.3	8-6	23	3-3	8-6
12	12	3.1	8-3	9	3.1	8-3	21	3-1	8-3
13	11	2.9	8-1	10	3.3	8-3	21	3-1	8-2
14	10	2.8	8	9	3.1	8-3	19	3-0	8-1.5
15	9	2.7	7-11	8	2.9	8-1	17	2-8	8
16	8	2.7	7-11	6	2.7	7-11	14	2-7	7-11
17	7	2.6	7-10	5	2.6	7-10	12	2-6	7-10
18	8	2.7	7-11	4	2.5	7-8	12	2-6	7-9.5
19	3	2.3	7-6	2	2.2	7-4	6	2-25	7-5
20	3	2.3	7-6	2	2.2	7-4	6	2-25	7-5
Average							410	3-1.4	8-2.1

APPENDIX H<sub>4</sub>

## Experimental Group Pretest

NO.	:Voc :RS	:Grade: :Level:	:Age :Level:	:Comp.: :RS	:Grade: :Level:	:Age :Level:	:To- :tal	:Ave. :Grade	:Ave. :Age
:	:	:	:	:	:	:	: RS	:Level	:Level
1	16	3.8	9	13	3.8	9	29	3-8	9
2	15	3.6	8-9	10	3.3	8-6	25	3-8	8-8
3	14	3.4	8-7	10	3.3	8-6	24	3-4.5	8-7
4	15	3.6	8-9	9	3.1	8-3	24	3-3.5	8-6
5	13	3.4	8-7	19	3.4	8-7	25	3-3.5	8-7
6	12	3.3	8-6	9	3.1	8-3	23	3-4	8-5
7	12	3.1	8-3	11	3.4	8-7	23	3-2	8-5
8	13	3.3	8-6	9	3.1	8-3	22	3-2.5	8-5
9	12	3.1	8-3	8	2.9	8-1	20	3-2	8-2
10	12	3.1	8-3	9	3.1	8-3	21	3-0	8-3
11	13	3.3	8-6	9	3.1	8-3	22	3-1	8-5
12	11	2.9	8-1	7	2.8	8	18	3-2	8-1
13	10	2.8	8	7	2.8	8	17	2-9	8
14	9	2.7	7-11	8	2.9	8-1	17	2-8	8
15	9	2.7	7-11	6	2.7	7-11	15	2-8	7-11
16	7	2.6	7-10	5	2.6	7-10	12	2-6	7-10
17	5	2.5	7-8	4	2.5	7-8	9	2-5	7-8
18	6	2.5	7-8	3	2.4	7-7	9	2-4.5	7-8
19	2	2.2	7-4	2	2.2	7-4	4	2-2	7-4
20	3	2.3	7-6	1	2.1	7-3	4	2-2	7-5
Average							363	2-6.5	8-3

## APPENDIX H5

## Experimental Group Posttest

NO.	:Voc :RS	:Grade: :Level:	:Age : :Level:	:Comp.: :RS	:Grade: :Level:	:Age : :Level:	:To- :tal	:Ave. :Grade	:Ave. :Age
:	:	:	:	:	:	:	: RS	:Level	:Level
1	21	4.5	9-8	18	4.8	10	39	4-6.5	9-10
2	17	4.0	9-2	14	4.0	9-2	31	4-0	9-2
3	16	3.8	8-9	13	3.8	9	29	3-8	9
4	16	3.8	9	13	3.8	9	29	3-8	9
5	17	3.8	9	13	3.8	9	29	3-8	9
6	16	4.0	9	14	4.0	9-2	31	4-0	9-2
7	16	3.8	9-2	13	3.8	9	29	3-8	9
8	15	3.8	9	12	3.6	8-9	28	3-7	8-10.1
9	16	3.8	9	13	3.6	8-9	28	3-7	8-10.1
10	15	3.6	8-9	12	3.6	8-9	27	3-6	8-9
11	16	3.8	9	11	3.4	8-7	27	3-6	8-9.5
12	15	3.6	8-9	11	3.4	8-7	26	3-5	8-8
13	15	3.6	8-9	11	3.4	8-7	26	3-5	8-8
14	13	3.3	8-6	10	3.3	8-6	23	3-3	8-6
15	13	3.3	8-6	9	3.1	8-3	22	3-2	8-4.5
16	12	3.1	8-3	8	2.9	8-1	20	3-0	8-2
17	11	2.9	8-1	8	2.9	8-1	19	2-9	8-1
18	10	2.8	8	5	2.6	7-10	15	2-7	7-11
19	10	2.8	8	7	2.8	8	17	2-8	8
20	11	2.9	8-1	6	2.7	7-11	17	2-8	8
Average							512	3-5.1	8-10.4

## APPENDIX I

Computation of t-test for Hypothesis 1,  
Pretest - Experimental vs Control Group

Respondents	Pretest		$X_1^2$	$X_2^2$
	Experimental	Control		
	$X_1$	$X_2$		
1	29	21	841	729
2	25	26	625	676
3	24	26	576	676
4	24	23	576	529
5	25	23	625	529
6	23	23	529	529
7	23	22	529	484
8	22	23	484	529
9	20	24	400	576
10	21	22	441	484
11	22	21	484	441
12	18	19	324	361
13	17	19	289	361
14	17	17	289	289
15	15	12	225	144
16	12	12	144	144
17	9	10	81	100
18	9	9	81	81
19	4	4	16	16
20	4	3	16	9
Total	363	365	7575	7687
Mean	18.15	18.25		

Solution:

$$\begin{aligned}
 Ex_C^2 &= Ex^2 - \frac{(Ex)^2}{N} & Ex_C^2 &= 7687 - \frac{(365)^2}{20} \\
 & & &= 7687 - 6661.25 \\
 &= 7575 - \frac{(363)^2}{20} & &= 1025.75 \\
 &= 7575 - 6588.45 \\
 &= 986.55
 \end{aligned}$$

$$S_{Dx} = \sqrt{\frac{Ex_1^2 + Ex_2^2}{N_1 + N_2 - 2} \left( \frac{1}{N_1} + \frac{1}{N_2} \right)}$$

$$S_{Dx} = \sqrt{\frac{986.55 + 1025.72}{20 + 20 - 2} \left( \frac{1}{20} + \frac{1}{20} \right)}$$

$$= \sqrt{(52.9555263)(.1)}$$

$$= \sqrt{5.2955526} = 2.30$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{sD_x}$$

$$t = \frac{18.15 - 18.25}{2.30} = \frac{-.10}{2.30} = -.043$$

## APPENDIX J

Computation of t-test for Hypothesis 2,  
Experimental Group - Pretest vs Posttest

Experimental Group				
Respondents	Pretest	Posttest		
	X <sub>1</sub>	X <sub>2</sub>	D	D <sup>2</sup>
1	29	39	10	100
2	25	31	6	36
3	24	29	5	25
4	24	29	5	25
5	25	29	4	16
6	23	31	8	64
7	23	29	6	36
8	22	28	6	36
9	20	28	8	64
10	21	27	6	36
11	22	27	5	25
12	18	26	8	64
13	17	26	9	81
14	17	23	6	36
15	15	22	7	49
16	12	20	8	64
17	9	19	10	100
18	9	15	6	36
19	4	17	13	169
20	4	17	13	169
Total			149	1231
$\bar{D}$			7.45	

Solution:

$$\bar{D} = \frac{\sum D}{N} = \frac{149}{20} = 7.45$$

$$t = \frac{\bar{D}}{\frac{\sqrt{ED^2 - (ED)^2 / N}}{N - (N-1)}}$$

$$t = \frac{7.45}{\frac{\sqrt{1231 - (149)^2 / 20}}{20 - (20 - 1)}}$$

$$t = \frac{7.45}{\frac{\sqrt{1231 - 1110.05}}{380}}$$

$$t = \frac{7.45}{\sqrt{.3182894}} = \frac{7.45}{.56417}$$

$$= 13.20524$$

$$= 13.20$$

## APPENDIX K

Computation of t-test for Hypothesis 3,  
Control Group - Pretest vs Posttest

Respondents	Pretest	Control Group		D	D <sup>2</sup>
		X <sub>1</sub>	X <sub>2</sub>		
1		27	29	2	4
2		26	29	3	9
3		26	27	1	1
4		23	27	4	16
5		23	25	2	4
6		23	25	2	4
7		22	24	2	4
8		23	24	2	4
9		24	25	1	1
10		22	24	2	4
11		21	23	2	4
12		19	21	2	4
13		19	21	2	4
14		17	19	2	4
15		12	17	5	25
16		12	14	2	4
17		10	12	2	4
18		9	12	3	9
19		4	6	2	4
20		3	6	3	9
Total				46	122
$\bar{D}$				2.3	

Solution:

$$\bar{D} = \frac{\sum D}{N} = \frac{46}{20} = 2.3$$

$$t = \frac{\bar{D}}{\sqrt{\frac{ED^2 - (ED)^2 / N}{N - (N-1)}}$$

$$t = \frac{2.3}{\sqrt{\frac{122 - (46)^2 / 20}{20 - (20 - 1)}}$$

$$t = \frac{2.3}{\sqrt{\frac{122 - 105.8}{380}}}$$

$$t = \frac{2.3}{\sqrt{.0426315}} = \frac{2.3}{.206474}$$

$$= 11.139$$

## APPENDIX L

Computation of t-test for Hypothesis 4,  
Posttest - Experimental vs Control Group

Respondents	Posttest		$X_1^2$	$X_2^2$
	Experimental	Control		
	$X_1$	$X_2$		
1	39	29	1521	841
2	31	29	961	841
3	29	27	841	729
4	29	27	841	729
5	29	25	841	625
6	31	25	961	625
7	29	24	841	576
8	28	24	784	576
9	28	25	784	625
10	27	24	729	576
11	27	23	729	529
12	26	21	676	441
13	26	21	676	441
14	23	19	529	361
15	22	17	484	289
16	20	14	400	196
17	19	12	361	144
18	15	12	225	144
19	17	6	289	36
20	17	6	289	36
Total	512	410	13754	9360
Mean	25.6	20.5		

Solution:

$$\begin{aligned}
 Ex_c^2 &= Ex^2 - \frac{(Ex)^2}{N} & Ex_c^2 &= 9360 - \frac{(410)^2}{20} \\
 & & &= 9360 - 8405 \\
 &= 13754 - \frac{(512)^2}{20} & &= 955 \\
 &= 13754 - 13107.2 \\
 &= 646.8
 \end{aligned}$$

$$s_{Dx} = \sqrt{\frac{Ex_1^2 + Ex_2^2}{N_1 + N_2 - 2} \left( \frac{1}{N_1} + \frac{1}{N_2} \right)}$$

$$s_{Dx} = \sqrt{\frac{646.8 + 955}{20 + 20 - 2} \left( \frac{1}{20} + \frac{1}{20} \right)}$$

$$= \sqrt{(4.2152)}$$

$$= 2.0531$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s_{Dx}}$$

$$t = \frac{25.6 - 20.2}{2.0531} = \frac{5.4}{2.0531} = 2.63$$

Pupil's Guidebook

on

S R C E

(Silent Reading Comprehension Exercises)

Pupil's Guidebook

### To the Students

Hello! I'm just new over here... I am SRCE (Silent Reading Comprehension Exercises).

This silent reading comprehension exercises is self-learning to train you on the skill of comprehending what is read.

There are five (5) series of exercises from A to E. Under each series, there are ten sets, and for every set, there are three (3) exercises of equal level, as follows

Set A	Level	Set B	Level	Set C	Level
A A A	[ ] < > ( ) 3.0	B B B	[ ] < > ( ) 4.0	C C C	[ ] < > ( ) 5.0
A <sub>1</sub> A <sub>1</sub> A <sub>1</sub>	[ ] < > ( ) 3.1	B <sub>1</sub> B <sub>1</sub> B <sub>1</sub>	[ ] < > ( ) 4.1	C <sub>1</sub> C <sub>1</sub> C <sub>1</sub>	[ ] < > ( ) 5.1
A <sub>2</sub> A <sub>2</sub> A <sub>2</sub>	[ ] < > ( ) 3.2	B <sub>2</sub> B <sub>2</sub> B <sub>2</sub>	[ ] < > ( ) 4.2	C <sub>2</sub> C <sub>2</sub> C <sub>2</sub>	[ ] < > ( ) 5.2
A <sub>3</sub> A <sub>3</sub> A <sub>3</sub>	[ ] < > ( ) 3.3	B <sub>3</sub> B <sub>3</sub> B <sub>3</sub>	[ ] < > ( ) 4.3	C <sub>3</sub> C <sub>3</sub> C <sub>3</sub>	[ ] < > ( ) 5.3
A <sub>4</sub> A <sub>4</sub> A <sub>4</sub>	[ ] < > ( ) 3.4	B <sub>4</sub> B <sub>4</sub> B <sub>4</sub>	[ ] < > ( ) 4.4	C <sub>4</sub> C <sub>4</sub> C <sub>4</sub>	[ ] < > ( ) 5.4
A <sub>5</sub> A <sub>5</sub> A <sub>5</sub>	[ ] < > ( ) 3.5	B <sub>5</sub> B <sub>5</sub> B <sub>5</sub>	[ ] < > ( ) 4.5	C <sub>5</sub> C <sub>5</sub> C <sub>5</sub>	[ ] < > ( ) 5.5
A <sub>6</sub> A <sub>6</sub> A <sub>6</sub>	[ ] < > ( ) 3.6	B <sub>6</sub> B <sub>6</sub> B <sub>6</sub>	[ ] < > ( ) 4.6	C <sub>6</sub> C <sub>6</sub> C <sub>6</sub>	[ ] < > ( ) 5.6
A <sub>7</sub> A <sub>7</sub> A <sub>7</sub>	[ ] < > ( ) 3.7	B <sub>7</sub> B <sub>7</sub> B <sub>7</sub>	[ ] < > ( ) 4.7	C <sub>7</sub> C <sub>7</sub> C <sub>7</sub>	[ ] < > ( ) 5.7
A <sub>8</sub> A <sub>8</sub> A <sub>8</sub>	[ ] < > ( ) 3.8	B <sub>8</sub> B <sub>8</sub> B <sub>8</sub>	[ ] < > ( ) 4.8	C <sub>8</sub> C <sub>8</sub> C <sub>8</sub>	[ ] < > ( ) 5.8
A <sub>9</sub> A <sub>9</sub> A <sub>9</sub>	[ ] < > ( ) 3.9	B <sub>9</sub> B <sub>9</sub> B <sub>9</sub>	[ ] < > ( ) 4.9	C <sub>9</sub> C <sub>9</sub> C <sub>9</sub>	[ ] < > ( ) 5.9

Set D		Level	Set E		Level
D	[ ]	6.0	E	[ ]	7.0
D	< >		E	< >	
D	( )		E	( )	
D <sub>1</sub>	[ ]	6.1	E <sub>1</sub>	[ ]	7.1
D <sub>1</sub>	< >		E <sub>1</sub>	< >	
D <sub>1</sub>	( )		E <sub>1</sub>	( )	
D <sub>2</sub>	[ ]	6.2	E <sub>2</sub>	[ ]	7.2
D <sub>2</sub>	< >		E <sub>2</sub>	< >	
D <sub>2</sub>	( )		E <sub>2</sub>	( )	
D <sub>3</sub>	[ ]	6.3	E <sub>3</sub>	[ ]	7.3
D <sub>3</sub>	< >		E <sub>3</sub>	< >	
D <sub>3</sub>	( )		E <sub>3</sub>	( )	
D <sub>4</sub>	[ ]	6.4	E <sub>4</sub>	[ ]	7.4
D <sub>4</sub>	< >		E <sub>4</sub>	< >	
D <sub>4</sub>	( )		E <sub>4</sub>	( )	
D <sub>5</sub>	[ ]	6.5	E <sub>5</sub>	[ ]	7.5
D <sub>5</sub>	< >		E <sub>5</sub>	< >	
D <sub>5</sub>	( )		E <sub>5</sub>	( )	
D <sub>6</sub>	[ ]	6.6	E <sub>6</sub>	[ ]	7.6
D <sub>6</sub>	< >		E <sub>6</sub>	< >	
D <sub>6</sub>	( )		E <sub>6</sub>	( )	
D <sub>7</sub>	[ ]	6.7	E <sub>7</sub>	[ ]	7.7
D <sub>7</sub>	< >		E <sub>7</sub>	< >	
D <sub>7</sub>	( )		E <sub>7</sub>	( )	
D <sub>8</sub>	[ ]	6.8	E <sub>8</sub>	[ ]	7.8
D <sub>8</sub>	< >		E <sub>8</sub>	< >	
D <sub>8</sub>	( )		E <sub>8</sub>	( )	
D <sub>9</sub>	[ ]	6.9	E <sub>9</sub>	[ ]	7.9
D <sub>9</sub>	< >		E <sub>9</sub>	< >	
D <sub>9</sub>	( )		E <sub>9</sub>	( )	

**Instruction on How to Use the SRCE (Silent Reading Exercises)**

1. Start from Set A and continue in alphabetical Sequence.
2. While in one particular set, start from the beginning by reading the selection, then answer the question following it.
3. Check your answer by referring to the answer Key provided at the end of each set.
4. If you will get about seven (7) of your answer as correct, you are an average performer for that exercise. Now you may choose to practice on the other two exercises of the same level to get better training before moving to the next higher level exercises, or you may now move up as you wish. However, it would be wise to practice more for obvious reasons. When you get correct answer that is lesser than  $\frac{2}{3}$  of the items, you should try the rest of the exercises in the same level and you may request for enrichment help from your teacher. If after the 3 equal levels of exercises you still shall get less than seven (7) correct answers, don't move up for your own good. See your reading teacher or reading specialist for help. She will know what to do.
5. Some questions elicit your own judgement. Feel free to discuss your answer further with your teacher or with

an authority to get their ideas. Consult your teacher for more help.

6. Now, you are ready to start your adventure into the world of stories.
7. Correct your own work. The key to correction are provided for you at every end of each set. "Be honest to yourself, and you will harvest the best for you"
8. Record your result in your profile. See the following suggested profile form.

Have a Good Time !

Your friend  
SRCE

**Instruction On the Use of the Pupils Profile**  
(Ask help from your teacher)

1. Determine your starting guide level and mark it in the chart.
2. After your first reading material, and you got at least 7 or more correct answers, draw a line to the next higher level material you are to use.
3. If you got a score less than 7, move to the other material of the same grade level or difficulty level. There are three of them. That is, if you got lower than 7 correct answer in the [ ] material for example, get the diamond < > material of the same difficulty, then the circle ( ), if still your score is below 7. If in the circle material you still got lower than 7 correct answers, ask for help from your teacher or get more materials from her. She will know what to do.
4. If you get more than 7 correct answers, you can move to the next sub-level of the set, and continue, according to the instructions in 2 and 3.
5. See example on the sample profile.

Example: Pupil A

- a.) started with series A [ ] and his score was below 7
- b.) he next got A < > and he scored above 7.
- c.) he now moved to A<sub>1</sub> [ ] and he scored 7 or up.

- d.) he now moved to  $A_2$  [ ] and she got a score of 7 or up. Therefore he moved from  $A_2$  [ ] to  $A_3$ ,  $A_4$ ,  $A_5$ ,  $A_6$ ,  $A_7$ ,  $A_8$ .
- e.) then he moved steadily upward to  $A_9$  [ ]. There, he scored below 7
- f.) he then has to take  $A_9$  < >. His score was still below 7.
- g.) so, he still has to take the material of the same same difficulty which is  $A_9$  ( ). He scored 7 or up
- h.) Now she moves to set B, starting with B [ ] and so on.

(See the lines illustrating the achievement of Pupil A as described from (a) to (h) in number 5 on the graph)  
 \* \* \* \* \*

### Sample Students Profile

Name of Student: _____															
	A				B				C				D		
	: [ ]	: < >	: ( )	: [ ]	: < >	: ( )	: [ ]	: < >	: ( )	: [ ]	: < >	: ( )	: [ ]	: < >	: ( )
9	*	*	*												
8	*														
7	*														
6	*														
5	*														
4	*														
3	*														
2	*														
1	*														
0	*	*		*											



# Silent Reading Comprehension Exercises



Teachers' Guidebook on

on

S R C E

(Silent Reading Comprehension Exercises)

Teachers' Guidebook

### To the Teacher

Dear Fellow Teachers:

This is a new set of silent reading exercises intended to help enrich the activities of grade five pupils on their reading comprehension skills. The selection are varied and contains stories children love to hear.

You can use this as classroom materials or you may use this as take home or off hours enrichment exercises for self-learning activities of your pupils, or as a remedial material.

There are five (5) series of exercises from A to E. In each series there are ten (10) sets, and for every set, there are three (3) exercises of almost equal level. Each exercise is leveled, hence the grade level of the child's reading comprehension capacity can be monitored through his covered exercises.

An SRCE Pupil Self-Progress Profile is suggested to monitor the achievement of each child. This is provided in the Pupil's manual.

The series of set exercises are leveled by difficulties and the list is provided for your guidance.

Set A		Level	Set B		Level	Set C		Level
A	[ ]	3.0	B	[ ]	4.0	C	[ ]	5.0
A	< >		B	< >		C	< >	
A	( )		B	( )		C	( )	
A <sub>1</sub>	[ ]	3.1	B <sub>1</sub>	[ ]	4.1	C <sub>1</sub>	[ ]	5.1
A <sub>1</sub>	< >		B <sub>1</sub>	< >		C <sub>1</sub>	< >	
A <sub>1</sub>	( )		B <sub>1</sub>	( )		C <sub>1</sub>	( )	
A <sub>2</sub>	[ ]	3.2	B <sub>2</sub>	[ ]	4.2	C <sub>2</sub>	[ ]	5.2
A <sub>2</sub>	< >		B <sub>2</sub>	< >		C <sub>2</sub>	< >	
A <sub>2</sub>	( )		B <sub>2</sub>	( )		C <sub>2</sub>	( )	
A <sub>3</sub>	[ ]	3.3	B <sub>3</sub>	[ ]	4.3	C <sub>3</sub>	[ ]	5.3
A <sub>3</sub>	< >		B <sub>3</sub>	< >		C <sub>3</sub>	< >	
A <sub>3</sub>	( )		B <sub>3</sub>	( )		C <sub>3</sub>	( )	
A <sub>4</sub>	[ ]	3.4	B <sub>4</sub>	[ ]	4.4	C <sub>4</sub>	[ ]	5.4
A <sub>4</sub>	< >		B <sub>4</sub>	< >		C <sub>4</sub>	< >	
A <sub>4</sub>	( )		B <sub>4</sub>	( )		C <sub>4</sub>	( )	
A <sub>5</sub>	[ ]	3.5	B <sub>5</sub>	[ ]	4.5	C <sub>5</sub>	[ ]	5.5
A <sub>5</sub>	< >		B <sub>5</sub>	< >		C <sub>5</sub>	< >	
A <sub>5</sub>	( )		B <sub>5</sub>	( )		C <sub>5</sub>	( )	
A <sub>6</sub>	[ ]	3.6	B <sub>6</sub>	[ ]	4.6	C <sub>6</sub>	[ ]	5.6
A <sub>6</sub>	< >		B <sub>6</sub>	< >		C <sub>6</sub>	< >	
A <sub>6</sub>	( )		B <sub>6</sub>	( )		C <sub>6</sub>	( )	
A <sub>7</sub>	[ ]	3.7	B <sub>7</sub>	[ ]	4.7	C <sub>7</sub>	[ ]	5.7
A <sub>7</sub>	< >		B <sub>7</sub>	< >		C <sub>7</sub>	< >	
A <sub>7</sub>	( )		B <sub>7</sub>	( )		C <sub>7</sub>	( )	
A <sub>8</sub>	[ ]	3.8	B <sub>8</sub>	[ ]	4.8	C <sub>8</sub>	[ ]	5.8
A <sub>8</sub>	< >		B <sub>8</sub>	< >		C <sub>8</sub>	< >	
A <sub>8</sub>	( )		B <sub>8</sub>	( )		C <sub>8</sub>	( )	
A <sub>9</sub>	[ ]	3.9	B <sub>9</sub>	[ ]	4.9	C <sub>9</sub>	[ ]	5.9
A <sub>9</sub>	< >		B <sub>9</sub>	< >		C <sub>9</sub>	< >	
A <sub>9</sub>	( )		B <sub>9</sub>	( )		C <sub>9</sub>	( )	

Set D			Level	Set E			Level
D	[ ]		6.0	E	[ ]		7.0
D	< >			E	< >		
D	( )			E	( )		
D <sub>1</sub>	[ ]		6.1	E <sub>1</sub>	[ ]		7.1
D <sub>1</sub>	< >			E <sub>1</sub>	< >		
D <sub>1</sub>	( )			E <sub>1</sub>	( )		
D <sub>2</sub>	[ ]		6.2	E <sub>2</sub>	[ ]		7.2
D <sub>2</sub>	< >			E <sub>2</sub>	< >		
D <sub>2</sub>	( )			E <sub>2</sub>	( )		
D <sub>3</sub>	[ ]		6.3	E <sub>3</sub>	[ ]		7.3
D <sub>3</sub>	< >			E <sub>3</sub>	< >		
D <sub>3</sub>	( )			E <sub>3</sub>	( )		
D <sub>4</sub>	[ ]		6.4	E <sub>4</sub>	[ ]		7.4
D <sub>4</sub>	< >			E <sub>4</sub>	< >		
D <sub>4</sub>	( )			E <sub>4</sub>	( )		
D <sub>5</sub>	[ ]		6.5	E <sub>5</sub>	[ ]		7.5
D <sub>5</sub>	< >			E <sub>5</sub>	< >		
D <sub>5</sub>	( )			E <sub>5</sub>	( )		
D <sub>6</sub>	[ ]		6.6	E <sub>6</sub>	[ ]		7.6
D <sub>6</sub>	< >			E <sub>6</sub>	< >		
D <sub>6</sub>	( )			E <sub>6</sub>	( )		
D <sub>7</sub>	[ ]		6.7	E <sub>7</sub>	[ ]		7.7
D <sub>7</sub>	< >			E <sub>7</sub>	< >		
D <sub>7</sub>	( )			E <sub>7</sub>	( )		
D <sub>8</sub>	[ ]		6.8	E <sub>8</sub>	[ ]		7.8
D <sub>8</sub>	< >			E <sub>8</sub>	< >		
D <sub>8</sub>	( )			E <sub>8</sub>	( )		
D <sub>9</sub>	[ ]		6.9	E <sub>9</sub>	[ ]		7.9
D <sub>9</sub>	< >			E <sub>9</sub>	< >		
D <sub>9</sub>	( )			E <sub>9</sub>	( )		

An answer key is also provided for your easy check-up of child's work.

**Instruction on How to Use the SRCE (Silent Reading Comprehension Exercises).**

1. Explain how to use the exercises to the students with the use of the students' guide. Make sure that each child shall start right.
2. Give the right level exercise for each child.
3. Start from the set where the pupil is , and continue from there in alphabetical Sequence.
4. Allow every child to read the selection at his own pace.
5. After reading, allow each child to answer the questions after each selection read, at his own pace.
6. Allow each child to check his answer with the use of the Key at the end of every series.
7. Give only the key for questions on the selection read.
8. When the child gets seven (7) correct answers out of the number of items he maybe allowed to move on to the next level. However it would be wise to allow him to go through the other two exercises of the same level for more practice and better performance than his first average result.
9. Continue giving the sets in sequence until satisfied of the result or until all exercises are read.
10. When the whole sets from A to E are covered, search for other materials for the next grade level, to

continue the skill development of the child, or start with exercises with the next higher difficulty level than the last exercise in this material.

11. It is suggested that you maintain a reading profile for each child, to record and monitor his progress.
12. In the comprehension questions, some items elicit personal judgment from the respondents. Discuss about the answer with the child to develop better values.

\*\*\*\*\*

### Sample Students Profile

Name of Students: \_\_\_\_\_

=====

	A	B	C	D	E
	[ ] < > ( )	[ ] < > ( )	[ ] < > ( )	[ ] < > ( )	[ ] < > ( )
9					
8					
7					
6					
5					
4					
3					
2					
1					
0					

=====

KEY TO CORRECTION  
(Set A)

A [ ] On Vacation	A <sub>1</sub> [ ] An Office Worker	A <sub>2</sub> [ ] Telling About Celebration	A <sub>3</sub> [ ] A Shoe Shine Boy	A <sub>4</sub> [ ] The Fox and the Grapes
1. d	1. a	1. c	1. b	1. b
2. b	2. c	2. b	2. c	2. a
3. a	3. b	3. a	3. c	3. b
4. a	4. b	4. c	4. b	4. c
5. a	5. a	5. b	5. a	5. c
6. b	6. c	6. d	6. b	6. b
7. c	7. b	7. a	7. a	7. c
8. a	8. a	8. a	8. a	8. a
9. c	9. c	9. b	9. d	9. d
10. b	10. a	10. a	10. a	10. c

A < > How Tommy Helped His Mother	A <sub>1</sub> < > Pets	A <sub>2</sub> < > Piglets of Mother	A <sub>3</sub> < > A Beautiful Custom To Remember	A <sub>4</sub> < > A Day on the Beach
1. c	1. a	1. a	1. a	1. b
2. c	2. c	2. c	2. a	2. a
3. b	3. b	3. b	3. d	3. a
4. a	4. c	4. b	4. c	4. b
5. b	5. d	5. b	5. b	5. a
6. b	6. b	6. b	6. a	6. c
7. b	7. a	7. c	7. c	7. c
8. c	8. b	8. a	8. a	8. d
9. a	9. a	9. d	9. c	9. a
10. a	10. b	10. a	10. b	10. c

A ( ) Good Citizens	A <sub>1</sub> ( ) An Evening in Calombayan	A <sub>2</sub> ( ) The Final Test	A <sub>3</sub> ( ) A Helping Hand	A <sub>4</sub> ( ) Pepito's Passbook
1. a	1. b	1. c	1. b	1. c
2. a	2. c	2. d	2. a	2. b
3. b	3. a	3. d	3. c	3. d
4. c	4. b	4. a	4. b	4. b
5. c	5. c	5. a	5. a	5. b
6. a	6. b	6. d	6. a	6. c
7. d	7. a	7. b	7. b	7. a
8. a	8. c	8. a	8. c	8. b
9. d	9. b	9. d	9. a	9. a
10. a	10. a	10. a	10. c	10. c

A<sub>5</sub> [ ] Mayumi and  
Bayani

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

A<sub>6</sub> [ ] A Rainy Day

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

A<sub>7</sub> [ ] Obedience

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

A<sub>8</sub> [ ] The Lion

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

A<sub>9</sub> [ ] A Christmas  
Wish

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

A<sub>5</sub> < > An Obedient  
Boy

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

A<sub>6</sub> < > The Lion and  
The House

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

A<sub>7</sub> < > Baguio, a  
Beautiful City

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

A<sub>8</sub> < > Jump the  
Thorns

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

A<sub>9</sub> < > A Aquarium

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

A<sub>5</sub> ( ) One Moonlight  
Night

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

A<sub>6</sub> ( ) At the  
Library

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

A<sub>7</sub> ( ) A Street  
Dog

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

A<sub>8</sub> ( ) Ramon Is  
Sick

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

A<sub>9</sub> ( ) A Parable

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

KEY TO CORRECTION  
(Set B)

B [ ] Fun Along The Seashore	B <sub>1</sub> [ ] Alano's Garden	B <sub>2</sub> [ ] The Coconut	B <sub>3</sub> [ ] The Disobedient Rooster	B <sub>4</sub> [ ] Happy Birthday Miss Monkey
1. b	1. b	1. a	1. b	1. b
2. d	2. b	2. a	2. a	2. a
3. b	3. a	3. b	3. a	3. c
4. a	4. a	4. b	4. b	4. a
5. a	5. b	5. c	5. c	5. c
6. a	6. a	6. a	6. a	6. b
7. b	7. a	7. a	7. b	7. a
8. a	8. d	8. d	8. c	8. c
9. a	9. b	9. c	9. c	9. d
10. b	10. c	10. a	10. b	10. a

B < > To School with Friends	B <sub>1</sub> < > The Three Brothers	B <sub>2</sub> < > Samuel's Dirty Face	B <sub>3</sub> < > The Horse And The Snails	B <sub>4</sub> < > A Trip To Luneta Park
1. a	1. a	1. a	1. b	1. a
2. c	2. b	2. d	2. c	2. b
3. b	3. c	3. b	3. a	3. c
4. c	4. b	4. a	4. b	4. b
5. b	5. d	5. c	5. d	5. a
6. a	6. c	6. a	6. c	6. d
7. b	7. a	7. a	7. c	7. b
8. a	8. b	8. b	8. a	8. a
9. a	9. d	9. b	9. b	9. a
10. a	10. b	10. a	10. c	10. a

B ( ) Christmas Lantern	B <sub>1</sub> ( ) A Present For Patsy	B <sub>2</sub> ( ) Some Little Things for the Children	B <sub>3</sub> ( ) Our Homes	B <sub>4</sub> ( ) Growing Vegetable
				1. c
1. a	1. a	1. a	1. a	2. b
2. b	2. b	2. b	2. c	3. c
3. c	3. c	3. a	3. a	4. a
4. c	4. c	4. d	4. b	5. d
5. a	5. b	5. b	5. b	6. a
6. d	6. b	6. c	6. c	7. c
7. c	7. a	7. a	7. b	8. b
8. a	8. b	8. a	8. a	9. c
9. c	9. c	9. b	9. b	10. a
10. a	10. a	10. c	10. d	

B<sub>5</sub> [ ] The Sweepers

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

B<sub>6</sub> [ ] The Kingfisher  
and the Cat

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

B<sub>7</sub> [ ] Tomorrow

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

B<sub>8</sub> [ ] The Family Of  
of Carlo

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

B<sub>9</sub> [ ] The Butterfly

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

B<sub>5</sub> < > Our Bird  
Friends

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

B<sub>6</sub> < > Sorry, I  
Can't

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

B<sub>7</sub> < > A Politeness  
Awards

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

B<sub>8</sub> < > The Courteous  
Children

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

B<sub>9</sub> < > Ben and the  
Traffic

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

B<sub>5</sub> ( ) The Ant And  
The Grasshopper

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

B<sub>6</sub> ( ) The Fox and  
the Crow

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

B<sub>7</sub> ( ) The Legend Of  
Mount Makiling

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

B<sub>8</sub> ( ) Dante Gets  
a Big Cake

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

B<sub>9</sub> ( ) The Winner

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

KEY TO CORRECTION  
(Set C)

C [ ] Little Dorothy	C <sub>1</sub> [ ] School Field Trip	C <sub>2</sub> [ ] The Story of Aling Maria's Family	C <sub>3</sub> [ ] Trying One's Best	C <sub>4</sub> [ ] The Seed That Becomes A Fruit
1. a	1. d	1. b	1. a	1. b
2. b	2. b	2. c	2. b	2. b
3. b	3. a	3. a	3. c	3. b
4. a	4. c	4. c	4. a	4. c
5. c	5. c	5. c	5. b	5. b
6. c	6. b	6. b	6. a	6. a
7. c	7. a	7. d	7. a	7. a
8. a	8. a	8. a	8. a	8. d
9. a	9. d	9. c	9. b	9. c
10. a	10. a	10. a	10. a	10. a
C < > Flying Kite	C <sub>1</sub> < > Money For The Circus	C <sub>2</sub> < > The Kindest Teacher	C <sub>3</sub> < > A Lost Fountain Pen	C <sub>4</sub> < > Bright Eyes
1. d	1. a	1. a	1. a	1. c
2. a	2. a	2. c	2. c	2. d
3. b	3. c	3. c	3. b	3. b
4. a	4. c	4. a	4. d	4. c
5. c	5. c	5. c	5. b	5. d
6. a	6. d	6. a	6. c	6. a
7. b	7. c	7. a	7. b	7. b
8. b	8. b	8. a	8. c	8. b
9. a	9. b	9. a	9. a	9. d
10. a	10. d	10. a	10. c	10. b
C ( ) Keeping Healthy and Strong	C <sub>1</sub> ( ) Rudy Meet Hunter from the City	C <sub>2</sub> ( ) Felix the Swimmer	C <sub>3</sub> ( ) It Pays to Wait	C <sub>4</sub> ( ) Orchids
1. a	1. b	1. b	1. a	1. b
2. c	2. c	2. c	2. a	2. c
3. d	3. b	3. a	3. b	3. b
4. c	4. c	4. a	4. d	4. c
5. b	5. a	5. a	5. b	5. d
6. b	6. b	6. a	6. c	6. a
7. c	7. c	7. c	7. b	7. b
8. a	8. a	8. b	8. c	8. b
9. d	9. a	9. a	9. a	9. d
10. b	10. c	10. c	10. c	10. b

C<sub>5</sub> [ ] Alarm Clocks  
at the Farm

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

C<sub>6</sub> [ ] The Fairy and  
the Woodcutter

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

C<sub>7</sub> [ ] Play the  
Game

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

C<sub>8</sub> [ ] Two Friends

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

C<sub>9</sub> [ ] All in the  
Game

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

C<sub>5</sub> < > Sipa

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

C<sub>6</sub> < > Andres,  
Bonifacio His  
Brothers Keeper

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

C<sub>7</sub> < > Luis Keeps  
His Promise

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

C<sub>8</sub> < > Sharing With  
Others Is Fun

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

C<sub>9</sub> < > Leonor's  
Surprise

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

C<sub>5</sub> ( ) An Ant  
City

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

C<sub>6</sub> ( ) A Man Best  
Friend

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

C<sub>7</sub> ( ) A Fire  
Drill

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

C<sub>8</sub> ( ) Cesar Campigon

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

C<sub>9</sub> ( ) The Mountain  
and the Squirrel

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

KEY TO CORRECTION  
(Set D)

D [ ] A Visit to the Farm	D <sub>1</sub> [ ] The Girl and the Mirror	D <sub>2</sub> [ ] Like Father Like Son	D <sub>3</sub> [ ] Three Helpful Children	D <sub>4</sub> [ ] A Model Community
1. a	1. a	1. c	1. a	1. a
2. b	2. b	2. a	2. b	2. b
3. d	3. a	3. b	3. b	3. a
4. a	4. b	4. b	4. a	4. b
5. b	5. c	5. a	5. c	5. d
6. a	6. a	6. c	6. a	6. a
7. a	7. c	7. d	7. b	7. b
8. b	8. b	8. d	8. b	8. a
9. c	9. a	9. b	9. b	9. a
10. d	10. c	10. c	10. a	10. a
D < > Two Picnics	D <sub>1</sub> < > How Ramon Saved for a Present	D <sub>2</sub> < > Do You Have Faith in God?	D <sub>3</sub> < > Breaking a Habit	D <sub>4</sub> < > A Story Of A Birds Egg
1. a	1. b	1. b	1. c	1. a
2. a	2. c	2. a	2. c	2. a
3. b	3. a	3. b	3. a	3. c
4. c	4. b	4. a	4. c	4. a
5. b	5. c	5. b	5. a	5. c
6. a	6. b	6. c	6. c	6. b
7. a	7. b	7. b	7. a	7. b
8. b	8. d	8. a	8. c	8. a
9. d	9. a	9. c	9. a	9. a
10. a	10. c	10. c	10. a	10. b
D ( ) When We Run and Play	D <sub>1</sub> ( ) Things That Float	D <sub>2</sub> ( ) Tiny Drops of Water	D <sub>3</sub> ( ) A Day at the Cemetery	D <sub>4</sub> ( ) Ringo
1. a	1. a	1. a	1. a	1. a
2. b	2. a	2. d	2. c	2. a
3. b	3. a	3. a	3. a	3. b
4. a	4. d	4. c	4. b	4. b
5. a	5. a	5. c	5. d	5. a
6. d	6. a	6. a	6. a	6. b
7. a	7. b	7. a	7. a	7. a
8. b	8. c	8. b	8. c	8. a
9. b	9. b	9. c	9. a	9. c
10. a	10. a	10. a	10. b	10. d

D <sub>5</sub> [ ] Helping A Stranger	D <sub>6</sub> [ ] All Together at the Party	D <sub>7</sub> [ ] The Prize of Good Work	D <sub>8</sub> [ ] The Great Man	D <sub>9</sub> [ ] Curly Top
1. a	1. a	1. b	1. c	1. a
2. d	2. b	2. a	2. b	2. a
3. a	3. a	3. a	3. c	3. a
4. c	4. b	4. c	4. b	4. c
5. a	5. b	5. c	5. a	5. c
6. b	6. b	6. b	6. b	6. b
7. b	7. a	7. c	7. b	7. a
8. a	8. b	8. b	8. a	8. b
9. c	9. b	9. c	9. a	9. b
10. a	10. c	10. d	10. a	10. d

D <sub>5</sub> < > Our Barangay	D <sub>6</sub> < > Animals Who Wants A Home	D <sub>7</sub> < > Let's Play Together	D <sub>8</sub> < > Help Fight The Pests	D <sub>9</sub> < > Quezon As a Student
1. b	1. a	1. c	1. c	1. b
2. a	2. b	2. c	2. b	2. d
3. a	3. d	3. b	3. c	3. a
4. b	4. a	4. a	4. b	4. b
5. b	5. c	5. d	5. a	5. b
6. a	6. b	6. d	6. b	6. a
7. a	7. a	7. a	7. b	7. a
8. a	8. a	8. c	8. a	8. c
9. c	9. c	9. b	9. a	9. a
10. a	10. c	10. c	10. a	10. a

D <sub>5</sub> ( ) Saving Your Money	D <sub>6</sub> ( ) The Mirror	D <sub>7</sub> ( ) The Bundle of Sticks	D <sub>8</sub> ( ) Norma's Best Friend	D <sub>9</sub> ( ) Little Firemen
1. a	1. c	1. b	1. b	1. b
2. b	2. a	2. c	2. a	2. a
3. d	3. c	3. d	3. b	3. c
4. a	4. c	4. b	4. c	4. a
5. a	5. c	5. a	5. b	5. b
6. c	6. a	6. a	6. a	6. a
7. c	7. b	7. a	7. b	7. b
8. a	8. a	8. a	8. a	8. a
9. c	9. b	9. a	9. d	9. c
10. a	10. a	10. c	10. a	10. c

KEY TO CORRECTION  
(Set E)

E [ ] The Moon's  
Silver Clock

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

E<sub>1</sub> [ ] Only Ten  
Centavos

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

E<sub>2</sub> [ ] The People  
King

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

E<sub>3</sub> [ ] The Rose and  
the White Ribbon

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

E<sub>4</sub> [ ] Lazybones

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

E < > Garden  
Musicians

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

E<sub>1</sub> < > Working With  
Others

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

E<sub>2</sub> < > Are You  
Growing

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

E<sub>3</sub> < > Can You  
Guess?

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

E<sub>4</sub> < > The Most,  
Wonderful Dream

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

E ( ) The Big Hot  
Ball

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

E<sub>1</sub> ( ) The Little  
Chinese Boy

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

E<sub>2</sub> ( ) A Close Brush  
With Death

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

E<sub>3</sub> ( ) We Must Obey  
School Rules

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

E<sub>4</sub> ( ) Surprise!  
Surprise!

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

E <sub>5</sub> [ ] Fun in the Houseboat	E <sub>6</sub> [ ] The Noisy Girls	E <sub>7</sub> [ ] The Health Adviser	E <sub>8</sub> [ ] The Bridge to Safety	E <sub>9</sub> [ ] Lost and Found
1. a		1. b	1. a	1. a 11. a
2. a	1. a	2. c	2. b	2. c 12. a
3. c	2. b	3. a	3. a	3. a 13. a
4. b	3. d	4. c	4. c	4. c
5. d	4. a	5. a	5. a	5. a
6. a	5. a	6. a	6. a	6. c
7. c	6. a	7. a	7. b	7. a
8. c	7. c	8. a	8. c	8. b
9. b	8. a	9. a	9. a	9. a
10. c	9. a	10. a	10. c	10. b
	10. a			
E <sub>5</sub> < > Lost In The Wood	E <sub>6</sub> < > The Birds in the Mango Tree	E <sub>7</sub> < > Funny Face	E <sub>8</sub> < > Hariang Alimango	E <sub>9</sub> < > Inting and the Black Cat
1. a	1. c	1. c	1. b	1. a
2. d	2. a	2. d	2. c	2. b
3. d	3. c	3. b	3. d	3. b
4. a	4. b	4. c	4. a	4. a
5. b	5. a	5. c	5. a	5. a
6. c	6. a	6. c	6. c	6. a
7. a	7. b	7. c	7. a	7. b
8. b	8. c	8. c	8. a	8. c
9. d	9. a	9. a	9. c	9. a
10. c	10. a	10. b	10. a	10. d
E <sub>5</sub> ( ) Surprise at the Town Fair	E <sub>6</sub> ( ) The Sewing Box	E <sub>7</sub> ( ) An Ant and Its Antennae	E <sub>8</sub> ( ) The Fishermen	E <sub>9</sub> ( ) The Young Water Carrier
1. a	1. d	1. a	1. c	1. b
2. d	2. a	2. a	2. d	2. a
3. d	3. b	3. b	3. a	3. b
4. a	4. a	4. a	4. a	4. c
5. b	5. a	5. b	5. c	5. a
6. c	6. d	6. a	6. a	6. a
7. a	7. a	7. d	7. d	7. b
8. b	8. c	8. c	8. c	8. c
9. d	9. b	9. a	9. a	9. a
10. c	10. c	10. b	10. b	10. b

SILENT READING COMPREHENSION  
EXERCISES

S E T A

Level	Titles		No. of Words
A [ ]	On Vacation		64
A < >	How Tommy Helped His Mother		68
A ( )	Good Citizens		68
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A <sub>1</sub> < >	Pets		74
A <sub>1</sub> ( )	An Evening in Calombayan		74
A <sub>2</sub> [ ]	Telling About Celebration		75
A <sub>2</sub> < >	Piglets of Mother		76
A <sub>2</sub> ( )	The Final Test		76
A <sub>3</sub> [ ]	A Shoe Shine Boy		76
A <sub>3</sub> < >	A Beautiful Custom To Remember		77
A <sub>3</sub> ( )	A Helping Hand		78
A <sub>4</sub> [ ]	The Fox and the Grapes		78
A <sub>4</sub> < >	A Day on the Beach		79
A <sub>4</sub> ( )	Pepito's Passbook		81
A <sub>5</sub> [ ]	Mayumi and Bayani		82
A <sub>5</sub> < >	The Disobedient Boy,		84
A <sub>5</sub> ( )	One Moonlight Night		85
A <sub>6</sub> [ ]	A Rainy Day		86
A <sub>6</sub> < >	The Lion and the Mouse		87
A <sub>6</sub> ( )	At the Library		88
A <sub>7</sub> [ ]	Obedience		89
A <sub>7</sub> < >	Baguio, a Beautiful City		89
A <sub>7</sub> ( )	A Street Dog		92
A <sub>8</sub> [ ]	The Lion		90
A <sub>8</sub> < >	Jumps the Thorns		91
A <sub>8</sub> ( )	Ramon Is Sick		91
A <sub>9</sub> [ ]	A Christmas Wish		91
A <sub>9</sub> < >	A Aquarium		93
A <sub>9</sub> ( )	A Parable		93

[A] Comprehension  
Exercise A [ ]

ON VACATION

Rolando's vacation days in the province are soon to be over. How he enjoyed swimming in the river, riding in a banca, climbing trees in their orchard! When his mother told him to pack-up his things, he felt very sad. He will miss the songs of the birds and the sweet smell of grasses and other activities he had in the province.

(Original)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 64

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Who was on vacation?
  - a. mother
  - b. father
  - c. mother & Rolando
  - d. Rolando
2. Where did he spend his vacation?
  - a. in the city
  - b. in the province
  - c. in the island
  - d. in the mountains
3. How did Rolando spend his vacation
  - a. Rolando spent it by swimming in the river, boating, climbing trees, etc.
  - b. Rolando spent it by reading, writing, dancing, etc.
  - c. Rolando spent it by cooking, hunting, eating etc.
  - d. Rolando spent it by day dreaming, sleeping, window shopping, etc.



10. If you were Rolando, will you obey your mother and go home?
- a. No, because she is lying.
  - b. Yes, because I love my mother.
  - c. maybe, because she is not honest.
  - d. it depends on the manner of telling me.

[A] Comprehension  
Exercise A < >

HOW TOMMY HELPED HIS MOTHER

Tommy is a good little boy. He helps his mother everyday. He does something for her every day of the week.

Last Sunday he took care of his little brother while his mother was in church. From Monday to Friday he goes to school. He studies his lesson before sleeping. On Saturdays he weeds Mother's garden. He is loved by his parents and other members of the family.

Adapted: The Philippine Journal of Education pp. 152-153  
\*\*\*\*\*  
Comprehension Check Up No. of Words: 68

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Who is the good little boy?

- |         |          |
|---------|----------|
| a. Tom  | c. Tommy |
| b. Tony | d. Tino  |

2. What does he do everyday ?

- a. He goes to market for mother
- b. He runs errands for mother
- c. He does something for mother
- d. He does mischiefs for mother

3. What did he do while mother was in church last Sunday?
  - a. He painted the house.
  - b. He took care of his little brother.
  - c. He fenced the garden.
  - d. He washed the dishes.
4. Where does Tommy go from Monday to Friday?
  - a. to school
  - b. to the garden
  - c. to the farm
  - d. to the church
5. On what day does Tommy weed in mother's garden ?
  - a. Sunday
  - b. Saturday
  - c. Monday
  - d. Tuesday
6. What does the word weed means?
  - a. gather grass
  - b. cut grass
  - c. plant grass
  - d. burn grass
7. What does Tommy do before sleeping ?
  - a. dances
  - b. studies
  - c. watches TV
  - d. plays
8. How is Tommy treated by his family?
  - a. He is badly treated
  - b. He is wisely treated
  - c. He is loved
  - d. He is rejected
9. Why is he loved?
  - a. He is good
  - a. He is exciting
  - c. He is troublesome
  - d. He is brave

10. If you were Tommy would you do what he does everyday?  
Why?
- a. Yes, because I want to be loved.
  - b. Yes, because I do not like my family
  - c. Yes, because I want to earn money
  - d. Yes, because I want to play

[A] Comprehension  
Exercise A ( )

GOOD CITIZENS

Barangay San Luis is composed of two hundred families. It is clean and peaceful. The people in the neighborhood help one another. They work together to keep their surroundings clean. Women and children sweep the streets. They gather the garbage and put them in the trash cans. The men plant trees and flowering plants. They repair the broken fences. The people of Barangay San Luis are proud of their community .

(Original)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 69

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What Barangay is clean and peaceful?
 

a. Barangay San Luis	c. Barangay San Ruiz
b. Barangay San Pablo	d. Barangay San Antonio
2. What words tell how people make the community clean?
 

a. help one another	c. steal from one another
b. fight one another	d. sing for one another
3. How many families live in Barangay San Luis?
 

a. one hundred families	c. three hundred families
b. two hundred families	d. four hundred families

4. What kind of community is Barangay San Luis?
  - a. dirty community
  - b. disorderly community
  - c. clean and peaceful
  - d. noisy community
5. What do women and children do for the community?
  - a. dig holes
  - b. make canals
  - c. sweep the streets
  - d. gather stones
6. What do they do with their garbage?
  - a. put in trash cans
  - b. put in the backyard
  - c. throw to the seashore
  - d. burn them
7. What do they do with their fences?
  - a. paint them
  - b. cut them
  - c. decorate them
  - d. repair them
8. What word does not belong to the group?
  - a. garbage
  - b. trash
  - c. waste
  - d. sheet
9. How will you feel if you have a community like San Luis?
  - a. feel ashamed
  - b. feel bad
  - c. feel happy
  - d. feel proud
10. What will you do to help maintain its cleanliness?
  - a. Cooperate in community activities
  - b. Stay at home so that I can't make it dirty
  - c. Watch the people work in order to learn
  - d. Ignore the people

[A] Comprehension  
Exercise A<sub>1</sub> [ ]

### AN OFFICE WORKER

Mrs. Francisco works in an office. She lives in Marikina. She wakes up at five o'clock in the morning. She leaves the house before six o'clock. She looks to the left and to the right before crossing the street to the bus stop. She goes home after five O'clock in the afternoon. She cooks supper after watering the plants. She goes to bed after saying the prayer with her family.

(Original)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 73

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Where does Mrs. Francisco work?
 

a. in an office	c. in the dental office
b. in the municipal office	d. in the DENR clinic
2. Where does she live?
 

a. Parang	b. Parisol	c. Marikina	d. Parañaque
-----------	------------	-------------	--------------
3. What time does she wake up?
 

a. at 2 o'clock A.M.	c. at 5 o'clock A.M.
b. at 3 o'clock A.M.	d. at 6 o'clock A.M.
4. When does she leave the house?
 

a. before five O'clock	c. before seven O'clock
b. before six O'clock	d. before four O'clock

5. What does she do before crossing the street?
  - a. She looks to the left only.
  - b. She looks to the right only.
  - c. She looks to the left and to the right.
  - d. She looks to any side of the street.
6. Why does she look to the left and right before crossing the street?
  - a. to see if crossing the street is safe
  - b. to see if she has friends around
  - c. to see the beautiful gardens around
  - d. to see the parks in both sides.
7. What time does she go home?
  - a. after four o'clock PM
  - c. after six o'clock PM
  - b. after five o'clock PM
  - d. after seven o'clock PM
8. What does she do after watering the plants?
  - a. She cooks supper.
  - c. She cooks breakfast.
  - b. She cooks dinner.
  - d. She cooks for the snack.
9. Where does she go after saying their family prayer?
  - a. She goes to the kitchen.
  - c. She goes to the yard.
  - b. She goes to bed.
  - d. She goes to the sala.
10. What word can you best describe Mrs. Francisco?
  - a. brave
  - b. tired
  - c. busy
  - d. social

[A] Comprehension  
Exercise A<sub>1</sub> < >

### PETS

"My pet can bark. It guards our house," said Pablo.  
"My pet lives in a cage. It has brightly colored feathers.  
It can sing" Paula said. "Mine has soft hair. It walks  
lightly. It catches mice," Nena said. "I have three pets.  
One bark, another catches mice and the other lives in a  
cage," Merly said. "What a good idea if our teacher will  
tell us to bring our pets to school," said Nardo.

(Original)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 74

Directions: Read the question carefully. Write only the  
corresponding letter of your chosen answer.

1. What were the children talking about?
 

a. Pets	c. mouse
b. insects	d. dogs
2. Who said this "My Pet lives on a cage"?
 

a. Nardo	c. Paula
b. Pablo	d. Nena
3. Who said, "My pet can bark. It guards our house"?
 

a. Nardo	c. Nena
b. Pablo	d. Paula

4. What kind of pet does Pablo have?
  - a. bird
  - b. cat
  - c. dog
  - d. rabbit
5. Whose pet catches mice?
  - a. Pablo
  - b. Merly
  - c. Paula
  - d. Nena
6. Who has 3 pets?
  - a. Pablo
  - b. Paula
  - c. Merly
  - d. Nena
7. How many children were talking about their pets?
  - a. three
  - b. four
  - c. five
  - d. six
8. What good idea did Nardo tell his friends?
  - a. to play with the pets
  - b. to take care of the pets
  - c. to bring their pets to the playground
  - d. to bring the pets to school
9. What is the best word to describe the children?
  - a. Animal friends
  - b. Animal masters
  - c. Animal hunters
  - d. Animal enemies
10. Why should you describe them so?
  - a. because they cage their pets
  - b. because they feed their pets
  - c. because they are cruel to their pets
  - d. because they love their pets

[A] Comprehension  
Exercise A<sub>1</sub> ( )

AN EVENING IN CALOMBAYAN

It was one October evening. The people of Calombayan were standing by their doorsteps. They were talking about the strong typhoon and their rice that was carried away by the flood. They were talking about the bad years that was ahead of them. All at once the queerest sound seemed to come out from the bamboo stump, and there coming up from the stump was a strange little creature the people had ever seen. They remember that the creature appeared also many years before and it brought them misfortune. They sighed as they were looking at the creature.

(Original)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 98

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Where did the story happen?
 

a. in the village	c. in the mountain
b. in Calombayan	d. in the river
2. When did it happen?
 

a. One sunny October	c. One October day
b. One October evening	d. One October morning.

3. What were the people doing that time?
  - a. standing and laughing by their door steps.
  - b. standing and talking by their door steps.
  - c. standing and praying by their door steps.
  - d. standing and crying by their door steps.
4. What were they talking about?
  - a. About the strong typhoon and the bad years ahead.
  - b. About the strong creature and bad years it brings.
  - c. About the strange sound and the bad years it tells.
  - d. About the strong winds and the bad years ahead.
5. What did they hear while talking?
  - a. a cracking sound
  - b. a loud sound
  - c. a queer sound
  - d. a soft sound
6. From where did the queerest sound come?
  - a. from the farm
  - b. from the small house
  - c. from the bamboo stump
  - d. from the big room
7. What came out from the stumps?
  - a. strange little creature
  - b. strange giant
  - c. strange white ghost
  - d. strange mermaid
8. Who have seen the strange little creature?
  - a. people selling fish
  - b. people talking about strong typhoon
  - c. people talking about the coming fiesta
  - d. people planting rice.

9. The appearance of the little creature was a sign of?
- a. a prosperous year ahead
  - b. a good luck
  - c. misfortune to come
  - d. a coming storm or typhoon
10. What did the people feel when they saw the strangest little creature?
- a. The people felt happy.
  - b. The people felt angry.
  - c. The people felt frightened.
  - d. The people felt sad and worried

[A] Comprehension  
Exercise A2 [ ]

TELLING ABOUT CELEBRATION

In many parts of our country, the town fiesta is a happy occasion for everybody in the community.

Like, the people of Catbalogan, Samar, they celebrate their town fiesta on August 24. They prepare many things to make the celebration a success.

During the fiesta the people attend to the visitors at home. They serve their delicious food. A parade march around the town. There are games played and dances in the plaza. Everybody enjoys the fiesta.

(Original)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 75

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What do the people of Catbalogan, Samar celebrate just like others in many parts of our country?
 

a. Thanksgiving Fiesta	c. Town Fiesta
b. Freedom Fiesta	d. Barrio Fiesta
2. When is it held?
 

a. September 24	c. October 24
b. August 24	d. November 24

3. What make the celebration a success?
  - a. They prepared many things.
  - b. They prepared lanterns.
  - c. They prepared toys.
  - d. They prepared games.
4. How do they treat visitors?
  - a. They just attend the meeting in the school.
  - b. They just attend the wedding in the church.
  - c. They just attend to the visitors at home.
  - d. They just attend the baptism of neighbors.
5. What do they serve their visitors?
  - a. hard drinks
  - b. delicious food
  - c. sweet candies
  - d. root crops
6. What marches around the town?
  - a. a drummer boy
  - b. a band
  - c. a circus
  - d. a parade
7. What do they see in the plaza?
  - a. games and dances
  - b. contest and games
  - c. amateur contest
  - d. basketball
8. What do they do to enjoy themselves?
  - a. They watch games and dances.
  - b. They watch TV.
  - c. They watch the show.
  - d. They attend the blowout.

9. If you are a Catbaloganon will you intertain your visitors?
- a. sometimes
  - b. yes
  - c. no
  - d. maybe
10. How will you intertain them? why?
- a. give snacks and show them around
  - b. give hard drinks the whole day
  - c. give food and leave them
  - d. hide from them

[A] Comprehension  
Exercise A<sub>2</sub> < >

### PIGLETS OF MOTHER

One day father told the children that mother pig has five baby piglets in the pig pen. Three were white and two were black. Pio and Tirso had fun taking care of the piglets. They fed them once in the morning and once in the afternoon. They cleaned the pig pen everyday. "A dirty pen may make the piglets sick," said Tirso. "Let us make a canal around the pig pen to avoid stagnant water", said Pio.

(Original)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 76

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What did father tell his children one day?
  - a. that mother pig has baby piglets
  - b. that mother pig has a flower garden
  - c. that mother pig has a vegetable garden
  - d. that mother pig has baby cats
2. The word piglet means
  - a. A big black pig
  - b. A small white mother pig
  - c. A baby pig
  - d. a cute pig

3. Who were these children?
  - a. Pio and Leo
  - b. Pio and Tirso
  - c. Pio and Teo
  - d. Pio and Deo
4. How many baby piglets had mother pig?
  - a. six baby pigs
  - b. five baby pigs
  - c. four baby pigs
  - d. eight baby pigs
5. What color were the hairs of the piglets?
  - a. one was black and four were white
  - b. three were white and two were black
  - c. all were black none was white
  - d. all were white none was black
6. How did the children feel when they learned of the piglets.
  - a. worried
  - b. happy
  - c. afraid
  - d. angry
7. How did the children take care of the piglets
  - a. cleaned the pig pen in the morning
  - b. cleaned the pig pen once a day
  - c. cleaned the pig pen every day
  - d. cleaned the pig pen when they like
8. How many times did they feed the piglets?
  - a. they fed them once in the morning and once in the afternoon.
  - b. they fed them once in the afternoon once at noon
  - c. they fed them once at noon and once in the evening
  - d. they fed then once in the morning and once in the afternoon

9. What could have happened to the piglets if the pig pen was dirty?
- a. the piglets could have been angry
  - b. the piglets could have been noisy
  - c. the piglets could have been sick
  - d. the piglets could have been happy
10. If you were one of the children, how would you take care of your pet piglets? Why?
- a. I will clean his pen, feed him two times a day because I want it healthy and fat.
  - b. I will tie it to his clean pen, feed it many times, because I want it to grow big.
  - c. I will bath it, feed it every hour because I want it to grow cute.
  - d. I will brush its teeth and clean his ears and pen because I want it to grow healthy and fat.

[A] Comprehension  
Exercise A2 ( )

### THE FINAL TEST

The class of Mrs. Reyes is composed of unusually bright children.

In two weeks time, the final test will be given. Carlito studied hard. He wanted to pass the test and to get the highest grade in all subjects. Two days later, the test results were announced. Carlito was overjoyed when his grades were announced. Mrs Reyes was so happy about the result of the test. It was a memorable day for Mrs. Reyes and Carlito.

(Original)

\*\*\*\*\*

Comprehension Check Up

No. of Words: 76

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Who has a class of unsually bright children?
 

a. Mrs. de los Reyes	c. Mrs. Reyes
b. Mrs. Los Reyos	d. Mrs. de Reyes
2. The children in the class were not just ordinary bright but specially bright, so they have an unsually bright class. Unusually means?
 

a. a familiar	c. dull
b. unfamiliar	d. extraordinary

3. Who was one of these unusually bright children?
  - a. Carlos
  - b. Carla
  - c. Carlota
  - d. Carlito
4. What did Carlito do to prepare for an activity the next two weeks?
  - a. study well
  - b. work well
  - c. clean well
  - d. dress well
5. Why did Carlito study hard?
  - a. To get high grades.
  - b. To get an honor.
  - c. To get a ribbon.
  - d. To get respect.
6. What is to come the next week?
  - a. a final dance
  - b. a final contest
  - c. a final program
  - d. a final test.
7. Why was Carlito happy?
  - a. He got failing grades in all subjects.
  - b. He got the highest grade in all subjects.
  - c. He got high grades in some test and low in only one.
  - d. He got low grades in the test.
8. Why did he get high grades in all subjects?
  - a. He studied well in all the subjects.
  - b. He copied the answers from his notes.
  - c. He cheated during the test.
  - d. He is the teacher's friend.

9. If you were Carlito what will you do when a test is near?
- a. work well
  - b. read well
  - c. cheat well
  - d. study well
10. Why should you study hard for a test?
- a. to pass and get good grades.
  - b. to pass and be absent after the test.
  - c. to pass and ask gift from father.
  - d. to pass and tell others about it.

[A] Comprehension  
Exercise A3 [ ]

### A SHOE SHINE BOY

Mario wanted to buy a gift for his Mother who was celebrating her birthday the coming week. Mario could not buy a gift because he had not kept any money. Suddenly he thought of a way. After his classes in the afternoon, he would stay outside their house to shine shoes. Many passersby came to him to have their shoes cleaned. In a week's time, Mario was able to buy a nice gift for his mother.

(Original)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 76

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Who wanted to buy a gift?  
a. Maria      b. Mario      c. Marla      d. Marly
2. Why did Mario want to buy a gift?  
a. It was his brother's birthday.  
b. It was his father's birthday.  
c. It was his mother's birthday.  
d. It was his sister's birthday.

3. When was mother's birthday?
  - a. the following day
  - b. the following month
  - c. the coming week
  - d. the coming hour
4. What was Mario's problem?
  - a. He had no shoes for the birthday party.
  - b. He had no money for the birthday gift.
  - c. He had no pants for the birthday party.
  - d. He had no polo for the birthday party.
5. How did he earn the money?
  - a. By shining shoes
  - b. By repairing a pair of shoes
  - c. By selling bottles and old magazines
  - d. By selling vegetables
6. Where do you think did he shine shoes?
  - a. in their backyard
  - b. outside their house
  - c. under their house
  - d. in their kitchen
7. How do you think did he feel upon knowing that he had saved enough money?
  - a. He felt happy.
  - b. He felt afraid.
  - c. He felt surprised.
  - d. He felt sad.
8. Was he able to buy his gift?
  - a. yes
  - b. No
  - c. Maybe
  - d. I don't know

9. Do you agree with what Mario did? Why?
  - a. No, because he was foolish for shining shoes.
  - b. Yes, because he was happy to do it.
  - c. No, because giving a gift is not important.
  - d. Yes, because he was able to solve his problem
10. If your mother's birthday is near how would you feel if you can give her a gift? Why?
  - a. Happy, because I can make mother happy.
  - b. Nothing, because giving gifts is useless.
  - c. Sad, because I will spend my money.
  - d. Worried, because mother might not like it.

[A] Comprehension  
Exercise A3 < >

### A BEAUTIFUL CUSTOM TO REMEMBER

The Japanese have a beautiful custom of remembering the dead. First, they visit the temple and the priest, to show their respect. The priest serves them tea and cake. Then he walks with them to the graves. The boys go along carrying a bucket of water with a bamboo dipper. They bow to the graves and pour water over the base of the tall gravestones. The custom is known as memory pourings.

(Adapted: Evaluative Materials for Grade III p 4.)  
\*\*\*\*\*  
Comprehension Check Up No. of Words: 77

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What beautiful custom had the Japanese?
  - a. Custom of remembering the dead.
  - b. Custom of remembering the past.
  - c. Custom of remembering birthday
  - d. Custom of remembering the elders.
2. What is the first thing the Japanese do when they visit their dead?
  - a. They visit the temple to show their respect to the priest
  - b. They visit the temple to light candles on the altar.
  - c. They visit the temple to give alms for the church.
  - d. They visit the temple to sing with the church choir

3. How do Japanese show respect to their priest?
  - a. The Japanese kiss the hands of the priest.
  - b. The Japanese kiss the forehead of the priest.
  - c. The Japanese kiss the checks of the priest.
  - d. The Japanese visit the temple and the priest.
4. How does the priest show that he cares for the Japanese?
  - a. The priest offers the Japanese a glass of wine.
  - b. The priest serves the Japanese an ice cream.
  - c. The priest serves the Japanese a cup of tea and cakes
  - d. The priest offers the Japanese some candles.
5. Why do boys carry with them water and bamboo dipper.
  - a. To pour water over the base of the temple
  - b. To pour water over the base of the tall gravestones
  - c. To pour water over the base of the church
  - d. To pour water over the base of the house.
6. Why do they bow to the graves and pour water over the base of the tall grasses
  - a. To remember the dead.
  - b. To remember the heroes.
  - c. To remember the priest.
  - d. To remember their parents.
7. How do they call their custom?
  - a. Memory watering
  - b. Memory sharing
  - c. Memory pouring
  - d. Memory serving

8. How do they use water for the gravestones?
  - a. They use the water to wash the gravestone.
  - b. They use the water to sprinkle over the grass.
  - c. They use the water to sprinkle over the gravestone.
  - d. They use the water to wash the feet of the priest.
9. Do you like the Japanese custom? Why?
  - a. Yes, because they respect the dead.
  - b. Yes, because the priest serves tea and cake.
  - c. Yes, because they use water to pour over the gravestone.
  - d. Yes, because they like the priest.
10. In remembering the dead which of this steps is done first
  - a. Walk to the grave.
  - b. Visit the temple and the priest.
  - c. Bow to the graves.
  - d. Pour water over the gravestone.

[A] Comprehension  
Exercise A3 ( )

### A HELPING HAND

It was raining hard. The children were walking home from school.

Pak! A girl fell on the slippery street. Her books and other things were scattered around. Her dress was muddy.

"Ha! ha! ha!" laughed some big boys. "Did you catch a big fish" "they teased her.

Hurriedly, Lorna helped the girl to get up and gather her things.

"Are you hurt?" she asked. "Not much", replied the girl. "How kind of you to help me", she said.

(Original)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 78

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer..

1. What kind of a day was it, when the children were walking home?
  - a. sunny day    b. rainy day    c. cloudy day    d. stormy day
2. What happened to a girl?
  - a. She fell on the slippery street.    c. She fell down.
  - b. She fell into the canal.    d. She was out of balance.
3. Who teased the girl?
  - a. old man    b. small boys    c. big boys    d. big girls

4. Who helped the girl to get up? .
  - a. Ana
  - b. Lorna
  - c. Sisa
  - d. Gina
5. What was the feeling of the girl when she was helped by Lorna?
  - a. She was thankful
  - c. She was angry
  - b. She was sad
  - d. She was frightened
6. If you were the girl, what would you say to Lorna?
  - a. Thank you
  - c. I don't need you
  - b. Go Away!
  - d. You are a bad girl.
7. What best word can you describe Lorna?
  - a. boastful
  - b. helpful
  - c. dreadful
  - d. harmful
8. What best word can you describe the big boys?
  - a. helpful
  - b. loving
  - c. unkind
  - d. kind
9. If you were there, will you do what Lorna did or what the big boys did? Why?
  - a. I will do what Lorna did because the girl needs help.
  - b. I will do what the boys did because the girl looked funny.
  - c. I will do what Lorna did so that the girl will pay me.
10. What else will you do?
  - a. I will do what Lorna did so that the girl will get mad at me.
  - b. I will do what the big boys did because I am better than the girls.
  - c. I will do what Lorna did as a good christian
  - d. I will not do what Lorna did in helping the girl.

[A] Comprehension  
Exercise A<sub>4</sub> [ ]

### THE FOX AND THE GRAPES

One day a hungry fox went searching for food. Soon he saw ripe grapes at the top of a tree that grew along a high wall.

The fox decided to eat the grapes. But no matter how high the fox stretched and jumped, he could not reach the ripe grapes that grew at the top of the vine.

After much struggling, the fox turned away mumbling to himself, "Those grapes are sour. I really don't want them."

(Adapted from Aesops Fable)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 78

Directions: Read the question carefully. Write only the corresponding letter of your chosen correct answer.

1. Who went out searching for food one day?
  - a. Mr. pig      b. Mr. fox      c. Mr. cow      d. Mr. dog
2. What did the fox see during his search?
  - a. ripe grapes                      c. vine
  - b. sour grapes                      d. fruits
3. What did he decide to do with it?
  - a. burn it      b. eat it      c. watch it      d. buy it

4. Was he able to eat the grapes?
  - a. I dont know
  - b. maybe
  - c. No
  - d. Yes
5. Why couldn't he eat it?
  - a. They grew under the vine.
  - b. They grew behind the wall.
  - c. They grew at the top of the vine.
  - d. They grew fast.
6. What did the fox do because he could not get the grapes?
  - a. howled fiercely
  - b. went away
  - c. called for help
  - d. just stayed under the vine
7. What did he say about it because he could not get the fruits?
  - a. They're delicious.
  - b. They're small.
  - c. They're sour.
  - d. They're bitter.
8. What is the moral lesson of the fable?
  - a. People say something bad if they can't have what they want.
  - b. People say that grapes at the top of the vine are sour.
  - c. People say that we pick grapes at the right time.
  - d. People say that grapes are rare.
9. If you cannot do what you want, what do you do?
  - a. cry
  - b. stay near it
  - c. stay away
  - d. do somthing about it

10. The saying "sour grapes" means.
- a. saying something bad for not getting what he wanted.
  - b. saying nice things for getting what he wanted.
  - c. seeking help from others for not getting what he wanted.
  - d. receiving a gift for getting what he wanted.

[A] Comprehension  
Exercise A<sub>4</sub> < >

### A DAY ON THE BEACH

Our country is surrounded by many seas and other bodies of water. Along the seashore there are clean and beautiful beaches.

One Sunday, Perla, Lorna and Tina went to the beach. They brought rice cakes, sandwiches, and orange juice. They ate their lunch on the beach and spent the day gathering seashells, corals and wild stones. They built sand castles on the seashore. Tina brought a camera and took many pictures. What a beautiful day on the beach.

(Adapted: Doing Right pp. 161-163)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 79

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What surrounds our country?
  - a. parks and beaches
  - b. seas and bodies of water
  - c. swamps and hills
  - d. parks and gardens
2. What do we have along the sea shore?
  - a. beaches    b. resorts    c. parks,    d. Zoo

3. Who went to the beach?
  - a. Perla, Lorna, and Tina
  - b. Emma, Perla and Lorna
  - c. Jose, Lorna and Joy
  - d. Fred, Perla and Tina
4. When did they go to the beach?
  - a. Monday
  - b. Sunday
  - c. Friday
  - d. Tuesday
5. What did they bring to the beach?
  - a. rice cakes, sandwiches, juice, camera
  - b. sandwiches, candy, wine. juice
  - c. sandwiches, bread and camera.
  - d. sandwichès, water and juice.
6. What did they do in the beach?
  - a. dance, swim, play
  - b. swim, sing, dance
  - c. eat, gather shells, corals stones
  - d. build a cabin
7. How long did they stay at the beach?
  - a. They stayed three days at the beach.
  - b. They stayed two days at the beach.
  - c. They stayed a day at the beach.
  - d. They stayed four days at the beach.

8. What did they gather in the beach?
- a. They gathered wood, coral and flowers in the beach.
  - b. They gathered seaweeds, wood and shells in the beach.
  - c. They gathered sticks, shells and corals in the beach.
  - d. They gathered seashells, corals and stones in the beach.
9. How would you spend a day in the beach? Select one which you can do.
- a. swim, eat, play
  - b. study, work, cook
  - c. dance, sleep, sing
  - d. write, read, eat
10. Which place do some people go for a picnic?
- a. library
  - b. moviehouse
  - c. beaches
  - d. Church

[A] Comprehension  
Exercise A<sub>4</sub> ( )

### PEPITO'S PASSBOOK

Sta. Rosa Elementary School is celebrating thrift week. The student shall read stories and recite poems about developing the habit of thrift. The winning slogan is "Save Today so Tomorrow You Won't Borrow".

The students are giving reports on how they were able to save money.

It is Pepito's turn to report. He showed his passbook and says, "This is my passbook I have already saved twenty pesos." I bring sandwich and juice for recess so I won't spend my allowance."

(Original)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 81

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What is Sta. Rosa Elem School celebrating?
  - a. Clean - up week
  - b. Nutrition Week
  - c. Thrift week
  - d. Family week
2. What slogan won in the contest?
  - a. Cleanliness is next to Godliness
  - b. Save today so tomorrow you won't Borrow
  - c. A thrifty child have a bright future
  - d. Thriftiness is good

3. What activities will they have that is connected to the slogan?
  - a. read and recite poems of courage.
  - b. read and recite poems of kindness.
  - c. read and recite poems of joys.
  - d. read and recite poems of thriftiness.
4. What are they expected to report?
  - a. How they were able to earn money.
  - b. How they were able to save money.
  - c. How they were able to find money.
  - d. How they were able to ask for money.
5. Who reported that he has a passbook?
  - a. Pedro
  - b. Pepito
  - c. Sario
  - d. Victorio
6. How did Pepito save his money
  - a. He brought ice-cream for recess.
  - b. He brought fried banana for recess.
  - c. He brought sandwich and juice for recess.
  - d. He brought candies for recess.
7. How much money did Pepito save?
  - a. twenty pesos
  - b. twenty - five pesos
  - c. fifteen pesos
  - d. ten pesos

8. How do you save your money?
- a. drop in any store
  - b. deposit in the bank
  - c. drop in a hole on a bamboo post
  - d. keep it in my bag
9. Why do you save money?
- a. to prepare for time of need
  - b. to save for the movies
  - c. to save for the candies
  - d. to save for a new dress
10. How do you call a child who can save money?
- a. kind
  - b. brave
  - c. thrifty
  - d. proud

[A] Comprehension  
Exercise A5 [ ]

**MAYUMI AND BAYANI**

Once there were two tribes whose kingdom was divided only by a wide river. The King on the land North of the river had a beautiful daughter named Mayumi, while the King in the land South had also a brave and handsome son named Bayani.

Both Kings have hated each other but fate played a trick on them. Mayumi and Bayani fell so madly in love with each other to which both parents very much opposed. So, they meet secretly in the forest.

(Adapted: Evaluative Materials for Grade III p. 8)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 82

Directions: Read the question carefully. Write only the corresponding letter of your correct answer.

1. What divides the two kingdom?
  - a. mountain      b. seas      c. river      d. brook
2. What was the relationship of the two Kings?
  - a. good friends      c. very old
  - b. best enemies      d. very kind
3. Who is the child of the King of the Northern land?
  - a. Madumi      b. Malumi      c. Mayumi      d. Mahinhin

4. Who is the child of the Southern land?  
a. Malakas      b. Bayani      c. Magiting      d. Balani
5. Where did Mayumi live?  
a. in the land north      c. in the land East  
b. in the land South      d. in the land West
6. Where did Bayani live?  
a. in the land north      c. in the land east  
b. in the land south      d. in land the west
7. What trick did fate played on the two kings?  
a. Mayumi and Bayani quarreled.  
b. Mayumi and Bayani met.  
c. Mayumi and Bayani fell in love  
d. Mayumi and Bayani got lost.
8. Where did Mayumi and Bayani meet secretly?  
a. in the forest      c. in the sea shore  
b. in the garden      d. in the backyard
9. Although the king fathers of Bayani and Mayumi hated each other, what kind of feelings Bayani and Mayumi have shown each other.  
a. love each other  
b. hate each other  
c. do not know each other  
d. despise each other.

10. If you were the father of Mayumi or Bayani would you let them marry? Why?
- a. Yes, because they must be happy.
  - b. No, because their fathers are enemies so the childrens must also be enemies.
  - c. Yes, because I love my child.
  - d. No, because the child might be harmed.

[A] Comprehension  
Exercise A<sub>5</sub> < >

### THE DISOBEDIENT BOY

It was raining very hard one early Saturday morning. Before Mother left for the market, she told Ben not to go out and play.

"Come Ben, it's fun to play in the rain," called Lito when he saw Ben at the window. Ben went down hurriedly. "I'll play just for a short time while mother is in the market," he thought.

That night mother watched Ben as he lays in bed with high fever. "I'm sorry, mother," Ben said. "I should have obeyed you."

(Original)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 84

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What day was that when there was a heavy rain?  
a. Monday    b. Saturday    c. Sunday    d. Tuesday
2. To where did Mother go that morning?  
a. market    b. store    c. grocery    d. canteen
3. What did mother tell Ben?  
a. not to sleep and eat    c. not to work and play  
b. not to go out and play    d. not to talk and sleep

4. Where did Ben stay after mother left?
  - a. at the door
  - b. at the porch
  - c. at the window
  - d. at the gate
5. Who called ben to play?
  - a. Benny
  - b. Lito
  - c. Litlit
  - d. Bonny
6. What did Lito and Ben do in the rain?
  - a. played in the rain
  - b. walked in the rain
  - c. danced in the rain
  - d. jumped in the rain
7. What happened to Ben after playing in the rain?
  - a. Ben got sick.
  - b. Ben got tired
  - c. Ben got angry
  - d. Ben got scolded
8. What did Ben say to his mother?
  - a. I should have played all day.
  - b. I should have worked all day.
  - c. I should have shouted at you.
  - d. I should have obeyed you.
9. What best word can you describe Ben?
  - a. naughty
  - b. good
  - c. disobedient
  - d. weak
10. If you were Ben, would you disobey your mother? why?
  - a. No, because it is better to obey so that no harm will come.
  - b. No, because mother will punish me.
  - c. Yes, because it is fun to play in the rain.
  - d. Yes, because my friend is inviting me.

[A] Comprehension  
Exercise A5 ( )

### ONE MOONLIGHT NIGHT

The moon was big and bright. The children played under the moonlight. They played "Hide and Seek". Mario hid behind the acacia tree. Andres behind some bushes. Isabel hid behind a pile of hollow blocks. Rita hid behind some banana plants. Edmund looked around but saw no one. Just then someone move behind the bushes. Edmund ran to see who it was and found Andres. "One, two, three!" he said. "Now you are the "It", Andres. The children played and played. How happy they were.

(Adapted: Evaluative Materials in English III p.7  
\*\*\*\*\*  
Comprehension Check Up No. of Words: 86

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What kind of night was there?
  - a. rainy night                      c. warm night
  - b. dark night                      d. moonlight night
2. How many children were playing that night?
  - a. two              b. three              c. four              d. five
3. Where did the children play?
  - a. under the sun                      c. under the rain
  - b. under the moonlight              d. under the snow

4. What game did the children play?
  - a. Hide and seek
  - b. Jump and spine
  - c. Cat and Mouse
  - d. skipping rope
5. Who was the "It" ?
  - a. Andres
  - b. Edmund
  - c. Mario
  - d. Rita
6. Whom did Edmund find behind the bushes?
  - a. Isabel
  - b. Rita
  - c. Andres
  - d. Mario
7. Who became the next "It"?
  - a. Isabel
  - b. Andres
  - c. Rita
  - d. Edmund
8. How did the children feel while playing?
  - a. tired
  - b. sleepy
  - c. happy
  - d. dizzy
9. Would you play "Hide and Seek" under the moonlight? Why?
  - a. Yes, because it is fun.
  - b. No, because it is fearful.
  - c. Yes, because I can hide very well.
  - d. Yes, because I want to be "it".
10. How would you play "Hide and Seek"?
  - a. Playmates hide and the "it" look for them. The first one to be found will become the next "it".
  - b. Playmates look for each other and every finder gets a score.
  - c. Two groups play. A group that find a member of the opposite group gets a score.
  - d. The "it" hides, while the playmates look for him.

[A] Comprehension  
Exercise A<sub>6</sub> [ ]

### A RAINY DAY

It was a rainy day. The children couldn't go out to play. So Lucy, Zeny and Perla stayed in the house.

"Let us cut out paper fruits for our store", said Lucy.

So the girls got their papers, scissors and crayons. Lucy cut out 5 apples. She colored them red. Zeny cut out 6 mangoes. She colored them yellow. Perla cut out 4 guavas. She colored them green. Then they counted their paper fruits.

"Now we have many pretty paper fruits for our store:", Perla said.

(Adapted: Evaluative Materials in English III p.4)  
\*\*\*\*\*  
Comprehension Check Up No. of Words: 86

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What kind of day it was?  
a. sunny      b. rainy      c. bright      d. stormy
2. Where did the children play?  
a. outside the house  
b. inside the house  
c. under the house  
d. on the roof of the house

3. What did they play?
  - a. They played hide and seek.
  - b. They played cat and mouse.
  - c. They play paper cutting
  - d. They play pussy wants a corner.
4. What did Lucy cut out?
  - a. five apples
  - b. six mangoes
  - c. four mangoes
  - d. three bananas
5. What color did she use?
  - a. green
  - b. blue
  - c. red
  - d. yellow
6. What did Zeny cut out?
  - a. three bananas
  - b. five apples
  - c. four guavas
  - d. six mangoes
7. How did she color them?
  - a. colored them green
  - b. colored them red
  - c. colored them yellow
  - d. colored them blue
8. Who cut out four guavas?
  - a. Lucy
  - b. Zeny
  - c. Perla
  - d. Linda
9. What color will you use for a ripe guava?
  - a. green
  - b. red
  - c. blue
  - d. yellow
10. How many paper fruits did they cut in all?
  - a. ten
  - b. twelve
  - c. fifteen
  - d. fourteen

[A] Comprehension  
Exercise A<sub>6</sub> < >

THE LION AND THE MOUSE

Once when a lion was asleep, a little mouse that was running about woke him. The lion placed his huge paw on the mouse and opened his mouth to eat him.

"Forgive me and I shall never forget it," cried the mouse. The lion let him go. Sometimes later the lion was caught by some hunters who imprisoned him in a trap.

The little mouse was passing by, and seeing the lion in a trap, went up and untied the ropes that bound the King of Beast.

(Adapted: Aesops Fable p. 153)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 89

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What was the lion doing?

- |             |           |
|-------------|-----------|
| a. hunting  | c. hiding |
| b. sleeping | d. crying |

2. What was the mouse doing?

- |                  |            |
|------------------|------------|
| a. running about | c. walking |
| b. snoring       | d. kicking |

3. What did the lion do to the mouse when it woke him from sleep?
  - a. ate it
  - b. caught it
  - c. scolded it
  - d. let him go
4. Why did the lion let the mouse go?
  - a. The mouse promised not forget what the lion did.
  - b. The mouse promised to bite the hunter.
  - c. The mouse promised to cut the hunter's knit.
  - d. The mouse promised to look for the hunter.
5. What happened to the lion one day?
  - a. got caught by fisherman
  - b. got caught by hunters
  - c. got killed by hunters
  - d. got trapped by monkeys
6. How did the mouse help the lion later?
  - a. by waking him up before the hunter came
  - b. by biting the hunter
  - c. by cutting with his teeth the ropes around the lion
  - d. by bringing him some ropes
7. What is the moral lesson of the fable?
  - a. A good deed is rewarded.
  - b. Help one another.
  - c. Little animals should help big animals.
  - d. If there is cooperation there is progress.

8. If you were the lion would you release the mouse?
- a. Yes, because he is very small to be eaten.
  - b. Yes, because I will pity him.
  - c. Yes, because I want to make friends.
  - d. Yes, because I do not want to kill him.
9. If you were the mouse would you help the lion?
- a. Yes, because I owe him a favor.
  - b. Yes, because one must help one in need.
  - c. Yes, because the lion is crying.
  - d. Yes, because he is a friend.
10. What is the title of the story?
- a. The Cat and the Mouse.
  - b. The Bird and the Cat
  - c. The Lion and the Mouse
  - d. The Cat and the Lion



3. What was the children's purpose in going to the library?
  - a. to do research for their reports
  - b. to reads some books
  - c. to copy a poem
  - d. to recite a poem
4. About what did Nilo and Edwin read?
  - a. Nilo and Edwin read about cats.
  - b. Nilo and Edwin read about earth.
  - c. Nilo and Edwin read about boxing.
  - d. Nilo and Edwin read about birds.
5. About what did Marissa read?
  - a. Marissa read about kittens.
  - b. Marissa read about toys.
  - c. Marissa read about dolls.
  - d. Marissa read about colors.
6. What feeling did everyone have at the library?
  - a. Everyone had uncomfortable time at the library
  - b. Everyone had a sad time at the library
  - c. Everyone had a fearful time at the library
  - d. Everyone had a nice time at the library
7. What book did Edgar like to read?
  - a. about dolls
  - b. about the earth, the sun, the moon and the stars.
  - d. about cats
  - e. About science



[A] Comprehension  
Exercise A7 [ ]

### OBEDIENCE

Mary had a slight fever. Mary felt very bad. Her mother asked her to stay home for fear that her cold would become worse. Her mother said it was better for her to stay home at least for a day. She wanted to go to school especially because she finished most of her assignments the night before.

Her teacher learned about Mary's condition. She told Mary that she would miss less of their lessons by staying home for one day. Mary followed the advice of her parents and teacher.

(Original)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 89  
Directions: Read the question carefully. Write only the  
corresponding letter of your chosen answer.

1. What happened to Mary?

- |                           |                          |
|---------------------------|--------------------------|
| a. Mary had a fever       | c. Mary had a toothache  |
| b. Mary had a stomachache | d. Mary had a stiff neck |

2. Why did Mary's mother ask her to stay home?

- because Mary's cold become worse.
- because Mary's cold might become bad
- because Mary's cold might cause fever
- because Mary's cold might be caught by her brother and sister.

3. What did her teacher say about Mary's absence
  - a. She will be able to go to the picnic if she will not go to school.
  - b. It was better for Mary to stay and wash the clothes.
  - c. It was better for Mary to stay and scrub the floor.
  - d. She would miss less of her lessons if she stays home for one day.
4. What does the teacher mean with what she told Mary?
  - a. It is good that Mary will be absent so she will miss her lessons
  - b. To be absent because she is sick.
  - c. To be absent for a day and get well soon he will miss only few lessons?
  - d. To be absent when sick will make her miss only few lessons
5. Why did Mary want to go to school?
  - a. She wanted to play with her classmates.
  - b. She wanted to join the contest.
  - c. She finished most of her assignments the night before.
  - d. She finished reading the book.
6. What good thing did Mary do?
  - a. She followed the advice of her parents and teacher.
  - b. She followed the advice of her brother and sisters.
  - c. She didn't follow the advice of her parents.
  - d. She didn't follow the advice of her sister.

7. If you were Mary would you stay home? Why?
- a. Yes, because I want to get well soon.
  - b. Yes, because I will be given special food.
  - c. Yes, because I will be free from school work.
  - d. Yes, because I will have a vacation.
8. What will you do if you are sick and at home?
- a. I will rest and pray.
  - b. I will watch TV and sleep.
  - c. I will read and sing.
  - d. I will call friends by phone.
9. Whom will you best consult when you are sick?
- a. mother
  - b. doctor
  - c. teacher
  - d. hunter
10. What do you call a child who obeys the advices of elders?
- a. disobedient
  - b. dishonest
  - c. obedient
  - d. courteous

[A] Comprehension  
Exercise A7 < >

**BAGUIO A BEAUTIFUL CITY**

Baguio is a beautiful mountain city in the Philippines. People like to go to this wonderful place especially during summer. They want to enjoy its cool mountain air. Baguio offers a lot of fun like boating in the man-made lagoon, exploring the crystal cave, viewing the panoramic Mines View Park or shopping at the Baguio City Market. There are flowers blooming everywhere, and you will surely like the scent of pine trees in the air. Come to Baguio. You will surely find a perfect place away from home.

(Adapted: Evaluation Materials in English III p.1)  
\*\*\*\*\*  
Comprehension Check Up No. of Words: 89

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What is the beautiful mountain city in the Philippines?
 

a. Zamboanga	c. Quezon City
b. Baguio	d. Paríaque
2. What makes the people enjoy in Baguio City?
 

a. its cool mountain air	c. its warm mountain
b. its foggy air	d. its drizzling climate
3. What fun does Baguio offer in the manmade lagoon?
 

a. hunting	c. boating
b. fishing	d. swimming

4. What do they do at Crystal Cave?
  - a. hunt
  - b. explore
  - c. discover things
  - d. paint
5. What can one see at Mines View Park?
  - a. Panoramic view
  - b. Zigzag road
  - c. Crystal clear waters
  - d. giant pine trees
6. What can one do at Baguio City market?
  - a. sell food
  - b. shop
  - c. watch natives
  - d. eat
7. What kind of trees give scents to the place?
  - a. Narra trees
  - b. Lauaan tree
  - c. Pine tree
  - d. Agoho tree
8. Where are the flowers blooming?
  - a. anywhere
  - b. everywhere
  - c. anyplace
  - d. anytime
9. Where do people go shopping in Baguio?
  - a. in crystal cave
  - b. in the Man made lagoon
  - c. in Baguio City Market
  - d. in View Park
10. Do you want to go to Baguio? Why?
  - a. Yes, because of its beauty and climate.
  - b. Yes, because it is up a mountain.
  - c. Yes, because there are many primitive
  - d. Yes, because there are many tourists.

[A] Comprehension  
Exercise A7 ( )

### A STREET DOG

Rita saw a sick dog lying on the street. The dog looked so pitiful that Rita stopped to see what was wrong with it. Its hind paw had stepped on a broken piece of glass and was severely hurt. Rita was worried so she went home to fetch a pail of water, medicine and some bandage. She washed the dog's wound, placed medicine on it and carefully wrapped bandages around it. Rita carried the dog home. The dog was so grateful that it licked Rita on her face and neck.

(Original)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 90  
Directions: Read the question carefully. Write only the  
corresponding letter of your chosen answer.

1. What did Rita see on the street?
  - a. Rita saw a sick dog on the street.
  - b. Rita saw a sick cat on the street.
  - c. Rita saw a sick pig on the street.
  - d. Rita saw a sick baby on the street.
2. Why was the dog lying on the ground?
  - a. Its's hind paw had a broken glass.
  - b. Its's hind paw was broken.
  - c. Its's hind paw had stepped on a broken glass.
  - d. Rita stepped stepped on a nail

3. How did Rita feel upon seeing the sick dog on the street?  
a. happy      b. pity      c. excited      d. surprise
4. Why did Rita go home upon seeing the dog?  
a. to get her breakfast      c. to get medicine  
b. to get her bag      d. to get water
5. How did she cure the wound of the dog?  
a. She washed the dog's wound.  
b. She sewed the dog's wound.  
c. She cut the dog's wound.  
d. She pounded the dog,s wound.
6. Why did Rita cure the dog's wound?  
a. She liked the dog.      c. She wanted to eat the dog.  
b. She was afraid of the dog.      d. She pitied the dog.
7. If you were Rita, would you go back to help the dog?  
a. Yes, because the dog is pitiful.  
b. No, because the dog might bite me.  
c. Yes, because the dog needs help.  
d. No, because the dog is not mine.
8. If you were the dog what would you feel towards Rita?  
a. angry      b. afraid      c. thankful      d. suspicious
9. What best word would you describe Rita?  
a. kind      b. friendly      c. loving      d. thoughtful
10. What best word would you describe the dog?  
a. courageous      b. grateful      c. friendly      d. alert

[A] Comprehension  
Exercise Ag [ ]

### THE LION.

In a country far away, there were four brothers. Three brother knew all kinds of magic. The fourth brother did not know magic but he could think very well.

The brothers travelled to a jungle. They saw some bones. The first brother knew they were lion's bones. The third brother said his magic words and placed the bones in their right places. All of a sudden the lion stood before them. The fourth brother was surprised and climbed the tree quickly. The three magician brothers were eaten by the lion.

(Adapted: Once Upon a Story Time pp. 258-261)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 90

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. How many brothers travelled to a far away country?  
a. one                      b. two                      c. three                      d. four
2. What did the three brothers know?  
a. magic                      b. tricks                      c. stunts                      d. music
3. Who of the four brothers did not know magic?  
a. first brother                      c. third brother  
b. second brother                      d. fourth brother

4. What could the fourth brother do?
  - a. work very well
  - b. dance very well
  - c. do magic very well
  - d. think very well
5. What did they see in the jungle?
  - a. bones
  - b. gold
  - c. skull
  - d. mine
6. Whose bones were they?
  - a. a dog
  - b. a rooster
  - c. a lion
  - d. a tiger
7. What did the three brothers do when they saw the bones?
  - a. Use their magic to make the lion live.
  - b. Use their magic to catch the lion.
  - c. Use their magic to gather the bones.
  - d. Use their magic to find the lion.
8. Why did the fourth brother climb the tree quickly?
  - a. because he might be scolded by the lion.
  - b. because he might be eaten by the lion.
  - c. because the lion will cut his legs.
  - d. because the lion will cut off his head.

9. What happened to the three elder brothers?
  - a. The three brothers were bitten by the lion.
  - b. The three brothers were driven by the lion.
  - c. The three brothers were not harmed by the lion.
  - d. The three brothers were punished by the lion.
10. Which is the best saying to remember before doing anything?
  - a. leap before you think
  - b. think before you act
  - c. act before you think
  - d. apologize before you think

[A] Comprehension  
Exercise A8 < >

### JUMP THE THORNS

It was recess time. All school children were playing in the school yard. They played different kinds of games. They played ball games. Some played skipping rope. Others played hide and seek.

But the Grade Three pupils played jump the thorns. There were four girls playing jump the thorns. They were Marina, Mercedes, Cleopatra and Aurora.

Marina and Mercedes sat down. They began to form the thorns.

Aurora and Cleopatra jumped the thorns many times. They jumped and jumped.

The girls enjoyed the game very much. Jump the thorns is fun.

(Adapted: The Philippine Journal of Education pp. 153-154).  
\*\*\*\*\*  
Comprehension Check Up No. of Words: 91

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. When did the school children play?
 

a. Noon time	c. morning
b. recess time	d. afternoon

2. Where did they play?
  - a. in the schoolroom
  - b. in the school yard
  - c. in the plaza
  - d. in the park
3. What game was played by the Grade three girls?
  - a. ball games
  - b. Skipping rope
  - c. Hide and Seek
  - d. Jump the Thorns
4. How many girls played jump the thorns?
  - a. four
  - b. three
  - c. five
  - d. six
5. How many girls sat down to form the thorns?
  - a. one
  - b. two
  - c. three
  - d. four
6. How did the girls feel while playing the game?
  - a. sorry
  - b. tired
  - c. happy
  - d. noisy
7. What other games were played by the children in school?
  - a. scrabble, chess, table tennis
  - b. ballgames, skipping rope, hide and seek
  - c. Domino, night and day, skipping rope
  - d. Bingo, ballgames, hide and seek

8. How do you play "jump the thorns". A arrange the steps by writing the letters of each given step.
1. Divide into two groups.
  2. Toss coin to find out who will be the thorn and who will jump.
  3. make rules before playing.
  4. play the games
- |               |               |
|---------------|---------------|
| a. 3, 1, 2, 4 | c. 1, 2, 3, 4 |
| b. 2, 4, 3, 1 | d. 4, 2, 1, 3 |
9. When do you play in school?
- a. at lunch time
  - b. at recess time
  - c. at end of classes
  - d. at the start of classes
10. How do children feel when they play?
- |          |            |
|----------|------------|
| a. happy | c. worried |
| b. sad   | d. ashamed |

[A] Comprehension  
Exercise Ag ( )

**RAMON IS SICK**

Ramon is very sick. He needs a doctor that day. He was crying when he called his mother.

Mother said, "Lets call Dr. Santos. He will treat you and make you well again.

"Mother," Ramon said, I don't want to be absent. My teacher will give a test today."

"But Ramon," Mother smiled, as she gently stroke his head. "You have to rest. I will just visit your school to tell your teacher about your condition. I will tell your classmate to visit you after school. Just rest my child."

(Adapted: The Philippine Journal of Education pp.153-154).  
\*\*\*\*\*  
Comprehension Check Up No. of Words: 91

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Who was crying that day?
  - a. mother      b. Rowena      c. Ramon      d. Monching
2. Why was he crying?
  - a. He was lonely      c. He was afraid
  - b. He was sick      d. He was hungry
3. What did Ramon need?
  - a. He needed a dentist.      c. He needed a nurse.
  - b. He needed a doctor.      d. He needed a friend.

4. Whom did Ramon call?
  - a. He called his sister.
  - b. He called his father.
  - c. He called his mother.
  - d. He called his grandmother.
5. Why did Mother want to call Dr. Santos?
  - a. Dr. Santos will treat Ramon and make him well.
  - b. Dr. Santos will make Ramon an actor & make him popular
  - c. Dr. Santos will give Ramon free medicine & make him strong
  - d. Dr. Santos will show Ramon some tapes and will see them in the Betamax.
6. What did mother tell Ramon to do?
  - a. just walk
  - b. just cry
  - c. just rest
  - d. play
7. Why did Ramon want to go to school even when he was sick?
  - a. They have a picnic.
  - b. They have a test.
  - c. They have a party.
  - d. They have a contest.
8. Would you go to school if you were Ramon? Why?
  - a. No, because I might get sick more.
  - b. No, because I am afraid of mother.
  - c. No, because I like to be out of school.
  - d. No, because I can have a vacation.
9. What do you think does his mother want to ask in school for him?
  - a. his excuse from classes
  - b. his books
  - c. his test paper
  - d. his bag
10. If you are sick what will you send to your teacher?
  - a. A friendly letter
  - b. An excuse letter
  - c. A card of greetings
  - d. A flower

[A] Comprehension  
Exercise Ag [ ]

### CHRISTMAS WISH

Two weeks before Christmas Ron's mother asked him what gift he wished to receive from her. He shyly told his mother that he wanted a party on Christmas day. His mother agreed and so Ron was very happy. He quickly ran to the telephone and called his friends about his party.

A week before the party, Ron thought of the fun he and his friends would have.

At last the day came. Ron went to hear mass. He was so excited of the party that will be celebrating in the afternoon.

\*\*\*\*\*  
Comprehension Check Up No. of Words: 91

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What is coming two weeks from now?
  - a. Christmas
  - b. summer vacation
  - c. a picnic
  - d. a party
2. What gift did Ron ask from his mother?
  - a. A party on Christmas day.
  - b. An excursion on Christmas day.
  - c. A visit to Grandma's house on Christmas day.
  - d. A dance session on Christmas day.

3. What was the feeling of Ron when his mother agreed to have a christmas party?
  - a. Ron was very sad      c. Ron was very happy
  - b. Ron was very angry    d. Ron was very much frightened
4. How did Ron tell his friends about the party?
  - a. Ron called his friends through the radio
  - b. Ron called his friends through the telephone
  - c. Ron called his friends through a telegram.
  - d. Ron called his friends through long distance.
5. What did Ron think of his coming party?
  - a. Ron thought of the fun he and his friends would have.
  - b. Ron thought of the noise his friends would have.
  - c. Ron thought of the dance he and his friends would have.
  - d. Ron thought of the snack he and his friends would eat.
6. Where did Ron go on the morning of that day of the party?
  - a. church      b. park      c. zoo      d. beach
7. What did Ron feel about his coming party while in church?
  - a. Ron was very excited about the party.
  - b. Ron was very sad about the party.
  - c. Ron was very angry about the party.
  - d. Ron was very fearful about the party.

8. What time was Ron's Christmas party celebrated?
- a. Morning
  - b. Noon
  - b. Afternoon
  - d. Evening
9. Ron was excited about his christmas party. What is another word for excited?
- a. brave
  - c. sorry
  - b. happy
  - d. pity
10. What word can best describe Ron's mother?
- a. kind
  - c. selfish
  - b. cruel
  - d. hard working

[A] Comprehension  
Exercise Ag < >

### AN AQUARIUM

An aquarium has a clean sand and is filled with clean water and plants, as food of the fish. Living plants help keep the aquarium attractive. Stones keep the plants down at the bottom.

Goldfishes swim round and round inside the aquarium. They live in water through its mouth. The mouth opens and closes as the water goes out from the sides of the head. Goldfishes get their food on top of the water.

An aquarium is the small house of the fish. All the things inside the aquarium is always kept clean.

(Adapted: New Path to Science pp. 32-37)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 93

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What do you call the house of fish?
  - a. cabin      b. hut      c. aquarium      d. boat
2. What things are found inside the aquarium?
  - a. water, sand and plants
  - b. ripe banana, sand and water
  - c. fresh flowers and sand
  - d. big leaves and roots

3. What keeps the plants down on the bottom of it?  
a. fish                      b. sand                      c. stones                      d. roots
4. What will happen to the fish if there is no plant inside?  
a. Fish will live                      c. Fish will die  
b. Water will evaporate                      d. Fish will swim
5. What swims round and round inside the aquarium?  
a. goldfish                      c. adult frog  
b. snails                      d. big fish
6. How do they live in water  
a. through its nose                      c. through its mouth  
b. through its gills                      d. through its tails
7. Where does the fish get its food?  
a. on the bottom                      c. on top of water  
b. on the water                      d. on the stones
8. What does a goldfish eat out of what is named below?  
a. snails                      b. wrigglers                      c. sand                      d. stones
9. Why is it good to have an aquarium?  
a. Wrigglers live in the aquarium.  
b. There are water plants in the aquarium.  
c. Mosquitos live in the aquarium.  
d. We see underwater life.
10. What other best phrase can you describe an aquarium?  
a. Life under water                      c. The bottom of the sea  
b. Fish in water                      d. The secrets of the deep

[A] Comprehension  
Exercise Ag ( )

A PARABLE

Two men went up to the temple to pray. One was a Pharisee and the other was a Publican. The Pharisee, went to the front and said, "God I give you thanks that I am not like other men. They are unjust men, like this Publican. I fast twice a week and give alms to the temple."

The Publican stood at the back far off. He would not say so much as he lift his eyes to heaven. Bending humbly, he struck his breast and said, "O God, be merciful to me, a sinner."

(Adapted: Evaluative Materials in English III p. 9)  
\*\*\*\*\*  
Comprehension Check Up No. of Words: 93

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What classes of men were in the temple?

- a. Religious and preacher
- b. Pharisee and Publican
- c. Priest and men
- d. Brother and Apostle

2. Which of the two men was humble?

- a. The Pharissee
- b. the Publican
- c. neither
- d. either

3. Who thought of himself as someone very high in position among men?
  - a. the Pharisee
  - b. the Publican
  - c. neither
  - d. either
4. Which of the two do you think went home forgiven?
  - a. the Pharisee
  - b. the Publican
  - c. neither
  - d. either
5. What does the parable teach?
  - a. When we pray to humble ourselves God lifts us.
  - b. When we pray to exalt ourselves God humbles us.
  - c. When we humble ourselves God punishes us
  - d. When we humble ourselves God laughs at us.
6. What would you like to be? Why?
  - a. the Pharisee, because he is charitable.
  - b. the Publican, because he is humble.
  - c. the Pharisee, because he is rich.
  - d. the Publican, because he is poor.
7. Who of the two men you dislike? Why?
  - a. the Pharisee, because he is boastful.
  - b. the Publican, because he is quiet.
  - c. the Pharisee, because he loves himself.
  - d. the Publican, because he is a sinner who ask God for Mercy.

8. What was the Publican doing in the temple?
- a. asking for alms
  - b. waiting for God
  - c. asking for forgiveness
  - d. waiting for the priest
9. The Pharisee has many land and jewelry and believes himself to be good than others. A Pharisee means a man who is
- a. hypocrite
  - b. humble
  - c. religious
  - d. holy
10. A publican is a common man, who has no land or jewelry. A publican is a representation of sinners who,
- a. accepts it and insist he is right.
  - b. accepts it and ask for forgiveness.
  - c. accepts it and fight for his right.
  - d. accepts it and think he can escape from the law.

KEY TO CORRECTION  
(Set A)

A [ ] On Vacation	A <sub>1</sub> [ ] An Office Worker	A <sub>2</sub> [ ] Telling About Celebration	A <sub>3</sub> [ ] A Shoe Shine Boy	A <sub>4</sub> [ ] The Fox and the Grapes
1. d	1. a	1. c	1. b	1. b
2. b	2. c	2. b	2. c	2. a
3. a	3. b	3. a	3. c	3. b
4. a	4. b	4. c	4. b	4. c
5. a	5. a	5. b	5. a	5. c
6. b	6. c	6. d	6. b	6. b
7. c	7. b	7. a	7. a	7. c
8. a	8. a	8. a	8. a	8. a
9. c	9. c	9. b	9. d	9. d
10. b	10. a	10. a	10. a	10. c
A < > How Tommy Helped His Mother	A <sub>1</sub> < > Pets	A <sub>2</sub> < > Piglets of Mother	A <sub>3</sub> < > A Beautiful Custom To Remember	A <sub>4</sub> < > A Day on the Beach
1. c	1. a	1. a	1. a	1. b
2. c	2. c	2. c	2. a	2. a
3. b	3. b	3. b	3. d	3. a
4. a	4. c	4. b	4. c	4. b
5. b	5. d	5. b	5. b	5. a
6. b	6. b	6. b	6. a	6. c
7. b	7. a	7. c	7. c	7. c
8. c	8. b	8. a	8. a	8. d
9. a	9. a	9. d	9. c	9. a
10. a	10. b	10. a	10. b	10. c
A { } Good Citizens	A <sub>1</sub> { } An Evening in Calombayan	A <sub>2</sub> { } The Final Test	A <sub>3</sub> { } A Helping Hand	A <sub>4</sub> { } Pepito's Passbook
1. a	1. b	1. c	1. b	1. c
2. a	2. c	2. d	2. a	2. b
3. b	3. a	3. d	3. c	3. d
4. c	4. b	4. a	4. b	4. b
5. c	5. c	5. a	5. a	5. b
6. a	6. b	6. d	6. a	6. c
7. d	7. a	7. b	7. b	7. a
8. a	8. c	8. a	8. c	8. b
9. d	9. b	9. d	9. a	9. a
10. a	10. a	10. a	10. c	10. c

A<sub>5</sub> [ ] Mayumi and  
Bayani

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

A<sub>6</sub> [ ] A Rainy Day

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

A<sub>7</sub> [ ] Obedience

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

A<sub>8</sub> [ ] The Lion

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

A<sub>9</sub> [ ] A Christmas  
Wish

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

A<sub>5</sub> < > An Obedient  
Boy

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

A<sub>6</sub> < > The Lion and  
The Mouse

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

A<sub>7</sub> < > Baguio, a  
Beautiful City

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

A<sub>8</sub> < > Jump the  
Thorns

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

A<sub>9</sub> < > A Aquarium

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

A<sub>5</sub> ( ) One Moonlight  
Night

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

A<sub>6</sub> ( ) At the  
Library

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

A<sub>7</sub> ( ) A Street  
Dog

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

A<sub>8</sub> ( ) Ramon Is  
Sick

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

A<sub>9</sub> ( ) A Parable

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

**SILENT READING COMPREHENSION  
EXERCISES**

0

**S E T                      B**

level	Titles		No. of Words
B [ ]	Fun Along The Seashore		93
B < >	To School With Friends		96
B ( )	Christmas Lantern		96
B <sub>1</sub> [ ]	Alano's Garden		96
B <sub>1</sub> < >	The Three Brothers		96
B <sub>1</sub> ( )	A Present For Patsy		98
B <sub>2</sub> [ ]	The Coconut		98
B <sub>2</sub> < >	Samuel's Dirty Face		102
B <sub>2</sub> ( )	Some Little Things For The Children		103
B <sub>3</sub> [ ]	The Disobedient Rooster		104
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B <sub>3</sub> ( )	Our Homes		105
B <sub>4</sub> [ ]	Happy Birthday Miss Monkey		106
B <sub>4</sub> < >	A Trip To The Luneta Park		106
B <sub>4</sub> ( )	Growing Vegetable		107
B <sub>5</sub> [ ]	The Sweepers		107
B <sub>5</sub> < >	Our Bird Friends		108
B <sub>5</sub> ( )	The Ant And The Grasshopper		108
B <sub>6</sub> [ ]	The Kingfisher And the Cat		109
B <sub>6</sub> < >	Sorry, I Can't		109
B <sub>6</sub> ( )	The Fox And The Crow		110
B <sub>7</sub> [ ]	Tomorrow		112
B <sub>7</sub> < >	Politeness Award		112
B <sub>7</sub> ( )	The Legend Of Mount Makiling		120
B <sub>8</sub> [ ]	The Family Of Carlo		122
B <sub>8</sub> < >	The Courteous Children		124
B <sub>8</sub> ( )	Dante Gets A Big Cake		126
B <sub>9</sub> [ ]	The Butterfly		126
B <sub>9</sub> < >	Ben And The Traffic		127
B <sub>9</sub> ( )	The Winner		127

[B] Comprehension  
Exercise B [ ]

**FUN ALONG THE SEASHORE**

Many children like to play along the seashore. They like to see the boats sail on the water. They like to see the fishermen pull their nets. They like to pick up pretty shells from the seashore too.

"I want to take a bath. I want to swim in the water like the fish. "Would you go with me to take a bath?" asked Rita.

"I will", said Cora. "It had been a long time since I have taken a bath in the sea. I just wade when I walk along the seashore.

\*\*\*\*\*  
Comprehension Check Up No. of Words: 94

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Where did the children like to play?
  - a. in the seashore
  - b. in the yard
  - c. in the plaza
  - d. in the field
2. How many children were in the seashore?
  - a. one
  - b. ten
  - c. many
  - d. four



9. What do children like to do in the water?
- a. take a bath
  - b. talk and eat
  - c. sing and dance
  - d. write and read
10. Do you like to go to the seashore? Why?
- a. I can swim, play and see many things
  - b. I can buy toys, play and dance.
  - c. I can read many books
  - d. I can see a movie, and play video games

[B] Comprehension  
Exercise B < >

### TO SCHOOL WITH FRIENDS

"Good morning children. It's time to wake up. Its a fine day for you to go to school," said Mother.

"Good Morning mother," said Manuel and Rita. "We have a bright day today."

Soon the children were ready for school. "Mother, my classmates seemed very happy as they walked to school," said Manuel. "We won't ride today Mother," said Rita. "Its fun to walk with friends under the sun. The school is not too far for us. We could save money for the fare."

Mother was glad while looking at the children walking while bringing their baon to school.

(Adapted: The Philippine Journal of Education pp. 126-129).  
\*\*\*\*\*  
Comprehension Check Up No. of Words: 96

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What kind of a day was it when the children woke up?
 

a. fine day	c. gloomy day
b. sad day	d. cloudy day
2. How did their classmates feel as they walked to school?
 

a. sad	c. quietly
b. happy	d. carefree

3. What did Rita see among her classmates while going to school?
  - a. That they are noisy while walking to school.
  - b. That they are sad while walking to school.
  - c. That they are happy while walking to school.
  - d. That they are tired walking to school.
4. What did Rita say to mother?
  - a. We would sing today mother.
  - b. We would dance today mother.
  - c. We would walk today mother.
  - d. We would ride today mother.
5. Why did Manuel and Rita join the walk to school?
  - a. It is an exercise.
  - b. It is fun.
  - c. It will save money.
  - d. It is fun to walk and save money.
6. If you were Manuel and Rita and you see your classmates enjoying their walk to school what would you do?
  - a. I will go and walk with them.
  - b. I will go but I will ride.
  - c. I will go alone walking.
  - d. I will go and quarrel with them.
7. How did mother feel when Manuel and Rita decided to walk rather than ride to school?
  - a. Mother felt bad.
  - b. Mother felt sad.

- c. Mother felt happy.
  - d. Mother felt angry.
8. If you were mother, would you allow them to walk to school? Why?
- a. Yes, because they will enjoy, save money, have exercise.
  - b. Yes, because they are naughty children.
  - c. No, because they might get sick.
  - d. No, because the other children are naughty.
9. How do you go to school?
- a. Always take a ride in a jeep.
  - b. Always take a ride in a tricycle.
  - c. Carefully walk to school.
  - d. Ride a bicycle.
10. Why do others walk in going to school?
- a. because the school is very near.
  - b. because the school is near
  - c. because they are lazy to walk.
  - d. because they do not want to meet an accident.

[B] Comprehension  
Exercise B ( )

### CHRISTMAS LANTERN

Christmas is coming. The school is going to have a Lantern Show. The show will be on Christmas Eve. One day Miss Villa went to the house of her friend to borrow a lantern. She brought it to the class. It was a beautiful lantern. It was made of paper and bamboo. It can hold a candle. Miss Villa wants them to make a lantern for the show. After the show, the lantern will be brought home by the children. The children were happy to see the lantern and each one promised to make one for their show.

(Original)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 96

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What great day was coming?
 

a. Town Fiesta	c. Christmas
b. Circus	d. barrio contest
2. What show will the school have?
 

a. Lantern show	c. Choral show
b. fashion show	d. dance show
3. Who brought a beautiful lantern to the class?
 

a. Miss Dy	c. Miss Rea
b. Miss Villa	d. Miss Cruz

4. Where did the lantern come from?
  - a. from her cousin
  - b. from her niece
  - c. from her friend
  - d. from her pupil
5. What was the lantern made of?
  - a. paper and paste
  - b. paper and bamboo
  - c. paper and wire
  - d. paper and glue
6. Why did Miss Villa show the lantern to her class?
  - a. She wanted her class to make a lantern.
  - b. She wanted her class to have a singing contest.
  - c. She wanted her class to have a class reunion.
  - d. She wanted her class to have a floor show.
7. What did the class promise to Miss Villa?
  - a. that they would make lanterns
  - b. that they would borrow a lanterns
  - c. that they would cover the borrowed lantern
  - d. that they would buy a new lanterns
8. How many lanterns did each of the children promised to make?
  - a. One lantern for the whole class.
  - b. One lantern each child.
  - c. two lanterns each child.
  - d. A lantern for those who like.

9. Why did Miss Villa want her class to make a lantern?
- a. She wanted them to make a lantern for the Lantern show.
  - b. She wanted them to make a lantern for Christmas.
  - c. She wanted them to make a lantern for decoration.
  - d. She wanted them to make a lantern for their house.
10. On Christmas what activity has the school?
- a. Lantern show
  - b. Christmas program
  - c. Parade
  - d. Parlor games

[B] Comprehension  
Exercise B<sub>1</sub> [ ]

### ALANO'S GARDEN

Last year Alano was in Grade Three. His teacher was Mrs. Josefina D. Gavina.

Alano was a very industrious boy. He was able to raise three garden plots of pechay.

He took good care of it everyday by watering the plants three times a day and applying the right kind of fertilizer.

He earned more pesos in one year. Out of his earning he bought a new pair of shoes and long pants.

At the last closing program, he was given a prize by his garden teacher as one of the "Best Gardener of the Year."

(Adapted: The Philippine Journal of Education pp. 151-152).

\*\*\*\*\*  
Comprehension Check Up No. of Words: 96

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What kind of a boy is Alano?
 

a. timid	c. happy
b. industrious	d. lazy
2. In what grade was he?
 

a. two	c. four
b. three	d. five

3. Who was the teacher of Alano in Grade III?
  - a. Mrs. J. Gavina
  - b. Mrs. R. Tan
  - c. Mrs. A. Cruz
  - d. Mrs. L. Villa
4. What does industrious mean?
  - a. One who works hard.
  - b. One who plants vegetable.
  - c. One who works for money.
  - d. One who plants rice.
5. How many garden plots did Alano raise?
  - a. two
  - b. three
  - c. four
  - d. five
6. What vegetable did he raise in his garden?
  - a. pechay
  - b. tomatoes
  - c. okra
  - d. beans
7. How did he take care of the plants?
  - a. He watered the plants and applied the right kind of fertilizer.
  - b. He watered the plants and applied salt on the plants.
  - c. He watered the plants once.
  - d. He applied sugar as fertilizer.
8. How much did he earn in one year?
  - a. He earned hundred pesos in one year.
  - b. He earned thousands of pesos in one year.
  - c. He earned millions of pesos in one year.
  - d. He earned more pesos in one year.

9. What did he buy with his money?
  - a. a pair of shoes and a slipper
  - b. a pair of shoes and a long pants
  - c. a pair of slippers and a long pants
  - d. a pair and shoes and sock
10. What prize title did he get from his teacher?
  - a. Best Seller of the Year
  - b. Best Man of the Year
  - c. Best Gardener of the year
  - d. Best Farmer of the Year

[B] Comprehension  
Exercise B<sub>1</sub> < >

### THE THREE BROTHERS

I knew of three brothers named Jose, Pedro, and Danilo. Their parents were very poor. So they tried to earn a little money to help their parents.

Jose went to the field. He worked as a farmer. He thought, "in farming, I'll never be hungry. I have fruits and vegetables needed for my health." Pedro earned his living by fishing. He sold the extra fish for money. Danilo earned money as a pearl diver.

The three brothers agreed that after a year they will go home to see their parents and they did. How glad their parents were!

(Adapted: The Philippine Journal of Education 1976)  
\*\*\*\*\*

Comprehension Check Up

No. of Words: 96

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What kind of parents do the three brothers have?
 

a. poor	c. rich
b. foolish	d. extravagant
2. What did the three brothers decide to do to help their parents?
 

a. to do business	c. to go to school
b. to earn some money	d. to stay at home

3. What work did Jose got?
  - a. tuba gatherer
  - b. firewood cutter
  - c. farmer
  - d. forest guard
4. How did Pedro earn his living?
  - a. Pedro earned a living by farming.
  - b. Pedro earned a living by fishing.
  - c. Pedro earned a living by canning.
  - d. Pedro earned a living by plumbing.
5. How did Danilo earn money?
  - a. Danilo earned money as a fish diver.
  - b. Danilo earned money as a net maker.
  - c. Danilo earned money as a coral diver.
  - d. Danilo earned money as pearl diver.
6. What did they agree before they went out to earn money?
  - a. That they would go home after a month.
  - b. That they would go home after a week.
  - c. That they would go home after a year.
  - d. That they would go home after a day.
7. What did Pedro do with the fish he caught?
  - a. sold the extra fish for money
  - b. give the fish to his friend
  - c. throw the fish back to the sea
  - d. cook all the fish

8. Why were their parents very glad after a year?
- a. because their sons arrived home as they promised before a year ends.
  - b. because their sons arrived home as they promised after a year.
  - c. because their sons arrived home as they promised at the middle of a year.
  - d. because their sons arrived home as they promised after two years.
9. If you were one of the three brothers will you earn money to help your parents? Why?
- a. No; because I also need money
  - b. Yes, because I want then to work.
  - c. No, because they must earn their own money
  - d. Yes, because I love them.
10. In what way can you show your love for your parents?
- a. give them problem
  - b. help them in their work at home
  - c. give them wine
  - d. give them work so that they will be tired

[B] Comprehension  
Exercise B<sub>1</sub> ( )

### A PRESENT FOR PATSY

Patsy and her mother went into a grocery store. Patsy was playing "open-eye" game, while mother was buying food.

Suddenly Patsy heard a funny noise. She looked for the noise near the shelves but there was nothing. She looked over the counter. There in a corner were brooms, and beside them was an old box. In it was a mother cat and her fine kittens.

The grocery man saw Patsy looking at the kittens. "Do you like to have one? I'll give the gray one." "Oh I am so happy. I'll name her Bright Eyes," said Patsy.

(Adapted: Once Upon a Storytime pp. 7-10)  
\*\*\*\*\*  
Comprehension Check Up No. of Words: 98

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Who went to the grocery store?
  - a. Patsy and her mother
  - b. Patsy and her father
  - c. Patsy and her sister
  - d. Patsy and her brother

2. What did Patsy do while mother was buying food?
  - a. Patsy played hide and seek.
  - b. Patsy played open-eye game.
  - c. Patsy played jackstone.
  - d. Patsy played jump the spine.
3. What noise did Patsy hear?
  - a. loud noise
  - b. soft noise
  - c. funny noise
  - d. lucky noise
4. What were making the noise?
  - a. dogs
  - b. rats
  - c. kittens
  - d. mice
5. What did Patsy find on the old box?
  - a. groceries
  - b. mother cat and kittens
  - c. a pair of shoes
  - d. a bird
6. Where did Patsy discover the kittens?
  - a. in the corner near the kitchen
  - b. in the corner near the broom
  - c. in the corner near the kettles
  - d. in the corner near the jars
7. What present did Patsy receive from the grocery man?
  - a. kitty
  - b. rabbit
  - c. dog
  - b. bird

8. What are sold in a grocery store?
- |            |             |
|------------|-------------|
| a. clothes | c. food     |
| b. books   | d. medicine |
9. What was the color of the kitten the grocery man gave to Patsy?
- |           |          |
|-----------|----------|
| a. yellow | c. gray  |
| b. brown  | d. black |
10. What name did Patsy give to her kitten?
- |                |               |
|----------------|---------------|
| a. Bright Eyes | c. Big Eyes   |
| b. Round Eyes  | d. Small Eyes |

[B] Comprehension  
Exercise B<sub>2</sub> [ ]

### THE COCONUT

The coconut is a tall tree. It has no branches. The trunk is strong. It makes a good post. We get oil from the ripe coconut meat. The young coconut meat is good to eat. It is good for making candies and salad. Door mats are made out of coconut husk. The long coconut leaves are woven into baskets. Brooms are made from midribs of the long leaves. Coconut shells are made into buttons, barks, ash trays and many others. The stalk is good for fuel. How useful the coconut is! Every part of it can be used.

(Adapted: Evaluative Materials for Grade III p. 6)  
\*\*\*\*\*  
Comprehension Check Up No. of Words: 98

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What word can best describe a coconut tree?
 

a. useful	c. helpful
b. harmful	d. resourceful
2. What part of the coconut is good for a post?
 

a. trunk	c. fruits
b. roots	d. leaves
3. Where can we get oil from a coco plant?
 

a. coconut husk	c. coconut trunk
b. coconut meat	d. coconut leaves

4. What part is made into doormats?
  - a. shell
  - b. husk
  - c. midribs
  - d. trunk
5. What can we make out of midribs?
  - a. candies
  - b. bottoms
  - c. brooms
  - d. doormats
6. What can we weave out of coconut leaves?
  - a. baskets
  - b. slipper
  - c. ribbons
  - d. headband
7. What things to eat can you make from young coco meat?
  - a. candies and salad
  - b. fried fish
  - c. cake and ice cream
  - d. puto
8. What part of the coconut tree make a good post?
  - a. shell
  - b. husk
  - c. midribs
  - d. trunk
9. What part of the coconut tree is good for fuel?
  - a. stalk
  - b. husk
  - c. midribs
  - d. trunk
10. Coconut is very useful, every part of it can be used, hence it is called as,
  - a. a tree of life
  - b. a tree with many branches
  - c. a tree of no use
  - d. a tree that give as rubber

[B] Comprehension  
Exercise B<sub>2</sub> < >

### SAMUEL'S DIRTY FACE

Miss Luna was checking the pupils who were absent. There were several empty desks.

"Samuel is absent in our group today, Miss Luna," Norma said.

Suddenly Samuel came in. He looked tired from running. His face was dirty and his clothes were full of dirt.

"Oh, What happened, Samuel?" Miss Luna asked. "What happened to you?"

Samuel did not say anything. He wanted to cry. He wanted to say that he was very sorry. His face and clothes were full of dirt. Instead of saying something he just slowly sat at the last seat. He was embarrassed with what happened to him.

(Adapted: Evaluative Materials in English III p. 7).  
\*\*\*\*\*  
Comprehension Check Up No. of Words: 102

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What was Miss Luna doing?
  - a. checking the pupils who were absent
  - b. giving a homework

- c. cleaning the floor
  - d. sweeping the yard
2. Who was absent?
- a. Norma
  - b. Petra
  - c. Rita
  - d. Samuel
3. Who suddenly came into the classroom?
- a. Rita
  - b. Samuel
  - c. Norma
  - d. Perla
4. How did Samuel look when he came in?
- a. He looked tired from running.
  - b. He looked tired from walking.
  - c. He looked tired from sleeping.
  - d. He looked tired from dancing.
5. Where did Samuel take his seat?
- a. in front of the class
  - b. at the middle part
  - c. on the last seat
  - d. at the side
6. Why did he sit on the last seat?
- a. He was feeling embarrassed.
  - b. He was feeling angry.
  - c. He was feeling sad.
  - d. He was feeling jealous.

7. Embarass means
- a. feel ashamed
  - b. feel happy
  - c. feel angry
  - d. feel brave.
8. What do you think will happen to Samuel?
- a. He will wake up late.
  - b. He will be punished at home.
  - c. He will fall to the ground.
  - d. He will run to school.
9. What line in the story tells you what happened to him?
- a. He just slowly sat at the back.
  - b. His face and shirt were full of dirt.
  - c. He wanted to cry.
  - d. He wanted to say sorry.
10. If you were Samuel what would you do?
- a. Go home and change clothes and explain the reason why you came late.
  - b. Go to school on time and quarrel with your classmates.
  - c. Be absent for the day.
  - d. Go to school and just sit quietly.

[B] Comprehension  
Exercise B<sub>2</sub> ( )

SOME LITTLE THINGS FOR THE CHILDREN

After breakfast mother started to clean the kitchen. She cleaned the table and washed the dishes. She washed the pots and cleaned the stove too.

Soon mother was ready for going to market. "Could you help clean the other rooms for me Inay?" asked mother.

"Don't worry mother," said Inay, "Marivic and Raymund are here to help me."

Mother left the house and the children begun to help Inay.

After an hour mother came back from the market. She brought little things for Marivic and Raymund. It was jackstone for them to play.

"That's a good surprise for helpful children," said Inay.

(Adapted: The Way We Live, p 9, 1966)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 103

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What did mother do after breakfast?
  - a. cleaned the kitchen      c. cleaned the house
  - b. washed clothes          d. washed the dishes

2. Where did mother go after cleaning the kitchen?
  - a. Mother went to the store.
  - b. Mother went to market.
  - c. Mother went to the hospital.
  - d. Mother went to the grocery.
3. Whom did mother ask to take over in the cleaning the house?
  - a. Inay
  - b. Nonoy
  - c. Marivic
  - d. Raymond
4. Who served as helpers to Inay in cleaning the house?
  - a. Maria and Loloy
  - b. Myrna and Pido
  - c. Mona and Edo
  - d. Marivic and Raymund
5. What little things did mother buy as a surprise for the children?
  - a. Yoyo
  - b. jackstone
  - c. ball
  - d. bag
6. Why were the children given those little things from mother as a good surprise?
  - a. because they were naughty children.
  - b. because they were lazy children.
  - c. because they were helpful children.
  - d. because they were crazy children.
7. If you were one of the children, would you help Inay clean the kitchen? Why?
  - a. Yes, because Inay is already old and she needs helper to clean the kitchen.
  - b. No, because mother ask her to clean the kitchen.

- c. yes, because motehr will get sad.
  - d. No, because mother will get angry
8. If you were mother would you bring a surprise for the children? Why?
- a. Yes, because they are good children.
  - b. No, because she did not ask them to work.
  - c. Yes, because next time they will not work.
  - d. No, because they will quarrel.
9. What is the best word that can describe the children?
- a. courtous
  - b. helpful
  - c. playful
  - d. lazy
10. What is the best word that can describe mother?
- a. kind
  - b. hardworking
  - c. thoughtful
  - d. friendly

[B] Comprehension  
Exercise B<sub>3</sub> [ ]

### THE DISOBEDIENT ROOSTER

One day in July the sun was bright. The rooster went out to the fields. He ran and ran until he was tired and warm. He went to the river and began to drink cold water.

"Oh dear!," said the little hen. "You should not drink cold water. You will be sick."

"Oh, cold water can't hurt me", said the rooster. I can look after myself."

He kept drinking the cold water until he could not drink anymore.

"Oh, I am so cold, he cried. My stomach hurts too."

The hen took the rooster home and put him to bed. Soon he got well.

(Original)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 104

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Who went out for a drink in the river?
 

a. hen	c. bird
b. rooster	d. chick

2. Why did he need a drink?
  - a. He felt tired and warm.
  - b. He felt lazy to boil it.
  - c. He was very daring
  - d. He wanted to feel the north pole.
3. What kind of water was in the river?
  - a. cold
  - b. hot
  - c. warm
  - d. icy
4. Who saw him drink the cold water?
  - a. the chick
  - b. the hen
  - c. the duck
  - d. the duckling
5. What did the hen tell the rooster?
  - a. "You should not drink river water"
  - b. "You should not drink dirty water"
  - c. "You should not drink cold water"
  - d. "You should not drink any water"
6. What did the rooster say to the hen?
  - a. Cold water won't hurt me.
  - b. Cold water is good for me.
  - c. Cold water is right for me.
  - d. Cold water is the best.
7. Did the rooster follow what the hen said?
  - a. yes
  - b. No
  - c. maybe
  - d. perhaps

8. What happened to the rooster after drinking?
- |                  |                 |
|------------------|-----------------|
| a. He got scared | c. He got sick  |
| b. He got well   | d. He green big |
9. Who took the rooster home and put him to bed?
- |          |         |
|----------|---------|
| a. birds | c. hen  |
| b. cow   | d. goat |
10. What is the best word to describe the rooster?
- |                |            |
|----------------|------------|
| a. naughty     | c. playful |
| b. disobedient | d. brave   |

[B] Comprehension  
Exercise B<sub>3</sub> < >

### THE HORSE AND THE SNAIL

One sunny morning the horse and the snail met along the bank of the river. The horse made fun of how the snail walk. This made the snail very angry, so he decided to run a race with the horse.

The horse laughed at the snail while walking. He could easily beat the snail, the horse thought. He saw the snail far behind him. So he rested under a mango tree. Soon he fell asleep.

The snail walked and walked. He did not rest.

When the horse woke up, he ran as fast as he could. But the snail was first at the finish line.

(Adapted: Evaluative Materials in English IV p.15)  
\*\*\*\*\*  
Comprehension Check Up No. of Words: 105  
Directions: Read the question carefully. Write only the  
corresponding letter of your chosen answer.

1. Who met one sunny morning along the bank of the river?
 

a. horse and the cat	c. snail and the pig
b. horse and snail	d. horse and the rabbit
2. Who got angry at the horse?
 

a. turtle	b. horseman	c. snail	d. ant
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3. Why did the snail get angry at the horse?
  - a. The horse made fun of the snail.
  - b. The horse made cakes for the snail.
  - c. The horse sang a song with the snail.
  - d. The horse played games with the snail.
4. Who decided to run a race with the horse?
  - a. fox
  - b. snail
  - c. pig
  - d. rabbit
5. What happened to the race?
  - a. The snail fell asleep.
  - b. The pig fell asleep.
  - c. The rabbit fell asleep.
  - d. The horse fell asleep.
6. Who won the race?
  - a. rabbit
  - b. horse
  - c. snail
  - d. pig
7. What best lesson can you learn from the race?
  - a. Do not quarrel with the snail.
  - b. Do not sleep while walking.
  - c. Do not belittle any creature on earth... it has worth.
  - d. Do not quarrel with the horse.
8. What best word can you describe the horse?
  - a. fast
  - b. weak
  - c. lazy
  - d. boastful

9. If you were the horse, would you sleep during the race? Why?
- a. Yes, because I can run fast.
  - b. No, because I might over sleep and forget the time.
  - c. Yes, because my opponent is too slow.
  - d. No, because the snail might cheat me.
10. If you were the horse what would you do after your defeat?
- a. I will hide because of shame.
  - b. I will look for the snail and challenge it for another race.
  - c. I will say sorry to the snail for what I did to her.
  - d. I will kill the snail.

[B] Comprehension  
Exercise B<sub>3</sub> ( )

### OUR HOMES

It was Saturday morning. Some teachers were going around the barangay to visit their pupils' homes.

"Nena, why are you very sad this morning?" asked Mother.

"Mother, our teachers are coming to our house this morning. I learned that they are already here in our barangay. But Mother, look at our house. It is too small," said Nena.

"Nena, whatever your home is, you should love and respect it. It is here where you learn your first prayer. You should be proud of it." Mother said.

While they were talking, Nena and mother heard some footsteps in the yard. They saw the teachers by the door. They let them come in and were offered to sit down. They were also offered some bottles of soft drinks.

Nena heard her teacher Miss Lopez said: I've always wanted to live in a house like this. It is cool and airy. Even if your house is made only of nipa, it gives you shelter. It protects you from the rain. It protects you from the cold wind and the hot sun. It protects you also from wild animals.

Nena listened to her teacher. She felt very happy after hearing many nice things from Miss Lopez about their home.

(Adapted: Bringing Up Young Boys and Girls: 12)  
 \*\*\*\*\*  
 Comprehension Check Up No. of Words: 105

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. On what day did the teachers have a home visit of their pupils.
  - a. Saturday      b. Sunday      c. Monday      d. Tuesday
2. Why was Nena very sad that morning?
  - a. Her teachers will be coming to visit their house and their house has no chairs to sit on.
  - b. Her teachers will be coming to visit their house and their house is dirty.
  - c. Her teachers will be coming to visit their house and their house is small.
  - d. Her teachers will be coming to visit their house and their house has no light.
3. What did mother tell Nena?
  - a. love and respect her own home.
  - b. hide so the teachers won't find their home.
  - c. close their door and pretend no one was inside.
  - d. show them another's house.
4. Why should Nena love and respect her own home according to mother?
  - a. it is where she lives.
  - b. it is where she learned her first prayer.

- c. it is where she was born.
  - d. it is where she grew up.
5. What kind of a house Miss Lopez wanted to live in?
- a. big and closed house
  - b. cool and airy house
  - c. cemented and polished house
  - d. simple and big house
6. What did they offer to the visitors?
- a. rice cakes
  - b. guavas
  - c. soft drinks
  - d. bananas
7. What does any house give to us?
- a. medicine
  - b. shelter
  - c. wealth
  - d. education
8. What was the feeling of Nena after hearing good comments from Miss Lopez.
- a. Nena felt happy.
  - b. Nena felt sad.
  - c. Nena felt horrible.
  - d. Nena felt tired.
9. What makes a house a home?
- a. family selfishness
  - b. family respect
  - c. quarrel
  - d. confision
10. What will you do to be proud of your home?
- a. avoid visitors
  - b. quarrel
  - c. fell ashamed because of poverty
  - d. love each other

[B] Comprehension  
Exercise B<sub>4</sub> [ ]

### HAPPY BIRTHDAY, MISS MONKEY

It was a busy morning for Miss Monkey. She woke up early. She cleaned the house and prepared food for her party. By eleven o'clock, everything seemed ready. She dressed up, to be at her best.

"No wonder, I am giving a party today and I am expecting some friends to come, said Miss Monkey.

Suddenly the bell rang. Miss Monkey met her visitors.

"Come in" she said cheerfully.

"Happy Birthday, Miss monkey, "Miss Turtle greeted her with a kiss.

"Happy Birthday" wished Mrs. Swan.

"Come in please sit down," Miss Monkey was very excited.

Everybody sang Happy Birthday and ate a wonderful meal.

(Adapted: The Phil. Journal Of Education: No. 6 Vol. LVII.  
\*\*\*\*\*  
Comprehension Check Up No. of Words: 106

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Who was busy that early morning?
 

a. Miss Turtle	c. Mrs. Swan
b. Miss Monkey	d. Miss Turkey

2. Why did Miss Monkey clean the house and prepare food?
  - a. Miss monkey was going to have a birthday party.
  - b. Miss monkey was going to celebrate a wedding party.
  - c. Miss monkey was going to have a picnic.
  - d. Miss monkey was going to have a visitor's party.
3. What time did Miss Monkey finish her work?
  - a. seven O'clock
  - b. nine O'clock
  - c. eleven O'clock
  - d. ten O'clock
4. What did Miss Monkey do after her work?
  - a. Miss Monkey dressed up to be at her best.
  - b. Miss Monkey walked around her house.
  - c. Miss Monkey picked beautiful flowers from her garden.
  - d. Miss Monkey wore a big ribbon on her hair.
5. Who was the first one to greet her and kiss her?
  - a. Miss Swan
  - b. Miss Turkey
  - c. Miss. Turtle
  - d. Miss Frog
6. How did Miss Monkey feel during her birthday party?
  - a. Miss Monkey was very tired and drowsy.
  - b. Miss Monkey was very happy and excited.
  - c. Miss Monkey was very untidy and lazy.
  - d. Miss Monkey was very angry and sad.
7. Why was Miss Monkey very excited?
  - a. Miss Monkey is looking forward to an enjoyable party.

- b. Miss monkey was afraid for the coming party.
  - c. Miss monkey was sad about the coming party.
  - d. Miss monkey was waiting for the party.
8. What song was sung in Miss Monkey's birthday?
- a. Valentines Song
  - b. Philippines National Anthem
  - c. Happy Birthday
  - d. Leron Leron Sinta
9. What is remembered during a birthday celebration?
- a. the day one is born
  - b. the death of someone
  - c. the marriage of two people
  - d. the day the world was born
10. Why do you celebrate your birthday?
- a. because I must thank God for my life.
  - b. because it is enjoyable and it becomes memorable.
  - c. because I have no money to treat my friends.
  - d. because I must thank God but secretly so my friend will not know it.

[B] Comprehension  
Exercise B<sub>4</sub> < >

### A TRIP TO LUNETA PARK

Last Monday we had a trip to Luneta park.

"Wow", said Pepito, we enjoyed playing the seesaw, slides and swing very much. We really had lots of fun". Why were you absent last Monday, Momoy?

"Mother was sick, I was left alone at home because father went to the drugstore to buy medicine," said Momoy.

"How is she now?" asked Pepito.

"She's fine. I was so thankful to see her feeling well," said Momoy.

"Our teacher told us that the class will have again another trip to the wildlife park on Friday," said Pepito.

"I hope I can join the trip on that day." said Momoy.

(Adapted: Basics and Beyond Reading 4:1984)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 106

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. To where did the class go for a trip?
  - a. to Luneta Park
  - b. to Malolos Park
  - c. to Imelda Park
  - d. to Mini Park
2. What did they do at Luneta Park?
  - a. They played valley ball at Luneta Park.
  - b. They played slide, seesaw and swing at the park.

- c. They played baseball at Luneta Park.
  - d. They played badminton at Luneta Park.
3. Why did Momoy miss the trip?
- a. Momoy's mother was in town.
  - b. Momoy's mother was not in their house.
  - c. Momoy's mother was sick.
  - d. Momoy's mother was called to a meeting.
4. What kind of a boy is Momoy?
- a. truant      b. good son      c. corrupt      d. bad boy
5. What did their teacher tell the class after the trip?
- a. There will be another trip to wildlife park on Friday.
  - b. There will be another trip to wildlife park on Saturday.
  - c. There will be another trip to wildlife on Tuesday.
  - d. There will be another trip to wildlife on Sunday.
6. What did Momoy say to himself regarding the next trip?
- a. I hope, I will be in the picnic.
  - b. I hope, I will miss that trip.
  - c. I hope, I will be at home.
  - d. I hope, I can join that trip.
7. If you were Momoy, would you do what he did?
- a. No, I must join the trip because it is a class activity.
  - b. Yes, because I love my mother.

- c. No, because the trip is enjoyable.
  - d. Yes, because I do not want to go to Luneta.
8. If you are Momoy, how will you prepare for the next field trip?
- a. I will prepare the things needed for the field trip early.
  - b. I will prepare the things needed for the field trip after the trip.
  - c. I will prepare my notes only.
  - d. I will just prepare my camera.
9. What subject is likely to plan a trip to wildlife? Select the possible subject?
- a. Science
  - b. English
  - c. Filipino
  - d. Shop
10. Do you like field trips? Why?
- a. Yes, because I see the real thing in life.
  - b. Yes, because I am free from class recitation.
  - c. Yes, because it is just a "happy-happy" trip.
  - d. Yes, because it is enjoyable outside the classroom.

[B] Comprehension  
Exercise B<sub>4</sub> ( )

### GROWING VEGETABLES

Lino went with mother to market. They bought some vegetables. Mother said, "I was able to buy only few with my money. Vegetables are very dear now."

Lino was sorry for mother. She did not have much money. So he said, "Let's plant vegetables in our backyard. Then we will not need to buy them from the market."

So Lino planted three plots of tomatoes, two plots of eggplants and a plot of pechay. He had some ampalaya climbing the bamboo fence. Lino worked in his garden after class every afternoon. Lino grew more vegetables than they could eat. Mother sold some of them in the market.

(Original)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 107

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. To where did mother and Lino go?
 

a. church	c. market
b. school	d. store
2. What did they buy from the market?
 

a. fish	c. meat
b. vegetables	d. shrimp

3. Which word tells about the price of vegetables?
  - a. very cheap
  - b. very many
  - c. very dear
  - d. very easy
4. Why did Lino plant vegetables?
  - a. so that they will not buy vegetables
  - b. so that they will have many vegetables
  - c. so that they will have many vegetables to sell
  - d. so that many can buy vegetable from them.
5. Where did Lino plant vegetables?
  - a. in school
  - b. in the farm
  - c. in the seashore
  - d. in the backyard
6. What vegetables did Lino plant?
  - a. tomatoes, eggplants, pechay, ampalaya
  - b. tomatoes, ampalaya, upo, patola
  - c. tomatoes, eggplants, lettuce, radish
  - d. tomatoes, ampalaya, upo, radish
7. Why did mother sell some of their vegetables?
  - a. She had no money.
  - b. She did not like vegetables.
  - c. They had more than they could eat.
  - d. Mother is poor.
8. What is the best word to call Lino?
  - a. welder
  - b. gardener
  - c. carpenter
  - d. worker

9. What plant climb the bamboo fence?
- |            |             |
|------------|-------------|
| a. petchay | c. ampalaya |
| b. radish  | d. eggplant |
10. How do you plant vegetables?. Arrange the steps according to how you do it.
1. germinate the seeds.
  2. transfer the seedling to the plots
  3. transplant the seedling to the seedbeds
  4. water the plants daily, apply fertilizers
- |            |            |
|------------|------------|
| a. 1 3 2 4 | c. 3 4 1 2 |
| b. 2 3 4 1 | d. 4 1 2 3 |

[B] Comprehension  
Exercise B<sub>5</sub> [ ]

### THE SWEEPERS

Kr-ring. The bell is ringing. Classes are over. It is time to go home.

"Clean the room well. Arrange the desk properly. Then put the books on the shelf," Miss Lara said.

All the pupils worked together to make the room clean.

"The books are still on the floor", says Lina. "Please pick them up." "Will you please help me put them on the shelf, Raul."

Miss Lara looked around. The room is very clean. Everything is in its proper place. She smiled and said "Its time for you to go home, children. Everybody worked hard. You are good sweepers. Thank you for the work well done."

(Adapted: The Phil. Journal of Education, Vol LVI No.5 1977).  
\*\*\*\*\*  
Comprehension Check Up No. of Words: 107

Direction: Read the questions carefully. Write only the corresponding letter of your chosen answer.

1. What did the ringing of the bell mean?
  - a. It was time for recess.
  - b. It was time to go home.
  - c. It was time for snacks.
  - d. It was time to play.

2. Who was giving orders to the children.
  - a. Miss Gadin
  - b. Miss Lara
  - c. Miss Reyes
  - d. Miss Tan
3. What did the pupils do before going home?
  - a. The pupils played in the playground.
  - b. The pupils finished their assignment.
  - c. The pupils cleaned the room.
  - d. The pupils worked in the garden.
4. How did the pupils make the room clean?
  - a. The pupils worked one by one.
  - b. The pupils worked by schedule of time.
  - c. Other pupils worked just enough.
  - d. The pupils worked together to make the room clean.
5. What word in the selection tells that the children clean well?
  - a. good children
  - b. obedient children
  - c. good sweepers
  - d. good swimmers
6. Who said this, "Will you please help me put them on the shelf, Raul."
  - a. Lita
  - b. Lina
  - c. Belen
  - d. Ana
7. What did Miss Lara see when she entered the room?
  - a. Miss Lara saw that the room was clean.
  - b. Miss Lara saw that the room was full of toys.
  - c. Miss Lara saw that the room had a flower vase.
  - d. Miss Lara saw that the room was quiet.

8. Do you clean your room? How?
  - a. Working by assignment
  - b. working together without finishing the works
  - c. working without stop
  - d. working together with quarrels
9. Why do we need to clean our room?
  - a. so that we will get good grades.
  - b. so that the pupils will play in the room.
  - c. so that we can eat in the room.
  - d. so that we can practice drama.
10. Why do we need to study in a clean room?
  - a. to keep away from harm.
  - b. to keep us healthy.
  - c. to get a prize.
  - d. to be praised by teachers.

[B] Comprehension  
Exercise B<sub>5</sub> < >

### OUR BIRD FRIENDS

"Good morning children. Do you know who we are? We are your bird friends," said the birds, early in the morning, while they were hunting breakfast for their little ones.

Hawks, orioles, owls, mayas, woodpeckers are your bird friends. They help the farmers and the young gardeners in many ways. Hawks eat grasshoppers on the crops. Orioles eat worms on the plants.

Mayas, owls, woodpeckers eat bugs and weeds in your garden. They add beauty to the forest because of their beautiful colors.

Good boys and girls should always protect birds. You should not kill them, throw stones at them or trap them.

They are our bird friends.

(Adapted: The Philippine Journal of Education Vol. LVIII).  
\*\*\*\*\*  
Comprehension Check Up No. of Words: 108

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Who greeted the children one early morning?
  - a. their neighbors
  - b. their animal friends
  - c. their bird friends
  - d. their insect friends

2. Why are they our friends?
  - a. They help farmers.
  - b. They sing for us.
  - c. They are our neighbors
  - d. They own the forest.
3. How do birds help the farmers and gardeners in the farms and gardens?
  - a. They eat worms and bugs.
  - b. They eat leaves.
  - c. They eat fruits.
  - d. They eat roots.
4. How does a hawk help farmers?
  - a. They eat grasshoppers on crops.
  - b. They eat roots on plants
  - c. They eat ants on plants
  - d. They eat rats on plants
5. What do orioles eat in plants?
  - a. leaves      b. roots      c. worms      d. insects
6. Who eat bugs and weeds?
  - a. oriole, hawks, mayas
  - b. owls, oriole, hawks
  - c. mayas, owls, orioles
  - d. mayas, owls, wood peckers

7. What else do you know what birds give us?
- a. Birds give us candies.
  - b. Birds give us fruits and vegetables.
  - c. Birds give us eggs and meat.
  - d. Birds give us milk.
8. What should you not do to the birds?
- a. care
  - b. save
  - c. enjoy
  - d. kill
9. What are birds to us?
- a. harmful
  - b. enemies
  - c. partner
  - d. friends
10. How will you call children who harm birds?
- a. cruel
  - b. kind
  - c. playful
  - d. friendly

[B] Comprehension  
Exercise B<sub>5</sub> ( )

### THE ANT AND THE GRASSHOPPER

The ant and the grasshopper were good friends. The ant was industrious, but the grasshopper was lazy. While the ant was busy storing food for the rainy days, the grasshopper did nothing all day but sing and play.

When the rain came, the lazy grasshopper shivered in hunger. He went to the ant's house and begged for some food. The ant gave him food but he kept on coming back for more.

The ant lost her patience and said, "You did nothing but sing and play during the sunny days. Now you can sing and play in the rain while hungry. I have nothing else to give you. "Go and help yourself".

(Adapted: Aesop's Fable)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 108

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Who were good friends
 

a. Ants and the grass	c. Ants and grasshopper
b. Ants and happens	d. Ants and fees

2. What did the ant do before the rainy days?
  - a. The ant stored food
  - b. The ant cooked food
  - c. The ant baked bread
  - d. The ant washed bread
3. What word in the story describes the ant?
  - a. lazy
  - b. lovely
  - c. boastful
  - d. industrious
4. What did the grasshopper do before the rainy days?
  - a. The grasshopper worked and worked.
  - b. The grasshopper hopped and hopped.
  - c. The grasshopper played and played.
  - d. The grasshopper sang and played.
5. What word in the story best describe the grasshopper?
  - a. lazy
  - b. lovely
  - c. industrious
  - d. boastful
6. Why did the ant store food?
  - a. The ant stored food for the sunny days.
  - b. The ant stored food for the rainy days.
  - c. The ant stored food for the cloudy days.
  - d. The ant stored food for the gloomy days.
7. What happened to the grasshopper when the rain come?
  - a. The grasshopper became happy.
  - b. The grasshopper became dizzy.
  - c. The grasshopper became lazy.
  - d. The grasshopper became hungry.

8. To whom did the grasshopper go to ask for food?
  - a. to the fairy .
  - b. to the gardener
  - c. to the seahorse
  - d. to the ant
9. What did the ant say when the grasshopper keep on coming back for more food?
  - a. Now, I have nothing else to give you.
  - b. Now, you may fly away.
  - c. Now, I will be the last to laugh.
  - d. Now, you may help yourself.
10. What lesson can we get from the story?
  - a. Study now and pay later
  - b. Save for the rainy day
  - c. Plant something and you will harvest afterwards
  - d. Work while you work and play while you play.

[B] Comprehension  
Exercise B<sub>6</sub> [ ]

### THE KINGFISHER AND THE CAT

One fine morning, a kingfisher sat on the branch of a tree. He was busy eating a fresh fish which she caught from the river. A hungry cat ran under the tree and asked for a piece of it. The kingfisher did not want to share the fish.

The cat was very hungry so she thought of a way to get the fish from the kingfisher. She asked the kingfisher to sing.

The silly kingfisher could not sing at all. But she was so flattered that she tried to open her mouth to sing. Of course, she dropped the fish.

The cat gulped it down hurriedly. Then it ran away laughing.

(Adapted: Aesop's Fable)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 109

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What was the story about?
  - a. The King and the Kingfisher
  - b. The Kingfisher and the Cat
  - c. The King and the Cat
  - d. The Fish and the Tree

2. What did the Kingfisher catch from the river?
  - a. fresh leaves
  - b. fresh crabs
  - c. fresh worm
  - d. fresh fish
3. What did the Cat ask from the Kingfisher?
  - a. The cat ask bread
  - b. The cat ask fish
  - c. The cat ask mice
  - d. The cat ask meat
4. Did the kingfisher give fish to the cat?
  - a. no
  - b. Yes
  - c. maybe
  - d. I don't know
5. Did the cat get the fish? How?
  - a. Yes, by asking the kingfisher to sing.
  - b. Yes, by stealing the fish
  - c. Yes, by using hook and line.
  - d. Yes, by fishing himself.
6. What happened to the fish in the Kingfisher's bill, when he started to sing?
  - a. The fish dropped from the mouth
  - b. The fish was stolen from the mouth
  - c. The fish was cut from the mouth
  - d. The fish was spoiled in the mouth
7. Who was wise?
  - a. Kingfisher
  - b. cat
  - c. fish
  - d. Tree

8. What best word can you describe the kingfisher?
- a. fool
  - b. wise
  - c. dumb
  - d. poor
9. If you were the kingfisher, and you know you can't sing, would you sing?
- a. No, because I know he is fooling me.
  - b. No, because the cat is not my friend.
  - c. No, because I am still eating.
  - d. No, because I can't sing.
10. If you were the cat, would you trick the kingfisher? Why?
- a. No, because he will go hungry. I will catch my own fish.
  - b. Yes, because I am hungry.
  - c. No, because that would be stealing. I will catch my own fish.
  - d. Yes, because the kingfisher is so selfish.

[B] Comprehension  
Exercise B<sub>6</sub> < >

### SORRY, I CAN'T

One day Manuel and Jimmy were going home from school. They passed by an orchard. In the orchard were ripe oranges. They look at the signs but they did not mind it. Nobody saw them. Jimmy continued picking the fruits but Manuel turned away. He left Jimmy picking delicious fruits. An hour passed, and a guard saw Jimmy. He was told to stop picking fruits. Jimmy ran to the nearest gate but the guard could run faster than he. He was caught and was turned over to the policeman.

Manuel and his classmates learned of what happened to Jimmy. They were sorry for him and promised not to repeat what Jimmy did.

(Adapted: Bringing Up Young Boys and Girls: 1960).  
\*\*\*\*\*  
Comprehension Check Up No. of Words: 109

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Where did Manuel and Jimmy pass by after school?
 

a. orchard	c. church
b. market	d. party

2. What were in the orchards?
  - a. ripe guavas
  - b. ripe oranges
  - c. ripe apples
  - d. ripe grapes
3. What did they read before they pick the fruits?
  - a. signs
  - b. designs
  - c. cards
  - d. drawing
4. What did they do after reading the sign?
  - a. did not mind it
  - b. laught at it
  - c. they ran away
  - d. they covered it
5. What fruits did they pick?
  - a. papaya
  - b. oranges
  - c. atis
  - d. banana
6. Who continued picking the fruits?
  - a. Jimmy
  - b. Manuel
  - c. Roman
  - d. Carlos
7. What happened to Jimmy?
  - a. was shoot by the owner
  - b. was caught by the maid
  - c. was caught by a guard
  - d. was kicked by the big man

8. What do you think was the sign they did not mind?
- a. Private, don't pick fruits
  - b. Come in enter
  - c. Welcome
  - d. Public Tree for all
9. What did Jimmy's friends promise to themselves?
- a. not to repeat what he has done
  - b. not to fight the owner
  - c. not to throw stones at the guard
  - d. not to kick the policeman
10. What do you think was Jimmy's crime? Why?
- a. Disobedience because he disobeyed the sign.
  - b. Stealing, because he picked fruits that was prohibited.
  - c. Disturbance because he made trouble.
  - d. Quarrelling because he fought the guards.

[B] Comprehension  
Exercise B<sub>6</sub> ( )

### THE FOX AND THE CROW

A crow flew to a high branch in a tree to eat a piece of cheese. A fox who saw the crow decided he wanted the cheese for himself.

Standing beneath the tree, the fox said, "Good day, dear crow. How well you look. Your eyes are bright as stars. Your claws are strong as steel. But, dear crow, I have not heard your lovely voice. Please sing for me."

The crow pleased with the fox's flattery, opened her bill to let the fox hear her lovely voice. With that the cheese fell from the crow's mouth and the fox caught it. The crow was left without her cheese.

(Adapted: Aesop's Fable)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 110

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. To where did the crow fly?

- |                  |              |
|------------------|--------------|
| a. to the ground | c. to a tree |
| b. to the house  | d. to a box  |

2. Why did the crow fly there?

- |                             |
|-----------------------------|
| a. to sing a sweet song     |
| b. to eat a piece of cheese |

- c. to dance before the fox
  - d. to show her shiny feathers
3. Who saw the crow with the cheese ?
- a. the ant      b. the fox      c. the dog      d. the pig
4. What did the fox decide to get?
- a. the crow      b. the cheese      c. the tree      d. the fruit
5. How did the fox do it?
- a. by flattering the crow
  - b. by stealing from the crow.
  - c. by bribing the crow
  - d. by buying the cheese
6. Flattering means
- a. praise too much
  - b. praise less
  - c. praise secretly
  - d. praise humbly
7. What characteristics of the crow made her lose her cheese?
- a. humility      c. pride
  - b. friendliness      d. kindness
8. Do you like the fox? Why?
- a. No, because he fooled the weak crow
  - b. No, because he got the cheese.
  - c. No, because he steal things
  - d. No, because he is bad.

9. Do you like the crow? Why?
  - a. No, because she is proud.
  - b. No, because she is a fool.
  - c. No, because she eats too much.
  - d. No, because she is black.
10. What is the moral lesson of the fable?
  - a. We must do what we are requested to do.
  - b. We must not be fooled by flattery.
  - c. We must trust everyone.
  - d. We must look before we leap.

[B] Comprehension  
Exercise B7 [ ]

TOMORROW

It was Saturday morning. Alfredo walked home after he spent the whole morning flying kites with his neighbor. For the whole afternoon they went swimming and picked guavas. He was tired that day.

That Sunday morning he went to church and planned to study when he came home. But he could hear shouts of his friends having fun outside. The game was so interesting that he went home only at lunch time.

He planned again to study that night but the baby of his Aunt Poling was crying and he was disturbed. So he went to sleep without studying his lesson. When their test was given he got second to the lowest.

(Original)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 112

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Where did Alfredo go that Saturday morning?
  - a. they went for a picnic
  - b. they went cooking
  - c. they went to fly kites
  - d. they went swimming

2. What did he do one Saturday afternoon?
  - a. Went swimming and picked guavas.
  - b. Went flying kites and picked guavas.
  - c. Went swimming and fly kites.
  - d. Went on a picnic.
3. What did he fail to do that day? Why?
  - a. Failed to work because he was tired.
  - b. Failed to study because he was tired.
  - c. Failed to cook because he was tired.
  - d. Failed to pray because he was tired.
4. What did he plan to do on Sunday after going to church?
  - a. to play
  - b. to work
  - c. to study
  - d. to visit friend
5. Was he able to study after going to church? Why?
  - a. No, because he over slept.
  - b. No, because he played instead.
  - c. No, because he went to visit grandma.
  - d. No, because he felt lazy.
6. Why was he not able to study that Sunday?
  - a. because he was tired
  - b. because he was disturbed by Aunt Poling's baby.
  - c. because he was sleepy
  - d. because he thought the test was easy.

7. How many times did Alfredo fail to study?
- a. one time
  - b. two times
  - c. three times
  - d. four times
8. What do you think would his mother say to Alfredo when she learns that he failed in the test?
- a. Mother will be happy.
  - b. Mother will say "very good son".
  - c. Mother will advice him to study.
  - d. Mother will be proud.
9. How did Alfredo score in the test?
- a. He got the first place.
  - b. He got second to the lowest.
  - c. He got the third place.
  - d. He got zero.
10. If you were Alfredo what would you do next time you have a test? Why?
- a. I will study everytime we have a test.
  - b. I will study if I have time only.
  - c. I will wait for mother to tell me to study.
  - d. I will not study.

[B] Comprehension  
Exercise B7 < >

### A POLITENESS AWARD

Everyone in the school liked Efren. He was not only kind to everybody but very polite too. Once an old woman came to visit the school. She just came from other schools to get candidates for Politeness Award. Efren was playing near the gate.

"Good Morning, Maam," greeted Efren. "May I help you?"

The old woman smiled and asked Efren where the office of the principal was. Efren offered to go with the old woman to the principal's office. He opened the door for her and saw the principal seated on her big chair.

Two weeks after, Efren received a gold medal. The old woman was the witness of Efren's polite ways.

(Adapted: The Philippine Journal of Education Vol LVII)  
\*\*\*\*\*  
Comprehension Check Up No. of Words: 113

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Whom did everyone like?

a. Joe

c. Efren

b. Peter

d. Mario

2. Why did everyone in school like Efren?
  - a. Efren is kind and polite.
  - b. Efren is coward and selfish.
  - c. Efren is lazy and dirty.
  - d. Efren is rude.
3. -Who visited the school one day?
  - a. an old beggar
  - c. wise woman
  - b. an old woman
  - d. a talkative woman
4. From where did the old woman come from?
  - a. The old woman came from the town.
  - b. The old woman came from the clinic.
  - c. The old woman came from other schools.
  - d. The old woman came from other barangays.
5. Why did the woman visit the other schools?
  - a. The old woman was looking for the most beautiful girl in the school.
  - b. The old woman was looking for the brightest pupil in the class.
  - c. The old woman wanted to get candidates for Politeness Awards.
  - d. The old woman wanted to get good players for a volleyball game.
6. Who greeted the old woman?
  - a. Efren
  - c. Peter
  - b. Mario
  - d. Joe

7. What did Efren offer the old woman?
  - a. To go with her to the principal's office.
  - b. To go with her to get a prize.
  - c. To go with her in crossing the street.
  - d. To go with her in buying from the store.
8. Who received the politeness award after two weeks?
  - a. Efren
  - b. Elvira
  - c. Selfa
  - d. Trixie
9. What other politeness act did Efren show to the old woman?
  - a. He opened the door to the office for her.
  - b. He opened the box for her.
  - c. He opened the gate for her.
  - d. He opened the book for her.
10. If you were Efren, what other polite act can you do for your elders?
  - a. offer a song
  - b. offer a seat
  - c. shout at them
  - d. push them

[B] Comprehension  
Exercise B7 ( )

### THE LEGEND OF MOUNT MAKILING

Maria Makiling was a goddess who lived at Mount Makiling in Laguna. She was loved by the people because she was kind and friendly to them. She was good to the farmers. She gave food and money to the people.

She always wore diamonds and pearls on her gown. She was the most beautiful of all the goddesses of the mountains.

One day the robbers stole the pearls and diamonds on one of her gowns. Maria Makiling felt very sad not because of the loss of her pearls and diamonds but because she had lost her faith in the people.

From that time on, Maria Makiling never came down from the mountain which is now called Mount Makiling. She never showed herself again to the people.

(Adapted: The Philippine Journal of Education).

\*\*\*\*\*  
Comprehension Check Up No. of Words: 120

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Where did Maria Makiling live?

a. Mt. Huraw

c. Mt. Makiling

b. Mt. Mayon

d. Mt. Taal

2. Why was she loved by the people
  - a. She was good, kind and friendly.
  - b. She was lovely, pretty and kind.
  - c. She was kind, graceful and beautiful.
  - d. She was friendly, lovely and crazy.
3. What did he give to the farmers?
  - a. jewels and food                      b. dress and jewels
  - b. money and food                      c. food and clothes
4. How did she look everytime she appears?
  - a. beautiful with gowns in diamond
  - b. beautiful with silk gowns.
  - c. beautiful with with shiny gowns.
  - d. beautiful with lovely gowns.
5. What were found on her gowns?
  - a. diamonds and pearls
  - b. gold and silver
  - c. bright stones
  - d. many tiny shells
6. Why was Maria Makiling very sad one day?
  - a. Her pearls and diamond were stolen.
  - b. Her money was stolen.
  - c. Her clothes were stolen.
  - d. Her pair of shoes were stolen.

7. How did she feel after the robbery?
  - a. She lost faith on her guards
  - b. She lost faith on herself.
  - c. She lost faith on the people.
  - d. She lost faith on her pets.
8. What did she do after this ?
  - a. She punished the people.
  - b. She punished the rubbers.
  - c. She hid in the mountain.
  - d. She closed her doors.
9. How would you feel towards one who steal your property?
  - a. feel angry
  - b. loss trust on him
  - c. feel like boxing him
  - d. loss your love of people
10. Is it right to steal from anybody? Why?
  - a. No, because she will not give you any gift anymore.
  - b. No, because she will not like you anymore.
  - c. No, because you will not be able to ask for more.
  - d. No, because it is shameful and a sin to steal.

[B] Comprehension  
Exercise B<sub>8</sub> [ ]

### THE FAMILY OF CARLO

On Carlo's second day in school, he brought some pictures of his family and showed them to his teacher. Miss Montano allowed him to tell story about his family.

"You all know me now. I am Carlo, eleven years old and was born in Tacloban City. My father is Ricardo Mendez an engineer and my mother is the former Lydia Sol. She is a music teacher. My father married her twelve years ago and now they have four children.

Both our parents are working so that we can have the things we need. They love us much.

Incidentally, my mother is celebrating her 35th birthday tomorrow. You are all invited to our home. It is just a few blocks from our school."

(Original)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 122

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What did Carlo show to his teacher on the second day of school?
  - a. his new book
  - c. his big bag
  - c. his family picture
  - d. his raincoat

2. From where is Carlo ?
  - a. form Tacloban City
  - b. from Cabanatuan City
  - c. from Mandawe City
  - d. from Davao City
3. How was she introduced to the class?
  - a. His teacher asked him to tell story about his family
  - b. His teacher asked him to tell stories about his travel
  - c. His teacher asked him to tell story about Tacloban.
  - d. His teacher asked him to tell story about his friends at home.
4. How many children are there in their family?
  - a. three
  - b. four
  - c. five
  - d. six
5. What are Carlos's parents doing? Why?
  - a. Working to give the children what they need.
  - b. Working to get rich.
  - c. Working to have fun.
  - d. working to build a house.
6. Why are they working hard to give what the children need.
  - a. because it is their duty.
  - b. because they want to show off.
  - c. because they want them to look nice.
  - d. because they love them.

7. What is mother going to have tomorrow?
  - a. going to have a baptismal party
  - b. going to have an excursion
  - c. going to have a birthday party
  - d. going to have a farm picnic
8. Where is mother going to celebrate her birthday?
  - a. in the market
  - b. in school
  - c. in the yard
  - d. in their home
9. How far from the school is Carlos's house?
  - a. two blocks away
  - b. a few block away
  - c. three blocks away
  - d. not a block away
10. How would you describe the relationship of the family of Carlos?
  - a. troublesome
  - b. loving
  - c. unfriendly
  - d. quarrelsome

[B] Comprehension  
Exercise B8 < >

### THE COURTEOUS CHILDREN

Nora and her brother Ramon, were going to hear mass in Quiapo. They took the bus. They were sitting comfortably in the front seat when an old woman got on the bus. There was no seat for her. Ramon stood up and said politely, "Please take my seat, Lola." The old woman smiled happily and said, "Thank You."

Soon they arrived in church. The mass was already going on. They walked slowly to their seat and prayed fervently.

After the mass, they went to the restaurant to eat. They had noodles and ice cream. Nora wanted more water. So she said to the waiter, "May I have more water please?" "Of course," said the waiter as he carefully poured more water to the glass.

(Adapted: The Philippine Journal of Education)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 124

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What kind of children were Ramon and Nora?
 

a. Courteous	c. happy
b. shy	d. fairly

2. How did Ramon talk to the old woman?
  - a. carefully
  - b. politely
  - c. eagerly
  - d. fair
3. How did Nora and Ramon pray?
  - a. slowly
  - b. fast
  - c. fervently
  - d. loudly
4. How did they move to the seat in the church?
  - a. moved fast
  - b. moved softly
  - c. move steadily
  - d. move quietly and slowly
5. What did Nora say to the waiter when she asked for water?
  - a. May I have more water please.
  - b. May I have a glass.
  - c. May I have a set.
  - d. May I borrow a plate.
6. Why were the children said to be courteous?
  - a. They are respectful.
  - b. They are active.
  - c. They are kind.
  - d. They are prayerful
7. How will you show courtesy if you want food while eating.
  - a. say, give me the food there.
  - b. say, "Please pass the food".
  - c. say, excuse me and reach for the food.
  - d. say, pass it over.

8. If you were Ramon, how will you show courtesy if you want to pass before people who are talking?
  - a. "please let me pass"
  - b. "I will pass, sorry"
  - c. "Hey - I'm passing through"
  - d. "Excuse my dust"
9. What will you say while buying something?
  - a. "Please let me buy..."
  - b. "I will buy..."
  - c. "Sell me that..."
  - d. "Give me a Kilo of ..."
10. What act of courtesy could you show to your old mother when she is telling you your faults?
  - a. shout back at her
  - b. listen don't answer
  - c. go out of the house
  - d. close your ears

[B] Comprehension  
Exercise B<sub>8</sub> ( )

### DANTE GETS A BIG CAKE

One day Dante surprised his mother. He brought home a big, round piece of rice cake.

"Where did you get that big piece of rice cake, Dante?" his mother asked.

"From Mrs. Ora," Dante answered. "You gave me one peso this morning to buy thread from Mrs. Ora. The thread cost twenty-five centavos but Mrs. Ora gave me back eighty-five centavos. I gave ten centavos back to her after I have counted the change."

"Mrs. Ora thanked me." She was very happy because I gave back ten centavos. Other boy's don't

When I was about to leave her store, Mrs. Ora called me back and gave this rice cake for you and me.

"I'm very glad for having an honest son." Dante's mother said.

(Adapted: Doing Right: 1962)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 126

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What surprise did Dante bring home one day?
  - a. rice cake
  - c. suman
  - c. puto maya
  - d. kutsinta
2. From where did Dante get the rice cake?
  - a. from Mrs. Co
  - c. from Mrs. Ora
  - b. from Mrs. Santos
  - d. from Mrs. Oray
3. Why did Mrs. Ora give him the rice cake?
  - a. He was cruel.
  - c. He was friendly.
  - b. He was brave.
  - d. He returned the extra change.
4. Why did Mrs. Ora give rewards to Dante?
  - a. He was an honest boy
  - b. He was a good boy
  - c. She needed the money
  - d. She was happy to meet Dante.
5. How much money did Dante return to Mrs. Ora?
  - a. One peso
  - c. ten centavos
  - b. twenty-five centavos
  - d. fifty centavos
6. Why was Mother happy after Dante told her of what he did?
  - a. She has an honest son.
  - b. She has a brave son.
  - c. She has a talkative son.
  - d. She has a handsome son.

7. Honesty means
  - a. to tell the truth
  - b. to keep secrets
  - c. to hide other fault
  - d. to ask for facts
8. How will you show honesty when taking a test?
  - a. Copy from my notes and from others.
  - b. Ask only for the answer of others
  - c. Prepare your answers at home ready to pass secretly during the test.
  - d. Study and answer on your own.
9. If you find a book in school what will you do with it?
  - a. Bring it home.
  - b. Announce it in the lost and found section.
  - c. Sell it to others
  - d. Give it as a gift.
10. How will you be honest when you break a jar at home?
  - a. Tell that someone else did it
  - b. Tell the truth that you did it
  - c. pretend you do not know about it.
  - d. Hide while they are angry.

[B] Comprehension  
Exercise Bg [ ]

### THE BUTTERFLY

One afternoon Luisa took her little sister Ana, to the garden. They saw a butterfly. The butterfly was resting on a flower. Ana ran to the butterfly. She wanted to catch it. The butterfly flew away. It rested again on another flower.

"Don't disturb the pretty butterfly", said Luisa. "it is sucking the nectar of the flower. See its pretty wings. It folds its wings when it rests. It opens its wings when it flies!

"Does the butterfly fly at night?" Asked Ana.

"No, the butterfly sleeps at night. It flies from flower to flower at daytime. It likes the flowers. It likes the nectar of the flowers. "Nectar is sweet," said Luisa.

Then Luisa picked a flower. She showed Ana the nectar of the flower.

(Adapted: Evaluative Material in English IV p. 5)  
\*\*\*\*\*  
Comprehension Check Up No. of Words: 124

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What was the time of our story?
  - a. morning
  - b. night
  - c. afternoon
  - d. dawn
2. To where did Luisa and Ana go?
  - a. school
  - b. playground
  - c. garden
  - d. ant
3. What did they see in the garden?
  - a. bird
  - b. nest
  - c. butterfly
  - d. flower
4. Who wanted to catch the butterfly?
  - a. Luisa
  - b. Ana
  - c. Luis
  - d. Ann
5. Who said "Don't disturb the pretty butterfly".
  - a. Luisa
  - b. Ana
  - c. Rosa
  - d. Lina
6. What does a butterfly do with its wings when it rests?
  - a. it moves
  - b. it folds
  - c. it rolls
  - d. it opens
7. What does the butterfly get from the flower?
  - a. sugar
  - b. honey
  - c. nectar
  - d. fruits
8. What does a butterfly do at night?
  - a. sleeps
  - b. flies
  - c. eats
  - d. dance

9. If you were Ana, would you catch the butterfly?
- a. No, because it might die.
  - b. No, because it might bite me.
  - c. Yes, because I want to play with it
  - d. Yes, because it is sucking the nectar of the flowers
10. If you were Luisa, would you teach your little sister what is right and wrong? Why?
- a. Yes, because she is playful
  - b. Yes, because I love her.
  - c. No, because it is bothersome
  - d. No, because it will take most of my time in talking with her.

[B] Comprehension  
Exercise Bg < >

### BEN AND THE TRAFFIC

The bell rang quickly. It was dismissal time for the primary pupils.

Traffic was heavy that morning. Many children stood on the sidewalk waiting for a chance to cross the street safely. Soon a little girl, in a hurry to go home started to cross the street.

Scr-e-e-e-ch! it was a jeepney braking hard. The little girl was too frightened to move. The jeepney driver shouted angrily.

Mang Julian, the traffic policeman was sick. Nobody was directing the traffic. Ben remembered his toy whistle. He blew it as he slowly moved to the middle of the street to direct traffic.

Before going home, Ben went to the Chief of Police to report that Mang Julian is sick. Another policeman was assigned to take the place of Mang Julian.

(Adapted: The Philippine Journal of Education: 1973).  
\*\*\*\*\*  
Comprehension Check Up No. of Words: 121

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What did the ringing of the bell mean that morning?
  - a. start of classes
  - b. start of examination
  - c. dismissal of classes
  - d. end of examination
2. What did the children do when the bell rang?
  - a. stay in school
  - b. play around
  - c. loiter around
  - d. go home directly
3. How was the traffic that time?
  - a. okey
  - b. heavy
  - c. light
  - d. troubled
4. What were the children doing then?
  - a. Waiting at the sidewalk to cross the street.
  - b. Playing by the sidewalk refusing to go home.
  - c. Sleeping by the side walk tired of waiting for the traffic.
  - d. Eating by the sidewalk hungry of waiting for the traffic.
5. What happened while traffic was heavy?
  - a. A girl was almost run over by a jeepney.
  - b. A jeepney almost turn to the post.
  - c. A girl almost fell to the ground.
  - d. A jeepney had engine trouble.

6. Why did this happen?
  - a. The traffic man was sleeping
  - b. The traffic man lost his whistle
  - c. The traffic man was sick.
  - d. The traffic man was eating
7. Who was the traffic policeman?
  - a. Mang Julian
  - b. Mang Teban
  - c. Mang Decio
  - d. Mang Tibo
8. What did Ben have which was like that of the traffic policeman.
  - a. a toy whistle
  - b. a glass of milk
  - c. a big basket
  - d. a big hat
9. Who took the place of Mang Julian one day?
  - a. Ben
  - b. Rudy
  - c. Renato
  - d. Rodrigo
10. If you were Ben, would you have done what he did?
  - a. Yes, because there is a need to help.
  - b. Yes, because it is enjoyable to do it.
  - c. Yes, because I will be paid.
  - d. Yes, because the policeman is my friend.

[B] Comprehension  
Exercise Bg ( )

### THE WINNER

"Field Day is for the whole school," Mr. Rivas, the new P. E. teacher said to the pupils.

Bobby wants to join the bicycle race, so he began practicing every morning.

The day of the race came. The bicycle riders were all good. Bobby was racing for the Green Team and Ricky for the Blue Team. Each team is composed of six members.

"Ready! Get set! Go!" shouted Mr. Rivas. Bobby wanted to win the race for his team, so he pumped hard to get off to a good start. His feet were strong and sure on the pedals, and he shot ahead of Ricky.

The practice made by Bobby was not wasted.

"Hurray! We won!" shouted the Green Team members. Ricky greeted Bobby for being the winner.

(Original)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 127

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What special day is the school going to have?

- |                    |                   |
|--------------------|-------------------|
| a. Feast Day       | c. Field Day      |
| b. Recognition Day | d. Graduation Day |

2. What race did the school want to play?
  - a. Walkathon
  - b. Bicycle race
  - c. Sack race
  - d. Car race
3. How many players are there in one team?
  - a. six
  - b. seven
  - c. nine
  - d. ten
4. Who wants to join the race?
  - a. Bobby
  - b. Roger
  - c. Crispin
  - d. Ricardo
5. What was the color of Bobby's team?
  - a. blue
  - b. green
  - c. red
  - d. white
6. What did Bobby do to win the race?
  - a. Bobby pumped hard to get off to a good start.
  - b. Bobby pumped slow to get off to a good start.
  - c. Bobby pumped moderately to get off to a good start.
  - d. Bobby pumped softly to get off to a good start.
7. What kind of feet did Bobby had, that helped him get ahead of Ricky?
  - a. His feet were weak and sure on the pedals.
  - b. His feet were strong and sure on the pedals.
  - c. His feet were thin and sure on the pedals.
  - d. His feet were big and sure on the pedals.
8. Who was the leader of the green team?
  - a. Ricky
  - b. Bobby
  - c. Johnny
  - d. Joe

9. Who won the bicycle race?
- |          |            |
|----------|------------|
| a. Bobby | c. Ricardo |
| b. Ricky | d. Roger   |
10. What made Bobby win the race?
- a. Bobby danced every morning.
  - b. Bobby took a bath every morning.
  - c. Bobby went to church every morning.
  - d. Bobby practiced every morning.

KEY TO CORRECTION  
(Set B)

B [ ] Fun Along The Seashore	B <sub>1</sub> [ ] Alano's Garden	B <sub>2</sub> [ ] The Coconut	B <sub>3</sub> [ ] The Disobedient Rooster	B <sub>4</sub> [ ] Happy Birthday Miss Monkey
1. b	1. b	1. a	1. b	1. b
2. d	2. b	2. a	2. a	2. a
3. b	3. a	3. b	3. a	3. c
4. a	4. a	4. b	4. b	4. a
5. a	5. b	5. c	5. c	5. c
6. a	6. a	6. a	6. a	6. b
7. b	7. a	7. a	7. b	7. a
8. a	8. d	8. d	8. c	8. c
9. a	9. b	9. c	9. c	9. d
10. b	10. c	10. a	10. b	10. a
B < > To School with Friends	B <sub>1</sub> < > The Three Brothers	B <sub>2</sub> < > Samuel's Dirty Face	B <sub>3</sub> < > The Horse And The Snails	B <sub>4</sub> < > A Trip To Luneta Park
1. a	1. a	1. a	1. b	1. a
2. c	2. b	2. d	2. c	2. b
3. b	3. c	3. b	3. a	3. c
4. c	4. b	4. a	4. b	4. b
5. b	5. d	5. c	5. d	5. a
6. a	6. c	6. a	6. c	6. d
7. b	7. a	7. a	7. c	7. b
8. a	8. b	8. b	8. a	8. a
9. a	9. d	9. b	9. b	9. a
10. a	10. b	10. a	10. c	10. a
B ( ) Christmas Lantern	B <sub>1</sub> ( ) A Present For Patsy	B <sub>2</sub> ( ) Some Little Things for the Children	B <sub>3</sub> ( ) Our Homes	B <sub>4</sub> ( ) Growing Vegetable
1. a	1. a	1. a	1. a	1. c
2. b	2. b	2. b	2. c	2. b
3. c	3. c	3. a	3. a	3. c
4. c	4. c	4. d	4. b	4. a
5. a	5. b	5. b	5. b	5. d
6. d	6. b	6. c	6. c	6. a
7. c	7. a	7. a	7. b	7. c
8. a	8. b	8. a	8. a	8. b
9. c	9. c	9. b	9. b	9. c
10. a	10. a	10. c	10. d	10. a

B<sub>5</sub> [ ] The Sweepers

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

B<sub>6</sub> [ ] The Kingfisher  
and the Cat

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

B<sub>7</sub> [ ] Tomorrow

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

B<sub>8</sub> [ ] The Family Of  
of Carlo

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

B<sub>9</sub> [ ] The Butterfly

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

B<sub>5</sub> < > Our Bird  
Friends

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

B<sub>6</sub> < > Sorry, I  
Can't

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

B<sub>7</sub> < > A Politeness  
Awards

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

B<sub>8</sub> < > The Courteous  
Children

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

B<sub>9</sub> < > Ben and the  
Traffic

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

B<sub>5</sub> ( ) The Ant And  
The Grasshopper

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

B<sub>6</sub> ( ) The Fox and  
the Crow

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

B<sub>7</sub> ( ) The Legend Of  
Mount Makiling

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

B<sub>8</sub> ( ) Dante Gets  
a Big Cake

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

B<sub>9</sub> ( ) The Winner

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

SILENT READING COMPREHENSION  
EXERCISES

S E T C

Level		Titles	No. of Words
C	[ ]	Little Dorothy	129
C	< >	Flying Kite	130
C	( )	Keeping Healthy And Strong	130
C <sub>1</sub>	[ ]	Cleanliness for the Town	134
C <sub>1</sub>	< >	Money For The Circus	135
C <sub>1</sub>	( )	Rudy Meet Hunters From The City	135
C <sub>2</sub>	[ ]	The Story of Aling Maria's Family	136
C <sub>2</sub>	< >	The Kindest Teacher	136
C <sub>2</sub>	( )	Felix The Swimmer	136
C <sub>3</sub>	[ ]	Trying One's Best	139
C <sub>3</sub>	< >	A Lost Fountain Pen	141
C <sub>3</sub>	( )	It Pays To Wait	142
C <sub>4</sub>	[ ]	The Seed That Becomes A Fruits	142
C <sub>4</sub>	< >	Bright Eyes	143
C <sub>4</sub>	( )	Orchids	144
C <sub>5</sub>	[ ]	Alarm Clocks At The Farm	145
C <sub>5</sub>	< >	Sipa	145
C <sub>5</sub>	( )	An Ant City	145
C <sub>6</sub>	[ ]	The Fairy and the Woodcutter	145
C <sub>6</sub>	< >	Andres Bonifacio, His Brothers' Keepers	146
C <sub>6</sub>	( )	A Man Best Friend	146
C <sub>7</sub>	[ ]	Play The Game	148
C <sub>7</sub>	< >	Luis Keeps His Promise	148
C <sub>7</sub>	( )	A Fire Drill	148
C <sub>8</sub>	[ ]	Two Friends	149
C <sub>8</sub>	< >	Sharing With Others Is Fun	150
C <sub>8</sub>	( )	Cesar Campigon	150
C <sub>9</sub>	[ ]	All In The Game	153
C <sub>9</sub>	< >	Leonor's Surprise	153
C <sub>9</sub>	( )	The Mountain And The Squirrel	153

[C] Comprehension  
Exercise C [ ]

### LITTLE DOROTHY

There was a little girl named Dorothy. She lived in Kansas, with her Aunt Emy, Uncle Henry and a black dog, Toto. The farm house they lived in, had a storm cellar underneath. They needed the storm cellar because violent storms, called cyclons cause untold distruction when they pass.

One afternoon Dorothy noticed that the sky was grayer than usual. Suddenly the wind started to wail.

"There's a cyclone coming!" Uncle Henry called to Dorothy. Follow your Aunt Emy into the storm cellar to hide. Hurry!"

"The wind whirled around, higher it blew". "Going up in a balloon must be like this!" Dorothy whispered to Toto. Hours passed and Dorothy felt calm and peaceful.

She picked up Toto and crawled to the bed. Soon they were both sound asleep.

(Adapted: The Philippine Journal of Education p.54).  
\*\*\*\*\*  
Comprehension Check Up No. of Words: 129

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Who lived in Kansas with her aunt and uncle?
  - a. Dorothy
  - b. Sol
  - c. Jacky
  - d. Lester
2. Who else live with her aside from her aunt and uncle?
  - a. blacky
  - b. Toto
  - c. Jasper
  - d. Spot
3. What has the farm house in preparation for a storm?
  - a. storm garden
  - b. storm cellar
  - c. storm porch
  - d. storm room
4. What is the violent storm called?
  - a. cyclone
  - b. hurricane
  - c. whirlwind
  - d. rain
5. Why did the farm house need a storm cellar?
  - a. because of the violent storm that cause destructions.
  - b. because of the typhoon that destroy the plants.
  - c. because of the heavy rain that cause flood.
  - d. because of the wind that blow and threaten their lives.
6. Who said this? "Follow your Aunt Emy into the storm cellar"
  - a. father
  - b. brother
  - c. Uncle Henry
  - d. Dorothy

7. Why did Uncle Henry hurried Dorothy to the cellar?
  - a. A visitor was coming.
  - b. Horses were coming.
  - c. A cyclone was coming.
  - d. An earthquake was coming.
8. What thought came to Dorothy when the wind whirled around?
  - a. Going up in a balloon must be like it.
  - b. Going up the plane must be like it.
  - c. Flying a kite must be like it.
  - d. Standing on high mountains must be like it.
9. What did Dorothy and Toto do when they were in the storm cellar?
  - a. They went to sleep.
  - b. They went to read books.
  - c. They went to play balloons.
  - d. They went to hide.
10. What do you do when there is a storm in your place?
  - a. Stay in the house and help my parent keep the house safe.
  - b. Go out and play with the wind and rain.
  - c. Stay in the house and eat the food prepared by my parents.
  - d. Go out and gather things blown by the wind.

[C] Comprehension  
Exercise C < >

### FLYING KITE

It was a windy day in March. Ruben and the other boys in the neighborhood wanted to start a new game. They thought of flying kites. The wind can help fly the kites high. "We'll fly our kites tomorrow, okay?" asked Luis. Let's go home and make our kites."

The big boys were able to make kites by themselves. The small ones could not make their kites alone. Their fathers helped them. Their kites were beautiful than those of the bigger boys. Their kites have different colors and sizes.

All the boys went to the open field to fly their kites. The big boys helped the small boys fly their kites. Their kites went high, high, high! How happy the boys were. Their kites were like boats sailing up there.

(Adopted: The way We Live p 167)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 130

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What kind of day was there in March?
 

a. stormy	c. sunny
b. rainy	d. windy

2. What did the boys want to start that day?
  - a. play a new game
  - b. make a new toy
  - c. play hide and seek
  - d. make a play house
3. What new game did they decide to play?
  - a. make play carts
  - b. fly kites
  - c. make a play house
  - d. play tops
4. Who made the kites of the big boys?
  - a. they themselves
  - b. their friends
  - c. their fathers
  - d. their nieghbors
5. Who made the kites of the small boys?
  - a. their themselves
  - b. their friends
  - c. their fathers
  - d. their nieghbors
6. Why were the kites of the smaller boys more beautiful than the kites of the bigger boys?
  - a. Their fathers helped the smaller boys make kites.
  - b. Small boys bought the kites from a friend.
  - c. Kites were bought from the store.
  - d. Kites of the small boys were decorated.
7. Where did the boys fly their kites?
  - a. along the river bank
  - b. in the open field
  - c. near the seashore
  - d. in the mountain
8. Who helped the small boys fly their kites?
  - a. father
  - b. big boys
  - c. mother
  - d. brother

9. To what things were the kites compared?
- a. boats sailing
  - b. boats escaping
  - c. boats rolling
  - d. boats capsizing
10. Do you fly kites? How do you fly one?
- a. Yes, I run against the wind to make it fly.
  - b. Yes, I sit on a stone and wait for it to fly.
  - c. Yes, I ask my father to fly it.
  - d. Yes, I tie my kite to a tree.

[C] Comprehension  
Exercise C ( )

### KEEPING HEALTHY AND STRONG

We need rest. When we run and play we are not resting. We only rest when we sit and stand, when we lie on bed and when we sleep.

We need rest to keep us well and strong. Clean and well pressed clothes make us appear clean. Clean face and combed hair give us a good look.

To be sick costs money. We become helpless. We suffer pain. Our parents get worried. The whole family is disturbed.

One way to avoid getting sick is to keep clean all the time and eat the right kind of food.

A full bath every day with clean water and soap keep our body fresh and clean.

Food that is rich in vitamins, minerals, protein, fat and carbohydrates make our body strong and healthy.

(Adapted: New Path to Science:1967 p. 112)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 161

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What is needed by our body to keep it well and strong?
 

a. rest	c. too much exercise
b. over eating	d. dancing

2. When do we rest?
  - a. When we run and play
  - b. When we swim and eat
  - c. When we sit, and lie down on bed
  - d. When we sing and dance.
3. How can we avoid getting sick?
  - a. by eating fatty foods
  - b. by keeping clean only.
  - c. by not having a rest and always playing
  - d. by eating the right kind of food and keeping clean always
4. What clothes make us appear clean?
  - a. tall clothes
  - b. beautiful gown
  - c. clean and well pressed
  - d. dark clothes
5. What gives us a good look?
  - a. clean nails and ears only
  - b. clean face and combed hair
  - c. clean clothes and painted toes
  - d. clean feet and face only
6. What happen to a family when one is sick?
  - a. The family is hungry.
  - b. The family is disturbed.

- c. The family enjoys it.
  - d. The family can rest.
7. What does sickness cost us?
- a. time
  - b. clothe
  - c. Money
  - d. food
8. What happen to our parents when we are sick?
- a. Our parents get worried.
  - b. Our parents are mad.
  - c. Our parents enjoyed it.
  - d. Our parents don't care.
9. What makes us strong and healthy?
- a. sleeping late at night
  - b. taking a bath only once a week
  - c. eating with dirty hands
  - d. eating the right kind of food
10. What are the content of the right kind of food?
- a. rich in sweet, 'spicies, fats and fibers
  - b. rich in vitamins, minerals, protein fats and carbohydrates
  - c. rich in color, water, fibers and vitamins
  - d. rich in decor, icing, water and fibers.

[C] Comprehension  
Exercise C<sub>1</sub> [ ]

### SCHOOL FIELD TRIP

It was Thursday morning. Miss Santos was having a Social Studies class. She was planning to see the cleanliness of the town.

"Are you ready for the trip?" asked Miss Santos.

The class went around the town. They saw fruit peelings, pieces of paper and dead cats on the street. Rubbish were seen everywhere.

One of the boys suggested to dig a hole for the dead cats. With the help of the big boys they buried the dead cats. Then they returned to their classroom.

"Children, how did you like our trip to the town?" asked Miss Santos.

"We enjoyed it very much but not the dead cats," said the children.

"How can we make our community clean?" asked Miss Santos.

"The community must have garbage cans where people can throw the rubbish," said Merle.

\*\*\*\*\*  
Comprehension Check Up No. of Words: 134

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What was the subject Miss Santos was teaching?
  - a. Science
  - b. Language
  - c. Math
  - d. Social Studies
2. What did her class do last Thursday?
  - a. They went to see a movie in town.
  - b. They went to see the cleanliness of the town.
  - c. They went to see the house of Merle in the town
  - d. They went to see the farmer in the farm.
3. What did the children see on the streets?
  - a. They saw rubbish and dead cats.
  - b. They saw baskets and nets.
  - c. They saw bargain stores.
  - d. They saw many fruits.
4. What did the class decide to do with the dead cats?
  - a. burn them
  - b. put them in cans
  - c. bury them
  - d. throw them
5. Where did they bury the dead cats?
  - a. in the see
  - b. in a basket
  - c. in a hole
  - d. in a wall
6. What did they do after cleaning the rubbish?
  - a. went home
  - b. return to the classroom
  - c. went on a picnic
  - d. went to report to the mayor

7. What did the children suggest to make the town clean?
  - a. put up garbage can
  - b. dig compost pit
  - c. give brooms
  - d. spray with lysol
8. How can you help clean the community?
  - a. Do not throw rubbish on the street.
  - b. Scatter pieces of paper on the street.
  - c. Throw the banana peelings on the street.
  - d. Just look at the dirty things on the streets.
9. Where is the proper place for our rubbish?
  - a. in a box
  - b. in a cart
  - c. in the canal
  - d. in a garbage can
10. What will you do in your house to help the community clean?
  - a. own a garbage can
  - b. throw your garbage to the sea
  - c. burn the garbage
  - d. wrap your garbage and throw it on your neighbor's yard.

[C] Comprehension  
Exercise C<sub>1</sub> < >

### MONEY FOR THE CIRCUS

The circus was coming soon. Billy and Jack wanted to see it. The circus will be on the fourth day of July.

"How can we get the money?" asked Jack.

"I don't know" answered Billy. "I think we can find some work to do. We will ask mother what we shall do."

"There are many things that you can do," said Mother. There are strawberries ready to be picked in the garden. Put the strawberries you pick into these little boxes. For each box full of strawberries you will get five cents".

"Good!" said Billy. "come on Jack. Let's start the work. Let's work fast to get more money. There is no reason why we can't see the circus."

The boys picked the strawberries fast. They wanted to fill the twenty boxes with sweet ripe strawberries.

(Adapted: Down Our Way: p. 2)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 135

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What big day the boys wanted to see?
 

a. Circus	c. Birthday
b. Town Fiesta	d. Dance

2. Who were the two boys?
  - a. Billy and Jack
  - b. Jack and Johnny
  - c. Billy and Joe
  - d. Johnny and Henry
3. When will the circus be?
  - a. on the second day of July
  - b. on the third day of July
  - c. on the fourth day of July
  - d. on the fifth day of July
4. Who said this "I think we can find some work to do?"
  - a. Billy
  - b. Mother
  - c. Jack
  - d. Uncle
5. What was the problem of Billy and Jack?
  - a. They had no friend in the circus.
  - b. They had no ticket for the circus.
  - c. They had no money for it.
  - d. They had no companion to it.
6. What did Billy and Jack do to get money?
  - a. sell ripe banana
  - b. gather firewood
  - c. sell fish
  - d. gather strawberries
7. How much money was given for each little box full of strawberries?
  - a. three cents for each box
  - b. four cents for each box
  - c. five cents for each box
  - d. six cents for each box

8. Who helped them solve their problem?
- a. father
  - b. mother
  - c. brother
  - d. sister
9. From where did Billy and Jack pick strawberries?
- a. from the Plaza
  - b. from the garden
  - c. from the market
  - d. from the store
10. How many boxes did they fill?
- a. ten boxes
  - b. five boxes
  - c. two boxes
  - d. 20 boxes

[C] Comprehension  
Exercise C<sub>1</sub> ( )

### RUDY MEETS HUNTERS FROM THE CITY

Rudy was fond of going to the forest to take a bath in the waterfall. While he was taking a bath he heard a shot. He hurriedly dressed up and walked to the place where the shot came from. He found two men shooting the forest monkeys.

"Wait, don't shoot!" Rudy shouted. "Have you asked from our Barangay chairman for permission?"

"We are hunters from the city. Why do we need to ask permission? Is your Barangay chairman the owner of this forest?"

"No, but we have laws here. Anyone who wants to hunt must ask our Barangay chairman's permission. Those who disobey our hunting laws are brought before the Municipal Judge. If they are found guilty they are fined or put in jail." Rudy explained.

"Alright young man, let's talk to the Barangay chairman."

(Adapted: The Philippine Journal of Education p. 162.  
\*\*\*\*\*  
Comprehension Check Up No. of Words: 135

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Who went to the forest to shot animals?
 

a. farmers	c. wood cutter
b. hunters	d. fruits picker

2. From where did they come from?
  - a. city      b. town      c. barrio      d. sitio
3. Who was in the forest and heard their shot?
  - a. Mario      b. Rudy      c. Rod      d. Rene
4. What was he doing in the forest?
  - a. hunting      c. bathing
  - b. hunting      d. planting
5. What did Rudy do when he heard the shot?
  - a. Stop there and observe.
  - b. He joined the hunters.
  - c. He stopped the hunters from shooting
  - d. He asked them money.
6. What did Rudy ask the hunters to do before hunting?
  - a. asked baon      c. ask clothing
  - b. ask permission      d. ask medicine
7. From whom should the hunter ask permission?
  - a. from the mayor
  - b. from the governor
  - c. from the Barangay Chairman
  - d. from the police
8. Was there a hunting law in the barangay where the hunters hunt?
  - a. yes      c. maybe
  - b. No      d. sometimes

9. What other laws to conserve our forest do you know?
  - a. prohibiting cutting of trees
  - b. anti-lettering law
  - c. avoid throwing wastes
  - d. prohibiting use of dynamite
10. What is the reason why we conserve our forest?
  - a. people earn a lot of money from tree.
  - b. because forest are beautiful to see.
  - c. the loss of forest may cause flood that destroy lives and property.
  - d. animals live in the forest.



2. Who has land to cultivate?
  - a. Mang Amboy
  - b. Mang Indo
  - c. Mang Juan
  - d. Mang Pandoy
3. What does Aling Maria do with their income?
  - a. budget it
  - b. keep it
  - c. give it
  - d. throw it
4. How many percent of their income is used for food?
  - a. 60 %
  - b. 20%
  - c. 50 %
  - d. 30 %
5. How does Aling Maria plan the family meals?
  - a. She planned the meals on time.
  - b. She planned the meals after time.
  - c. She planned the meals ahead of time.
  - d. She planned the meals any time.
6. What does Aling Maria do before buying food?
  - a. prepare her basket
  - b. make a list of what to buy
  - c. count her money
  - d. fix her hair
7. What does she buy?
  - a. expensive food
  - b. food that are dear
  - c. food that are cheap
  - d. food is season
8. When she reach the house what does she do?
  - a. wash her hands
  - b. take a bath
  - c. wash her feet
  - d. wash fer face

9. How much food does she prepare at a time?
- a. plenty
  - b. little
  - c. just enough
  - d. none
10. Why is her family healthy ?
- a. because they eat enough.
  - b. because they have so much to eat.
  - c. because she buy expensive food.
  - d. because their family has a big income.

[C] Comprehension  
Exercise C<sub>2</sub> < >

### THE KINDEST TEACHER

The students' council were deciding who the kindest teacher in the school was. They wanted to give her a gift on Teacher's Day.

"Miss Cruz is a very kind person", Fe said. "I'm sure everybody loves her."

"Yes, she's so kind that everyone wants to be in her class," many delegates agreed. "There's Miss Ramos," Juan said.

"No, I wouldn't choose Miss Ramos. She is too kind to enforce discipline in her class. Some of her pupils often come late. Her pupils take advantage of her kindness," Tita explained.

If you want a disciplinarian, there's Mr. Olivo. He's very strict but he's kind to excuse his students who come late with good reasons.

I believe our gift should go to Miss Cruz. She's the kindest person I know. She's a very kind person indeed," Manuela said.

(Original)

\*\*\*\*\*  
Comprehension Check Up

No. of Words: 136

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What did the student council decide to give to a teacher?
  - a. give a gift
  - b. give a plaque
  - c. give a trophy
  - d. give a flower
2. When are they going to give the gift?
  - a. Valentine's Day
  - b. Christmas Day
  - c. Teacher's Day
  - d. Birthday
3. To whom shall they give the gift?
  - a. the kindest parent
  - b. the kindest student
  - c. the kindest teacher
  - d. kindest friend
4. Why was Miss Ramos not chosen as the kindest person in school?
  - a. She's too kind to enforce discipline.
  - b. She's too frank to her pupils.
  - c. She's too lazy to do things in school.
  - d. She's too busy doing nothing.
5. Why was Mr. Olivo not chosen as the kindest teacher either?
  - a. He's very lenient
  - b. He's always frowning
  - c. He's very strict
  - d. He's often late
6. Who was the disciplinarian among the teachers?
  - a. Mr. Olivo
  - b. Mrs. Ramos
  - c. Mrs. Cruz
  - d. Mr. Barbe

7. What makes Mr. Olivo a good teacher?
  - a. Excuse his late students with good reasons.
  - b. Excuse his students from taking the test.
  - c. He gave gift to his students.
  - d. Excuse his students from being absent with out reasons.
8. Why was Miss Cruz chosen as the kindest teacher?
  - a. She's kind that everyone wants to be in her class.
  - b. She's always smiling
  - c. She's very accomodating
  - d. She is helpful
9. Whose kindness was taken advantaged by naughty pupils?
  - a. Miss Ramos
  - b. Mr. Cruz
  - c. Mr. Olivo
  - d. Miss Giray
10. What will you do in return to a kind teacher?
  - a. Study and behave well in school.
  - b. Make noise and trouble anyway he is kind.
  - c. Be absent when I like, anyway he is kind.
  - d. Not study my lesson, anyway he is kind.

[C] Comprehension  
Exercise C<sub>2</sub> ( )

**FELIX THE SWIMMER**

One day Felix was taking a walk along the beach in Davao City. He saw several men and women taking a bath. Some were near the shore, others a little further away.

Among the bathers was a teacher from Davao Central Elementary School. She was learning how to swim with a tire tube.

Felix saw her and smiled. She seemed to be having a hard time learning. Suddenly he shouted. The tire tube had gotten away from her hold. Not knowing how to swim, she began to sink.

Felix immediately swam to her side. He grabbed her hair and helped her rise to the top of the water. With the help of the tire tube, he pulled her to the shore.

He applied what he had learned in school. He made her breath again by giving artificial respiration.

(Original)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 136

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What was Felix doing along the beach?
  - a. bathing
  - b. walking
  - c. watching
  - d. playing

2. Who was among the bathers that Felix saw.
  - a. a school boy
  - b. an artist
  - c. a teacher
  - c. an actor
3. What was the school teacher doing?
  - a. She was learning how to swim.
  - b. She was looking for her tire tube.
  - c. She got a pain on her back.
  - d. She was swimming fast.
4. What happened to the teacher while she was bathing?
  - a. She suddenly lost hold of the tube and slowly begun to sink.
  - b. She suddenly lost her bag and began to cry.
  - c. She suddenly lost her balance and begun to call for help.
  - d. She suddenly had crumps on her feet and suddenly begun to sink.
5. What did Felix do?
  - a. Felix swam to her side and helped her rise to the top.
  - b. Felix swam to her side and tie a rope around her.
  - c. Felix swam to her side and smiled at her.
  - d. Felix swam to her side and look at her.
6. How did Felix bring her to the shore?
  - a. with the tire tube, pulled her to shore.
  - b. with her strength carried her on her shoulder.

- c. her friends carried her to shore.
  - d. with all his efforts pushed her to shore.
7. How did he make her breath again?
- a. He let her drink water.
  - b. He brought her to the hospital.
  - c. He applied artificial respiration.
  - d. He gave up everything for her.
8. Is it good to learn how to swim?
- a. no
  - b. yes
  - c. maybe
  - d. a little
9. If you were Felix, what would you have done?
- a. go and save her
  - b. shout for help
  - c. swim to show off
  - d. laught at her
10. Why should you do it?
- a. Surely, the teacher will give me something for reward.
  - b. I want other people to see my heroin.
  - c. It is my chance to help those who need me.
  - d. Because the teacher is beautiful.

[C] Comprehension  
Exercise C<sub>3</sub> [ ]

### TRYING ONE'S BEST

Arturo was trying to write a paragraph that evening. It was their homework in Language. Language was not his favorite subject so he found the homework difficult.

"I'll just ask father to write this paragraph for me," he said to himself. He asked father to write for him a paragraph but father asked from him what he have started.

"I haven't started," answered Arturo.

"But you must try. You'll not learn how to write unless you try."

Arturo was silent. He knew that his father meant what he said.

"Father, I'll write a paragraph myself. But please help me by correcting it, will you? Arturo begged.

Father promised to correct his work. And when it was finished he showed it to his father. His father corrected it.

"Thank you, father. I think I'm beginning to like language," said Arturo.

(Adapted: The Phil. Journal of Education, 1969, p. 167)  
\*\*\*\*\*  
Comprehension Check Up No. of Words: 121

Directions: Read the question carefully. Write only the corresponding letter of the chosen answer.

1. Who was trying to write a paragraph that evening?
  - a. Arturo
  - b. Antonio
  - c. Arsenio
  - d. Alberto
2. What subject is not his favorite? ?
  - a. Mathematics
  - b. Language
  - c. Social Studies
  - d. Computer
3. How did father help Arturo write a paragraph?
  - a. Father wrote the paragraph for his son.
  - b. Father asked his son to sleep.
  - c. Father corrected his son's work.
  - d. Father advised him to put away his things.
4. What made Arturo write his own homework?
  - a. Father promised to correct his work.
  - b. Father ignored his work.
  - c. Father went out for a ride.
  - d. Father scolded him.
5. Why do you think father wanted Arturo to write his own homework?
  - a. He wanted Arturo to open his book.
  - b. He wanted Arturo to try writing.
  - c. He wanted Arturo to copy from his friends
  - d. He wanted Arturo not to learn Language.

6. Why do you think Arturo said this? "I think I'm beginning to like language"
  - a. He discovered that he can write.
  - b. He was forced by father.
  - c. He wanted father to praise him
  - d. He wanted father to allow him to sleep.
7. Is it good to prepare your homework?
  - a. yes
  - b. no.
  - c. sometimes
  - d. never
8. What is the best thing to do if you cannot answer your homework?
  - a. Ask any member of the family to help you.
  - b. Leave your homework and sleep.
  - c. Go out and visit your friend
  - d. Open the TV enjoy seeing the show.
9. When do you learn more?
  - a. When father do your homework.
  - b. When you do your own homework.
  - c. When mother do your homework.
  - d. When you do not do your homework.
10. What do you do when you have a homework?
  - a. Work on it before going to school.
  - b. Ask a friend to do it for me.
  - c. Copy from friend's work.
  - d. never do it.

[C] Comprehension  
Exercise C<sub>3</sub> < >

### A LOST FOUNTAIN PEN

Renato was helping his teacher and classmates. They were returning the chairs to the school building. Renato saw a blue-gray fountain pen as he bent to pick another chair.

"Did you lose a fountain pen?" asked Renato to his friends.

"No," they said.

Renato went to Miss Pena to find out if someone lost a fountain pen.

"Yes, Carlos was looking for a blue-gray pen a while ago. Is that pen you have found blue-gray?" Miss Pena asked.

"Yes, it's blue-gray. Please tell me where Carlos is. I'll return this pen to him," Renato said.

Renato found Carlos in Room 3. He gave the blue-gray fountain pen to Carlos.

"Thank you very much Renato, I was looking for that pen," said Carlos.

"Not at all," Renato answered. "Shall we carry the chair now?"

"Yes, let's go," Carlos answered.

Renato and Carlos went back to the schoolyard. They were both very happy. (Cortes and Dancol:1962)

(Adapted: Doing Right: 1962 p. 29)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 141

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What were Renato and his classmates doing?
  - a. returning the chairs to the school building
  - b. arranging the chairs in the room
  - c. borrowing the chairs from the school library
  - d. cleaning the room
2. What did Renato find?
  - a. ballpen
  - b. new book
  - c. a blue-gray fountain pen
  - d. a red pen
3. Who said this? "Yes, Carlos was looking for a blue-gray pen a while ago"
 

a. Miss Pena	c. Berting
b. Renato	d. classmates
4. What did Renato do with the fountain pen?
  - a. He kept the pen.
  - b. He asked his friends about the pen.
  - c. He gave the pen to the teacher.
  - d. He threw the fountain pen.

5. What did Carlos tell Renato when he got back his pen?
- a. Good-bye Renato.
  - b. You're a friend.
  - c. Thank you Renato.
  - d. How are you Renato.
6. What feeling did Renato and Carlos have when they went back to the schoolyard ?
- a. Renato and Carlos were happy.
  - b. Renato and Carlos were angry.
  - c. Renato and Carlos were sad.
  - d. Renato and Carlos were lonely.
7. If you were in Renatos place what will you do?
- a. Keep it for me
  - b. sold it
  - c. returned it to the owner
  - d. give it to a friend
8. What kind of boy was Renato?
- a. brave
  - b. industrious
  - c. proud
  - d. honest
9. What kind of a boy is Carlos?
- a. grateful
  - b. disobedient
  - c. discourteous
  - d. lazy
10. If you lost something and was returned to you, how will you feel?
- a. ashamed
  - b. thankful
  - c. angry
  - d. sad

[C] Comprehension  
Exercise C<sub>3</sub> ( )

### IT PAYS TO WAIT

Zeny was alone in the house that afternoon. Her parents were visiting her grandmother. Her sister Linda was in school. She was reading when she heard a knock at the door. She opened it.

"Oh, it's you Aling Liling. Please come in." she said to their neighbor. "I've brought some cakes. I know your mother likes them very much." said Aling Liling.

"Thank you Aling Liling. But mother isn't here," said Zeny.

"Then you keep it till she comes. Bye!" said Aling Liling.

The cake smelled delicious. She felt like eating it but she kept herself busy to forget the cake.

Soon mother came. She told mother about the cake.

"Are they delicious?" said mother. "I didn't taste them. I was waiting for you," said Zeny.

"I'm glad you did the right thing. Now here's a big piece for you," said mother.

(Adapted: The Phil. Journal of Education 1970, p.117)  
\*\*\*\*\*  
Comprehension Check Up No. of Words: 142

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Who was alone in the house?
  - a. Zeny
  - b. Penny
  - c. Remy
  - d. Nene
2. Why was she alone?
  - a. Her parents were visiting grandma.
  - b. Her parents were in the farm.
  - c. Her parents were in the market.
  - d. Her parents were fishing.
3. Who knocked at the door when Zeny was reading?
  - a. Aling Poling
  - b. Aling Poling
  - c. Aling Bering
  - d. Aling Ceding
4. What did Aling Liling gave to Zeny?
  - a. candies
  - b. pastries
  - c. cookies
  - d. cake
5. What did Zeny say to Aling Liling?
  - a. Go away!
  - b. Thank You
  - c. Come in
  - d. I don't like you.
6. For whom was the cake?
  - a. father
  - b. Zeny
  - c. mother
  - d. brother
7. What did she do with the cake?
  - a. eat it
  - b. kept it
  - c. gave it
  - d. threw it

8. What did Zeny do to forget the cake?
  - a. Zeny went to play.
  - b. Zeny went to bed.
  - c. Zeny kept herself busy.
  - d. Zeny went out for a picnic.
9. What was the feeling of Zeny's mother when Zeny told her that she did not eat the cake but she waited for her.
  - a. Mother was very happy for Zeny.
  - b. Mother scolded her.
  - c. Mother was angry.
  - d. Mother was sad to hear it.
10. If you were Zeny, would you eat the cake? why?
  - a. Yes, because it is sweet.
  - b. Yes, because anyway mother will not be angry.
  - c. No, because mother must see the cake first.
  - d. No, because it is not good.

[C] Comprehension  
Exercise C 4 [ ]

### THE SEED THAT BECOMES A FRUIT

Once upon a time there was an avocado seed lying by the roadside for many weeks but nobody picked it up.

The warm sun shone on the avocado seed and dried its skin. The rain fell and cool off the seed. If only there would be someone who will bury the seed in a soil, then it might grow roots and leaves and become a tree. It will give people shade and fruits.

One day a farmer came walking along the road. He saw the avocado at the roadside. He was attracted and he brought the seed home.

Year by year the avocado grew until it bore fruits. How delighted the farmer was.

"I was not wrong when I got the avocado seed and planted it here in our backyard," said the farmer. "Now this tree is helping us and our children."

(Adapted: The Phil. Journal of Education, 1967 p. 178)  
\*\*\*\*\*  
Comprehension Check Up No. of Words: 136

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What was lying by the roadside?

a. a man

c. a cat

b. an avocado seed

d. a flower

2. How long has it been there?
  - a. a month
  - b. many weeks
  - c. many weeks
  - d. a year
3. What did the sun and rain do to the avocado seed?
  - a. Dried its skin and cool off the seed.
  - b. They helped the avocado seed to grow.
  - c. They helped the avocado seed to drink.
  - d. They helped the avocado seed to wake up.
4. Who picked up the avocado seed?
  - a. fisherman
  - b. vendor
  - c. farmer
  - d. tailor
5. What did the farmer do with the seed?
  - a. The farmer threw the seed.
  - b. The farmer planted the avocado seed.
  - c. The farmer cut the avocado seed.
  - d. The farmer kept the seed.
6. Where did the farmer plant the avocado seed?
  - a. in the backyard
  - b. along the river bank
  - c. near the hillside
  - d. in the mountain
7. What happened to the avocado seed that was planted by the farmer?
  - a. It became a tree.
  - b. It became a shrub.
  - c. It became a vine.
  - d. It became a trunk.

8. How did the avocado tree help the farmer and the children?
- a. It gave them flowers.
  - b. It gave them dried leaves.
  - c. It helped them to keep busy.
  - d. It gave shade and fruit.
9. What good things a fruit tree give you?
- a. leaves .
  - b. roots
  - c. fruits
  - d. firewood
10. If you plant one tree a week, do you think you will get something in return? Why?
- a. Yes, because it will give me many fruits.
  - b. No, because it is a waste of time.
  - c. Yes, because I will cut it if it will not bear fruits
  - d. No, because planting is hard work.

[C] Comprehension  
Exercise C<sub>4</sub> < >

### BRIGHT EYES

Patsy was trying hard to think of something nice to do that day, when her mother invited her to walk with her downtown.

"How would you like to come with me? I have thought of a game one can play on the way," said mother.

"Oh, yes!" cried Patsy. "I have been wishing for something new to play."

"Our game will be to find pleasant things along our way. I see something that I am sure you'll like to see. Can you tell what it is?"

"Oh! I have it," said Patsy as they passed by the church. "I see a gold ball on top of the church steeple. I have seen the church so many times but I never noticed the gold ball on top of the steeple before."

"That is," said mother, "You really have bright eyes. Now its your turn."

( Adapted: Once Upon a Time p.2)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 143

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What was Patsy trying to think on that day?
  - a. something bad
  - b. something special
  - c. something nice
  - d. something to eat
2. Who invited Patsy to go with her?
  - a. her friend
  - b. her father
  - c. her sister
  - d. her mother
3. Where was mother going when she invited Patsy for a walk?
  - a. Downtown
  - b. river
  - c. picnic
  - d. park
4. What game did mother and Patsy play on their way?
  - a. Skipping rope
  - b. Look and tell
  - c. Sipa
  - d. Hide and seek
5. What did Patsy see on top of the church steeple?
  - a. a gold ring
  - b. a gold basket
  - c. a gold ball
  - d. a gold book
6. What eyes did Patsy have, said mother?
  - a. blue eyes
  - b. clean eyes
  - c. bright eyes
  - d. lovely eyes
7. Did mother and Patsy continue their game along their way?
  - a. perhaps
  - b. Yes
  - c. No
  - d. maybe
8. What shape is the church steeple?
  - a. round
  - b. cross
  - c. triangle
  - d. square

9. Did Patsy enjoy playing with mother?
- a. yes
  - b. No
  - c. never
  - d. sometimes
10. Why is Patsy's mother also Patsy's friend?
- a. Because they share a nice time together.
  - b. Because she always scold her.
  - c. Because she is her mother's daughter.
  - d. Because she is the boss.

[C] Comprehension  
Exercise C<sub>4</sub> ( )

### ORCHIDS

Have you seen the aristocrats of the woodland? They are the orchids- the most interesting and beautiful of all the flowers. All of the 12,000 known species resemble each other, but some look like ladies' slippers. These exciting tropical blooms may be white, yellow, purple, pink, green or brown... appropriate for corsages.

There are two classes of orchids - the terrestrial that take their food from the ground, and epiphytal that get food from the air. The latter attach themselves to the bark of trees and depend upon the moist, humid atmosphere for water. They are not parasites because they do not take anything from the tree itself.

Orchids are propagated by division of the rhizome, stem cuttings and by seeds. One variety of climbing orchids produces a long pod that is dark brown when ripe. Vanilla, our food flavor is extrated from this plant.

(Adapted: Basic and Beyond Readings p. 82)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 145

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What is the selection about?
  - a. aristocrats
  - b. orchids
  - c. flower
  - d. woodland
2. Which words are used to describe all orchids?
  - a. ladies slippers
  - b. aristocrats of the woodland.
  - c. interesting & beautiful
  - d. parasitic blooms
3. How do some orchids look like?
  - a. shoes
  - b. slippers
  - c. basket
  - d. pitcher
4. What colors orchids have?
  - a. all red
  - b. all white
  - c. varied color
  - d. all brown
5. Where do terrestrial orchids take their food?
  - a. from the air
  - b. from the water
  - c. from the trees
  - d. from the ground
6. What type of orchids attach themselves to the bark of trees:
  - a. epiphytal
  - b. parasites
  - c. rhizomes
  - d. budding
7. What is the plant that get food from another plant?
  - a. a bud
  - b. parasite
  - c. leech
  - d. rhizome

8. What is extracted from the brown pod of an orchid?
- a. species
  - b. vanilla
  - c. powder
  - d. nectar
9. The selection tells us that orchids are propagated by division of
- a. seeds
  - b. stem cutting
  - c. rhizomes
  - d. all of the above
10. Do you like orchids? Why?
- a. Yes, because they are rare.
  - b. Yes, because they are beautiful.
  - c. Yes, because they are colorless.
  - d. Yes, because someone gave one to me.

[C] Comprehension  
Exercise C5 [ ]

### ALARM CLOCKS AT THE FARM

Ana had been invited to visit her grandparents in the farm. Mother took her to their farm, not far from the city.

"I have never been here before," said Ana. I will have such a good time here".

Soon it was time for Ana's mother to go home. "There is one thing that is hard for Ana to do," Mother said. Ana does not like to get up early in the morning.

"Oh, we have many alarm clocks", said grandmother. Ana will get up in time for breakfast", said grandmother.

The sun was not yet up. Early in the morning Ana heard some strange voices, "cock-a-dooble", said the rooster, Moo, moo, moo said the cow. Tweet, tweet. tweet. said the little bird. Ana remembered the alarm clock grandmother mentioned last night before she went to sleep.

Ana looked out and saw grandmother going to the barn. Ana laughed and laughed of the funny alarm clocks she heard.

(Adapted: The Philip. Journal of Education, 1968 p. 151).  
\*\*\*\*\*  
Comprehension Check Up No. of Words: 136

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Who was invited to visit the farm?
  - a. Lita
  - b. Ana
  - c. Bida
  - d. Rita
2. Who invited her?
  - a. Mother
  - b. grandparent
  - c. father
  - d. uncle
3. Who took Ana to the farm?
  - a. Mother
  - b. Father
  - c. Uncle
  - d. Sister
4. What is hard for Ana to do?
  - a. to play early
  - b. to eat early
  - c. to get up early
  - d. to drink early
5. What did grandmother said about Ana's waking early?
  - a. She will wake up because of their alarm clocks
  - b. She will wake her up on time for breakfast.
  - c. She will be given an alarm clock.
  - d. She will buy her own watch.
6. What were the alarm clocks in the farm?
  - a. roosters, cows, and birds
  - b. lizards, snake, centipede
  - c. red ants, black ants
  - d. bees

7. What did Ana remember of the night before she went to sleep?
  - a. the ghost
  - b. witches
  - c. Ben clock
  - d. alarm clock
8. How did Ana find these alarm clocks?
  - a. funny
  - b. fearful
  - c. strange
  - d. dreadful
9. Have you gone to a farm?
  - a. Yes
  - b. No
  - c. once
  - d. never
10. How did you find the farm? Why?
  - a. quiet, beautiful, full of fresh air
  - b. strange, fearful, quiet, dark
  - c. ugly, dirty, no food, noisy animals
  - d. dusty, warm, quiet, strange.

[C] Comprehension  
Exercise C5 < >

### SIPA

Sipa is an ancient game that Filipinos love to play. The word means "Kick" and is also the name given to the ball. It was introduced by the Muslims.

The game is played by kicking a rattan ball across the net to the opposite team.

Two teams of eight players occupy two boxes in a rectangular sipa court, 12 meters wide and 22 meters long. The players kick the ball up into the air, taking care not to let it fall to the ground. Points are made according to the number of times a team kicks the ball before it drops to the ground. This is like volleyball game when played.

The game originated from Southern Philippines among our Muslim brothers. In the beginning sipa was only a form of amusement like gymnastics with no specific rules. Today sipa is already a popular game played by both children and adults.

(Adapted: Basis and Beyond Reading 5 p. 91)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 145

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What is that ancient game we love to play?
  - a. patintero
  - b. basketball
  - c. volleyball
  - d. Sipa
2. What does Sipa mean?
  - a. jump
  - b. kneel
  - c. throw
  - d. kick
3. Who introduced the game sipa to the Philippines?
  - a. Americans
  - b. Japanese
  - c. Muslim
  - d. Chinese
4. From what part of the Philippines sipa originated?
  - a. North
  - b. South
  - c. Sipa
  - d. West
5. Originally for what purpose was sipa played?
  - a. amusement
  - b. competitions
  - c. school athletics
  - d. adults competitions
6. How many players make a sipa team?
  - a. seven
  - b. eight
  - c. nine
  - d. ten
7. How many teams can play sipa?
  - a. one
  - b. two
  - c. three
  - d. four
8. To which game is sipa similar?
  - a. Volleyball
  - b. baseball
  - c. basketball
  - d. soccer

9. How will a Sipa player kick the ball?
- a. in front of them
  - b. above the ground
  - c. above the head
  - d. up into the air
10. Sipa game is played in?
- a. Sipa Court
  - b. Baseball Court
  - c. Basket Court
  - d. Softball Court

[C] Comprehension  
Exercise C<sub>5</sub> ( )

### AN ANT CITY

An ant nest is like a city where hundreds or even thousands of ants live together. Ants build their nests anywhere; on the ground, in rocks, woods or old papers.

An ant that lays eggs is called a queen ant. She spends her whole life laying eggs. She is the mother of all the ants in the nest.

The children of the queen ant become workers. They work and work for the queen ant. They divide the work among themselves. Some of them keep the village clean. They are the housekeepers. Some become nurses. They take care of the queen and her eggs. The strong workers become soldiers. They watch for enemies and bite them. Some workers get food. They go in and out everyday looking for food. When the queen dies the workers leave the city and look for another city with a queen.

(Adapted: Science World For You p. 170)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 145

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Who lived in an ant nest?

a. ants

c. flies

b. aphids

d. worms

2. To what is an ant nest compared?
  - a. town
  - b. city
  - c. barrio
  - d. province
3. Where do ants build their nest?
  - a. on rock
  - b. on words
  - c. on old papers
  - d. anywhere
4. What lay eggs in an ant nest?
  - a. nurses
  - b. queen ant
  - c. worker ants
  - d. king ants
5. What become of the children of the queen ant?
  - a. prince
  - b. princess
  - c. workers
  - d. kings
6. How do ant workers get food?
  - a. The ant workers go in and out everyday to look for food.
  - b. The ant workers form a circle to look for food.
  - c. The ant workers bite food from other workers.
  - d. The ant workers form a line to get food.
7. What work has the nurse ant?
  - a. to clean the house
  - b. to cook food
  - c. to take care of the queen and her eggs
  - d. to bite them

8. What group of ants clean the nest?
- a. soldiers
  - b. housekeepers
  - c. nurse
  - d. queen
9. What group of ants become soldiers and bite enemies?
- a. strong workers
  - b. lady ants
  - c. wise ants
  - d. queen ants
10. What will happen to the ant workers when the queen ant dies.
- a. The ant workers will leave the city and look for another city with a queen.
  - b. The ant workers become queen ants.
  - c. The ant workers will make another nest.
  - d. The ant workers will continue to work.

[C] Comprehension  
Exercise No C<sub>6</sub> [ ]

### THE FAIRY AND THE WOODCUTTER

One afternoon a woodcutter was cutting a tree which grew beside a lake. Suddenly his axe slipped off his hands and fell into the river. The man dived for it in vain.

While the sad woodcutter was sitting by the shore he heard a voice. It was a fairy. He told his problem to the fairy. The fairy helped him get the axe. The fairy dived once, twice but the axe the fairy showed to him was not his. And the third dive of the fairy was the axe of the woodcutter. He did not claim the first silver axe and the second gold axe because it was not his. The fairy was glad of his being honest. As a reward he was given by the fairy the gold and the silver axes, she first showed him. He thanked the fairy and walked home.

(Adapted: The Phil. Journal of Education 1968 p. 132)  
\*\*\*\*\*  
Comprehension Check Up No. of Words: 145

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Who was cutting a tree beside a lake one afternoon?
 

a. woodpecker	c. firemen
b. woodcutter	d. farmer

2. What happened to the axe while he was cutting the wood?
  - a. The axe fell into the water.
  - b. The axe was broken.
  - c. The axe was stolen.
  - d. The axe was thrown to a far place.
3. Who helped the woodcutter find the axe?
  - a. the witch
  - b. the dwarf
  - c. the fairy
  - d. the giant
4. How did the fairy get the axe?
  - a. She used her magic.
  - b. She dived into the water.
  - c. She looked among the grass near the tree.
  - d. She asked help from other fairies.
5. How many times did the fairy dive for the axe?
  - a. once
  - b. twice
  - c. three times
  - d. four
6. What kind of axe did he find first?
  - a. gold
  - b. silver
  - c. bronze
  - d. wood
7. On the second time?
  - a. gold
  - b. silver
  - c. bronze
  - d. wood

8. What did the woodcutter claim?
- a. gold
  - b. silver
  - c. bronze
  - d. wood
9. What reward was given to the woodcutter by the fairy for his honesty?
- a. He was given a magic ball.
  - b. He was given a magic slipper.
  - c. He was given gold and silver axe.
  - d. He was given a flying horse.
10. Which was the real axe of the woodcutter?
- a. first axe
  - b. second axe
  - c. third axe
  - d. fourth axe

[C] Comprehension  
Exercise C6 < >

### ANDRES BONIFACIO, HIS BROTHERS' KEEPER

When the parents of Andres Bonifacio died his brothers and sisters were left to him.

"Nobody will take care of us now," said his younger brothers and sisters sadly.

"I will, I promised father and mother that I will take care of you!" said Andres.

"I will not go to school anymore. I'll find work." So he tried to find a job. He went to a store who sold fans and canes. The storekeeper agreed to hire him and Andres was able to earn enough for his brothers and sisters.

One afternoon he went home very happy. He told his brothers and sisters about his new work. It was as a messenger in an office.

"What a good luck. Thank's God," said his sisters.

By working hard as a messenger, he was able to support his brothers and sisters. He never stopped caring for them until they grew up.

(Adapted: The Phil. Journal of Education 1968 p. 216.  
\*\*\*\*\*  
Comprehension Check Up No. of Words: 146

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What was the problem of Andres's brothers and sister when their parents died?
  - a. Nobody will take care of them.
  - b. Nobody will give food.
  - c. Nobody will give medicine
  - d. Nobody will give support.
2. What did Andres tell them?
  - a. I will take care of you.
  - b. I will go out to fish.
  - c. I will not take care of you.
  - d. I will go out to play.
3. How did Andres support his younger brothers and sisters?
  - a. by selling fans and candies
  - b. by selling fans and canes
  - c. by working as a laborer
  - d. by working in an office
4. Did he stopped going to school while working?
  - a. No
  - b. yes
  - c. maybe
  - d. for a short time
5. What good luck came to them later?
  - a. Andres found a better work.
  - b. Andres found a car.
  - c. Andres found a beautiful house.
  - d. Andres got a prize.

6. What kind of job did Andres find late?
- a. as a storekeeper                      c. as a vendor
  - b. as a counter clerk                      d. as a messenger
7. Was he able to support his brothers and sister until they grew up? What lines prove this?
- a. yes "He never stopped caring for them"
  - b. yes "He stopped going to school
  - c. yes "He loved them".
  - d. yes "He was lucky.
8. If you were Andres, would you do what he did? Why?
- a. Yes, because it is my duty to them.
  - b. Yes, because I promised my parents.
  - c. No, because I must take care of myself.
  - d. No, because the law does not say so.
9. If you were one of his brothers and sisters, how would you feel about it?
- a. thankful                                      c. sorry
  - b. sad    d. suspicious
10. Do you think it is good to love your brothers and sisters? why?
- a. Yes, because they will help us someday.
  - b. Yes, because God says so.
  - c. No need if you don't like it.
  - d. No, because they must take care of themselves

[C] Comprehension  
Exercise C<sub>6</sub> ( )

### A MAN'S BEST FRIEND

It was Saturday morning. Ruben went to his neighbor to invite his friend Fidel to go swimming.

Fidel's mother allowed him to go swimming with Ruben. As they walked to the pond, they saw many butterflies and dragonflies of different colors.

"I wish we could catch some" Ruben said.

"I don't like to catch them, they're beautiful. They're our friends", Fidel answered.

The two boys walked on. They passed by many plants and trees. Then they heard something. They saw a bird on a guava tree. It was singing.

"What bird is it?" Fidel asked.

"I don't know. But it's a good bird. It sings beautiful songs. It eats insects. The insects are the farmer's enemies. Birds eat harmful insects. They are man's best friends."

Ruben and Fidel did not touch the birds. They went on their way. They leave the birds to sing beautiful songs.

(Adapted: Doing Right p. 38)

\*\*\*\*\*

Comprehension Check Up No. of Words: 146

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. To where were Ruben and Fidel going?
  - a. fishing
  - b. swimming
  - c. boating
  - d. planting
2. What did they see on their way?
  - a. Butterflies and dragonflies
  - b. bees and grasshoppers
  - c. frogs
  - d. turtles
3. What did Ruben want to do with the butterflies?
  - a. catch them
  - b. shot them
  - c. watch them
  - d. trap them
4. Why did they not catch the butterflies?
  - a. They are not useful.
  - b. They will die.
  - c. They are beautiful.
  - d. They will not live.
5. What else did they see on their way to go swimming?
  - a. a bird
  - b. an ant
  - c. a fox
  - d. a duck
6. Why did they not catch the birds?
  - a. They are enemies of the plants.
  - b. They might die.
  - c. Birds are man's friends.
  - d. Birds will not live.

7. Why did Ruben and Fidel leave the bird to sing beautiful songs?
  - a. They want to live just like us.
  - b. Birds eat insects.
  - c. Birds are sometimes harmful.
  - d. Birds sometimes do not like to live in a cage.
8. What animal eats harmful insects?
  - a. bird
  - b. dog
  - c. cat
  - d. pig
9. How do you take care of your pet?
  - a. Feed them 2 times a day.
  - b. Talk and play with it.
  - c. Clean its house and leave them to feed themselves.
  - d. Dress it with colorful clothes.
10. Should we love animals? Why?
  - a. Yes, because they are our friends.
  - b. No, because they bite us.
  - c. Yes, because they are given for free.
  - d. No, because they have four legs.

[C] Comprehension  
Exercise C7 [ ]

### PLAY THE GAME

In there Physical Education class the girls were playing "Jump the Spine", The boys were playing Pick-a-Back Relay.

The boys were divided into two groups. Felipe was the leader of Group one and Juanito was the leader of Group Two.

There were shouts as the game was being played. Felipe's group was losing the game.

Then Felipe suddenly hit Juanito in the face. Juanito hit him back. Soon the two boys were hitting each other. The boys gathered around them. They seemed to enjoy seeing the fight.

Mrs. Reyes their teacher came running. She saw the two boys fighting. She let the boys stop the fight and let the other boys go back to their room.

Mrs. Reyes, found out that Felipe was at fault. She scolded Felipe and told him that what he did was wrong. Felipe asked forgiveness from Juanito. They shook hands and were friends again.

(Adapted: Bringing Up Young Boys and Girls p.46).  
\*\*\*\*\*  
Comprehension Check Up No. of Words: 148

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What game were the girls playing?
  - a. Pick-pack-boom
  - b. Pick-a-back relay
  - c. jump the spine
  - d. throwing the ball
2. What game were the boys playing?
  - a. Pick-pack-boom
  - b. Pick-a-back relay
  - c. jump the spine
  - d. throwing the ball
3. Whose group was losing in the game?
  - a. Felipe's
  - b. Juanito's
  - c. Felipe's Cousin's
  - d. Felipe's friend
4. How many groups were there in the game?
  - a. one
  - b. two
  - c. three
  - d. four
5. What did Felipe do during the game?
  - a. Felipe fought with Juanito.
  - b. Felipe made jokes.
  - c. Felipe laughed at Juanito.
  - d. Felipe teased the boys of Juanito.
6. Who stopped the fight?
  - a. Mrs. Dizon
  - b. Mrs. Reyes
  - c. Mrs. Rio
  - d. Mrs. Lara
7. Who was at fault?
  - a. Juanito
  - b. Felipe
  - c. Carlos
  - d. Peping

8. What did Mrs. Reyes do to Felipe?
- a. scolded him
  - b. shout at him
  - c. beat him
  - d. punished him
9. What did Felipe do after the game?
- a. He apologized to Juanito.
  - b. He hid from his friends.
  - c. He cried infront of the players.
  - d. He threw a big stone at Juanito.
10. Why did Felipe apologize to Juanito?
- a. He was sorry for what he did.
  - b. He wanted a fight.
  - c. He was ashamed.
  - d. He was proud.

[C] Comprehension  
Exercise C7 < >

### LUIS KEEPS HIS PROMISE

Luis needed a notebook for his Mathematics. When he looked in his pocket, he found only three pesos. A notebook costs five pesos. So he borrowed two pesos from his sister.

"When will you return the money Luis?" Felisa asked.

"Tomorrow afternoon when Mother comes," Luis said.

"Keep your promise," Felisa said.

"I will," Luis answered.

Luis bought his notebook and covered it. When Luis's Mother arrived, he asked for two pesos.

"What will you do with the two pesos?" asked his mother.

"I'll pay back the two pesos I borrowed from Felisa. I promised Felisa to pay her today," Luis told her mother.

His mother gave Luis two pesos. Luis went to Felisa.

"Here's the money I owed you, Felisa. Thank you," Luis said.

"You're welcome, Luis. You kept your promise," Felisa said. "I'll let you borrow again when you need money."

"Thank you," Luis answered.

(Adapted: Doing Right p. 46)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 148

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What did Luis need for his mathematics?
  - a. a book
  - b. a bag
  - c. a notebook
  - d. a basket
2. How much did a notebook cost?
  - a. ten pesos
  - b. five pesos
  - c. two pesos
  - d. three pesos
3. How much money did Luis have?
  - a. one peso
  - b. two pesos
  - c. three pesos
  - d. four pesos
4. How much more did Luis need to make five pesos?
  - a. two pesos
  - b. four pesos
  - c. three pesos
  - d. five pesos
5. From whom did he borrow to buy his notebook?
  - a. his friends
  - b. his brother
  - c. his sister
  - d. his neighbor
6. Did Luis return the borrowed money as he promised?
  - a. Yes, when his mother came.
  - b. Yes, but late
  - c. No, because she was his sister
  - d. No, because he still need it.

7. Why did Felisa say, "I shall let you borrow again when you need the money?"
- a. Luis has plenty of money.
  - b. Luis kept his promise to Felisa.
  - c. Luis will get money from buy and sell.
  - d. Luis is good to her.
8. Is it good to often borrow money? why?
- a. No, because you might forget to pay.
  - b. No, because you can't keep your promise because of lack of money.
  - c. No, because it is shameful to see the owner.
  - d. No, because your allowance might not be enough to pay your debt.
9. If you were Luis, would you return the money as you promised?
- a. Yes
  - b. No
  - c. maybe
  - d. sometimes
10. Should you return your borrowed money as promised? Why?
- a. Yes, because a promise has to be kept.
  - b. No need because there is no more problem.
  - c. Yes, so that I can borrow again.
  - d. No, because a promise can be broken

[C] Comprehension  
Exercise C7 ( )

### A FIRE DRILL

In connection with Safety Week, the school invited a fire department officer to talk to the pupils about fire drills.

"Most children don't know why a fire drill is important," the officer began. You've heard what happened to a school in Bulacan last year. Many children were hurt because they don't know what to do during the fire. It's important for you to follow some rules during a fire drill."

Paolo raised his hand and said, "Captain we've made some posters about rules to follow during emergency drills. Will you please find out if they're correct?"

"That's fine, Paolo", the Captain replied. "I'm glad to know that. I'll be very happy to listen."

Luis stood up and said, "Can't we just show to the Captain the posters that we've made?"

"Your right, Luis," Miss Monte said. "Get our posters from the shelf. Let's show them to the Captain." (Rosario: 1976)

(Adapted: The Philippine Journal of Education p. 157)  
\*\*\*\*\*  
Comprehension Check Up No. of Words: 148  
Directions: Read the question carefully. Write only the  
corresponding letter of your chosen answer.

1. What is the school going to have?
  - a. a fire drill
  - b. a scouting drill
  - c. ball game drill
  - d. folkdance drill
2. What department did the school invite?
  - a. Department of Labor
  - b. Fire Department
  - c. Department of Social Welfare
  - d. Highway Department
3. Why did the school invite the Fire Department?
  - a. To help the children know what to do during the fire.
  - b. To help the children know what to bring during a fire.
  - c. To tell the children not to be afraid when there is fire.
  - d. To help the children know the importance of fire.
4. What did the pupils make that they would like to show to the Captain?
  - a. pails
  - b. posters
  - c. charts
  - d. bill boards
5. What were the posters about?
  - a. a boy falling down from a fire
  - b. a big building on fire
  - c. rules to follow during emergency drill
  - d. a baby girl crying

6. Who told the captain of the posters?
  - a. Paolo
  - b. Pedro
  - c. Melanie
  - d. Paul
7. Was the captain happy about the posters?
  - a. yes
  - b. No
  - c. maybe
  - d. not sure
8. What word in the story tells you he was happy?
  - a. glad
  - b. listen
  - c. good
  - d. noise
9. Do you think it is wise to attend the fire drill?
  - a. yes
  - b. No
  - c. maybe
  - d. not sure
10. Why?
  - a. Because, during fire I will know what to do.
  - b. Because, it is fun.
  - c. Because every child does it
  - d. Because, I like to do it.

[C] Comprehension  
Exercise C8 [ ]

### TWO FRIENDS

One day Miss Sanches announced, "Our school is having a spelling contest for all grade six classes. Each class is going to send one contestant."

The class was quiet for a while. Then Edna raised her hand and said, "I suggest that Elsa be our contestant." Elsa was pleased because she had long wanted to join the contest.

Miss Sanches saw Angelico raising his hand, "I think Loida will also make a good contestant." Elsa and Loida were best friends.

The two candidates were given a test. The one who gets the high score shall be the contestant in the spelling contest.

"Congratulations, Loida" said Elsa. "Although I did not make it, I'm also happy because you did try your best. Do your best to make our class win. I'll lend you my spelling book so that you can practice".

"Thank you Elsa. I'll try my best" said Loida.

(Adapted: The Phil. Journal of Education, 1972 pp. 196-197)  
\*\*\*\*\*  
Comprehension Check Up No. of Words: 149

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What did Miss Santos announce one day?
  - a. There is a spelling contest.
  - b. There is a program.
  - c. There is a math contest.
  - d. There is a science contest.
2. Who were suggested as contestants?
  - a. Gerry and Angelico
  - c. Edna and Loida
  - b. Elsa and Loida
  - d. Elsa and George
3. Who suggested Loida?
  - a. Edna
  - c. Rita
  - b. Angelico
  - d. Lorna
4. Who suggested Elsa?
  - a. Angelico
  - c. Rita
  - b. Edna
  - d. Lorna
5. Who are Elena and Loida?
  - a. two good friends
  - c. two good players
  - b. two good neighbors
  - d. two good sisters
6. How did they select their contestant?
  - a. They gave a test
  - b. They give a bread
  - c. They gave a book
  - d. They gave an assignment

7. Who got a high score in the test?
  - a. Elsa
  - b. Loida
  - c. Ada
  - d. Elena
8. What did Elsa do after losing in the contests?
  - a. She was angry.
  - b. She quarreled with Elena.
  - c. She congratulated Loida.
  - d. She went home in bad mood.
9. What line in the story tells us that Elsa was a sport?
  - a. "I like to win! I'll do my best.
  - b. "You are smart, but I am smarter".
  - c. "Im also happy because you tried your best. Do your best ... "
  - d. "I'll win over you".
10. Did you agree with what Elsa did? Why?
  - a. Yes, because that is sportmanship.
  - b. No, because she is bright. She must win.
  - c. Maybe, because she won.
  - d. No, because she was just lucky to win.

[C] Comprehension  
Exercise Cg < >

### SHARING WITH OTHERS IS FUN

Mother bought jackstone for Norma and Ruben. The children were happy to have a new jackstones set. They invited their friends to play the jackstones. Annie and Alex were their playmates. They played Pompyang to choose the first, third and last players.

Alex was the first player. He played poorly. He did not pick up all the stones in step 1.

Norma was the second player. She played well. She finished step 3. She was quick in picking up the stones.

Annie played right after Norma. She seemed to be the best player in the group. She finished step 4.

Ruben who was the last player could not even pick up any stone. Norma, Annie and Alex burst into laughter.

The boys played badly. They could not beat the girls at all.

Annie went to the kitchen and she got something to eat. She brought turnips for everybody to share.

(Adapted: The Way We Live p. 19)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 150

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What kind of a toy did mother buy for Norma and Ruben?
  - a. jackstones
  - b. rubber bond
  - c. ribbon
  - d. computer
2. What did Norma and Ruben do so that they could play jackstone?
  - a. They invited their friends.
  - b. They quarreled with others.
  - c. They refused their friends.
  - d. They hide from their friends.
3. What game did they play to find the succession of players
  - a. Jack the Poe
  - b. Pomyang
  - c. Hide and Seek
  - d. Pussy Cat
4. Who was the first player?
  - a. Ruben
  - b. Nona
  - c. Alex
  - d. Annie
5. How did he play?
  - a. well
  - b. very well
  - c. poorly
  - d. worst
6. Who was the second player
  - a. Ruben
  - b. Norma
  - c. Alex
  - d. Annie
7. How did she play?
  - a. very well
  - b. okay
  - c. poorly
  - d. worst

8. Who seem to be the best player?
- a. Ruben
  - b. Nona
  - c. Alex
  - d. Annie
9. What group was the best player?
- a. Pep and Nena
  - b. Annie and Norma
  - c. Dido and Dida
  - d. Trix and Dicks
10. Were the children happy while playing the game?
- a. Yes, the children were happy playing the game.
  - b. No, the children did not enjoy the game.
  - c. No, the children quarreled at the end of the game.
  - d. No, the children were sad during the game.

[C] Comprehension  
Exercise Cg ( )

### CESAR CAMPIGON

Cesar Campigon was one of the boy scouts who have done a heroic act during the Second World War.

It happened in the early morning of December 25, 1941 in Jolo.

Cesar was then staying at the Jolo Central School with other scouts. He was serving as a first aider.

The Japanese soldiers began to land in the island. They marched to the place where Filipino soldiers were staying. They began shooting at the soldiers. Filipinos were not prepared for the fight. Many of them were killed.

One of the Filipino soldiers was wounded. Cesar helped the wounded soldier and others. He was fired at by the Japanese soldiers when he was seen giving first aid to another dying Filipino. The more that the Japanese soldier got angry when they saw his uniform. They thought him to be a soldier. Someone fired his gun at him. The Japanese killed him. (Santos:1966)

(Adapted: Heroism in Action pp 9-10)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 148

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Who is Cesar Campigon?
  - a. a server
  - b. a boy scout
  - c. a messenger
  - d. a reporter
2. How did Cesar happen to be in Jolo?
  - a. He was serving as first aider.
  - b. He was a spy.
  - c. He was serving as a cook.
  - d. He was visiting his friend.
3. What has he done for our country?
  - a. He helped wounded Filipino soldier.
  - b. He captured a Japanese.
  - c. He guided the Filipino soldiers.
  - d. He saved the Filipinos.
4. When did this happen?
  - a. Dec. 25, 1995
  - b. Dec. 25, 1941
  - c. Dec. 25, 1945
  - d. Dec. 25, 1946
5. Why were the Filipino soldiers killed by the Japanese?
  - a. They were friends.
  - b. They were enemies.
  - c. They were ambitious.
  - d. They were cowards.
6. Why did many Filipino soldiers die?
  - a. They were not prepared for the fight.
  - b. They were caught in surprise.
  - c. They were very weak
  - d. They were hungry.

7. What did the first aiders do when they heard the shooting?
  - a. They ran for fear.
  - b. They ran to ask for help.
  - c. They looked for the wounded soldier.
  - d. They helped treat the wounded soldiers.
8. What did Cesar do with the wounded soldier?
  - a. He helped the wounded soldier.
  - b. He kicked the wounded soldier.
  - c. He boxed the wounded soldier.
  - d. He sang lullaby to the wounded soldier.
9. What happened to him while helping the wounded?
  - a. He was caught.
  - b. He was shot.
  - c. He was admired.
  - d. He surrendered.
10. Why did the Japanese soldier shoot him?
  - a. The Japanese soldier thought he was a soldier.
  - b. They thought he was a comedian.
  - c. They thought he was the captain.
  - d. They thought he was a laborer.

[C] Comprehension  
Exercise No C9 [ ]

### ALL IN THE GAME

The boys in the neighborhood were playing baseball. Everyone was having a good time. It was Arturo's turn to hit the ball. He was holding the bat, waiting for Romeo to throw the ball.

Romeo threw the ball. Arturo batted, but missed it. The umpire shouted "strike one! strike two!" And the third time, Arturo missed again. How angry he was but he tried again to do his best.

The pitching was alright. "Try your best in your next turn," said the umpire.

So Arturo did not play anymore. He sat down and watched the game.

Soon the game ended. Slowly Arturo went to the umpire and said "I'm sorry I was not a good sport. I was wrong in blaming Romeo when I missed the ball."

"Its alright. I'm glad you accepted your mistakes," said the umpire. Would you like to play in the second game?"

"Sure! Thank you," said Arturo eagerly.

(Adapted: Phil. Journal of Education 1969 p. 293)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 152  
Directions: Read the question carefully. Write only the  
corresponding letter of your chosen answer.

1. What were the boys in the neighborhood playing?
  - a. tennis
  - b. baseball
  - c. volleyball
  - d. sipa
2. Who was on bat?
  - a. Romeo
  - b. Arturo
  - c. Ben
  - d. Joe
3. Who was the pitcher?
  - a. Romeo
  - b. Arturo
  - c. Ben
  - d. Joe
4. How did Arturo react when he was not able to hit the ball for the third time?
  - a. Arturo was happy.
  - b. Arturo break the bat.
  - c. Arturo got angry.
  - d. Arturo threw the bat.
5. What did Arturo do after he missed the ball for the third times?
  - a. He went home directly.
  - b. He fought with one of the players.
  - c. He talked with his friends.
  - d. He sat down and watched the game.
6. Was it the pitcher's fault that Arturo missed the balls?
  - a. yes
  - b. No
  - c. maybe
  - d. not sure

7. Why?
  - a. Because the pitching was good.
  - b. Because the pitcher say so
  - c. Because the umpire say so
  - d. Because the players say so.
8. What did Arturo do when he realized his mistake?
  - a. He asked forgiveness from the umpire.
  - b. He scolded the umpire.
  - c. He invited the umpire to eat.
  - d. He asked a glass of water.
9. What did the umpire tell him?
  - a. "I'm glad you accepted your mistake".
  - b. "I'm glad you stopped playing"
  - c. "I'm glad you don't know how to play,"
  - d. "I'm glad you want to play.
10. What was the feeling of the umpire when Arturo admitted his mistake?
  - a. The umpire was insulted.
  - b. The umpire was happy.
  - c. The umpire did not say any word.
  - d. The umpire shouted to the crowd.

[C] Comprehension  
Exercise Cg < >

### LEONOR'S SURPRISE

Mrs. Doiso was worried while reading the letter of Mrs. Borja about Leonor's accident. The school will have a program and Leonor has a part on the program. She can't come to school. Her left arm was badly hurt by the broken mirror while she was powdering her face.

"She needs to practice her part. I wish she could join us," said Pelen.

"Let us visit her. I'll bring the book to her. She can practice the poem she will recite in the program," said Sonia

The girls went to visit Leonor in their house. Sonia gave the book to Leonor.

"I hope you will enjoy reading your part while you are resting. You can study your part for our program," said Sonia.

When the program came, Leonor recited her part very well. "My!" cried Mrs. Doiso. "This is really a surprise Leonor. I never thought that you could recite your part well."

(Adapted: More Stories on Parade p.34)

\*\*\*\*\*  
Comprehension Check Up

No. of Words: 153

Direction: Read the questions carefully. Write only the corresponding letter of your chosen answer.

1. What was the school going to have?
  - a. a program
  - b. a picnic
  - c. a field trip
  - d. a rally
2. What did Mrs. Doiso receive that made her worry?
  - a. cake
  - b. letter
  - c. magazine
  - d. chocolate
3. Who wrote her and what did the letter say?
  - a. Mrs. Borja wrote a letter about Leonor's accident.
  - b. Mrs. Borja wrote a letter about Leonor's birthday.
  - c. Mrs. Borja wrote a letter about Leonor's blow-out.
  - d. Mrs. Borja wrote a letter about Leonor's toothache.
4. Who was the mother of Leonor?
  - a. Mrs. Santos
  - b. Mrs. Vera
  - c. Mrs. Borja
  - d. Mrs. Dioso
5. Why was Mrs. Dioso very much worried about Leonor?
  - a. Leonor has a part in the program.
  - b. Leonor has the money of the school expenses.
  - c. Leonor has a project to be finished.
  - d. Leonor is a representative to a class meeting.
6. What dropped on Leonor's left arm while she was powdering her face?
  - a. broken mirror
  - b. pointed knife
  - c. sharp knife
  - d. big stone

7. Why did Sonia think of giving the book to Leonor?
  - a. She can copy her part.
  - b. She can read the stories in the book.
  - c. She can study her part.
  - d. She can keep the book.
8. How did the book help Leonor?
  - a. Leonor was able to practice her part at home.
  - b. Leonor was able to hold her friends to listen to her while reading.
  - c. Leonor was able to read the poem in their class.
  - d. Leonor was able to report her assignment in her class.
9. What surprised Mrs. Doiso?
  - a. The good show of the children.
  - b. The beautiful dance of the children.
  - c. The good drama of the pupils.
  - d. The good performance of Leonor.
10. If you were Leonor, would you practice your part if you are sick?
  - a. Yes, because the show must go on.
  - b. No, because I am excused.
  - c. Yes, because I want to show off.
  - d. No, because I do not like my part.

[C] Comprehension  
Exercise Cg ( )

### THE MOUNTAIN AND THE SQUIRREL

The mountain and the squirrel had a quarrel. The former called the latter "little prig".

The little squirrel replied, "Anybody as big as you are can boast of his size, but nobody can deny the fact that I can do things which you cannot.."

"Who are you to tell me that? the mountain angrily replied." This is a fact, little prig. What you can do, I can," The squirrel showed the mountain some nuts and said, "You may be able to carry that thick forest on your back, but can you crack this little nut?."

The mountain could not reply. Since then, he looked upon the squirrel with friendly eye. He said, "Well, let's not quarrel. I should not have boasted of my size, somebody up there knew what he wanted when he made me big and you small. It is not wrong to be either, and so let's be friends once more."

(Adapted: Basic and Beyond Reading 5 p. 91)  
\*\*\*\*\*  
Comprehension Check Up No. of Words: 153

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Who had a quarrel?
  - a. the mountain and the Squirrel
  - b. the river and the squirrel
  - c. the lake and the mountain
  - d. the river and the sea
2. Why did the mountain and the squirrel quarrel?
  - a. The squirrel is proud of being small.
  - b. The mountain boast of his size.
  - c. Both of them are boastful.
  - d. Both of them are friendly.
3. Who was angry at the squirrel?
  - a. mountain
  - b. squirrel
  - c. river
  - d. hills
4. What did the mountain call the squirrel?
  - a. little nut
  - b. little prig
  - c. little rat
  - d. little creature
5. Who said this, "Anybody as big as you are can boast of his size, but nobody can deny the fact that I can do things which you cannot?"
  - a. mountain
  - b. nuts
  - c. squirrel
  - d. frog
6. What can the squirrel do that the mountain cannot do?
  - a. run fast
  - b. eat much
  - c. crack the nuts
  - d. walk fast

7. Who said this "I should not have boasted of my size, so let's be friends."
- a. squirrel
  - b. mountain
  - c. forest
  - d. little prig
8. Is there anything wrong with a creature so big or so small.
- a. Nothing because God has a purpose for each.
  - b. There is because the big cannot do what the small can.
  - c. There is because the small cannot do what the bigger one can.
  - d. Nothing because both have no importance.
9. What word will best describe the mountain when he belittled the squirrel?
- a. Humble
  - b. kind
  - c. Boastful
  - d. friendly
10. What is the moral lesson of this story?
- a. Look before you leap.
  - b. Do not belittle or despise anyone.
  - c. Cleanliness is next to Godliness.
  - d. Aim high and hit the mark.

KEY TO CORRECTION  
(Set C)

C [ ] Little Dorothy	C <sub>1</sub> [ ] School Field Trip	C <sub>2</sub> [ ] The Story of Aling Maria's Family	C <sub>3</sub> [ ] Trying One's Best	C <sub>4</sub> [ ] The Seed That Becomes A Fruit
1. a	1. d	1. b	1. a	1. b
2. b	2. b	2. c	2. b	2. b
3. b	3. a	3. a	3. c	3. b
4. a	4. c	4. c	4. a	4. c
5. c	5. c	5. c	5. b	5. b
6. c	6. b	6. b	6. a	6. a
7. c	7. a	7. d	7. a	7. a
8. a	8. a	8. a	8. a	8. d
9. a	9. d	9. c	9. b	9. c
10. a	10. a	10. a	10. a	10. a
C < > Flying Kite	C <sub>1</sub> < > Money For The Circus	C <sub>2</sub> < > The Kindest Teacher	C <sub>3</sub> < > A Lost Fountain Pen	C <sub>4</sub> < > Bright Eyes
1. d	1. a	1. a	1. a	1. c
2. a	2. a	2. c	2. c	2. d
3. b	3. c	3. c	3. b	3. b
4. a	4. c	4. a	4. d	4. c
5. c	5. c	5. c	5. b	5. d
6. a	6. d	6. a	6. c	6. a
7. b	7. c	7. a	7. b	7. b
8. b	8. b	8. a	8. c	8. b
9. a	9. b	9. a	9. a	9. d
10. a	10. d	10. a	10. c	10. b
C ( ) Keeping Healthy and Strong	C <sub>1</sub> ( ) Rudy Meet Hunter from the City	C <sub>2</sub> ( ) Felix the Swimmer	C <sub>3</sub> ( ) It Pays to Wait	C <sub>4</sub> ( ) Orchids
1. a	1. b	1. b	1. a	1. b
2. c	2. c	2. c	2. a	2. c
3. d	3. b	3. a	3. b	3. b
4. c	4. c	4. a	4. d	4. c
5. b	5. a	5. a	5. b	5. d
6. b	6. b	6. a	6. c	6. a
7. c	7. c	7. c	7. b	7. b
8. a	8. a	8. b	8. c	8. b
9. d	9. a	9. a	9. a	9. d
10. b	10. c	10. c	10. c	10. b

C <sub>5</sub> [ ] Alarm Clocks at the Farm	C <sub>6</sub> [ ] The Fairy and the Woodcutter	C <sub>7</sub> [ ] Play the Game	C <sub>8</sub> [ ] Two Friends	C <sub>9</sub> [ ] All in the Game
1. b	1. b	1. c	1. a	1. b
2. b	2. a	2. b	2. b	2. b
3. a	3. c	3. a	3. b	3. a
4. c	4. b	4. b	4. b	4. c
5. a	5. c	5. a	5. a	5. d
6. a	6. b	6. b	6. a	6. b
7. d	7. a	7. b	7. b	7. a
8. a	8. d	8. a	8. c	8. a
9. a	9. c	9. a	9. c	9. a
10. a	10. c	10. a	10. a	10. b

C <sub>5</sub> < > Sipa	C <sub>6</sub> < > Andres, Bonifacio His Brothers Keeper	C <sub>7</sub> < > Luis Keeps His Promise	C <sub>8</sub> < > Sharing With Others Is Fun	C <sub>9</sub> < > Leonor's Surprise
1. d	1. a	1. c	1. a	1. a
2. d	2. a	2. b	2. a	2. b
3. c	3. b	3. c	3. b	3. a
4. b	4. b	4. a	4. c	4. c
5. a	5. a	5. a	5. c	5. a
6. b	6. a	6. a	6. b	6. a
7. b	7. b	7. b	7. a	7. c
8. a	8. b	8. a	8. d	8. a
9. d	9. a	9. a	9. b	9. d
10. a	10. a	10. c	10. a	10. a

C <sub>5</sub> ( ) An Ant City	C <sub>6</sub> ( ) A Man Best Friend	C <sub>7</sub> ( ) A Fire Drill	C <sub>8</sub> ( ) Cesar Campigon	C <sub>9</sub> ( ) The Mountain and the Squirrel
1. a	1. b	1. a	1. b	1. a
2. b	2. a	2. b	2. a	2. c
3. d	3. a	3. a	3. d	3. a
4. b	4. c	4. b	4. b	4. b
5. c	5. a	5. a	5. b	5. c
6. a	6. c	6. b	6. a	6. c
7. c	7. a	7. b	7. d	7. b
8. b	8. a	8. a	8. a	8. a
9. a	9. a	9. a	9. c	9. d
10. a	10. a	10. a	10. a	10. b

SILENT READING COMPREHENSION  
EXERCISES

S E T . D

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[D] Comprehension  
Exercise D [ ]

### A VISIT TO THE FARM

My father and I went to the farm last Saturday to visit Uncle Jose. We went to the bus station early in the morning but the bus didn't leave until eight o'clock. We saw ricefields and coconut trees along the highways. We got off at the terminal station. We walked as far as the bridge to reach Uncle Jose's house.

"Is this the place of Uncle Jose?" asked Rino of his father. "Your Uncle Jose is alone in this house," said Father. He likes to stay here because the air is fresh. He has many vegetables and fruits to sell.

Aside from that he has also chicken in his poultry house. Every weekend somebody comes here to buy eggs and some vegetables in his garden. Come Rino let's meet your Uncle Jose and his carabao. He had been asking me when we will come to the farm. I know he will be surprised of our visit," Father said.

\*\*\*\*\*  
Comprehension Check Up No. of Words: 108  
Directions: Read the question carefully. Write only the  
corresponding letter of your chosen answer.

1. To where did Rino and his father go last Saturday?
  - a. They went to the farm.
  - b. They went to the city.
  - c. They went to a picnic.
  - d. They went to a party.

2. To where did they go during their ride early in the morning?
  - a. to the seashore
  - b. to a bus station
  - c. to the wharf
  - d. to the market
3. At what time did the bus leave?
  - a. three o'clock
  - b. four o'clock
  - c. six o'clock
  - d. eight o'clock
4. What did they see along the highway?
  - a. rice field and coconut trees
  - b. houses and carabaos
  - c. young boys and girls
  - d. a group of farmers planting rice
5. How did they reach Uncle Joe's place from the bus to the terminal?
  - a. They rode in a tricycle.
  - b. They walked as far as the bridge.
  - c. They run as fast as they could.
  - d. They waited for somebody going to their place.
6. Who live with uncle Jose?
  - a. a nephew
  - b. a niece
  - b. a daughter
  - d. no one
7. Why does Uncle Jose live there?
  - a. because of the fresh air and his vegetables and fruits to sell.
  - b. because he wants to live alone.

- c. because he loves his pets
  - d. because no one wants him
8. What else has Uncle Jose in his backyard.
- a. a swing and a dog
  - b. a poultry house and a carabao
  - c. a play house and dolls
  - d. a dog house and cats
9. Who comes to the house every weekend?
- a. a man who quarrels with Uncle Jose
  - b. a man who steals his vegetables and eggs
  - c. Somebody who buys eggs and vegetables
  - d. a man who asks for his vegetable and egg.
10. How will you call Uncle Jose?
- a. Carpenter
  - b. hunter
  - c. fireman
  - d. farmer

[D] Comprehension  
Exercise D < >

## TWO PICNICS

Boboy and Gino went to the lake for a picnic. They brought with them sandwiches, softdrinks and other things.

After an hour hiking, they spread out their picnic lunch and began to eat.

"I will always remember this picnic, said Boboy. We have lakes, mountains, blue clear sky, cold water and fresh air. We can't have these things in the city. I feel excited."

Suddenly the boys saw a man and a woman riding in a banca. "Would you like to ride in our banca?" "Yes very much. We'll ride after we keep our food inside the basket."

The boys rode in the banca and were happy as they paddled not far from the shore. After enjoying in the sea they went back to the seashore. They found out that there were two big dogs already eating their food.

"Well", said Gino. We could say there were two picnics by the lake today".

\*\*\*\*\*  
Comprehension Check Up No. of Words: 156

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Who went to the lake for a picnic?
  - a. Boboy and Gino
  - b. Bobby and Jolly
  - c. Gino and Jojo
  - d. Gino and Carlos
2. What did they bring with them?
  - a. sandwiches and softdrinks
  - b. rice and cakes
  - c. pudding and softdrinks
  - d. bananas and gabi
3. What did they do to reach their picnic site?
  - a. rode on a banca
  - b. hiked
  - c. rode on a cart
  - d. ran
4. What did they first do when they reached their picnic site?
  - a. they played
  - b. they swam
  - c. they ate
  - d. they slept
5. How did Boboy feel during the picnic?
  - a. feel sorry
  - b. feel excited
  - c. feel troubled
  - d. feels sad
6. Why did Boboy feel that way?
  - a. because of the new experience of the mountain lake the blue sky, cold water and fresh air.
  - b. because of the dogs, the birds, the blue sky, cold water and mountains.
  - c. because of the criping insects, the mountains, the fresh air and the blue sky.
  - d. because of the birds, the mountains, the blue sky, the squirrel and the fresh air.

7. What did the boys see on the lake?
  - a. man and woman in a banca
  - b. boy and girl swimming
  - c. uncle and aunt fishing
  - d. he and she bathing
8. Where did the boys ride?
  - a. in the boat
  - b. in the banca
  - c. in the wagon
  - d. in the raft
9. What did the boys use to make the banca move away from the shore?
  - a. net
  - b. paddle
  - c. ruler
  - d. hammer
10. What happen to their food when they returned from boating
  - a. There were two dogs having a picnic of their food.
  - b. There were two dogs watching their food.
  - c. There were two dogs looking for food.
  - d. There were two dogs looking at the food.

[D] Comprehension  
Exercise D ( )

### WHEN WE RUN AND PLAY

We use our muscles and bones when we run and play. When we feel tired from running and playing, we need more air for our body.

Oxygen is the air that helps the body function well. Without air or oxygen, one cannot live.

When we run and play our muscles need more food and also oxygen. Oxygen helps the body to give food to the working muscles.

The heart pumps blood to all parts of the body passing through tubes of different sizes. The blood brings food and oxygen to all parts of the body. The heart beats faster when we run and play.

Our heart is in our breast. It is at the center of our chest. It is as big as our fist. It is under many bones which are our ribs. Around it is a strong bag for protection.

(Adapted: New Path to Science p. 100)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 156

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

- i. What part of our body are used when we run and play?
  - a. muscles and bones
  - b. blood and water
  - c. lungs & veins
  - d. water and food

2. When you feel tired from running and playing what does the body need?
  - a. food
  - b. air
  - c. drinks
  - d. candy
3. What is the basic need by the body in order to live?
  - a. medicine
  - b. oxygen
  - c. carbohydrate
  - d. play
4. When we run and play, what does our muscles need?
  - a. food and oxygen
  - b. foods and wine
  - c. food and sweets
  - d. food and fruits
5. What does the heart do to all parts of the body?
  - a. it brings blood
  - b. it it pumps blood
  - c. it brings a message
  - d. it brings music
6. How does a heart beat when you run and play?
  - a. contineously
  - b. slow
  - c. continually
  - d. faster
7. Where in our body is the heart found?
  - a. in the breast
  - b. in the lungs
  - c. in the stomach
  - d. along the intestine
8. How big is it?
  - a. as big as your head
  - b. as big as your fist
  - c. as big as your foot
  - d. as big as your palm

9. What protects the heart?
- a. the skin and bones
  - b. the ribs and strong bug
  - c. the colthes we wear
  - d. the ribs and muscles
10. In what part of the chest is the heart located?
- a. at the right
  - b. at the left side
  - c. at the center
  - d. at the bottom

[D] Comprehension  
Exercise D<sub>1</sub> [ ]

### THE GIRL AND THE MIRROR

A little girl looked sadly at the mirror and said.  
"Mirror, Mirror, please help me."

The mirror said, "What is it you want me to do?"

"Tell me how I can make myself pretty," the little girl said.

"Simple!" the mirror answered. "Look at me again, what do you see?"

Sadly she said, "I see a dirty face, a dirty dress, dirty teeth, unclean nails and uncombed hair."

"Change what you see and come back to me," the mirror said.

She left the mirror. After a while she went back.

"Mirror, Mirror, look at me," she said.

"Ah, what do I see?" the mirror said. "A different girl! A pretty girl!"

The girl looked at the mirror. She saw a different girl. A girl with clean face, clean teeth, clean dress, clean nails and combed hair.

"Do you always want to look pretty?" asked the mirror.

"Yes, I'd like very much to look very pretty," the girl answered.

(Adapted: Doing Right p. 18.)

\*\*\*\*\*

Comprehension Check Up

No. of Words: 158

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Why was the little girl sad?
  - a. She wants to look pretty
  - b. She was scolded
  - c. She was sick
  - d. She was lovely
2. From whom did she ask for help
  - a. mother
  - b. mirror
  - c. father
  - d. sister
3. What did the girl tell the mirror?
  - a. Mirror, mirror, please help me.
  - b. Mirror, mirror, I hate you.
  - c. I do not want to see you.
  - d. I'm so helpless.
4. What did the mirror tell her?
  - a. What can I do?
  - b. What is it you want me to do?
  - c. Will you help me?
  - d. Can you help me?
5. What did the girl see when she first look at the mirror?
  - a. She saw a pretty face.
  - b. She saw a white face.
  - c. She saw a dirty face.
  - d. She saw a black face.
6. What did the girl see when she looked for the second time?
  - a. The girl saw a clean face
  - b. The girl saw a brown face

- c. The girl saw a big face  
d. The girl saw a small face
7. Why should one be always neat and clean?
- a. to look ugly                      c. to look pretty  
b. to look jolly                      d. to look young
8. Do you think the girl will become pretty from then on?
- a. No                                  c. Maybe  
b. Yes                                 d. not sure
9. Why do you think so?
- a. She will always clean herself and comb her hair?  
b. because she will again be lazy to clean herself.  
c. because she is disobedient.  
d. because she is angry at the mirror for telling her the truth.
10. Who is prettier of the four below?
- a. a dirty girl                      c. a clean girl  
b. a lazy girl                        d. a sleepy girl

[D] Comprehension  
Exercise D<sub>1</sub> < >

### HOW RAMON SAVED FOR A PRESENT

Ramon lives farther from school than some of his classmates. His father gives him twenty pesos for his bus fare and daily snacks. But Ramon doesn't like to spend his money. Instead of riding, he only walk to school especially when the weather is good. He wakes up early and starts for school early. His money, he saves in the Postal Savings Bank which his father doesn't know about.

"I hope I can save money until Christmas. I want to buy a cowboy suit like Alberto's."

The school was going to celebrate Parents Day on the first week of Christmas. All parents will be attending the celebration. From his savings he withdraw some and bought a pair of slippers for his father and mother. He wrapped it ready for the Parent's Day. He forgot to buy his cowboy suit. He was so happy when he saw his father and mother smiling at him as they received the gift from him.

(Adapted: Bringing Up Boys and Girls p. 176)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 159

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. How far is Ramon's home from his school?
  - a. very far
  - b. farther than those of his classmates.
  - c. just so near
  - d. just at the back
2. How much does his father give him for bus fare and snacks?
  - a. five pesos
  - b. thirty pesos
  - c. twenty pesos
  - d. eight pesos
3. What did Ramon want with his money?
  - a. save it
  - b. spend it for candies
  - c. spend it as intended
  - d. give it for alms.
4. Why did Ramon save money?
  - a. He wanted to buy a pair of shoes.
  - b. He wanted to buy a cowboy suit.
  - c. He wanted to buy a school bag.
  - d. He wanted a new pair of pants.
5. What did he do to save his money?
  - a. hitch a ride
  - b. run to school
  - c. walk to school
  - d. miss classes
6. Where did Ramon keep his money?
  - a. In the trunk
  - b. In the Postal Savings Bank
  - c. In the piggy bank
  - d. in a box

7. What kind of celebration did Father and Mother attend?
- a. Christmass party
  - b. Parents Day .
  - c. Valentine's Day
  - d. Clean-up Day
8. Who went to attend the celebration?
- a. his sisters
  - b. his brothers
  - c. his friends
  - d. his father & mother
9. What gift did Roberto buy for his parents?
- a. a pair of slippers
  - b. A beautiful bag
  - c. Barong Tagalog
  - d. a new dress
10. Why did Ramon not buy his cowboy suit?
- a. He bought a new pants for father and mother
  - b. He bought a new shirt and dress for Mother and father.
  - c. He bought pair of slippers for mother and father.
  - d. He bought flowers for mother and father.

[D] Comprehension  
Exercise D<sub>1</sub> ( )

### THINGS THAT FLOAT

Have you ever seen a pond with floating objects? Many things can float on the water. Water lilies float. Ducks float too. All light things float on the water.

Other things do not float. They sink to the bottom. The stone will not float. It is too heavy.

An empty milk tin can and empty bottles will float. Things that take much space can float. Weight makes things heavy.

Some Animals and birds can float. They do not sink to the bottom. Like the ducks, goose and birds, they are on top of the water. Under their feathers is much space and air.

Some plants can float. The water lily has big leafy stalks. They are filled with big spaces inside. Logs can float also. Inside the logs are much air space. This makes them float.

We can float also. Lie on your back on the water then paddle your arms and legs. With more practice we can float.

(Adapted: New Path to Science p. 76)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 160

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What things float on water?
  - a. all light things
  - b. all things
  - c. anything
  - d. everything
2. What plants can float on water?
  - a. waterlily
  - b. rose
  - c. camia
  - d. marigold
3. Why can it float on water?
  - a. it has big leafy stalks
  - b. it loves water
  - c. it lives in water
  - d. it can swim
4. Why do ducks, goose and birds float on water?
  - a. Their is air in their body.
  - b. They have much air in their wings.
  - c. There is much air when they open their bill.
  - d. Their is much space and air under their feathers.
5. Which of these things will float in water?
  - a. logs
  - b. coin
  - c. spoon
  - d. book
6. Why can logs float?
  - a. There is much air inside it
  - b. There is much water inside
  - c. There is less wood in it
  - d. There is a big hole in it.

7. What make things heavy?
- a. height
  - b. weight
  - c. length
  - d. volume
8. Why do empty milk tin and empty bottle float?
- a. because they are cans and bottle.
  - b. because water push them up.
  - c. because things that take much space can float.
  - d. because they are light.
9. Which of these things will sink in water?
- a. empty cans
  - b. stones
  - c. empty bottles
  - d. pencil
10. What will happen to the boat if more children are there?
- a. It will sink.
  - b. It will float.
  - c. It will be divided.
  - d. It will run.

[D] Comprehension  
Exercise D<sub>2</sub> [ 1 ]

### LIKE FATHER LIKE SON

Lourdes and her Aunt Linda went to Mang Teban's shoeshop for a shoe repair.

"Good morning, Mang Teban," Said the two.

"Good morning. What can I do for you?" Mang Teban asked them cheerfully.

"I'd like to have these old shoes of mine repaired. The heels are worn out. We know how durable are the shoes that are repaired in your shop," said Aunt Linda. You're honest with your work.

"Thank you, I'm glad you like my service. When will you need these?" asked Mang Teban.

"Can we have it on Saturday, sir?"

Saturday is all right. My son will be here to help me. He will be on two-week vacation. Instead of going around the town with his friends, he prefers to help me in the shop," said Mang Teban.

"You're lucky to have a son like Roberto, sir," said Aunt Linda.

"He had been helping me in the shop ever since. He's proud of helping me." said Mang Teban.

Adapted: Bringing Up Boys and Girls  
\*\*\*\*\*  
Comprehension Check Up No. of Words: 162

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Who went for a shoe repair?
  - a. Lourdes and Mary
  - b. Lourdes and Judy
  - c. Lourdes and her Aunt
  - d. Lourdes and her friend
2. To whom did they go?
  - a. Mang Teban
  - b. Mang Julio
  - c. Mang Betong
  - d. Mang Decio
3. What kind of a shoemaker was Mang Teban?
  - a. quarrelsome
  - b. honest man
  - c. dishonest
  - d. kind
4. When did they want their shoes?
  - a. Sunday
  - b. Saturday
  - c. Wednesday
  - d. Friday
5. What did Mang Teban say to them?
  - a. Saturday will be alright, I will have my son to help me.
  - b. Saturday would be okay, I can do them.
  - c. Saturday would be alright, I will have my friends to help me.
  - d. Saturday would be alright, I will have my neighbor to help me.

6. What does Mang Teban's son do when on vacation?
  - a. go out with friends
  - b. catch fish
  - c. help father to repair shoes
  - d. gather firewood
7. How is Roberto different from other young men in the town?
  - a. He is fond of going out at night.
  - b. He is always with friends drinking.
  - c. He wants to stay at home and sleep.
  - d. He helps his father in the shoeshop.
8. Do you think Roberto will be a good shoemaker like his father when he grows old?
  - a. maybe
  - b. perhaps
  - c. no
  - d. yes
9. Why was the title "Like Father Like Son"?
  - a. because Roberto was as simple as his father.
  - b. because Roberto was good and work well like his father.
  - c. because Roberto looks like his father.
  - d. because his father like him very much.
10. If you are as good as Roberto, what will you do when on vacation?
  - a. go out and enjoy with friends.
  - b. stay at home and sleep
  - c. go with father and help in the farm.
  - d. invite friends to drink.

[D] Comprehension  
Exercise D<sub>2</sub> < >

### DO YOU HAVE FAITH IN GOD?

Ester and her mother lived in a farm. They were very poor. Ester's father died years ago. Ester and her mother had to work hard for a living. But they were happy.

Ester stopped going to school after finishing Grade Three. She wanted to help her mother who was already growing old.

They worked early in the morning.. They worked until late in the afternoon. At night they never forget to pray.

One night there was a storm. The rain fell heavily. The wind blew hard. Ester and her mother went down to put bamboo poles to make the house strong. They worked very hard that night. They went upstairs and changed their wet clothes. They were afraid that their nipa house might be blown by the strong wind.

Mother called Ester to pray. Not long afterwards, the wind stopped blowing hard. The heavy rain stopped too.

In the morning, the sun shone brightly. Everybody was happy. "Thank God", they said.

(Adapted: Bringing Up Your Boys and Girls p.35)  
\*\*\*\*\*  
Comprehension Check Up No. of Words: 1571  
Directions: Read the question carefully. Write only the  
corresponding letter of your chosen answer.

1. Why did Ester stop going to school?
  - a. Ester wanted to go to Manila.
  - b. Ester wanted to help her old mother.
  - c. Ester wanted to rest.
  - d. Ester wanted to be a sales girl.
2. Why did Ester just want to help her mother?
  - a. her father died
  - b. her sister died
  - c. she hate school
  - d. she want to work and play
3. Where did they live?
  - a. in a city
  - b. in a farm
  - c. in a barrio
  - d. by a seashore
4. How did Ester show her love to her mother?
  - a. Ester worked from morning until late in the afternoon.
  - b. Ester worked slowly.
  - c. Ester worked only when needed.
  - d. Ester stayed at home.
5. After the day's work what do they do at night?
  - a. sing
  - b. pray
  - c. tell stories
  - d. watch the star
6. Besides being a helpful daughter, what kind of a girl is Ester?
  - a. quarrelsome
  - b. playful
  - c. obedient
  - d. choosy

7. What came one night?
  - a. robbers came to their house
  - b. storm came to their house
  - c. locust came to their house
  - d. rats came to their house
8. What did Ester and mother do to make the house strong?
  - a. They put bamboo poles to make the house strong.
  - b. They slept soundly.
  - c. They went to the other house.
  - d. They cried for help.
9. How did they help themselves so that strong wind will not continue blowing?
  - a. They sang a song.
  - b. They shouted for help.
  - c. They prayed and prayed.
  - d. They embraced each other.
10. What happen after Ester and her mother prayed?
  - a. The strong wind blew down their house.
  - b. The strong wind became stronger
  - c. Their house was flooded
  - d. The strong wind and the rain stopped.

[D] Comprehension  
Exercise D<sub>2</sub> ( )

### TINY DROPS OF WATER

Aurora has a pet cat named pussy. One day she saw her cat very dirty so she gave her a bath .

After lunch, Aurora hardly reached the school because of the heavy rain .

"It's raining because I gave Pussy a bath this morning," said Aurora to Miss Ramos.

"That's not true Aurora," said Miss Ramos. "I'll tell you something about the rain."

Miss Ramos told the children to look at the clouds and the rain outside the room.

"Those tiny drops of water come from those big dark clouds. The water from wet clothes, as it dries up goes into the air in a form of water vapor that form the clouds. When the clouds become dark, the rain falls to the earth. Heavy rain becomes flood that destroys our plants, houses and trees. The wind helps bring the rain to different places. That's why it isn't true that wet cats have something to do with rain, said Miss Ramos.

(Adapted: More Stories on Parade p. 60)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 160  
Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Who has a pet cat?
  - a. Myrna
  - b. Aurora
  - c. Cristina
  - d. Rossana
2. What is the name of her pet cat?
  - a. Kitty
  - b. Betty
  - c. Ricky
  - d. Pussy
3. How did Aurora's cat looked one day?
  - a. it looked dirty
  - b. it looked sick
  - c. it looked happy
  - d. it looked hungry
4. What did Aurora give to her cat?
  - a. a ribbon
  - b. a rib
  - c. a bath
  - d. a scolding
5. Why did Aurora find it hard to reach the school after lunch?
  - a. There was a heavy rain.
  - b. There was a heavy traffic.
  - c. There was a big crowd.
  - d. There was a big trouble.
6. Why did the rain become heavy according to Aurora?
  - a. Aurora told Miss Ramos that she gave pussy a bath.
  - b. Aurora told Miss Ramos that she played with the frog.
  - c. Aurora told Miss Ramos that she made fun with her pussy.
  - d. Aurora told Miss Ramos that she made fun with the lizard.

7. From where did the tiny drops of water come from according to Miss Ramos?
- a. Miss Ramos said that tiny drops of water come from the big dark clouds
  - b. Miss Ramos said that tiny drops of water come from the sea
  - c. Miss Ramos said that tiny drops of water come from wet cats.
  - d. Miss Ramos said that tiny drops of water came from the mountain
8. What did she say of the water from wet cloths? Where does it go and in what form?
- a. to the sea in a liquid form.
  - b. to the air in a form of a water vapor.
  - c. to the earth in a liquid form.
  - d. to the river in a clay form.
9. What does water vapor form?
- a. the sky
  - b. the rain
  - c. the clouds
  - d. the shower
10. What does heavy rain become?
- a. flood
  - b. river
  - c. Sea
  - d. lake

[D] Comprehension  
Exercise D<sub>3</sub> [ ]

### THREE HELPFUL CHILDREN

Mrs. Blas received a letter from Cebu. It came from her cousin Mrs. Castro, who will be coming for a vacation tomorrow.

She called her children Fred, Lucila, and Nardo about their visitor. She is their rich aunt who is going to spend a few days in their barrio.

"What shall we do now?" Nardo said. "Our house is small for her."

"We can make our house nice and clean," said Mrs. Blas.

And so the children began to work. Fred got a broom and a match. He swept the yard. He pulled the weeds. He arranged the stones around the mango tree. Then he burned the garbage and dirt while Nardo cleaned the poultry. Then he fetched water for his mother. Lucila wiped the furniture and bamboo floor.

At noontime, Mrs. Blas was pleased to see her house and yard clean. "Thank you for helping me clean the house. Your aunt will be pleased to see our house clean. "I'm pleased too."

(Original)

\*\*\*\*\*  
 Comprehension Check Up No: of Words: 162  
 Directions: Read the question carefully. Write only the  
 corresponding letter of your chosen answer.

1. Who was coming to visit the Blas family?
 

a. Mrs. Castro	c. Mrs. Cuna
b. Mrs. Reyes	d. Mrs. Lara
2. Who is Mrs. castro to them
 

a. Their good friend	c. Their rich neighbor
b. Their rich aunt	d. Their long lost sister
3. From where is Mrs. Castro
 

a. Samar	c. Bacolod
b. Cebu	d. Negros
4. What did the children do to prepare their home?
 

a. They worked together	c. They slept
b. They danced	d. They made fun
5. Who swept the yard and pulled the weeds?
 

a. Nardo	c. Fred
b. Lucile	d. Mother
6. Who cleaned the poultry and fetched water?
 

a. Nardo	c. Fred
b. Lucille	d. Mother
7. Who wiped the furniture and bamboo floor
 

a. Nardo	c. Fred
b. Lucile	d. Mother

8. Why was Mrs. Blas very much pleased with her children?
  - a. The children had plenty of money.
  - b. The house and yard were cleaned.
  - c. The children made cakes.
  - d. They had food to eat.
9. What did Mrs. Blas tell her children after they had cleaned the house?
  - a. That she don't like staying in the house.
  - b. That she was pleased to see their house clean.
  - c. That the house need money for a repair.
  - d. That she was not feeling well.
10. Do you think the Blas family was ready for the coming visitor?
  - a. Yes, the Blas family was ready.
  - b. No, the Blas family was ashamed.
  - c. No, the Blas family was not ready.
  - d. Yes, the Blas family was escaping.

[D] Comprehension  
Exercise D<sub>3</sub> < >

### BREAKING A HABIT

Mila and Vilma were walking around the school yard. Vilma kept on pulling the leaves off the rosas bushes that were growing along the path. The leaves were scattered on the ground.

"Why do you do that?" Mila asked her, pointing to the leaves Vilma had dropped.

You're destroying the plants. Look at the leaves you've scattered on the ground.

"I don't see any harm in it. The plants don't belong to anybody.

"They do," said Mila. "They are our plants because they grow in our school. Besides, the garden teacher had a hard time making them grow."

But isn't it their duty to care for those plants,"? said Vilma.

Mila shook her head, it's their duty, but we can help them by caring for what they have planted.

I guess I'm really wrong. Remind me if I do it again. I think pulling the hedges while I walk is my bad habit," said Vilma.

Remember not to do it again," said Mila.

(Adapted: Going Right p.48)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 163  
Directions: Read the question carefully. Write only the  
corresponding letter of your chosen answer.

1. What was Vilma and Mila doing?
  - a. gossiping under the stairs
  - b. playing in the yard
  - c. walking around the campus
  - d. running around the yard
2. What was Vilma doing while they were walking?
  - a. pulling the grass
  - c. pulling the leaves
  - b. pulling her hair
  - d. pulling her short dress
3. What did Mila say to Vilma?
  - a. You are destroying the plant they are ours.
  - b. You are wasting the leaves.
  - c. You are not loving the plant.
  - d. You are a pest to the plant.
4. What did Vilma say?
  - a. Keeping them is the janitor's job.
  - b. Sorry, but I have been doing it long ago.
  - c. The plants do not belong to anybody.
  - d. No one sees me anymore.
5. What was Vilma's bad habit?
  - a. pulling the leaves of the plant
  - b. scattering pieces of paper

- c. throwing stones
  - d. throwing broken glasses
6. Who helped Vilma overcome her bad habit?
- a. Ana
  - b. Elsa
  - c. Mila
  - d. Maria
7. How is Vilma different from Mila?
- a. Vilma does not care for the school plants.
  - b. Vilma cares for the school plants.
  - c. Vilma steps on the plants.
  - d. Vilma waters the plants.
8. Who has a good habit?
- a. Elsa
  - b. Vilma
  - c. Mila
  - d. Ana
9. Do you think Vilma will change her habit after Mila talked with her?
- a. maybe
  - b. no
  - c. wrong
  - d. false Idea
10. Why do you think so?
- a. Vilma was sorry for her bad habit.
  - b. Vilma was afraid of the principal.
  - c. Vilma was angry at Mila.
  - d. Vilma cried.

[D] Comprehension  
Exercise D<sub>3</sub> ( )

### A DAY AT THE CEMETERY

It was All Souls' Day. The cemetery was crowded with people who have come to visit their dead. They brought fresh flowers, wreaths and candles. It was a big celebration. The cemetery was very noisy.

"During our days we didn't celebrate All Saint's Day this way," said her grandmother to Lilia. "People then were very quiet at the cemetery. When they meet friends they didn't laugh nor gossip or talk too loudly. They behaved as if they were in church," she added.

"But this is not a church," said Lilia.

"It's a place of worship just the same," explained grandmother. Under these graves are the bones of the dead. We should respect the dead by being quiet. Candles must be lighted and not to be taken out."

Soon they reached the tomb of Lilia's mother. It was newly painted and tall grasses were cut. Lilia placed the wreath on top of the tomb. Her grandmother lighted the candle and they started to pray.

Adapted: Bringing Up Boys and Girls  
\*\*\*\*\*  
Comprehension Check Up No. of Words: 163

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What is the title of the story?
  - a. A Day at the Cemetery
  - b. At the Cemetery
  - c. The Cemetery
  - d. A Wonderful Day
2. What important day were the people celebrating in the cemetery?
  - a. Halloween Day
  - b. Chirstmas Day
  - c. All Souls' Day
  - d. Bonifacio Day
3. What did Lilia and grandmother do in the cemetery?
  - a. They visited the tomb of Lilia's dead mother.
  - b. They went to see people cleaning their tombs.
  - c. They went to buy candles.
  - d. They went to visit the sick people.
4. What did Lilia offer on her mother's tomb?
  - a. food
  - b. wreath
  - c. canned goods
  - d. drinks
5. What did grandmother do in the cemetery?
  - a. She lighted a balloon.
  - b. She enjoyed eating with friends.
  - c. She asked some candles from the people.
  - d. She lighted a candle and prayed.
6. What did she say about the way we celebrate all Souls' Day?
  - a. It was different from the way they did it before.
  - b. It was better than what they did it before.
  - c. It was like a market day.
  - d. It was like a picnic.

7. How did they do it then?
- a. They were quiet, the pray and candles were not taken out
  - b. They had dancing and music in there.
  - c. They had big celebrations with fire crackers.
  - d. They had no candles to light.
8. What do you do when you are in the cemetery?
- a. sing and dance
  - b. gossip and walk around
  - c. pray and offer flowers
  - d. eat and play
9. Is grandmother right to say that we must respect the dead?
- a. yes
  - b. No
  - c. maybe
  - d. not sure
10. How will you respect the dead?
- a. Offer food and sing for them
  - b. Offer flowers and prayers to them and keep quiet.
  - c. Offer songs and flowers and make all sounds.
  - d. Offer flowers and candles then leave.

[D] Comprehension  
Exercise D<sub>4</sub> [ ]

### A MODEL COMMUNITY

In Mr. Oka's community there were several gardens and orchards. There were different kinds of trees and plants. Some were oranges and lanzones. Others have avocados, papayas and bananas.

Father, mother and children work in their garden and orchard. They work morning and afternoon.

"Today we are going to gather fruits and vegetables to sell." We have fruit vendors in near-by provinces and Manila. They buy our fruits and vegetables. Then they sell them to the different stores," said father.

"Are you the only one in our barrio selling fruits and vegetables to other places?" asked Romeo.

"We are three who sell not only fruits and vegetables but also chicken, pigs, goats and ducks.

The animals are not seen in the street but they have pens. The chicken and ducks are in the poultry houses.

Young boys in other barrios do not like drinking and gambling. They love to help their parents raise more food rather than have vices. They help earn money for their home.

(Adapted: Bringing Up Young Boys and Girls) p. 73

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Comprehension Check Up

No. of Words: 164

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What are many in Mr. Oca's community?
  - a. orchards, gardens & poultry
  - b. poultries, fish and shells
  - c. orchards, wood and snails
  - d. flowers, fruits and fish
2. Who work in their garden and orchard?
  - a. father, mother, grandmothers
  - b. father, mother, children
  - c. father, mother, neighbors
  - d. father, mother, friends
3. What livelihood did the people have in the barrio?
  - a. poultry raising, orchard owner and gardens
  - b. selling pots and clay toys
  - c. buying and selling fruits and vegetables
  - d. drinking and gambling
4. From where did the fruit vendors come from?
  - a. fruit vendors came from the barrio
  - b. fruit vendors came from the nearby province & Manila
  - c. fruit vendors came from other states
  - b. fruit vendors came from a sitio
5. Where will the vendors sell the crops?
  - a. different people
  - b. different towns

- c. different houses                      d. different stores
6. Where did the family of Mr. Oca keep the chicken and ducks?
- a. Chicken and ducks were kept in poultry houses.
  - b. Chicken and ducks were placed in the ponds.
  - c. Chicken and ducks were free under their house.
  - d. Chicken and ducks were placed in boxes.
7. What did the young boys like to do as help to their parents instead of drinking and gambling?
- a. They like to help their parents watch the poultry houses.
  - b. They like to help parents earn money for their living.
  - c. They like to invite other people to work.
  - d. They want the people in the community to enjoy.
8. Do you like to have an orchard of various fruits?
- a. yes              b. No              c. maybe              d. not sure
9. Why are orchards good for us?
- a. because, orchards keep us cool and gives plenty of fruits
  - b. because, orchards gives much work to do.
  - c. because, orchards keep one busy sweeping the yard.
  - d. because, orchards give us good place to rest.
10. Do you think you will earn money with your orchard if you have?
- a. Yes              b. No              c. maybe              d. not sure

[D] Comprehension  
Exercise D<sub>4</sub> < >

### THE STORY OF A BIRD'S EGG

Ricebirds build their nest on the roof of nipa or cogon houses. They build their nest on the branches of trees. They use their mouth to carry small roots and grasses and to feed their babies. Nest served as their homes. They follow where the farmers live because they eat mostly rice and insects. Birds are useful to farmers and gardeners.

Sparrows are ricebirds. Mother sparrows lay eggs in the nest. She sits on them to hatch them up. Sometimes Father Sparrow also sits on the eggs. He brings food for mother bird through their beak.

When baby sparrows are hatched, they have no feathers. They cannot fly. Father and mother birds feed them with worms until they become strong and big. After several days they are ready to fly.

The first flight of a bird may be short. When the young bird finds it is hard to fly, mother bird flies under it to help it goes up until the time the young bird learns to fly alone.

(Adapted: New Path to Science p. 86)

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Comprehension Check Up

No. of Words: 166

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Where do mother birds lay eggs?
  - a. nest
  - b. box
  - c. plate
  - d. can
2. Where do birds build their nests?
  - a. on branches of trees
  - b. on the top of big leaves
  - c. under the tree
  - d. anywhere
3. What do birds use to carry roots and grasses to build their nests?
  - a. claw
  - b. wings
  - c. mouth
  - d. neck
4. Who hatched the eggs in the nest?
  - a. Mother bird
  - b. Father bird
  - c. Sister bird
  - d. Brother bird
5. Who get food for the mother bird and the birdlings?
  - a. Sister bird
  - b. Mother bird
  - c. Father bird
  - d. Brother bird
6. Who teach them how to fly?
  - a. the farmers
  - b. the mother bird
  - c. Father and friend birds
  - d. the dogs

7. What does mother do when baby birds start to fly.
  - a. she push it up.
  - b. she flies under it and helps it rise.
  - c. she scolds it
  - d. she pull it with her.
8. Why do birds follow the farmers?
  - a. because there food is rice.
  - b. because they love to be with farmers
  - c. because birds live in houses
  - d. because birds can't live without a man.
9. What serves as home for birds
  - a. a nest
  - b. trees
  - c. flowers
  - d. grass
10. Why are birds useful to farmers and gardeners?
  - a. They eat ripe fruits.
  - b. They eat worms that kill the plants.
  - c. They eat leaves of the plants.
  - d. They eat all the plants.

[D] Comprehension  
Exercise D<sub>4</sub> ( )

### RINGO

Ringo is a big dog with blue eyes. He lives with Noli. Noli is a nine year old boy. He is the son of a farmer. Noli loves Ringo very much.

One day Noli took Ringo to market. There were many people in the Market. Ringo got lost. Noli began to look for him.

After a long time Noli heard Ringo's cry. He ran to a corner. There was Ringo lying on the ground. A rope was tied around his neck. He was licking his wound. He took off the rope around Ringo's neck and carried him in his arms.

"Why did you hurt him?" Noli asked the boy angrily.

"He tried to bite me," the boy answered.

"Ringo never bites children," said Noli. He likes to play with children. But he does not like to be beaten. Do you like to be beaten. Noli asked the cruel boy.

The boy did not answer. He bowed his head and walked away. Noli took Ringo home.

(Adapted: Doing Right p. 100)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 167

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Who is Ringo?
  - a. a big dog with blue eyes
  - b. a big dog with brown eyes
  - c. a black and white puppy
  - d. a puppy with big ears
2. With whom does he lives?
  - a. Noli
  - b. Efren
  - c. Nory
  - d. Andy
3. Who is Noli?
  - a. son of a fisherman
  - c. son of a carpenter
  - b. son of a farmer
  - d. son of a vendor
4. Who is Noli to Ringo?
  - a. Ringo's classmate
  - c. Ringo's enemy
  - b. Ringo's master
  - d. Ringo's neighbor
5. How does Noli treat Ringo?
  - a. Noli is kind to Ringo.
  - b. Noli always threw a stone at Ringo.
  - c. Noli always hurt Ringo.
  - d. Noli keep Ringo in a box.
6. To where did Ringo and Noli go?
  - a. to the river
  - c. to the hills
  - b. to market
  - d. to the city
7. What happened to Ringo in the market?
  - a. got lost
  - c. make trouble
  - b. had a quarrel
  - d. stole some meat

8. Where did Noli find Ringo?
- a. in a corner lying hurt.
  - b. in a corner playing
  - c. in a corner eating
  - d. in a corner sleeping
9. Why did Ringo get hurt?
- a. Ringo was stoned by the children.
  - b. Ringo was kicked by the man.
  - c. Ringo was tied with a rope.
  - d. Ringo was beaten by the boys.
10. Would you beat a pet? Why?
- a. yes, because it might hurt me.
  - b. no, because it might get hurt
  - c. yes, because he is only an animal
  - d. no, because a pet has a right to live and also feel hurt

[D] Comprehension  
Exercise D5 [ ]

### HELPING A STRANGER

One afternoon, on his way to school Andres met an old man. He was a stranger, "Good afternoon, my good child," said the stranger. I am not from this place. Will you kindly show me the way to Mr. Ting's house?"

I am in a hurry, sir," said Andres and walked away.

The old man met Alfredo and Nestor. I am a stranger in this place," said the old man. "Will you kindly show me the way to Mr. Ting's house?"

I am sorry Alfredo cut in. I am in a hurry!

But Nestor said to the old man, "Come, I will show you the house of Mr. Ting".

After five minutes walk they reached Mr Ting's house. "Thank you, said the old man. What a nice boy you are!". (At the same time gave him a peso coin).

"No sir I can't accept it, said Nestor, I'm just doing a good turn"

"You are a good child", said the stranger

"Thank you sir", said Nestor and walked away.

(Adapted: Bringing up Young Boys and Girls, p. 47)

\*\*\*\*\*

Comprehension Check Up No. of Words: 169

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Who came to the community one afternoon?
  - a. a strange old man
  - b. a beautiful stranger
  - c. a handsome stranger
  - d. a young stranger
2. What was he looking for?
  - a. the house of the priest
  - b. the house of the school teachers
  - c. the house of the principal
  - d. the house of Mr. Ting
3. Whom did he meet first?
  - a. Andres      b. Nestor      c. Alfredo      d. Ting
4. Whom did he meet next?
  - a. Andres and Alfredo      c. Alfredo and Nestor
  - b. Andres and Nestor      d. Nestor and Ben
5. Who of the three boys was helpful?
  - a. Nestor      b. Alfredo      c. Andres      d. David
6. Who of the three boys did a good turn?
  - a. Alfredo      b. Nestor      c. Andres      d. Ben
7. What did the old man say after they reached the house of Mr. Ting?
  - a. I am not pleased to see the house.
  - b. Thank you.
  - c. I am angry at you.
  - d. You are fortunate.

8. What did the old man want to give to Nestor?
- a. a peso coin
  - b. a gift
  - c. a hundred pesos
  - d. a ten peso
9. Did Nestor accept the money that the stranger was giving him?
- a. Yes
  - b. maybe
  - c. no
  - d. pershap
10. Why did he not accept the money?
- a. because he has done a good turn.
  - b. because he has been forced
  - c. because it was just a game.
  - d. because he has done what was taught to him.

[D] Comprehension  
Exercise D<sub>5</sub> < >

### OUR BARANGAY

One Friday morning many teachers visited a barrio school. They were riding in buses.

"Why are there many teachers coming to our school, Emma?" , asked Corazon.

"I learned from our teacher that they are going to see our barangay", said Emma. "She told us that our place is one of the cleanest barangay in the town."

"My father told me that a few years ago our place was a dirty barangay. The homes were not clean. Now our barangay is clean too", said Corazon.

"And look at our streets today," said Emma. They are clean. Nobody throws rubbish on the streets. The people learned not to throw pieces of paper and peelings on the ground. They throw them into the cans. Our teachers and zone leaders told us to keep the streets clean."

"It is good to be always clean even if there are no visitors who will visit our barangay. Let us tell our friends that we should help one another to maintain the cleanliness of our barangay", said Corazon.

(Adapted: Bringing Up Young Boys and Girls p.21)

\*\*\*\*\*

Comprehension Check Up

No. of Words: 169

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Who visited a barrio school?
  - a. many tourist
  - b. many teachers
  - c. many children
  - d. many officials
2. Why are they visiting the barrio?
  - a. They want to see our barangay.
  - b. They want to see the barrio school.
  - c. They want to see the children in the barrio.
  - d. They want to see the parent in the barrio.
3. What change was made to the barrio?
  - a. From being dirty to be very clean.
  - b. From being ugly to be very beautiful.
  - c. From being small to be very wide.
  - d. From being noisy to be very quiet and peaceful
4. How did the barrio people change their barrio?
  - a. people learned to throw their waste to the river.
  - b. people learned to throw their waste to the waste can.
  - c. people learned to throw their waste to the sea
  - d. people learned to throw their waste to the canals
5. Who taught them how to keep their barrio clean?
  - a. Priest
  - b. Teachers & Leaders
  - c. Barrio Captain
  - d. Mayor

6. What did Emma and Corazon decide to tell their friends?
  - a. to tell their friends that they should help one another to maintain their cleanliness.
  - b. to tell their friends that they should help one another to build their church.
  - c. to tell their friends that they should help one another to build their canals.
  - d. to tell their friends that they should help one another to build their school.
7. How can you make your surroundings clean?
  - a. by putting the rubbish in the garbage can after sweeping
  - b. by throwing the rubbish in another's yard
  - c. by digging many holes in the yard
  - d. by scattering dried leaves around the yard.
8. How can you help keep your community clean?
  - a. by not throwing rubbish on the streets
  - b. by stopping stray animals
  - c. by putting the garbage on canals
  - d. by throwing banana peelings on the grounds
9. How can you help the street cleaners in the street?
  - a. by helping the street cleaners put the garbage on the street.
  - b. by throwing the pieces of paper and banana peelings into the garbage can.
  - c. by not throwing anything on the street
  - d. by allowing somebody to scatter the rubbish around the garbage

10. How useful is the garbage can to us?
- a. Garbage can is the container of all dirty things.
  - b. Garbage can is a decoration only.
  - c. Garbage can will be a good drum for naughty boys.
  - d. Garbage can is a good container for water.

[D] Comprehension  
Exercise D5 ( )

### SAVING YOUR MONEY

There are many reasons for saving. In the first place, if a person saves money regularly, he will be able to buy important things when he wants them. Saving really mean going without some things in order to buy more important and more satisfying things tomorrow.

Another reason for saving is to have money on hand when an emergency arises. One never knows when he might have to pay the expenses of staying in a hospital for some costly operation. One might suddenly have the opportunity to go on a wonderful trip - if he has the money.

Saving money also mean earning money. If a person puts his money in a bank, it will earn a certain amount of interest. If he buys government bonds, the government will pay him a percentage on the money he invests. He would feel good to know that the bank is earning more money for him.

Another big item money can give which will give satisfaction for a lifetime is a school education or a house.

Adapted: Sunday Magazine Vol 5 No.10 pp. 12-13.  
\*\*\*\*\*  
Comprehension Check Up No. of Words: 172  
Directions: Read the question carefully. Write only the  
corresponding letter of your chosen answer.

1. What is the meaning of saving money?
  - a. going without something less important in order to buy more important and satisfying things.
  - b. going without food to be able to buy some important things
  - c. going without schooling to get more money in the bank
  - d. going without a house to have more money in the bank
2. What good reason do you have to save money?
  - a. to have money for a party
  - b. to have money for emergency
  - c. to have money to buy expensive clothes
  - d. to have money to buy toys
3. Which of the following is a good reason for saving money?
  - a. to buy expensive clothes
  - b. to go to a movie everyday
  - c. to buy things not necessary
  - d. to save money for tuition fee
4. Which of the following is a good way for saving money?
  - a. opening a savings account
  - b. eating plenty at recess time
  - c. writing anywhere in one's notebook
  - d. buying things everyday
5. How can pupils save in school?
  - a. using paper properly
  - b. giving away paper, pencils to others

- c. changing shoes everyday
  - d. sharpening pencils often
6. Which of the following is also a good way for saving money?
- a. to buy another bicycle
  - b. to buy new shoes every month
  - c. to buy only those necessary
  - d. to eat whatever one likes such as cakes, ice cream etc.
7. Where will you save to be able to say that money is earning money?
- a. save it in a cocoshell
  - b. save it in a bamboo box
  - c. save it in the bank
  - d. save it in your cabinet
8. What other good way of saving money is in the list below?
- a. waking up early and walking to school
  - b. lending money to one's friend
  - c. bringing more home made sandwiches to school
  - d. buying expensive toys.
9. What other big item money can give which is for a life time?
- a. buy a book
  - b. buy a lot
  - c. buy a house
  - d. pay for education
10. Which would you choose as a gift?
- a. education
  - b. house
  - c. lot
  - d. jewelry

[D] Comprehension  
Exercise D6 [ ]

### ALL TOGETHER AT THE PARTY

It was early one Sunday afternoon when Luis went back to Mrs. Arca's place. Mother met him at the door.

Good afternoon Mrs Arca. I'm Luis Guevarra.

" Oh, it's you. Come in Luis. What can I do for you?"

" Are your children in, Mrs Arca? " Luis began

" Yes they are. They're helping Lora in the kitchen.

"I may just as well tell you why I came. Today is my sister Linda's birthday. We're going to have a children's party at home and we're inviting your children. Luis told Mother.

Ruben helped Luis invite the children in their neighborhood. At around 4 o'clock in the afternoon Linda's visitor started coming. They gave their birthday presents to Linda. She thanked everyone who gave her a gift.

Everybody was happy at the party. They played parlor games led by Mrs. Guevarra. Then food was served. But before they started to eat they all sang together a Happy Birthday Song.

Linda was very happy to have a lot of new friends on her birthday. She thanked them all.

(Adapted: The Way We Live p. 98)

\*\*\*\*\*

Check Up No. of Words: 161

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Who is Luis?
  - a. the son of the neighbor of Mrs. Orca
  - b. the friend of the neighbor of Mrs. Orca
  - c. the son of Mrs. Orca
  - d. the classmate of Mrs. Orca
2. Why did Luis went to Mrs. Orca's house?
  - a. to invite Mrs. Orca
  - b. to invite the children of Mrs. Orca
  - c. to invite the father of Mrs. Orca
  - d. to invite the classmate of Mrs. Orca
3. To what was the invitation
  - a. to a birthday party
  - b. to a picnic
  - c. to a swimming contest
  - d. to a singing contest
4. Who is having a birthday party?
  - a. Marivic
  - b. Linda
  - c. Luis
  - d. Ramon
5. Who went with Luis to invite the neighbors' children?
  - a. Alex
  - b. Ruben
  - c. Luis
  - d. Ramon
6. At what time did the visitors start arriving
  - a. 5 o'clock
  - b. 4 o'clock
  - c. 3 o'clock
  - d. 2 o'clock

7. What did the children of Mrs. Orca bring to the party?
- a. gift
  - b. water cans
  - c. paper and pencil
  - d. drawings
8. What did the children do aside from singing?
- a. played hide and seek
  - b. played parlor games
  - c. played pussy-went a corner
  - d. played jump the thorn
9. Who led the parlor games during the party?
- a. Marivic
  - b. Mrs. Guevarra
  - c. Ruben
  - d. Luis
10. How did Linda feel when her visitors sang Happy Birthday to her?
- a. She was sad
  - b. She was ashamed
  - c. She was happy
  - d. She was afraid

[D] Comprehension  
Exercise D<sub>6</sub> < >

### ANIMALS WHO WANT A HOME

Once there was a goat who wanted a new home. He wanted another animal to live with him.

On his way he met a pig. "Friend pig, it would be fine to have our own home". The pig was glad to hear about a fine home. So he went with the goat to the woods.

On the way to the woods, they met a goose. "We are going to build a new house," said the pig. "It is good", said the goose, "I think I shall go along with you", the goose continued.

"Very well then!", said the goat. "You may come with us and we we'll live together."

Off went the animals to find a place for their new home.

"Where are you going?", said the rabbit.

"We are all going to the woods to build a house", said the pig.

"I can help you build a new house," said the rabbit.

Away went the goat, the pig, the goose, and the rabbit. They will work together to build a new house in the woods.

(Adapted: Doing Our Way p 110)

\*\*\*\*\*

Comprehension Check Up

No. of Words: 176

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Who wants a new house?
  - a. goat
  - b. cow
  - c. chicken
  - d. carabao
2. Who join them first?
  - a. a goose
  - b. pig
  - c. a rat
  - d. a rabbit
3. To where did the two go?
  - a. the river
  - b. the hills
  - c. the lake
  - d. the woods
4. Whom did they meet on the way?
  - a. a goose
  - b. a rat
  - c. a rabbit
  - d. a bird
5. What did the goose do?
  - a. She laughed at them.
  - b. She went to build her own house.
  - c. She joined them.
  - d. She did not mind them.
6. Who join the three as they walk?
  - a. the bird
  - b. the rabbit
  - c. the turtle
  - d. the snail

7. What kind of a house did the animals want to live in?
- a. New
  - b. big
  - c. warm
  - d. small
8. How can the animals build their house?
- a. They will work together
  - b. They will play together
  - c. They will eat together
  - d. They will sleep together
9. How many animals will stay together?
- a. Two
  - b. three
  - c. four
  - d. five
10. Do animals need a house? Why?
- a. yes, because they also feel cold and warm
  - b. No, because only man needs one.
  - c. Yes, because they all like us
  - d. No, because they are dirty.

[D] Comprehension  
Exercise D<sub>6</sub> ( )

### THE MIRROR

Long ago in the town of Matsuyama, in Japan, there lived a man, his wife and their little daughter. They loved each other and were happy together. One day, the man made a business trip to the far-off city of Tokyo. When he returned he brought something for his wife. It was a mirror.

At first the wife looked at it often. After a while she put it away and said. "This is vanity. I don't need to look at my face. If I am happy and smiling, I can make others happy." Without looking at the mirror, she remained sweet, kind and her daughter grew up to be just like her.

One day her mother got ill. She called her daughter and gave her the mirror. "When I am gone, just look into this mirror every morning and tell me your troubles. Always try to do right and you will be happy.

After her mother died she followed what her mother said. She only did not know that what was in the mirror was her own face.

Adapted: The Phil Journal of Education Vol. X pp. 114-115.  
\*\*\*\*\*  
Comprehension Check Up No. of Words: 178

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Where did the story take place?
  - a. in a big city of Tokyo
  - b. on the road to Japan City
  - c. Matsuyama, a town in Japan
  - d. a certain barrio in Japan
2. When did the story take place.
  - a. long ago
  - b. in modern times
  - c. in the 21st century
  - d. in the 19th century
3. Who live in that town?
  - a. a boy, his mother and father
  - b. an old woman, a girl and a fairy
  - c. a man, his wife and daughter.
  - d. a man, his wife and son
4. Why did the father go to Tokyo?
  - a. He visited his old parents.
  - b. He wanted to buy a mirror.
  - c. He went on a business trip.
  - d. He visited his best friend.
5. What did the father bring home from Tokyo?
  - a. a dress
  - b. a bag
  - c. a mirror
  - d. a pair of shoes

6. At first, how did the wife use the mirror?
  - a. She looks at herself.
  - b. She decorated the wall with it.
  - c. She kept it in her pocket.
  - d. She placed it in her room.
7. The wife said, "this is vanity," to what did this refer to?
  - a. Making other people happy
  - b. Always looking at herself in the mirror.
  - c. Being kind and happy.
  - d. Being cruel and unkind.
8. So, What did the wife do with the mirror?
  - a. She kept it and never look at it again
  - b. She used it every minute to see her beauty.
  - c. She placed it in the kitchen for her to look at it once in a while.
  - d. She carry it with her all the time.
9. When did the mother show the mirror to her daughter?
  - a. When the father was very ill.
  - b. When the mother was close to death
  - c. When her daughter was thin and pale
  - d. When the mother can't sit down anymore.

10. Why did she show the mirror to her daughter?
- a. so that her daughter will remember her mother by looking at her own face through the mirror and tell her troubles and do the right things.
  - b. so that her daughter will always look into the mirror and be beautiful like her.
  - c. so that her daughter will look into the mirror everytime she had a visitor and become beautiful.
  - d. so that her daughter will look at her face and look into her combed hair and be proud.

[D] Comprehension  
Exercise D7 [ ]

### THE PRIZE OF GOOD WORK

Nestor was a member of the 4-H Club. He was an active member. Every morning all members of the purok help one another to keep their homes and surroundings clean.

Before going to school Nestor always empties the trash can and always waters the plants growing in his home garden.

One morning a group of visitors came to school after going around the purok to see their projects. Mrs. Lozano called the children to attend the meeting with the visitors.

"We went around the town this morning to see how clean your puroks are. We also visited every club project in all the puroks, said Mr. Cruz. And now we have a surprise for you.

Mr. Reyes stood up and smiled. " We'll give a prize of fifty pesos to the best active member of the 4-H Club.

The children began to think. They thought of everyone who had good projects.

At last the winner was announced. The prize for the most active 4-H Club member goes to Nestor Garcia.

Everybody gave Nestor a big hand. How happy he was.

(adapted: More Stories On Parade p.44)

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Comprehension Check Up

No. of Words: 178

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Who is an active member of the 4H club?
  - a. Johnny
  - b. Nestor
  - c. Ben
  - d. Arthur
2. What did all purok members do every morning?
  - a. Help one another to keep their homes and surrounding clean.
  - b. They go out to exercise
  - c. They all join hands to dig their canal.
  - d. They all go to swim in the sea.
3. Who emptied the trash can every morning before going to school?
  - a. Nestor
  - b. Domingo
  - c. Romeo
  - d. Perla
4. What else does Nestor do aside from emptying the trash cans?
  - a. wash clothe
  - b. cut grass
  - c. water the plants
  - d. clean the house
5. Who went to the school one morning?
  - a. children
  - b. purok officials
  - c. visitors
  - d. Old woman
6. What did they do?
  - a. Went around the puroks to look for the best 4H club member
  - b. Went around to look for the best purok

- c. Went around to look for a place of a garden
  - d. Went around to look for the best leader.
7. What did Mrs. Lozano tell each member of the club when the visitors came?
- a. to clean the kitchen
  - b. to see the movie
  - c. to attend the meeting
  - d. to raise chicken
8. What kind of project has Nestor?
- a. poultry project
  - b. vegetable garden
  - c. hat weaving
  - d. mat weaving
9. What surprise did the visitors give?
- a. a certificate
  - b. a flag
  - c. a prize worth fifty pesos
  - d. a package
10. Who was chosen as a very active 4-H club member?
- a. Perla
  - b. Romeo
  - c. Delio
  - d. Nestor

[D] Comprehension  
Exercise D7 < >

### LET'S PLAY TOGETHER

Dencio was playing alone with his toy gun and bicycle in the yard. He does not like to let others play with his toy train. He does not like to play with the boys who were looking at his toy train.

The three boys walked away to the next yard. They played "Catch Me if You Can". They ran and shouted as they went around the trees and houses. While Dencio played alone.

The next day the three boys played the ball. Dencio was silent and alone in the yard, but he heard the fun of the boys in the next yard. He was about to see the boys when suddenly a ball fell beside Dencio. He looked at it. How good it looked.

Soon Berto came looking for the ball. He asked Dencio to play with them.

" But this ball isn't mine," said Dencio.

" That doesn't matter at all," said Berto. You can play with us.

So Dencio, Berto, and Rudy played together.

" It's more fun to play with you than to play with my toys alone," said Dencio.

(Adapted: More Stories on Parade p. 198)

\*\*\*\*\*  
Comprehension check up No. of word 181

Direction: Read the questions carefully. Write only the corresponding letter of your chosen answer.

1. Who was playing alone in the yard?
 

a. Berto	c. Dencio
b. Decio	d. Rene
2. What were the toys of Dencio?
 

a. ball and doll	c. toy gun and toy train
b. plastic plates and glass	d. sticks and balloon
3. How many boys were watching him?
 

a. two	c. four
b. three	d. five
4. Do you think the three boys wanted to play with him?
 

a. Yes	c. maybe //
b. No	d. not sure
5. Who does not like to play with the boys?
 

a. Anton	c. Berto
b. Rudy	d. Dencio
6. Instead what game did the boys play by themselves.
 

a. Play a Ball	c. Cat and Mouse
b. Kick a ball	d. See Oh See
7. What happened when Dencio was playing alone in their yard?
 

a. a ball roll beside him	
b. he was given a ball	

- c. a stick was thrown to him
  - d. a dog run after him
8. Who came to get the ball.
- a. father
  - b. mother
  - c. the boys
  - d. the dog
9. What did Dencio do when the ball fell near him?
- a. He kicked the ball to the boys and shouted at them.
  - b. He gave the ball to them.
  - c. He caught the ball and threw it back.
  - d. He got the ball and hide it.
10. What did Dencio say when he joined the other boys?
- a. It's more fun to play alone.
  - b. It's more fun to play with my toys alone.
  - c. It's more fun to play with you than to play alone.
  - d. It's more fun to play with some friends.

[D] Comprehension  
Exercise D7 ( )

### THE BUNDLE OF STICKS

Once there was a certain family, who were forever quarreling among themselves. The father thought of a way to show them that quarreling would lead them to misfortune.

One day the quarreling was much more violent than usual. His sons appeared to be very angry at one another. At this point, he asked one of them to bring him a bundle of sticks. He asked each to break the bundle. Each of them tried his best but not one of them was able to do what father wanted.

The father then untied the bundle and gave the sticks to his sons to break them one by one. This they did very easily.

"My sons," said the father, "Do you not see the bundle of sticks is very much like you? If you are at peace with each other and help one another, you as a united family will be strong. No enemy can break you. But if you are divided, you will be no stronger than a single stick in the bundle." The sons took the lesson by heart.

(Adapted: Basic and Beyond Reading 5 pp. 79-80).  
\*\*\*\*\*  
Comprehension Check Up No. of Words: 181  
Directions: Read the question carefully. Write only the  
corresponding letter of your chosen answer.

1. What kind of sons did the family have?
  - a. The family has loving sons.
  - b. The family has quarreling sons.
  - c. The family has funny sons.
  - d. The faamily has cooperative sons.
2. What did father ask one of his sons?
  - a. He asked a can of peanut.
  - b. He asked a big ball of thread.
  - c. He asked a bundle of sticks.
  - d. He asked a bundle of firewood.
3. What did father ask each of his sons to do with the bundle of sticks
  - a. Father asked his sons to scatter the bundle of sticks.
  - b. Father asked his sons to throw the bundle of sticks.
  - c. Father asked his sons to put the bundle of sticks on the fire.
  - d. Father asked his sons to break the bundle of sticks.
4. Did anyone of them succeeded in breaking the bundle of sticks?
  - a. Yes
  - b. No one
  - c. a little
  - d. only few
5. What did father do with the bundle of sticks so that his son could break the sticks?
  - a. Father untied the bundle.
  - b. Father cut the bundle.
  - c. Father burned the bundle.
  - d. Father ate the bundle.

6. Were they able to break the sticks?
- a. Yes
  - b. No one
  - c. a few
  - d. not one
7. What did the father tell them?
- a. The bundle of sticks is like you.
  - b. The bundle of sticks is good for you.
  - c. The bundle of sticks is not right.
  - d. The bundle of sticks is missing.
8. Why did the father say it?
- a. because a bundle of sticks when together is strong like a united family, but when scattered each can be broken like a quarreling family
  - b. because a bundle of sticks when together is strong and is easy to break like a united family.
  - c. because a scattered bundle of sticks can be easily attached one by one and can be defeated.
  - d. because a scattered bundle of sticks can be burned like any stick.
9. Did the son learn a lesson from this?
- a. Yes
  - b. No
  - c. Maybe
  - d. a little
10. What moral lesson did the sons get from the story
- a. To be honest.
  - b. Quarreling is nothing.
  - c. In unity there is strength.
  - d. Peace is good.

[D] Comprehension  
Exercise Dg [ ]

### THE GREAT MAN

Aling Ana was an old woman. In the afternoon she would walk in the plaza. Oscar her grandson, would walk with her during these walks. Aling Ana was too weak to walk alone. So Oscar helped her to go to the plaza.

On one of these walks, Aling Ana and Oscar stopped in front of a statue of the man at the center of the plaza. For a while Oscar looked at the statue of the man. Aling Ana said.

"That is Apolinario Mabini. He is a great man, from barrio Talaga in Tanawan, Batangas. His parents planted rice and corn in a small piece of land. Sometimes his parents would sell garlic and sugar cane in the market. He studied hard when he was a boy. He loved and obeyed his parents. He did not quarrel with other boys."

Apolinario was very bright. He won many medals in school. He had fine friends. He did not go to parties. His parents wanted him to become a priest. He studied to become a lawyer. Because he was very poor he worked to finish his studies.

(Adapted: Doing Right p. 57)

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Comprehension Check Up

No. of Words: 182

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Who walked in the plaza every afternoon?
  - a. Aling Maria
  - b. Aling Marta
  - c. Aling Ana
  - d. Aling Julia
2. Who walked with Aling Ana to the plaza?
  - a. Pepe
  - b. Oscar
  - c. Ricardo
  - d. Fernan
3. Whose statue did Oscar see in the plaza?
  - a. Francisco Baltazar
  - b. Dr. Jose Rizal
  - c. Apolinario Mabini
  - d. Andres Bonifacio
4. Whose life story did Aling Ana tell Oscar?
  - a. Gen. Antonio Luna
  - b. Apolinario Mabini
  - c. Melchora Aquino
  - d. Francisco Baltazar
5. What kind of a man was Mabini?
  - a. He was a great man.
  - b. He was a playful man.
  - c. He was a friendly man.
  - d. He was a hardworking man.
6. From where is Apolinario Mabini?
  - a. Barrio, Tulaba in Bawan Batangas
  - b. Barrio, Talaga, Tanawan, Batangas
  - c. Barrio, Talon, Lipa, Batangas
  - d. Barrio, Paete, Tanawan, Batangas

7. What did his parents plant for a living?
  - a. rice and camote
  - b. rice and corn
  - c. rice and cassava
  - d. rice and vegetables
8. What do they sometimes sell in the market?
  - a. garlic and sugar cane
  - b. garlic and onions
  - c. garlic and vegetables
  - d. garlic and fruits
9. His parent wanted him to become a priest but what did he study instead?
  - a. Law
  - b. Medicine
  - c. Commerce
  - d. Education
10. How do we honor Apolinario Mabini?
  - a. by following his good deeds
  - b. by reciting poems about his life
  - c. by singing hymns
  - d. by reading books

[D] Comprehension  
Exercise D<sub>8</sub> < >

### HELP FIGHT THE PESTS

Saturday was a busy day for Letty and Carling. It was a busy day for Father and Mother too.

Letty and Mother were busy in the kitchen. Carling and Father were busy in the yard.

Mother cleaned the poultry and the shelves. She covered well all the food and put them back to the shelves.

Letty swept all the corners of the house and the floor. "We have to clean our kitchen carefully," said Mother. "If the cupboard is also clean there will be no ants. There will be no flies and cockroaches. They are dirty insects. They crawl on our food. They make our food dirty,"

Father and Carling were also busy cleaning the ground around the house.

Carling swept the yard. He made a pile of rubbish. Later he threw them into a big pit in the yard.

Father gathered all empty cans and bottles and threw them into the big pit. It is not good to have empty bottles and cans around the house. When it rains they catch water. This water will stay for a long time.

(Adapted: Bringing Up Young Boys and Girls p. 47)

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Comprehension Check Up

No. of Words: 162

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What day was the busy day for the family?
  - a. Monday
  - b. Wednesday
  - c. Saturday
  - d. Sunday
2. Who were busy in the kitchen?
  - a. Nena and mother
  - b. Letty and Mother
  - c. Ruben and father
  - d. Renato and father
3. Where did father and Carling work?
  - a. in the yard
  - b. in the ricefield
  - c. in the canteen
  - d. in school garden
4. What did mother clean?
  - a. poultry and shelves
  - b. yards and boxes
  - c. cellar and stair
  - d. kitchen and ceiling
5. What were found inside the cupboard?
  - a. puppies
  - b. kittens
  - c. flies and mosquitos
  - d. cockroaches & ants
6. What did Letty clean?
  - a. yard stairs
  - b. stairs and backyard
  - c. corner and floor
  - d. corners and floor
7. Why did mother insist to clean the kitchen carefully?
  - a. so that there will be no flies and cockroaches
  - b. so that there will be no ants and mosquitos

- c. so that there will be no snakes
  - d. so that there will be no lizards
8. What did Carling clean?
- a. yards
  - b. cupboard
  - c. stairs
  - d. shelves
9. What did father do?
- a. gathered fruits and sold them
  - b. gathered empty cans and bottles into the pit
  - c. gathered papers and burned them
  - d. gathered cloths and give them
10. What are coackroaches, flies, ants and mosquitos to us?
- a. They are pests and dirty.
  - b. They are cleaner.
  - c. They are helpful.
  - d. They are decoration.

[D] Comprehension  
Exercise Dg ( )

### NORMA'S BEST FRIEND

Norma was crying in a corner. Nobody pay attention to her. Nobody play with her. She has a big beautiful doll, but nobody like to play with her.

Mona saw Norma crying in a corner "Excuse me Linda. I'll talk to Norma first. She's crying. I'll make Norma smile", said Mona.

"Nobody likes to play with her". She gets angry if we touch her toys." Linda said.

"What a beautiful doll! May I hold her? Asked Mona.

"Do you like her?" Norma asked.

"Yes, I do very much. I have never seen a doll as beautiful as this doll," Mona answered.

Norma looked at the other girls. "Will they like to play with me?" she said.

"If you're nice to them." "May I show your doll to them?" asked Mona.

"Yes, you may," answered Norma. So Mona showed Norma's doll to her friends. Everyone liked her doll. They called Norma to play with them. They all played happily together.

That night Norma told her mother that her best friend



- c. She wants to read alone.
  - d. She wants to play alone.
7. Did Norma lend her doll to the other girls?
- a. No
  - b. Yes
  - c. maybe
  - d. not sure
8. Did the girls accept Norma as a friend?
- a. Yes
  - b. No
  - c. maybe
  - d. not sure
9. Why did Norma tell her mother that she liked Mona?
- a. Mona is helpful.
  - b. Mona gave her snacks.
  - c. Mona lend her books to her.
  - d. Mona made her happy.
10. How would you get friends?
- a. by sharing toys with them
  - b. by hiding toys with them.
  - c. by being quarrelsome.
  - d. by destroying their toys.

[D] Comprehension  
Exercise Dg [ ]

### CURLY TOP

In the mountains of Zambales, there lived a group of people called Aetas. Aetas are dark and short people with curly hairs. Most of them live deep in the forest. They hunt wild animals and birds for food.

One day Balete wandered around to gather wild fruits and vegetables. After filling his basket he rested under a tree and soon fell asleep. By and by a group of Boy Scouts who went hunting in the forest passed by. They saw Balete sleeping.

Just then Balete opened his eyes and was surprised to see the Boy Scouts around him.

"Don't be afraid," the Scoutmaster said. "We are friends. We just want to go hunting in your place."

"What's your name?" said Ruding.

The Aeta Boy did not say anything.

"Why don't we just call him Curly Top," said the Scoutmaster. That will be a good name for a boy with a pretty curly hair."

At last the Aeta boy spoke. "My parents call me Balete, the tree where I was born," he said. But I like that new name, Curly Top. It is better."

(Adapted: More Stories on Parade p. 120)

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Comprehension Check Up No. of Words: 164

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Where do Aetas live?
  - a. in the mountains of Zambales
  - b. in the mountain with hills
  - c. in the mountain far away
  - d. in the mountain of wild animals
2. Where in the mountains do Aetas live?
  - a. They live deep in the forest.
  - b. They live near the seacost.
  - c. They live along the bank of the rivers.
  - d. They lived on top of the mountains.
3. How does an Aeta look?
  - a. dark, short with curly hair
  - b. dark, tall and handsome
  - c. dark, short, shiny hair
  - d. dark, tall straight hair
4. How do they get food?
  - a. buy from the market
  - b. plant fruits and vegetable
  - c. hunt wild animals and fruits
  - d. beg for food

5. One day, who wonder to gather wild fruits and vegetables?
  - a. Narra      b. Apitong      c. Balete      d. Kamagong
6. Who found Balete sleeping under a tree?
  - a. the hunters      c. the fruit gatherers
  - b. the Boy Scouts      d. the farmers
7. From where did the Aeta boy get his name?
  - a. from a tree called Balete
  - b. from his uncle
  - c. from his friends
  - d. from his pet dog
8. What new name was given by the Scoutmaster to Balete?
  - a. Bobby Top      c. Molley Top
  - b. Curly Top      d. Daddy Top
9. Why was he given that new name?
  - a. because of his skin
  - b. because of his curly hair
  - c. because of his size
  - d. because of his bow and arrow.
10. Is it right to make friends with Balete? Why?
  - a. Yes, because he is also a human being.
  - b. Yes, because he is a good boy.
  - c. Yes, because he is a boy.
  - d. Yes, because he is a fellow Filipino.

[D] Comprehension  
Exercise Dg < >

### QUEZON AS A STUDENT

When President Manuel L. Quezon was a little boy, he first studied at a convent in their town in Baler. Even if they were poor his father Lucio Quezon wanted him to study in the best school. He sent him to San Juan de Letran College in Manila for his higher education.

Manuel worked as a helper in school so that he could study without paying. He studied so hard that he was always at the top of his class.

Because of hard work, he became very sickly. He lived with his aunt in Paco very far from his school. He woke up at four o'clock in the morning and walked three kilometers to school after breakfast.

Manuel L. Quezon studied law at the University of Santo Tomas. He helped his classmates and friends who were slow with their lessons. He did other kinds of honest work so that he could earn enough for his studies. His father was sad that he had no money for his studies. Because he loved to study he worked and studied at the same time. His classmates admired him very much.

Adapted: More Stories on Parade p. 120  
\*\*\*\*\*  
Comprehension Check Up No. of Words: 103

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Where did Manuel L. Quezon study as a little boy?
  - a. Baler Elem. School
  - b. A convent in Baler
  - c. Quezon Elem. School
  - d. Baler Catholic School
2. To where did his father sent him for his higher education?
  - a. San Beda College Manila
  - b. Ateneo de Manila
  - c. University of Santo Tomas
  - d. San Juan de Letran in Manila
3. What kind of parents has Manuel L. Quezon?
  - a. poor
  - b. rich
  - c. hypocrite
  - d. troublesome
4. In what kind of school did Manuel's father want him to study?
  - a. poor school
  - b. best school
  - c. barrio school
  - d. big school
5. What did he do to avoid paying his schooling?
  - a. Worked as a teacher
  - b. worked as a helper
  - c. worked as a messenger
  - d. worked as a gardener
6. How did he finish his studies?
  - a. He worked and studied
  - b. He played and played.
  - c. He worked and danced.
  - d. He worked and prayed.

7. Because of hard work, what happened to him?
- a. sickly
  - b. strong
  - c. weak
  - d. frail
8. How many kilometers did he walk from his aunt's house to the school?
- a. one kilometer
  - b. two kilometers
  - c. three kilometers
  - d. four kilometres
9. What kind of student was he?
- a. top in class
  - b. top in work
  - c. top in the job
  - d. top in everything
10. How was he as a classmate?
- a. Honest, helpful, hardworking
  - b. Greedy, thrifty, honest, hardworking
  - c. Friendly, helpful, quarrelsome
  - d. Good, hardworking, loner.

[D] Comprehension  
Exercise Dg ( )

### LITTLE FIREMEN

Lito just came from the city. He was playing with his cousin Rudy. There were some boys playing with them too.

"I'm tired," said Rudy. "Let's rest for a while."

The children sat under a tree and rested under its shade.

"We have beautiful places in our town Rudy," said Lito.

"You will like our town more if you will go around and see other places," said Nonoy.

"School children help in making the town neat and clean," said Rudy. We have no street cleaners. We clean the streets near our homes. People in this town help one another. We have no firemen. Anybody can help in putting out a fire."

All of a sudden they heard some noise. "Fire!" "Fire!" shouted the people.

"A Fire! cried Nonoy. It's coming from our house!

"Quick Lito, called Rudy," Nonoy's house is on fire. Let's help put out the fire."

Everybody was busy. People ran here and there for water. Lito and Rudy were among those who helped put out the fire. They were so happy that only a part of Nonoy's house was burned.

Nonoy and his mother thanked the people.

(Adapted: More Stories on Parade p. 224)

\*\*\*\*\*

Comprehension Check Up No. of Words: 161

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Who just come from the city?
  - a. Rudy
  - b. Lito
  - c. Nonoy
  - d. Fe
2. What did the boys tell Rudy about their town?
  - a. You have a beautiful place Rody.
  - b. You have a dirty place Rody.
  - c. You have a crowded place Rody.
  - d. You have a narrow place Rody.
3. Why did Rody's town look neat?
  - a. the people don't mind the others
  - b. the people threw their garbage anywhere
  - c. people help one another
  - d. people don't believe in cleanliness
4. What happened while the boys were at rest after a play?
  - a. They heard cries of fire.
  - b. They heard someone drowning
  - c. They heard people quarreling.
  - d. They heard children playing
5. Where did the fire start?
  - a. It started in the house of Lito.
  - b. It started in the house of Nonoy.

- c. It started in the house of Rody.
  - d. It started anywhere.
6. What did the boys do?
- a. They ran to help as little fireman
  - b. They ran to watch the fire.
  - c. They help to call for helped.
  - d. They went to call Nonoy's mother.
7. Who saved the house?
- a. The beggars saved the house.
  - b. The people saved the house.
  - c. The woman saved the house.
  - d. The bandits saved the house.
8. Why do people move fast in case of a fire?
- a. To save the houses from burning.
  - b. To save the things.
  - c. To save the animals.
  - d. To save the plants.
9. How did Lito and Rudy help put out the fire?
- a. They move fast to get nothing.
  - b. They move slowly to get water.
  - c. They move fast to get water.
  - d. They move left and right.

10. Is it right to help your friend in case of fire? why?
- a. Yes, because people must help one another.
  - b. Yes, because he is my friend.
  - c. Yes, because he will have no place to stay.
  - d. Yes, because he is just a child like me.

KEY TO CORRECTION  
(Set D)

D [ ] A Visit to  
the Farm

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

D<sub>1</sub> [ ] The Girl and  
the Mirror

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

D<sub>2</sub> [ ] Like Father  
Like Son

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

D<sub>3</sub> [ ] Three Helpful  
Children

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

D<sub>4</sub> [ ] A Model  
Community

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

D < > Two Picnics

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

D<sub>1</sub> < > How Ramon  
Saved for a  
Present

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

D<sub>2</sub> <-> Do You Have  
Faith in God?

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

D<sub>3</sub> < > Breaking a  
Habit

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

D<sub>4</sub> < > A Story Of A  
Birds Egg

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

D ( ) When We Run  
and Play

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

D<sub>1</sub> ( ) Things  
That Float

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

D<sub>2</sub> ( ) Tiny Drops  
of Water

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

D<sub>3</sub> ( ) A Day at  
the Cemetery

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

D<sub>4</sub> ( ) Ringo

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

D<sub>5</sub> [ ] Helping A  
Stranger

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

D<sub>6</sub> [ ] All Together  
at the Party

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

D<sub>7</sub> [ ] The Prize  
of Good Work

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

D<sub>8</sub> [ ] The Great  
Man

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

D<sub>9</sub> [ ] Curly Top

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

D<sub>5</sub> < > Our Barangay D<sub>6</sub> < > Animals Who  
Wants A Home

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

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

D<sub>7</sub> < > Let's Play  
Together

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

D<sub>8</sub> < > Help Fight The  
Pests

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

D<sub>9</sub> < > Guezon As a  
Student

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

D<sub>5</sub> ( ) Saving Your  
Money

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

D<sub>6</sub> ( ) The Mirror

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

D<sub>7</sub> ( ) The Bundle  
of Sticks

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

D<sub>8</sub> ( ) Norma's Best  
Friend

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

D<sub>9</sub> ( ) Little Firemen

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

KEY TO CORRECTION  
(Set E)

E [ ] The Moon's  
Silver Clock

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

E<sub>1</sub> [ ] Only Ten  
Centavos

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

E<sub>2</sub> [ ] The People  
King

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

E<sub>3</sub> [ ] The Rose and  
the White Ribbon

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

E<sub>4</sub> [ ] Lazybones

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

E < > Garden  
Musicians

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

E<sub>1</sub> < > Working With  
Others

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

E<sub>2</sub> < > Are You  
Growing

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

E<sub>3</sub> < > Can You  
Guess?

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

E<sub>4</sub> < > The Most,  
Wonderful Dream

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

E ( ) The Big Hot  
Ball

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

E<sub>1</sub> ( ) The Little  
Chinese Boy

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

E<sub>2</sub> ( ) A Close Brush  
With Death

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

E<sub>3</sub> ( ) We Must Obey  
School Rules

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

E<sub>4</sub> ( ) Surprise!  
Surprise!

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

E<sub>5</sub> [ ] Fun in the Houseboat

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

E<sub>6</sub> [ ] The Noisy Girls

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

E<sub>7</sub> [ ] The Health Adviser

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

E<sub>8</sub> [ ] The Bridge to Safety

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

E<sub>9</sub> [ ] Lost and Found

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

11. a
12. a
13. a

E<sub>5</sub> < > Lost In The Wood

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

E<sub>6</sub> < > The Birds in the Mango Tree

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

E<sub>7</sub> < > Funny Face

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

E<sub>8</sub> < > Mariang Alimango

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

E<sub>9</sub> < > Inting and the Black Cat

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

E<sub>5</sub> ( ) Surprise at the Town Fair

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

E<sub>6</sub> ( ) The Sewing Box

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

E<sub>7</sub> ( ) An Ant and Its Antennae

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

E<sub>8</sub> ( ) The Fishermen

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

E<sub>9</sub> ( ) The Young Water Carrier

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

SILENT READING COMPREHENSION  
EXERCISES

S E T E

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[E] Comprehension  
Exercise E [ ]

### THE MOON'S SILVER CLOCK

On New Year's eve the moon visited mother sky. She was surrounded by many stars.

One of the stars said, "How beautiful your two horns are!"

One said, "You have a very slender body."

The third exclaimed, "Your body is made of silver!"

"Thank you very much for your compliments," answered the moon.

Mother sky said "I should like to give you something to remember me by. What gift do you wish?"

"Thank you mother sky. I would like a silver clock to keep me warm.

The new moon told mother sky that he would soon return for the silver clock. After two weeks the moon returned. Mother sky gave the clock to the moon.

"Mother sky, this does not fit me. It is too small."

The stars answered. "Because you are very stout now; you were not like that before." Mother sky told the stars to measure the moon so that the clock would fit.

The moon bade mother sky good-bye. She would return for her new dress. She sailed into space and hid behind the

clouds. After three weeks the moon returned. Where is my clock? I hope it fits me now.

"Here it is", chorused the stars." The moon put on the new dress. "Oh! but how loose it is!, complained the moon.

Mother sky explained, " I'm sorry my gift does not fit you. It is because you change your size so often. Sometimes you are small. You are a half-moon, at other times you are round. How can my gift ever fit you?

"Am I ever changing?" I never knew that!, said the moon.

"Yes you are" answered mother sky.

The moon thanked mother sky. She left the clock and hid behind the silver clouds.

(Adapted: Science World For You p. 198)

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Comprehension Check Up

No. of Words: 190

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. On what day did the moon visit mother sky?
  - a. It was Christmas Day
  - b. It was a birthday
  - c. It was New Year's Eve
  - d. It was a Feast Day
2. What did the stars notice on the moon during her first visit.
  - a. that she was very tall and beautiful.
  - b. that she was slender and beautiful.

- c. that she was round and beautiful.
  - d. that she was like a diamond.
3. What did mother sky say to her?
- a. that she want to give the moon a gift.
  - b. that she want the moon to give her a gift.
  - c. that she want to give gift to the stars.
  - d. that she want the star to give a gift to the moon.
4. What gift did the moon ask from Mother sky?
- a. a gold ring
  - c. a silver clock
  - b. a big comb
  - d. a long necklace
5. After how many weeks did the moon return to Mother Sky?
- a. after one week
  - c. after three weeks
  - b. after two weeks
  - d. after four weeks
6. How did the clock fit the moon? Why?
- a. The clock did not fit the moon because Mother Sky told the stars to measure her body.
  - b. The clock did not fit the moon because Mother Sky told the stars to make it small.
  - c. The clock did not fit the moon because the size of the moon was always changing.
  - d. The clock did not fit the moon because Mother Sky told the stars to give a big allowance.
7. What did they do to make it fit?
- a. the stars measured the moon to make sure that the next clock will fit.
  - b. they repaired the clock to make it fit.

- c. they asked the moon to give her clock to the stars.
  - d. they asked the moon to sell he clock.
8. Did the next clock fit the moon? Why?
- a. Yes, because she exercised to fit with her clock.
  - b. No, because the moon was round and stout.
  - c. Yes, because the clock was made to fit a large size.
  - d. No, because the clock was a small size.
9. What did they tell the moon?
- a. that she will not fit because she is always changing her size.
  - b. that the moon is very big because she eat too much.
  - c. that the moon is growing every moment.
  - d. that the moon is reducing every moment.
10. What did the moon say?
- a. Thank you, I did not know that I change size.
  - b. Thank you, I will never come back.
  - c. Thank you, you are liars.
  - d. Thank you, you can keep the clock.

[E] Comprehension  
Exercise E < >

### GARDEN MUSICIANS

It was late afternoon. Lita sat on the lowest step of the bamboo stairs, waiting for her father to come home from the field.

"Kuya, did you hear that noise?" asked Lita.

"That is not noise, that is music", answered Ernesto. You know we have plenty of musicians in our garden, which give us the most wonderful music that has ever been heard by man. One of them is the insect called Katydid. It is the male Katydid who produce the song by rubbing together the base of his wingcovers. Another insect is the cricket. The chirp is really the love song of the males calling their mates. The song organ which is the wing is very interesting.

Lita exclaimed, "I should like to see a cricket doing that! How about bees? Do they make music Kuya?"

Only the worker bees, who must make honey for the queen, and the young bees are the music makers in the bee tribe. They produce this music during swarming time", Ernesto replied.

Lita clapped her hands in glee. Wonderful! The more I learn, the more I feel that there are many things to know.

(Adapted: Science World For You p. 166)

\*\*\*\*\*

Comprehension Check Up No. of Words: 191

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Who is waiting for his father at the bamboo steps?
  - a. Lita
  - b. Lito
  - c. Ernest
  - d. Ped
2. What did Lita hear?
  - a. A barking sound.
  - b. A noise
  - c. A crying pig.
  - d. A calling duck
3. What did Ernesto call the noise?
  - a. music
  - b. siren
  - c. biper
  - d. alarm
4. What are katydid, crickets and bees in the garden to the children?
  - a. They are flower gatherers.
  - b. They are garden musicians.
  - c. They are garden players.
  - d. They are garden watchers.
5. What are this kind of animals?
  - a. insects
  - b. Owls
  - c. mammals
  - d. coelenterata
6. What insect produces music by rubbing together the base of his wing covers?
  - a. Katydid
  - b. ants
  - c. crickets
  - d. bees

7. What is the love song of the crickets when calling their mates?
- a. chirp
  - b. shout
  - c. game
  - d. story
8. Who makes the love song?
- a. female crickets
  - b. male crickets
  - c. baby crickets
  - d. child crickets
9. Who are the music makers in the bee tribe?
- a. young bees
  - b. old bees
  - c. queen bee
  - d. worker bees
10. When does they produce the music ?
- a. Only during hunting time.
  - a. Only during milking time.
  - b. Only during swarming time.
  - c. Only during cooking time.
  - d. Only during playing time.

[E] Comprehension  
Exercise E ( )

### THE BIG HOT BALL

A storm had just passed. But the sky was still cloudy. The children saw their plants carried by the flood.

The boys started to make new plots. But Raul did not want to work that cold morning. He wished the sun to shine to make him warm.

Just then the sun came brightly. How happy were the boys and Mr. Lopez to see the sun.

"Morning sunlight is good for our health. It help build strong bones. We can work better when we have strong body," said Mr. Lopez. Too much sunlight is not also good. We must not stay long under the hot sun."

"I wish the sun will not shine brightly," said Raul. I would like to finish my plots.

"I'll tell you how important the sun is to us," said Mr. Lopez. "You must know that the sun is a big hot ball very far away but it still gives light and heat to the earth. Heat and light are important to us. Plants and animals cannot live without light and heat from the sun. We cannot live without plants and animals. That's why we cannot live without the sun," said Mr. Lopez.

(Adapted: More Stories on Parade p. 84)

\*\*\*\*\*

Comprehension Check Up No. of Words: 161

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What had just passed?
  - a. a parade
  - b. a motorcade
  - c. a storm
  - d. a circus
2. What happened to the plants after the storm?
  - a. The plants were carried by the flood.
  - b. The plants were eaten by the pigs.
  - c. The children stepped on the plants.
  - d. The branches were cut down.
3. What did the boys do to revive their plants?
  - a. started to make new plots
  - b. started to clean the yard.
  - c. started to harvest the plants.
  - d. started to cut the grass.
4. Who did not want to work in the school garden that cold morning?
  - a. Pepito
  - b. Raul
  - c. Alberto
  - d. Arsenio
5. What was Raul waiting for? Why?
  - a. for the sun to shine, because he was feeling cold.
  - b. for the sun to shine, because he want to dry his clothes.
  - c. for the sun to shine, because he want the ground to dry.



[E] Comprehension  
Exercise E<sub>1</sub> [ ]

### ONLY TEN CENTAVOS

Lulu ate her lunch happily. She liked the food her mother packed for her. After eating she threw the left-overs in the garbage can. Then she went to the school kitchen and washed her fork and spoon.

When she came out, she met Mila and Dora. "Come, let's buy ice cream," they said

"There's the ice cream vendor outside the gate," pointed Dora. He has very good ice cream, you can buy for five or ten centavos worth.

"I have eaten my lunch," said Lulu. I'm still full. Besides I'm saving my pocket money.

"How much pocket money do you get every day?" asked Mila.

"Only ten centavos," Lulu answered

You can buy five centavos worth of ice cream. You will still have five left," Don't you like ice cream?" said Dora.

"Yes, I do. But I'm not hungry. Mother packed me a very nice lunch. I shall drop the ten centavos in my piggy bank. Then I can buy a christmas gift for mother," Lulu told them.

The two girls went to buy ice cream. That afternoon the girls were taken to the school clinic. They had

stomach ache. They had eaten too much ice cream.

(Adapted: Going Right p. 123)

\*\*\*\*\*

Comprehension Check Up No. of Words: 198

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Who ate her packed lunch happily?
  - a. Lulu
  - b. Dora
  - c. Mila
  - d. Dick
2. What did she do after eating?
  - a. throw her left over to the garbage can and washed her fork and spoon.
  - b. gathered the garbage and threw it.
  - c. threw her food to the cans.
  - d. gathered her food and place it in the box.
3. Whom did she meet while going out of the kitchen?
  - a. Luz and Lita
  - b. Mila and Luz
  - c. Lita and Dora
  - d. Mila and Dora
4. What did Mila and Dora say to Lulu?
  - a. Come play with us.
  - b. Come let us buy ice cream.
  - c. Come join us.
  - d. Come help us.
5. What did Lulu say to them?
  - a. I am full I will not buy ice cream, besides I am saving money.
  - b. I am hungry but I dont like ice cream

- c. I'm sorry I have no money.
  - d. I just ate ice cream.
6. Why did Lulu refuse to buy the ice cream?
- a. She wanted to drop her ten centavos in the piggy bank
  - b. She wanted to give the ten centavos to her friend
  - c. She wanted to lend her ten centavos to her classmates.
  - d. She want to buy a ribbon.
7. What will Lulu do with her saved money?
- a. Lulu will buy a pair of shoes
  - b. Lulu will buy a christmas gift for mother
  - c. Lulu will buy a birthday gift
  - d. Lulu will buy a new dress
8. What happen to Dora and Mila?
- a. They slept in the class
  - c. They got stomach ache
  - b. They felt drowsy
  - d. They were hungry
9. Why is it not good to eat more when one is full?
- a. You will have a stomach ache
  - b. You will not be able to walk
  - c. You will have head ache
  - d. You will have a tooth ache
10. Who of the girls were thrifty ?
- a. Dora
  - c. Lulu
  - b. Mila
  - d. Rita

[E] Comprehension  
Exercise E<sub>1</sub> < >

### WORKING WITH OTHERS

It was "Clean Up Week." The pupils of Rizal Elementary School were having a contest on who has the cleanest part of the school lawn:

The class of Miss Santos was busy preparing the lawn for the contest. One of the pupils went home for fishing instead of helping his classmates. He was Ramon.

The principal and some visitors went around the yard on the last day of the contest to see the cleanest lawn. The winners were announced at the Clean Up Week program. Miss Santos' class won.

"All of you have been very helpful. We would not have won if you didn't work hard," Miss Santos said, as she distributed candies as their prize. We'll have our picture taken at the lawn.

Everyone went out except Ramon. He was ashamed of what he had done. "I know you didn't help clean our lawn. I saw you go home. But I did not scold you. I wanted you to know how it feels when you aren't a part of the group", said Miss Santos.

"I'm sorry Miss Santos, replied Ramon. From now on I will help our classmates in all our work".

"I hope you will," said Miss Santos.

(Adapted: The Philippines Journal of Education p. 148)

\*\*\*\*\*

Comprehension Check Up

No. of Words: 198

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What is the special occasion in Rizal Elem. school?
  - a. Fire Week
  - b. Parents Day
  - c. Clean-Up Week
  - d. Linggo ng Wika
2. Who went around to look for the cleanest lawn?
  - a. the PTA President
  - b. the Dist. Supervisor
  - c. the Mayor
  - d. the principal
3. What were the pupils of Rizal Elem. School preparing for?
  - a. dressed rehearsal
  - b. cleanliness contest
  - c. playground demonstration
  - d. choir practice
4. Whose class was busy cleaning a part of the school lawn?
  - a. Miss Santos
  - b. Miss Cruz
  - c. Miss Deger
  - d. Miss Perez
5. Where did they announce the result of the contest?
  - a. Clean-up week Program
  - b. Parents' Day Program
  - c. Book Week Program
  - d. Education Week Prog.
6. What prize did they receive?
  - a. books
  - b. pencils
  - c. money
  - d. candies

7. What did Miss Santos tell the children?
  - a. "All of you have been very helpful"
  - b. "All of you were very naughty"
  - c. "All of you escaped from work"
  - d. "All of you tried very hard"
8. Who did not help in the work?
  - a. Jose
  - b. Ramon
  - c. Jerry
  - d. Pedro
9. To where did Ramon go while his classmates were cleaning the lawn.
  - a. went fishing
  - b. went for swimming
  - c. went to church
  - d. went to party
10. What did Ramon feel when Miss Santos told him she knew he didn't help to clean?
  - a. Ramon was ashamed.
  - b. Ramon was indifferent.
  - c. Ramon was happy.
  - d. Ramon was angry.

[E] Comprehension  
Exercise E<sub>1</sub> ( )

### THE LITTLE CHINESE BOY

The little Chinese boy lived in the corner store. He helped the old Chinaman sell his goods. He was short and thin, but he was always smiling.

Everyone called the chinese boy Ching. Many Filipinos liked him. But there were some bad Filipino boys. They didn't like Ching. They called him names. They bought from him but they didn't pay him.

One day Ching ran after the boy who didn't pay the comb. But he was not able to catch the bad boy because he ran faster than him. When he went back to the store, he met Mr. Ruiz, the principal. He told the principal about the Filipino boy who didn't pay the comb.

"Who is the boy?" Mr. Ruiz asked.

"Carlos, He's barber's son," he said

"I'll talk to him" Mr. Ruiz said.

That afternoon, Mr. Ruiz talked to Carlos and his friends. He told them about goodwill.

"We must be kind and friendly to people of other lands. They are our neighbors. God said love your neighbors. Ching and other Chinese are our neighbors. We should not cheat them. Now, you pay the comb, Carlos

Carlos was ashamed of his act. That same afternoon he paid for the comb.

(Adapted: Doing Right p. 151)

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Comprehension check up No. of word: 202

Direction: Read the questions carefully. Write only the corresponding letter of your chosen answer.

1. Who live in the corner store?  
a. Trig                      b. Ching                      c. Lee                      d. Ling
2. Who is Ching?  
a. A good boy                      c. A Filipino Boy  
b. Chinese boy                      d. A Hindu boy
3. What does he do for his father?  
a. help clean the yard                      c. help sell goods  
b. help cook food                      d. helps plant vegetables
4. Why did many Filipinos like him?  
a. He was always smiling.  
b. He was proud of being a Chinese.  
c. He was a short boy.  
d. He was a thin day.
5. Who did not like him?  
a. Some bad Filipino boys                      c. Some bad men.  
b. Some bad Filipino girls                      d. Some bad robbers
6. Who was one of those bad boys?  
a. Carlito                      c. Carlo  
b. Carding                      d. Carlos

7. What did Carlos do?
  - a. He did not pay for the comb.
  - b. He asked food.
  - c. He shouted at Ching.
  - d. He called him bad names
8. Who help get his pay for the comb?
  - a. Mr. Ruiz, the principal
  - b. Mr. Cruz, the principal
  - c. Mr. Reyes, the principal
  - d. Mrs. Reyes, the principal
9. What did Mr. Ruiz tell Carlos and other bad boys?
  - a. love thy self
  - b. love your neighbors
  - c. love one another
  - d. love your own
10. How did Carlos show good will to the Chinese?
  - a. He was ashamed.
  - b. He asked forgiveness.
  - c. He paid Ching for the comb.
  - d. He hid himself.

[E] Comprehension  
Exercise E<sub>2</sub> [ ]

### THE PEOPLE'S KING

One night Celso's father sat beside Celso's bed. The boy was not sleepy. So he told his father.

"Father, I can't sleep. Tell me a story before I go to sleep."

Father began his story.

"Long, long ago, there lived a rich and mighty king. His land was far and wide. He loved his people and in turn they loved him very much. Everyday the people prayed to God to bless their king. They asked to give him a long life. The king was just. He rewarded the good but he punished the bad. He fought and kept the enemies away. So the people felt safe because the king guarded them against their enemies. He gave work to those who had no work. He gave food to the poor. He built parks and playgrounds for the children. He brought music to the park on Sunday for tired mothers.

One day the king who was already old fell sick. Day and night the people waited for the news of the king's health. Soon he died. The people felt sad when he was buried. They never laughed for a long, long time.

Celso was sleepy after he had listened to the story of his father.

(Adapted: The Phil Journal of Education p. 221)

\*\*\*\*\*

Comprehension Check Up

No. of Words: 203

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Who was not sleepy one night ?
  - a. Caesar
  - b. Carlo
  - c. Celso
  - d. Celio
2. What did Celso ask from his father before going to sleep?
  - a. a story
  - b. money
  - c. a poem
  - d. a song
3. What was the story about?
  - a. It was about the people's garden.
  - b. It was about the people's king.
  - c. It was about the people's school.
  - b. It was about the people's fairy.
4. What did the people do everyday for their king?
  - a. Pray to God to bless the king.
  - b. Pray to God to give gold to him.
  - c. Pray to God to give him food.
  - d. Pray to God to give him wealth
5. Why did the people love their king?
  - a. The king was unjust.
  - b. The king was selfish.
  - c. The king loved his people.
  - d. The king was dominant.

6. What did the king do for his people?
  - a. The king gave food to the poor.
  - b. The king gave gold.
  - c. The king gave medicine to mothers.
  - d. The king gave dresses and shoes to the children
7. Why was the king loved by the people?
  - a. Rewarded the good and punish the bad.
  - b. Protect the bad and hide them.
  - c. Keep the gold and imprison the finder.
  - d. Fight the enemies and keep them in jail.
8. Why did the people feel safe under him?
  - a. He give them food when hungry.
  - b. He guarded them against their enemies.
  - c. He give them music.
  - d. He give them work.
9. Why can we say that the king was kind?
  - a. He gave work to those jobless, gave food to the hungry, brought music to the tired mother.
  - b. He gave lectures to the lazy, gave punishment to the naughty.
  - c. He gave food to the strangers and work to the young children.
  - d. He gave dances and parties to his people.
10. What did the people do after the king's death?
  - a. They never laughed.
  - b. They never walked.
  - c. They sang and danced
  - b. They had a party.

[E] Comprehension  
Exercise E<sub>2</sub> < >

### ARE YOU GROWING?

Are you growing? You become bigger when you grow. You become heavier too. The scale will show if you are growing.

Our hair grows every day. It grows under the skin. It does not grow at its top or end.

Our nails grow also like the hair. We cut our nails when they grow too long. Long nails easily go dirty.

Our hands grow too. You will discover that each year your hand has grown bigger. Inside our hand are bones. They grow bigger too.

A baby's body has many small bones. These bones grow bigger every day. A baby's hands are too small. They cannot hold things. But when her hands grow bigger it can already hold many things.

Animals are like us too. They also grow up. Baby animals grow. We grow too. Then we stop growing taller. We need food to make us grow. We need air, water and exercise. Milk, meat, eggs, fruits and vegetables help us grow.

All living things need food to grow, but they eat different food. Some eat plants. Others eat animals. Still others eat both plants and animals. Green plants

can make their food. Animals cannot. They get their food from green plants.

(Adapted: New Path to Science p. 53)

\*\*\*\*\*

Comprehension Check Up

No. of Words: 206

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. How can you tell that you are growing?
  - a. by the use of the weighing scale.
  - b. by using a measuring cup
  - c. by counting 5
  - d. by grouping each number
2. In what point does hair grow?
  - a. The hair grow under the skin
  - b. The hair grow besides the skin
  - c. The hair grow below the skin
  - d. The hair grow on top of the skin
3. What kind of nails easily get dirty?
 

a. short nail	c. painted nails
b. long nails	d. colored nails
4. What parts of man's body does not grow?
 

a. Head	c. Eyes
b. Body	d. Nose
5. How do animals grow?
 

a. They grow like us.	c. They grow upward.
b. They grow downward.	d. They grow sideward.

6. What do living things need in order to grow?
  - a. They need shelter.
  - b. They need food.
  - c. They need clothing.
  - d. They need medicine.
7. Where do plants get their food?
  - a. From man.
  - b. They gather it from the ground.
  - c. They make their own food.
  - d. From fellow plants.
8. What do man eat?
  - a. plants only
  - b. plants and animals
  - c. Animals only
  - d. water only
9. What else do we need aside from food in order to live?
  - a. Eggs, meat and vegetables
  - b. Aerobic and water
  - c. Air, water and exercise
  - d. Vegetable and air.
10. Where do animals get their food?
  - a. water
  - b. given plants
  - c. man
  - d. fish

[E] Comprehension  
Exercise E<sub>2</sub> ( )

### A CLOSE BRUSH WITH DEATH

Dido was about to go to the store one Saturday afternoon when he suddenly heard cries and shouts.

"Help! Help! Abel is on fire! The shouts came from the yard. Emy and Tito were shouting for help.

Dido ran to the stairs as quickly as he could to help save Abel. Abel was in real danger, His clothes was caught by the fire. The flames grow bigger because Abel kept on running.

Dido did not waste time. He ran to the bedroom to get a blanket. He dipped it with water and wrapped Abel around the body. The fire was put out immediately. Dido was glad that he came on time. His idea of saving Abel was learned from the fireman when their class went to the fire station. They were taught how to save people whose clothes are on fire.

Abel felt sorry and asked her mother not to get angry at him. He said; they were playing cooking rice. They used only an imaginary fire. But he wanted real fire so he built one. Accidentally his pants was caught by the fire. Aling Tinay turned to Abel and said, "My son, please be more careful next time. Children should never play with matches

and fires.

(Adapted: The Way We live p. 137)

\*\*\*\*\*

Comprehension Check Up

No. of Words: 206

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Who was going to the store one saturday afternoon?
 

a. Dido	c. Luis
b. Renato	d. Ricardo
2. What did he hear while he was about to go to the store?
 

a. Cries for help	c. Cries for joy
b. Cries for water	d. Cries for mother
3. Why is there a cry for help?
 

a. Some one was drowning..	
b. Someone fell from a tree	
c. Someone was on fire	
d. Someone was hurt	
4. Who was caught by the fire?
 

a. Luis	c. Abel
b. Ricardo	d. Dido
5. Why was Abel on fire.
 

a. He played with real fire.	
b. He played cooking rice.	
c. He played hide and seek	
d. He played jump the thorn	

6. How did Dido put out the fire of Abel's pants?
  - a. He blew the fire
  - b. He wrapped Abel's pants with wet blanket
  - c. He poured water into Abel's pants
  - d. He kicked the pants of Abel
7. From whom did Dido learn the idea of saving Abel?
  - a. from the fireman
  - b. from my friend
  - c. from his brother
  - d. from his father
8. What did Aling Tinay say to the children?
  - a. Children should never, play with matches.
  - b. Children should hang themselves in the out door.
  - c. Children should be friendly.
  - d. Children should be watchful.
9. Was Abel sorry for what he did?
  - a. Yes
  - b. No
  - c. Maybe
  - d. Not sure
10. Is it wise to play with fire? Why?
  - a. Yes, because it pays to learn a lesson.
  - b. No, because it might cause fire to many or to a person
  - c. Yes, because we must learn how to use it.
  - d. no, because fire is only for cook.

[E] Comprehension  
Exercise E<sub>3</sub> [ ]

### THE ROSE AND THE WHITE RIBBON

It was Parents' Day. Most of the school children were wearing flowers. Miss Silva thought of starting the lesson with a riddle.

"Class, what is it that can't talk but could tell a story? Began Miss Silva. It can tell if your parents are living or dead."

"A flower! answered the children.

"That's right, said Miss Silva." A red or a pink flower shows that your parents are still living. A white one tells that your parents are dead. Just go to Mr. Borja's garden, there are many kinds of flowers announced Miss Silva.

Just then, one of the pupils came. She had a red flower and a white ribbon.

"I'm sorry I'm late," said Lita. I can't get white flowers to wear today. I don't want to pick flowers without asking permission from the owner".

"For whom are you wearing the white flower? asked Miss Silva.

"For my mother, Miss Silva, said Lita. She died last year.

"May I go out for a while, Miss Silva? asked Gaudencio. "

I'll be back right away.

"But come back soon," said Miss Silva.

The class started to sing Parents Day song. After a little while Gaudencio was back bringing a white flower for Lita.

"I got this white flower for you Lita," said Gaudencio.

"Thank you," said Lita.

(Adapted: More Stories on Parade p. 182)

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Comprehension Check Up No. of Words: 161

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What special event was the school celebrating?
  - a. National Heroes Day
  - b. Parents Day
  - c. Valentine Day
  - d. Arbor Day
2. How did Miss Silva introduce the event?
  - a. Miss Silva introduced the event by singing a song.
  - b. Miss Silva introduced the event by giving a riddle.
  - c. Miss Silva introduced the event by reciting a poem.
  - d. Miss Silva introduced the event by playing a game.
3. About what was Miss Silva's riddle?
  - a. a ribbon that tells a story
  - b. a flower that tells a story
  - c. a cake that tells a story
  - d. a party that tells a story

4. What color of a flower represent the dead and those alive parents
  - a. white and red color
  - b. red and pink color
  - c. white and black color
  - d. black and white color
5. Who had a flower garden whom Miss Silva mentioned?
  - a. Mr. Santos
  - b. Mr. Silva
  - c. Mr. Borja
  - d. Mr. Vale
6. Who came in late?
  - a. Lita
  - b. Gaudencio
  - c. Dindo
  - d. Clea
7. What was she wearing for her parents?
  - a. red ribbon and white flower
  - b. red flower and white ribbon
  - c. pink ribbon and red flower
  - d. white flower and pink ribbon.
8. Why did Lita wear a white ribbon instead of flower?
  - a. Her Mother is dead but could not find a white flower.
  - b. Her mother has a birthday but could not find any flower.
  - c. Her Mother is living but could not find a red flower.
  - d. Her Mother has a party but could not find a ribbon.
9. Who gave her a white flower?
  - a. Mario
  - b. Ben
  - c. Gaudencio
  - d. Venancio
10. What best word can you describe Gaudencio?
  - a. gentlemen
  - b. naughty
  - c. Playful
  - d. Kind

[E] Comprehension  
Exercise E<sub>3</sub> < >

### CAN YOU GUESS?

One evening after supper, all the members of the family gathered in the living room.

Grandmother smiled and said. "Pepito wants to play under the moonlight, Lita wants to play sungka and Nonong wants to listen to a story. Why don't we tell riddles?

The children all sat down on the floor. They want to hear riddles. The one who guesses the right answer will give another riddle, said Grandmother.

"Little ball at night, can make the world so bright," began Grandmother.

"Is it the moon? asked Nita.

"Yes, it is, answered Grandmother.

"My turn, said Nita. "You carry it, it carries you.

"Is it a pair of shoes? asked Pepito.

"Yes, it is answered Nita.

"It's my turn", said Pepito. "Little Princess love, sit on top of a heart."

"Oh, that's too easy. It is a kasuy, Nonong said.

"I have a riddle. Try to guess it, said Grandmother." It's something round. It runs with it's hands because it has no feet.

The children tried to guess the riddle as mother stood up from her seat, and said. "What time is it children? asked mother.

Pepito looked on top of the table. Then he shouted. "I know! It's a clock. See, its interesting.

Everybody laughed as they got up to get ready to go to bed.

(Adapted: More Stories On Parade p. 52)

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Comprehension Check Up No. of Words: 218

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Where were the family gathered one evening?
 

a. kitchen	c. bedroom
b. living room	d. yard
2. Who wanted to play under the moonlight?
 

a. Pepito	c. Father
b. Nita	d. Nonong
3. Who wanted to play sungka?
 

a. Nonong	c. Pepito
b. Lita	d. Nita
4. Who wants to listen to a story?
 

a. Pepito	c. Nita
b. Nonong	d. Lita

5. Who had a very interesting riddle?
  - a. Father
  - b. Mother
  - c. Grandmother
  - d. Pepito
6. What was grandma's riddle about?
  - a. star
  - b. shoes
  - c. moon
  - d. bird
7. About what was Nita's riddle?
  - a. It was about a star.
  - b. It was about a pair of shoes
  - c. It was about a moon.
  - d. It was about a butterfly
8. Whose riddle was very easy?
  - a. Nonong
  - b. Pepito
  - c. Father
  - d. Mother
9. What was it about?
  - a. river
  - b. butterfly
  - c. kasuy
  - d. moon
10. What did Mother ask the children?
  - a. What time is it?
  - b. What day is it?
  - c. Whose work is this?
  - d. Who will help me?

[E] Comprehension  
Exercise E<sub>3</sub> ( )

### WE MUST OBEY SCHOOL RULES

"David, why were you punished? asked his father.

"I didn't obey the new school rules," he answered.

There are so many rules. There are rules for passing in and out. There are rules for reciting. There are rules for using the library. There are rules for playing in the playground. David spoke angrily.

"Do you know why we have rules David?," his father told him.

"I didn't, ask my teacher," he said

"Well, I'll tell you. Rules make our life orderly. They give us peace. They make the things we do easy and quick. They drive danger away." David's father said. Let's say that there is no rule for passing in and out. The bell rings. All the children try to get through the small door. They all do it at the same time, What happened?

David said, "There will be disorder. Many will not be able to get in. Some will be hurt. There will be quarreling among some children."

"Do you see now why we should have rules?"

"Yes, Father, I do" said David,

"If they are good," David answered.

"Most rules are good David. Your teacher always think for your good. They want the school to be a nice place for learning. So they make rules for keeping order. That's why they want everyone to obey."

(Adapted: Doing Right p. 132)

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 Comprehension Check Up No. of Words: 219  
 Directions: Read the question carefully. Write only the  
 corresponding letter of your chosen answer.

1. Why was David angry?
  - a. He was punished.
  - b. He had no money.
  - c. He lost his bag.
  - d. His book was stolen.
2. Why is he punish?
  - a. because he didn't listen to someone talking
  - b. because he didn't obey new school rules
  - c. because he didn't want to get away from trouble
  - d. because he didn't control himself
3. Who told him that he has no right in getting angry?
  - a. his teacher
  - b. his brother
  - c. his classmates
  - d. his father
4. Why do we have rules in school according to his father?
  - a. to drive danger away
  - b. to have a disorderly life
  - c. to get away from peace
  - d. to get hurt
5. What will happen if there are no rules in schools?
  - a. There will be peace.
  - b. There will be disorder.

- c. There will be joy.
  - d. There will be merrymaking
6. Why can rules make our lives orderly?
- a. They make things easy and quick and drive danger away.
  - b. They make us move slowly.
  - c. They give us peace but delayed
  - d. They make us form our live anywhere.
7. Why do we make rules in school?
- a. They want students to fight for their place.
  - b. They want teachers to come on time.
  - c. They want the school to be a nice place.
  - d. They want children to only have a time for playing.
8. If there are rules, what is expected of us?
- a. to memorize it
  - c. to obey it.
  - b. to remember it
  - d. to understand it
9. If you are ask to wear your uniform and ID, what will you do?
- a. Obey it
  - c. ignore it
  - b. laught at it
  - d. forget it
10. What is the story about?
- a. We must laugh at the school rules
  - b. We must obey school rules.
  - c. We must run away.
  - d. We must study in school.

[E] Comprehension  
Exercise E<sub>4</sub> [ ]

### LAZYBONES

Lazybones is the son of Mr. and Mrs. Busybodys. While Mr. and Mrs. Busybodys work in the farm, Lazybones will sit under a tree looking at them. He just sit down and watches the clouds sailing up in the sky. He never move to help his parents. He only move when it's time to eat.

Poor Fastfeet! He had to do everything for Lazybones. He is a good helper for Lazybones.

One day Mr. and Mrs. Busybody scolded Lazybones but Lazybones only smiled and did nothing. In the village there were naughty boys who played jokes with Lazybones.

"Can he jump?" one boy said.

"No, he can't," said the other.

"Can he run?" asked another boy.

"No, he can't," the other said

"Let's see," said the first boy. Let's light some firecrackers near the tree.

So they lighted some fire crackets. Poor lazybones! He thought the bandits were shooting at him. He jumped and shouted and ran for help. He ran to Fastfeet hut. "The bandits will kill me," shouted Lazybones.

Fastfeet knew it was only a joke. He let his

brother promise to help him chop wood, and let him tie the bundles and carry them to the woodshed. From that time on, Lazybones helped in all the home chores. He kept his promise and he can already sleep soundly.

(Adapted: Doing Right p. 165)

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Comprehension Check Up No. of Words: 219

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Why was Lazybones called Lazybones?
  - a. He was handsome.
  - b. He help his parents.
  - c. He was always clean.
  - d. He only wanted to sleep.
2. Lazy means
  - a. not willing to play
  - b. not willing to work
  - c. not willing to dance
  - d. not willing to sleep
3. Who were his parent?
  - a. Mr. and Mrs. Worker
  - b. Mr. & Mrs. Busy Bodies
  - c. Mr. & Mrs. Meticulous
  - d. Mr. & Mrs. Dreamers
4. Busy means
  - a. full of invitations
  - b. full of books
  - c. full of activities
  - d. full of friends
5. Were his parents as lazy as Lazybones?
  - a. No, his parents were busy workers.
  - b. No, his parents were healthy.
  - c. No, his parents were ugly.
  - d. No, his parents were quarrelsome.

6. Who is Fastfeet?
  - a. He was Lazybone's brother.
  - b. He was one who works for Lazybones
  - c. He was a player.
  - d. He was a carpenter.
7. What did the naughty boys do one day?
  - a. They played joke with Lazybones.
  - b. They cooked food.
  - c. They invited Lazybones to play
  - d. They built a fire
8. Why did the naughty boys played that joke?
  - a. so that Lazybones will work
  - b. so that he will enjoy
  - c. so that Lazybone will move
  - d. so that he will sleep well
9. What happened to Lazybones after the boys played a joke on him?
  - a. He changed and started to do work.
  - b. He changed and became arrogant.
  - c. He changed and became quarrelsome.
  - d. He changed and became a leader.
10. What did Lazybones promise?
  - a. promised to help with the household work.
  - b. promised to study his lesson.
  - c. promised to cook the food.
  - d. promised to hear mass daily.

[E] Comprehension  
Exercise E<sub>4</sub> < >

### THE MOST WONDERFUL DREAM

Once there were three very good friends who lived together on a farm. They worked and played together most of the time.

One afternoon they all went out to gather some firewood. On their way home, Juan saw something white hidden in the grass.

"What's that Pedro?" asked Juan

"It looks like an egg," said Pedro

"It's an egg," said Carlos

Everybody wants to own the egg. So they decided to cook the egg and eat it if one could tell a wonderful dream in the morning.

At midnight Pedro woke up. He felt so hungry. He thought of eating the egg they cooked. He walked to the table and ate the egg leaving only the eggshell on the table.

Early in the morning the three friends woke up. Each of them told their wonderful dream but only Pedro did not tell.

"Both of your dreams are wonderful. So you decide now who of you should have the egg," said Pedro. I can't tell

you my dream because it is not long.

"We'll not decide, until you tell us about your dream," said Carlos.

"I dreamed," said Pedro, that I have eaten the egg. Now isn't that a wonderful dream?

Juan and Carlos couldn't say anything. They looked at the empty eggshell. They couldn't do anything to make it whole again.

(Adapted: More Stories on Parade p. 308)

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Comprehension Check Up

No. of Words: 222

Directions: Read the question carefully. Write only the corresponding letter of the chosen answer.

1. Who were Juan, Pedro, and Carlos?
  - a. They were three good friends.
  - b. They were three troublesome boys.
  - c. They were enemies.
  - d. They were three brave boys.
2. To where did the three boys go one day?
  - a. To get orchids in the forest.
  - b. To catch fish in the sea.
  - c. To gather firewood in the farm.
  - d. To go out for a picnic.
3. What did Juan see on the grass?
 

a. a white egg	c. a turtle walking
b. a long green insect	d. a birdling

4. What did the three boys do with the egg?
  - a. They cooked the egg.
  - b. They gave the egg to their friends.
  - c. They hid the egg.
  - d. They threw the egg.
5. Why did they decide to cook the egg?
  - a. because they want to decide who eats the egg through the most wonderful dream one can tell.
  - b. because they want to decide who eats the egg through the one who could tell the first dream.
  - c. because they want to decide who eats the egg through the one who could tell the nice dream.
  - d. because they want to decide who eats the egg through the one who could tell a good story.
6. Who have the most wonderful dream?
  - a. Juan
  - b. Carlos
  - c. Ben
  - d. Pedro
7. What was the wonderful dream supposed to be?
  - a. that he ate the egg
  - b. that he won the contest
  - c. that he sold the egg
  - d. that he found the egg
8. What word can you best describe Pedro?
  - a. dishonest
  - b. honest
  - c. liar
  - d. truthful

9. Why did you describe him so?
- a. because he did not really dream he really woke up to eat the egg.
  - b. because he was joking with his dream.
  - c. because he is naughty
  - d. because he did not leave even a little of the egg
10. If you were either Carlos or Juan, how would you feel?
- a. suspicious and disappointed of one another
  - b. suspicious and disappointed of Ben
  - c. suspicious and disappointed of Juan
  - d. suspicious and disappointed of Pedro.

[E] Comprehension  
Exercise E<sub>4</sub> ( )

**SURPRISE! SURPRISE!**

Market Day had always been a busy day for Mother. Every market day, she used to start her work early. But this time she started her work late. She still had to wash the dishes, clean the floor and dust the furniture.

"Nestor, Nelia, I want you to stay home while I'm away. Be sure the house is safe."

The children were left at home with Spot, their pet dog. They saw that the kitchen and the living room were still to be cleaned. So they divided the work. Nestor worked in the living room and Nelia in the kitchen.

"Let us hurry up to finish the work," said Nelia. "I'm sure Mother will be surprised of our work."

"Arf, Arf," barked Spot all of a sudden.

"Mother is here," said Nestor. "I can tell by the way Spot barks."

They saw Mother coming, carrying the things she bought from the market. Mother was surprised when she looked around.

"You've done a wonderful job! said mother. I have a surprise for you. "It is in the box. Go and open it."

Both of them cried with joy as they opened the box. They were so happy and thankful of the surprise given to them by Mother. Nelia had a dress and Nestor had a jacket.

"Fine children always get fine surprises," smiled Mother.

(Adapted: More Stories on Parade p. 190)

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Comprehension Check Up

No. of Words: 223

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Who is always busy during market day?
  - a. Mother
  - b. Nelia
  - c. Father
  - d. Nestor
2. What did mother do before going to market?
  - a. work for the house
  - b. wash clothes
  - c. sweep the yard
  - d. ironed clothes
3. What did mother tell the children before going to market?
  - a. She called the children to play and clean the yard.
  - b. She called the children to go swimming and bring fish.
  - c. She called the children to see the movie and be careful on the way.
  - d. She called the children to stay at home and keep the house safe.
4. What did Nestor and Nelia see when they got inside the house?
  - a. The house was dirty.
  - b. The house was in order.

- c. The house was clean.
  - d. The house was ventillated.
5. Who else was left with the children?
- a. Blacky
  - b. Bantay
  - c. Spot
  - d. Gagarin
6. What did the children do to surprise mother?
- a. They played in the house.
  - b. They cleaned the house well.
  - c. The slept soundly.
  - d. They ate all the food.
7. Who first saw mother coming from the market?
- a. Nestor
  - b. Nelia
  - c. Spot
  - d. children
8. What surprise did the children give to mother?
- a. the dirty kitchen
  - b. the clean plates
  - c. the clean plates
  - d. the clean yard
9. What surprise did the children get from mother?
- a. a dress and a jacket
  - b. a ball for them
  - c. a jackstone to play
  - d. a cake to eat
10. What do you think did mother bring a surprise for the children.
- a. She expect them to expect something from her
  - b. She expect them to be hood and behave.
  - c. She expect them to be hungry ething from her
  - d. She expect them to expect something from her

[E] Comprehension  
Exercise E<sub>5</sub> [ ]

### FUN IN THE HOUSEBOAT

Rey and Nilo were brothers who lived in a house by the river. They used to go down the river bank every morning to watch the boats, big and small, that were passing by coming from different places.

One morning a boat stopped at the bank of the river.

"Nilo! called Rey. "Let's go and see the boat at the bank of the river. I heard some children playing there.

The two boys ran quickly down the bank of the river. There they saw two children playing. They saw the fisherman and his wife busy cleaning the fishing net at one end of the boat. Then they dry the net by the river bank.

"Hello boys!" smiled the fisherman. I'm glad to meet my new neighbor. We came last night. I heard that there's lot of fish in your river. That's why we're here. Would you like to meet my children?

"We would like very much," said Nilo

"These are my children, Lito and Arturo, said the fisherman. Come and see our floating house.

"This is our home," said Arturo, We move from one place to another. If father makes a good catch, then he makes enough money for our family.

"That is very exciting. I wish we could go boating and fishing." said Nilo. I really want to be a fisherman like you.

(Adapted: More Stories on Parade p. 232)

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Comprehension Check Up

No. of Words: 224

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Where did Rey and Nilo live?
  - a. In the house by the river
  - b. In a houseboat
  - c. In a hill
  - d. In the mountain
2. What were the boys used to do every early morning?
  - a. watch the boats from the river bank.
  - b. watch the fishermen from the bank of the river
  - c. watch the swimmers from the bank of the river.
  - d. watch the children from the bank of the river
3. What did the two boys see by the bank of the river one morning?
  - a. tugboat
  - b. motorboat
  - c. houseboat
  - d. ship
4. Where did they go when they saw it?
  - a. They ran home to tell father
  - b. They ran to the river bank
  - c. They ran to hide
  - d. They ran to call mother

5. What did Rey and Nilo hear from the houseboat
  - a. dogs barking
  - b. baby cries
  - c. mother singing
  - d. children playing
6. Who were cleaning the net at the end of the houseboat?
  - a. fisherman and his wife
  - b. the children and his father
  - c. the father and his uncle
  - d. sisters and brothers
7. Why did the family of the fishermen came to the river?
  - a. They heard it is the best place to hide.
  - b. They heard it is very peaceful.
  - c. They heard there is plenty of fish in it.
  - d. They heard two boys are living near it..
8. Who were the two children of the fishermen?
  - a. Lino and Fred
  - b. Lenie and Andro
  - c. Lito and Arturo
  - d. Lou and ambo
9. When is it fun in the houseboat?
  - a. When there is a storm
  - b. When there is a good catch
  - c. When the sky is clear
  - d. When its is windy
10. Would you like to go fishing? Why
  - a. Yes, because we met many friends .
  - b. Yes, because we could take a bath
  - c. Yes, because we will be riding in a boat.
  - d. Yes, because it is fun to have a good catch.

[E] Comprehension  
Exercise E<sub>5</sub> < >

### LOST IN THE WOODS

It was noontime in the woods where Alberto and Monang were walking fast to Uncle Tonio's farm. Monang felt that they were lost on their way.

"Let us ask help Kuya." "I'm sure we're lost and I'm getting tired and hungry", said Monang.

But Alberto just walked to find their way in the woods to their Uncle Tonio's farm.

"Don't worry, the people of our barrio is kind and helpful. If we meet one we'll ask him the way to Uncle's farm. Pray that we meet someone. There's a sandwich in that bundle, eat it so that you won't be very hungry.

In a distance not far from them, a country boy approached them.

"May I ask you the way to Uncle Tonio's farm?" said Alberto.

"Tonio Castro? Is he tall and stout?" ask the boy.

"Yes, yes. He's very stout, and he has a big mole in his chin," said Monang.

"That must be Mang Tonio of Barrio Banig. You must have lost your way. Why don't you come to our house and rest for a while. We have some boiled corn from our farm.

Then I'll take you to their place with our carretela. It's quite far from here," said the boy.

"Thank you. We'll be glad to go with you. You're right Kuya," said Monang. The people of the barrio are kind and helpful.

(Original)

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Comprehension Check Up

No. of Words: 224

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Where were Alberto and Monang going?
  - a. to the city
  - b. to the farm of Pepe
  - c. to Uncle Tonio's farm
  - d. To the house of their friend
2. Where did they get lost?
 

a. in the woods	c. in the sea
b. in the park	d. in the brook
3. Who help them find their way?
 

a. a beggar	c. a friend
b. a boy	d. a farmer
4. Who has a big mole in his chin?
 

a. Alberto	c. Tonio Castro
b. Monang	d. the boy

5. Who said this, "may I ask you the way to uncle Tonio's Farm?"
  - a. Monang
  - b. Alberto
  - c. the boy
  - d. a stranger
6. What time of the day did the story happen?
  - a. early morning
  - b. midnight
  - c. at noon
  - d. at noon
7. What words were used to describe Tonio?
  - a. a short and thin
  - b. short and stout
  - c. tall and stout
  - d. very thin
8. In what barrio did uncle Tonio live?
  - a. Barrio Talaga
  - b. Barrio Mahusay
  - c. Barrio Silaga
  - d. Barrio Banig
9. Who help them find their way?
  - a. Alberto and Monang rested and ate boiled corn in the boy's house.
  - b. Alberto and Monang got lost in the woods.
  - c. Alberto and Monang met a boy who accompanied them to Mang Tonio's farm.
  - d. Alberto told Monang to eat sandwich so she won't get very hungry.

10. What Filipino traits has the boy?
- a. The boy is helpful and kind.
  - b. The boy is sport lover.
  - c. The boy is prompt.
  - d. The boy is honest.

[E] Comprehension  
Exercise No. E<sub>5</sub> ( )

### SURPRISE AT THE TOWN FAIR

Danilo's father had a big vegetable farm. On his farm, he planted squash, eggplant, corn and other vegetables. Danilo helped father take care of his plants.

Father was a good farmer. He always grow the biggest squash and the longest eggplant in town. He grow the biggest ear of corn too. That is why every year, Father always get a prize at the Town Fair.

Danilo was happy every time Father won a prize. But Danilo wanted to win a prize of his own.

So Danilo planted squash on the farm. He took good care of the seeds. After a few weeks, they began to have fruits. Danilo was happy that he has something to exhibit at the Town fair. He wanted to win a prize. Aside from the squash plants, Danilo also had a pig in the pig pen.

One afternoon Danilo forgot to feed his pig. It jumped out of its pen and ate plants in his garden. The squash he will take to the Town Fair was eaten.

Danilo looked at his pig.

"I never knew you're so big and fat." I will take you to the fair for a first prize for me said Danilo.

Danilo was so happy that his pig won the first prize. With a big smile on his face, he went to get from Mr. Santos his pig and its prize.

(Adapted: More Stories on Parade p. 316)

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Comprehension Check Up No. of Words: 229

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Who used to win prizes at the Fair?
 

a. Father	c. Danilo
b. Mother	d. Ben
2. What was the work of father?
 

a. Carpenter	c. teacher
b. fishermen	d. farmer
3. What did father have?
 

a. a big house	c. a big basket
b. a big horse	d. a big vegetable farm
4. What did he grow?
 

a. squash, corn, eggplants, etc.	
b. rice and corn	
c. coconut, wheat	
d. epil tree and mangrove	
5. Who would like to have a prize of his own?
 

a. Ben	c. Mr. Santos
b. Danilo	d. Mrs. Cruz

6. What did Danilo prepare for the Fair?
  - a. Eggplant
  - b. Beans
  - c. Squash
  - d. corn
7. Why did Danilo present his pig at the fair?
  - a. His pig was big and fat.
  - b. His pig can say Quink! Quink!.
  - c. His pig is long.
  - d. His pig is sexy.
8. What happen to Danilo's pig before it was brought to the town fair?
  - a. Danilo's pig slept.
  - b. Danilo's pig jumped and ate the square.
  - c. Danilo's pig ran away.
  - d. Danilo's pig got sick.
9. What prize did Danilo get for his pig?
  - a. Fourth prize
  - b. Third prize
  - c. Second prize
  - d. First prize
10. If you were Danilo what would you do with your prize.
  - a. keep in the bank
  - b. buy toys
  - c. buy another pig to raise and keep the rest in the bank
  - d. buy clothes

[E] Comprehension  
Exercise E<sub>6</sub> [ ]

### THE NOISY GIRLS

Miss Reyes looked out of the window. She saw Rosa, Delia and Ana. They were laughing very loudly. Rosa was telling a story and she was talking very loudly. Delia and Ana laughed at her story. They laughed very loudly. The other girls in the yard looked angry at the three girls. Miss Reyes called Luz. She said, "Luz, tell those girls to come up. I want to talk with them."

Luz went to the three girls and told them that Miss Reyes wanted to talk with them.

"Miss Reyes is not yet in school", said Rosa. "Look!" said Luz. She pointed at the window." Miss Reyes is there.

The girls entered Miss Reyes' room. Good afternoon Miss Reyes," they said. Sit down girls, Miss Reyes told them. "I heard you talking and laughing very loudly. What was funny?"

The girls smiled. Rosa had a very funny story, Ana said, And they began to laugh softly.

Miss Reyes smiled. " The story must be truly funny." She said. I like to hear children laugh, but not very loudly. They disturb other people near them. Do you remember our lesson on modesty, girls? What did we say

about modest boys and girls, Rosa? The teacher asked. They do not talk very loudly. Modest girls don't laugh too loudly, she answered. The three girls bowed their heads. They were ashamed of what they did.

(adapted: Doing Right p. 110)

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Comprehension Check Up

No. of Words: 231

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Why did Miss Reyes look out of the window?
  - a. To see who were laughing very loudly
  - b. To see who were dancing
  - c. To see who were playing
  - d. To see who were clapping
2. Who was telling a story?
  - a. Delia
  - b. Rosa
  - c. Ana
  - d. Luz
3. Who were laughing very loudly?
  - a. Renato and Alex
  - b. Luz and Rosa
  - c. Ben and Rod
  - d. Delia and Ana
4. How did the other girls in the yard look at the three girls?
  - a. Angry
  - b. Happy
  - c. Listen
  - d. Attentive
5. Why did they look that way?
  - a. because the girls were very noisy
  - b. because the girls were asking others to join them

- c. because the girls look funny .
- d. because the girls were enjoying
- 6. Who is send to call the noisy girls?
  - a. Maria
  - b. Luz
  - c. Rita
  - d. Carlota
- 7. What did Miss Reyes ask the girls?
  - a. What was there lesson in modesty?
  - b. What was the lesson yesterday?
  - c. What was their lesson on funny story?
  - d. What was their assignment?
- 8. What was the modesty lesson?
  - a. Modest children do not talk very loudly.
  - b. Modest children do not talk.
  - c. Modest children do not laugh.
  - d. Modest children do not make noise.
- 9. Did Miss Reyes dislike children who laugh?
  - a. yes
  - b. No
  - c. maybe
  - d. Not sure
- 10. Modesty means \_\_\_\_\_
  - a. Proper behavior or chastity
  - b. Timidity
  - c. Shyness
  - d. Arrogance

[E] Comprehension  
Exercise E<sub>6</sub> < >

### THE BIRDS IN THE MANGO TREE

Alfonso was busy raking and piling up dry leaves and twigs under a mango tree behind his grandfather's house. He was going to build a smudge under the tree. His grandfather said that smoking the tree helps it bear more fruits. Soon a smoke rose from under a tree. Alfonso stood to see to it that the smug will not become an open flame.

Suddenly the rustle of leaves above made him look up. He saw a bird flying from branch to branch. Soon there was a group of small swallows. He climbed the mango tree and he found two nest with five eggs each. While the third nest had three birdies. As he watched, there were two birds dropping worms to their mouth. Alfonso smiled as he climbed down the mango tree.

"Hey Ramon, what are you doing?" asked Alfonso, Why are you throwing pebbles? Are you going to kill the birdies? Come let us sit in this tree stump. Let us talk about birds. He explained to Ramon how birds help man by eating worms and insects that destroy plants and trees.

"I thought birds destroy the trees and plants instead," said Ramon.

"You are an enemy if you kill the birds. Birds are friends of plants. Birds need trees to provide them with homes and protection from the sun, rain, and strong winds and from their enemies.

(Adapted: Science World For You p. 5)

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Comprehension Check Up No. of Words: 231

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Who was building a smudge under a mango tree?
 

a. Luis	c. Alfonso
b. Ramon	d. Dando
2. Why was he building the smudge under the tree?
  - a. to make them grow tall.
  - b. to care for the birds
  - c. to make the tree beae more fruits
  - d. to catch worms
3. What was up in the mango tree?
 

a. Birds	c. butterflies
b. worms	d. dragonflies
4. Why was Ramon throwing stones to the tree?
  - a. There were enemies up there.
  - b. He thought birds are bad.
  - c. He wanted to catch the birds.
  - d. he wanted fruits

5. How did Alfonso find the birds?
  - a. He climbed the mango tree
  - b. He cut the mango tree.
  - c. He pulled the branches of the mango tree.
  - d. He shake the leaves of the mango tree.
6. How many nests did he see?
  - a. two nestser
  - b. three nests
  - c. four nests
  - d. five nests
7. What else did he see up the mango tree?
  - a. butterflies
  - b. birdling
  - c. bees
  - d. worms
8. Who was throwing pebbles up the mango tree?
  - a. Alberto
  - b. Alfonso
  - c. Ramon
  - d. Albino
9. How did Alfonso stop Ramon from killing the birds?
  - a. Alfonso explained to Ramon how birds help man.
  - b. Alfonso explained to Ramon how birds hate man.
  - c. Alfonso explained to Ramon how birds use man.
  - d. Alfonso explained to Ramon how birds shout at man.
10. If you were Ramon, are you going to listen to Alfonso?
  - a. Yes, because birds are our friend.
  - b. No, because birds are troublesome.
  - c. Yes, because birds eat fruits.
  - d. No, because birds destroy houses.

[E] Comprehension  
Exercise No. E6 ( )

### THE SEWING BOX

Ernesto has always been a busy boy. He is Mother's helper at home. He is also father's little carpenter.

Whenever father works at home, Ernesto is always beside him. He can neither saw a big piece of wood nor nail them together but he can hand him the tools he needs.

"Please let me go to work with you father," said Ernesto one day. Maybe I can help you a little."

"You're still too young to do a man's job," laughed Father. "Helping Mother and me around the house is enough for a boy like you."

"What is your project this time Ernesto?" asked Mother.

"I'm making a box, Mother," said Ernesto. "I'll show it to you as soon as I am through with it."

"You're full of surprises, Ernesto, smiled Mother. The other day you surprised us with a wooden toy train. Next, you made a shoeshine box. I wonder if you'll grow up a carpenter like your Father."

"I hope I'll become a good carpenter like Father," said Ernesto " He is the best carpenter I ever knew."

Right after lunch Ernesto went downstairs to finish the making of a box for Mother. It was a wooden box.

Mother thanked Ernesto of the wooden sewing box.  
 Father was surprised to see the work of Ernesto.

"After all you're now a good carpenter," said Father.  
 You can now fix an old chair."

Ernesto felt proud. Then he smiled.

(Adapter: More Stories on Parade p. 216)

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Comprehension Check Up

No. of Words: 236

Directions: Read the question carefully. Write only the  
 corresponding letter of your chosen answer.

1. What was the occupation of Ernesto's Father?
 

a. A baker	c. Fireman
b. Fisherman	d. Carpenter
2. What can a carpenter do?
  - a. He can build a house.
  - b. He can sew pants of the boys and girls.
  - c. He can make a fish net.
  - d. He can plow the field.
3. What does Ernesto want to be?
 

a. Street cleaner	c. Fisherman
b. Carpenter	d. Vendor
4. What surprises did Ernesto make?
  - a. a wooden toy train & shine box
  - b. a chair for mother
  - c. a kitchen cabinet
  - d. a table

5. What did Ernesto make for Mother?
  - a. Sewing box
  - b. Cartoon toy
  - c. Square box
  - d. A funny box
6. What did father tell Ernesto when he saw the sewing box?
  - a. You are now a good boy.
  - b. You are now a good worker.
  - c. You are now a good helper.
  - d. You are now a good carpenter
7. What can Ernesto do now according to father?
  - a. can fix a house.
  - b. can fix an old chair
  - c. can fix a box
  - d. can fix a cabinet
8. How did Ernesto help his Father?
  - a. sharpen his pencil
  - b. lost his tools
  - c. hand him the tools
  - d. scatter his tools
9. What do you think would Ernesto be someday?
  - a. He would be a good chieftain.
  - b. He would be a good carpenter.
  - c. He would be a good teacher.
  - d. He would be a good mechanic.
10. What makes you think that Ernesto may take after his father?
  - a. Ernesto can clean Father's tool.
  - b. He plays his ball all day.
  - c. He can fix an old chair.
  - d. He can make a good garden.

[E] Comprehension  
Exercise E7 [ ]

### THE HEALTH ADVISER

Mario and Dante are classmates in the sixth grade. They live near each other and have been classmates since childhood. They are both ten years old. Their parents have been worried because Mario and Dante always got low marks in class. Their teacher also said that they were not attentive in class and often had to be called twice before they would answer a question. They were often absent because of colds. They could not play with other pupils because they easily get tired.

The parents of Mario and Dante could not understand why their children were so sickly and ill. They give nutritious food to improve their health. However, even though Mario and Dante tried to study hard they still failed in their tests and recitation. The school doctor explained to Mario and Dante that they are not dull, only that they can't understand lesson because they could not hear well.

Summer vacation came. Dante had his adenoid removed. He spent a few days in a nice clean room in the hospital. The operation was not painful. When he went back to school he was the picture of health. He could understand well and his grades began to improve.

Mario on the other hand continued to have frequent colds and was often scolded by his teacher for being inattentive. He was still a dull boy. He was afraid of the doctor. He failed in his lessons.

(Adapted: Science World For You p. 92)

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Comprehension Check Up

No. of Words: 236

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Who are Mario and Dante?
  - a. They are cousins
  - b. They are classmates
  - c. They are sailors
  - d. They are brothers
2. Who is their health adviser?
  - a. carpenter
  - b. fisherman
  - c. doctor
  - d. nurse
3. Why can't Mario and Dante understand the lesson?
  - a. Mario and Dante have adenoids.
  - b. Mario and Dante have flu.
  - c. Mario and Dante have diarrhea
  - d. Mario and Dante have small pox
4. To where did Dante go last summer vacation for treatment?
  - a. He went to the canteen
  - b. He went to church
  - c. He went to the hospital
  - d. He went to school
5. Who did not go for treatment of his illness?
  - a. Mario
  - b. Dante
  - c. Carlo
  - d. Nardo

6. Why did he not go for treatment of his adenoid?
  - a. He was afraid of the doctor
  - b. He had no money
  - c. He like his adenoid
  - d. He like to sail.
7. Who continued failing in class?
  - a. Mario
  - b. Dante
  - c. Fernando
  - d. Pepe
8. Why did Dante improve his school work?
  - a. because he went to the hospital for operation of his adenoid.
  - b. because he went to the hospital for his headache treatment.
  - c. because he went to the hospital to ask medicine for his stomach ache.
  - d. because he went to the hospital for the treatment of his left tooth.
9. Why did Mario continue to have colds?
  - a. He did not go for treatment of his adenoid
  - b. He likes to stay under the sun.
  - c. He often takes a bath
  - d. He always want to eat icedrop
10. Do you think Mario will submit for treatment?
  - a. Yes, because Dante will be his example
  - b. Yes, because he will be scolded by his teacher.
  - c. No, because he is afraid of it.
  - d. Yes, because he does not believe in doctor.

[E] Comprehension  
Exercise E7 < >

### FUNNY FACE

Funny Face was a funny circus clown with a red funniest face. That was how this clown got his name. And it was just the right name for him because he really looked very funny.

One day the circus paraded down the street. Funny Face was there. The children kept on following the parade just to see the clown. But Pepito was left behind. He was sick to stay under the heat of the sun. He just sat down on the steps of the stairs of their house to watch the circus parade.

The next morning Pepito sunned himself in the garden since the doctor told him that morning that sunlight is good for him.

"May I have one of your flowers, I'll wear it tonight at the circus," said the man.

"Circus?" cried Pepito. You must know Funny Face, the circus clown, do you"? asked Pepito

"I do, I know him well, "Have you met him?" said the man.

"No I haven't yet," said Pepito sadly. I wish I could. But I'm too sickly to go to the circus.

"Thank you for the flowers. I'll see you again

tomorrow. I'll try to take along Funny Face with me. " said the man.

The following day Pepito saw a clown in the garden. "Funny Face, are you alone? Where is my friend,?" said Pepito

"I'm your friend," said Funny Face.

Pepito was so happy. At last his wish come true.

(Adapted: More Stories on Parade p. 300)

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Comprehension Check Up No. of Words: 238

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Who was Funny Face?
 

a. The gardener	c. The circus clown
b. The singer	d. The player
2. How did he get that name?
 

a. He had funny tricks.	
b. He had funny dances	
c. He had funny jokes	
d. He had a red funny face	
3. What did the people of the circus do one day ?
 

a. They played a game	c. They had a meeting
b. They had a parade	d. They had a movie
4. Who is in the garden watching the parade ?
 

a. Mario	c. Pepito
b. Berto	d. Carlos

5. Where did the children go?
  - a. They went to see the player.
  - b. They went to see the animals.
  - c. They went to join the parade.
  - d. They went to see the clown.
6. Why was Pepito not with these children?
  - a. He was sleepy.
  - b. He was tired
  - c. He was sickly
  - d. He was afraid
7. Who appeared in Pepito's garden?
  - a. A man from church.
  - b. A man from city.
  - c. A man from the circus
  - d. A man from the barrio.
8. What did the man ask from Pepito? Why
  - a. A plant to use in the garden.
  - b. A coin to use in the wishing well.
  - c. A flower to use in the circus.
  - d. A cap to use in his dance show.
9. What did Pepito ask the man?
  - a. If he knows "Funny Face" the clown.
  - b. If he can see the circus for free.
  - c. If he can see "Funny Face" for free.
  - d. If he can join the parade.
10. Did Pepito see the clown and where?
  - a. Yes, in the market
  - b. Yes, in the circus
  - c. Yes, in the plaza
  - d. Yes, in the garden

[E] Comprehension  
Exercise E7 ( )

### AN ANT AND ITS ANTENNAE

It was a busy day for Ernesto and Pilar. They were weeding their garden. Pilar was almost through with the pechay plot, when suddenly he heard Pilar cry out: "Kuya, Quick! Please help me! Ernesto rushed to his sister's side and found there were red ants on Pilar's legs and feet. He lifted her and carried her away from the place where she stood screaming. He helped kill the reds ants one by one.

"They are troublesome Kuya", said Pilar

"Oh! No Pilar. Not all ants are harmful. In fact they would not hurt you if you had not disturbed their nest," Ernesto answered.

"But how do they know I am there? Do they have sharp eyes? asked Pilar.

"They have eyes," Ernesto replied, "but they do not use them as we do, for most of their life is spent under the dark burrows so they have to depend more on their antenna to help them move about. Their head has a pair of sensitive antenna. It is the most wonderful part of the ant's head. Without the antenna, the ants would be the most unhappy and helpless creature that nature ever created. Antenna has little segments at the far ends, which help the ant to know

her nest from the other ant's nest, so in case she gets lost, this will help her locate her own home.

Pilar was amused to hear all of this and she forgot the pain on her legs.

(Adapted: Science World For You p. 170)

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Comprehension Check Up No. of Words: 243

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What are Ernesto and Pilar doing in the garden?
  - a. weeding
  - b. digging
  - c. building a fire
  - d. fencing the garden
2. Why did Pilar shout for help?
  - a. ants bits her
  - b. worms bits her
  - c. flies bits her
  - d. bees bits her
3. What kind of an ant bit the legs and feet of Pilar?
  - a. black ants
  - b. red ants
  - c. white ants
  - d. long ants
4. What did Pilar think of the ants?
  - a. that the ants were crazy
  - b. that the ants were playful
  - c. that the ants were troublesome
  - d. that the ants were friendly
5. What did her brother tell her about the ants?
  - a. All ants are harmful.
  - b. Not all ants are harmful.

- c. All ants are garden friends.
  - d. Not all ants are industrious.
6. How many pair of antennae has the ants?
- a. one pair
  - b. two pairs
  - c. three pairs
  - d. four pairs
7. How did the ants know Pilar was there?
- a. due to their eyes.
  - b. due to their legs.
  - c. due to their antennae
  - d. due to their wings
8. Why do they use their antennae instead of their legs?
- a. because they live in the canals
  - b. because they live in the hills.
  - c. because they live under logs.
  - d. because they live in dark burrows.
9. Who could be helpless without antennae?
- a. the rats
  - b. the ants
  - c. the mice
  - d. the bees
10. Did Pilar believe the explanation of Ernesto? Why?
- a. Yes, because it was interesting and amusing.
  - b. Yes, because it was horrible.
  - c. Yes, because it was her brother.
  - d. Yes, because Ernesto was bright.

[E] Comprehension  
Exercise Eg [ ]

### THE BRIDGE TO SAFETY

Pasigan was a barrio along a river flowing through a town. People from this barrio had to pass over an old bamboo bridge whenever they go to town. Children pass over it every time they go to and from school.

One night a heavy storm visited Pasigan. The storm was strong that it destroyed trees and even houses. It also destroyed the old bamboo bridge.

Early in the morning the storm was gone. The people were sorry because the bamboo bridge was destroyed. Crossing the river is dangerous for school children who ride in boats.

"We must do something to build the bridge again", said Mang Tibo, the barrio captain. We better call a meeting and talk about what to do with the bamboo bridge."

"I'll go around to tell the people." said Mang Ando, a barrio policeman.

Soon the people were gathered in front of the barrio Captain's house. "A wooden bridge is better than a bamboo bridge," said the people.

Early the next morning Mang Tibo went to see the Mayor at his office to tell him about the bridge that was destroyed by the typhoon.

"You don't have to worry about your problem," said the Mayor. "We can give you pieces of wood. You and your people can easily build a good bridge."

"Thank you for your kind help," said the barrio captain to the mayor. "I'm sure the people of Pasigan will all work together to build the wooden bridge."

(Adapted: More Stories On Parade p. 206)

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Comprehension Check Up No. of Words: 243

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What barrio was along a river?
  - a. Pasigay
  - b. Pasigan
  - c. Paseo
  - d. Pasada
2. To where does this river flow through?
  - a. a nearby town
  - b. a town
  - c. a city
  - d. a theatre
3. Where do people pass in going to town and the children when going to school?
  - a. They pass an old bamboo bridge.
  - b. They pass an old wooden bridge.
  - c. They pass an old steel bridge.
  - d. They pass an old cemented bridge.
4. What happened to the bridge?
  - a. The bridge was destroyed by strong earthquake.
  - b. The bridge was destroyed by the thunder.

- c. The bridge was destroyed by strong typhoon.
  - d. The bridge was destroyed by the heavy rain.
5. What is the big problem of the people after the storm?
- a. The bamboo bridge was destroyed.
  - b. Houses were blown by the wind.
  - c. The bancas were carried away.
  - d. People's farm were washed out.
6. Who suggests to build the bridge?
- a. the barrio captain
  - c. the barrio priest
  - b. the barrio policeman
  - d. the barrio teacher
7. Who is the barrio captain of Pasigan?
- a. Mang Berto
  - c. Mang Ambo
  - b. Mang Tibo
  - d. Mang Ando
8. What kind of bridge the people want to build?
- a. bamboo bridge
  - c. wooden bridge
  - b. steel bridge
  - d. a simple bridge
9. How did the mayor help the people of Pasigan?
- a. They were given pieces of wood.
  - b. They were told to dig the soil
  - c. They were given food.
  - d. They were given used clothes to wear.
10. Who will help build the wooden bridge?
- a. the soldiers
  - c. the people
  - b. the children
  - d. the mothers

[E] Comprehension  
Exercise Eg < >

### MARIANG ALIMANGO

Once a little orphan girl lived with her cruel stepmother and two stepsisters. Her stepmother made her do all the household chores, while her stepsisters did nothing but read and pretty up themselves.

One day a dance was going to be held in the barrio. Her stepsisters were going to attend, but not poor Maria. She had no shoes or clothes to wear to the dance. Besides, there were plenty of dirty clothes to wash.

Sadly, she went to the river with the dirty clothes. "I wish I were rich. I would have nice clothes, I would go to school like my sisters and I would not be working as hard as I am now.

Suddenly she heard a voice near the bank of the river. "I am your fairy godmother. Please tell me your problems and perhaps I can be of help." So Maria told her problems.

The fairy crab told Maria to cook her and serve her during their meal and bury the shells in a corner of the yard. By tomorrow she will see what will happen.

The next day she saw a plant on the plot where she buried the shell. I'm your fairy godmother. This is your wishing tree. Make a wish whenever you need something but

stay as good as you are and help others as you do now or else the wishing tree will not help you anymore."

Maria did as the wishing tree told her and she lived happily ever after.

(Adapted: The Phil Journal of Education p. 208)

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Comprehension Check Up No. of Words: 247

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. Who is the orphan girl?
  - a. Juana
  - b. Maria
  - c. Ana
  - d. Petra
2. What event is coming in the barrio?
  - a. a carnival
  - b. a fiesta
  - c. a dance
  - d. a parade
3. Why was Maria very sad?
  - a. She can't go to church.
  - b. She can't go to the picnic.
  - c. She can't go to the park.
  - d. She can't go to the dance.
4. Why can't she go to the dance?
  - a. She had nothing to wear.
  - b. She was not allowed to go.
  - c. She was imprisoned in her room.
  - d. She was told to clean the house.

5. What things did she wish while she was washing the dirty clothes?
  - a. She wished to be rich.
  - b. She wished to go to the dance.
  - c. She wished to go to the park.
  - d. She wished to go to the picnic.
6. Who appeared in the river while she was washing?
  - a. fairy geese
  - b. fairy goat
  - c. fairy crab
  - d. fairy boat
7. Who is the fairy crab to Maria?
  - a. Her fairy godmother
  - b. Her fairy goddaughter
  - c. Her fairy godfather
  - d. Her fairy godson
8. What did the fairy godmother tell Maria to do?
  - a. to cook and serve her during meal
  - b. to cook and pound her
  - c. to throw her to the sea
  - d. to eat her shells
9. What become of the fairy crab after it was cooked?
  - a. It became a fruit.
  - b. It became a house.
  - c. It became a plant.
  - d. It became money.
10. Who own the wishing tree?
  - a. Maria
  - b. Juana
  - c. Ana
  - d. Rita

[E] Comprehension  
Exercise E8 ( )

### THE FISHERMEN

Mang Beloy called his three sons and said, "I don't think I can join you at sea today. I'm feeling weak and my legs are very painful. The day is calm. It looks as if you'll have a good catch.

The boys kissed their father's hand and wished him a good rest. They silently set out on their banca towards the fishing grounds. Usually they were noisy and gay but this time they were sad and quiet for their father was very sick.

"Why don't we take him to the hospital?" Pabling, the youngest son said.

"He does not want to go to the hospital. Our rural health doctor advised him to go to the hospital, but father said he is not sick," explained Jesus the eldest son.

"Perhaps he is thinking of the expenses. Let's hope we will have a good catch, so that we can pay his hospital expenses," Berto said.

The young fishermen were so happy to find their fish trap full of fish. They went home with their boat heavy with their catch. As their banca reached the shore they looked towards their hut but father was not at the window.

"What happened?" Berto and Pabling asked at once.

"He is in the hospital. Dr. Noble was able to make him go at last. The doctor left a word that father will be all right," answered Jesus.

"Let's sell the fish as fast as we can so we can see father at the hospital," Jesus said.

(Adapted: Our Way of Life p. 26)

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Comprehension Check Up

No. of Words: 250

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What is Mang Beloy's occupation?
  - a. farmer
  - b. carpenter
  - c. fishermen
  - d. teacher
2. How many sons has Mang Beloy?
  - a. four
  - b. two
  - c. five
  - d. three
3. Why were the boys sad one day?
  - a. because their father was sick
  - b. because their father was trapped
  - c. because their father was going to the city
  - d. because their father was sad
4. Who went fishing for the house instead of Mang Beloy?
  - a. the sons of Mang Beloy
  - b. the friends of Mang Beloy
  - c. the neighbors of Mang Beloy
  - d. the laborer of Mang Beloy
5. Why did father not want to go to the hospital?
  - a. He has no long pants
  - b. He has no food

- c. He has no money to pay for the expenses
  - d. He has no new shirt.
6. What did the boys agree to do for their father?
- a. to catch fish and earn for his hospitalization.
  - b. to catch fish and sell them and buy clothes for their father
  - c. to catch fish and preserve them for their father.
  - d. to catch fish and dry them for their father.
7. Who convince father to go to the hospital?
- a. Pabling    b. Jesus    c. Berto    d. Dr. Noble
8. Who is Dr. Noble?
- a. a barangay tanod                      c. a rural health doctor
  - b. a barangay janitor                      d. a barangay midwife
9. Why did the boys think that they were lucky that day?
- a. They had a good catch.
  - b. They had plenty of food.
  - c. They had plenty of medicine
  - d. They had many visitors.
10. Do you think they were will to pay their hospital bills? Why?
- a. Yes, because they were able to save money.
  - b. Yes, because they had a good catch.
  - c. Yes, because their neighbors helped.
  - d. Yes, because they asked helped from the other fishermen

[E] Comprehension  
Exercise Eg [ ]

### LOST AND FOUND

Mother was busy baking some cakes for the visitors of father, when Lino came home from school one afternoon.

"Can I help you Mother?" asked Lino.

"I wish you could", said Mother. You can buy for me fifty centavos worth of ice. I need some to make ice cream."

Mother has no small change in her purse. But all she had was a five peso bill. Lino got the money from mother. He got a basket and went to the ice plant. He asked the seller for a fifty-centavo piece of ice and gave him the five peso bill.

"Lino," called mother after counting the change. There's an extra change of one peso."

"Good!" cried Lino. "Now I can buy the yoyo I've always wanted. Anyway the seller didn't know that he gave me an extra change."

"That isn't right Lino," Mother said. "You should return the extra one peso. It's not yours."

Lino went back to the ice plant to give the extra change. But on his way home he found an envelope full of money. Lino went home hurriedly. He told Mother about the envelope with money.

"Show it to your father," said mother.

Lino went to the living room. He saw father with his visitors.

"Father! called Lino. "What are you looking for?" said Lino.

"Mr. Tirona lost his money. He dropped it somewhere around here." said father.

"Could this be the money you're looking for? asked Lino.

"Yes, this is mine, said Mr. Tirona. Thank you very much Lino. You are an honest boy.

(Adapted: More Stories On Parade p. 174)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 257

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer..

1. Why is Mother preparing some cakes and ice cream?

- a. Father's visitors were coming.
- b. Mother's classmate was coming.
- c. A friend of Lino was coming.
- d. Some teachers of Lino were coming.

2. Who is their visitors?

- a. Mr. Baron
- c. Mr. Tirona
- b. Mr. Tiron
- d. Mr. Liron

3. Who arrived while mother was cooking?

- a. Lino
- c. Rino
- b. Lerio
- d. Nerio

4. Why did mother give Lino the five peso bill to buy a piece of ice?
  - a. Mother has much money
  - b. Mother has big change
  - c. Mother has no small change
  - d. Mother lost her purse
5. What did mother find in the change Lino brought home?
  - a. The change has an extra of one peso.
  - b. The change lacked the amount of one peso.
  - c. The change was exact.
  - d. The change was all coins.
6. What did Lino want to do with the money?
  - a. Lino wanted to throw the extra peso.
  - b. Lino wanted to give the extra peso.
  - c. Lino wanted to keep the extra peso.
  - d. Lino wanted to play the extra peso.
7. Why did Lino want to keep the extra change of one peso?
  - a. because he wanted to buy yoyo.
  - b. because he wanted to buy a pencil.
  - c. because he wanted to buy icedrop
  - d. because he wanted to buy candy
8. What did Lino's mother tell him to do with the extra change?
  - a. to keep the change
  - b. to return the change

- c. to buy vinegar
  - d. to give the change to the beggar
9. What did Lino find on his way home, after he returned the extra change?
- a. An envelope full of money.
  - b. A bag full of gifts.
  - c. A basket full of food.
  - d. An envelope full of letter.
10. Whose money was it?
- a. Their neighbor.
  - b. Their visitir
  - c. Their friend.
  - d. Their helper
11. What did Lino do with the envelope?
- a. He returned it to the owner.
  - b. He kept in the bag.
  - c. He gave to the helper.
  - d. He deposited in the bank.
12. What is the best word to describe Lino?
- a. honest
  - b. dishonest
  - c. fair
  - d. liar
13. Honesty means
- a. upright
  - b. cheater
  - c. unfair
  - d. good

[E] Comprehension  
Exercise Eg < >

### INTING AND THE BLACK CAT

"Mother, I don't want to go to school today because I met a black cat," Inting said one early morning. "That means bad luck. Something bad might happen to me" he continued.

"What can happen to a lazy boy like you anyway?" Laugh his mother. "But since you want to play safe, you may stay home and help me chop wood for our fuel!"

"Chop wood?" supposing I cut off a finger or a toe! Please don't let me do anything dangerous today because of the black cat, Mother," Inting begged.

"What is this I hear about a black cat?" asked father who just came from the farm.

"Inting met a black cat as he was going to school". He's afraid it will bring him bad luck, so he decided to stay home than go to school." said aling Basyang.

"Ha, ha, ha, mang Belong laughed loudly. Inting is fooling us. He's just feeling too lazy to go to school Perhaps he did not do his homework and his teacher will scold him. You know if I believe in such signs as black butterfly, howling dogs and other superstitions, may be I would not have gone to the field and we will die of hunger.

Please don't believe on those things. Just pray to Him and be courageous. Oh! where is Inting Mother?" said Mang Belong.

"I am here father, I'll be going to school," said Inting.

"What about the black cat?" asked mother.

"That's just a foolish superstition," Inting answered as he carry his things to school.

(Adapted: Our Way of Life p. 26)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 258

Directions: Read the question carefully. Write only the corresponding letter of the chosen answer.

1. Why did Inting decide not to go to school one morning?
  - a. He met a black cat.
  - b. He met a white dog.
  - c. He met an old man.
  - d. He met a beggar.
2. What did his mother ask him to do instead?
  - a. to help her catch fish
  - b. to help her chop wood
  - c. to help her pick vegetables
  - d. to help her build a fire
3. Did Inting chop wood? Why?
  - a. Yes, because he was a good boy.
  - b. No, because he might cut his finger due to the black cat.
  - c. Yes, because mother needed it.
  - d. No, because he was going to school.

4. Did Inting's Father believe in Intings reasons? Why?
  - a. No, because he does not believe.
  - b. No, because he does not like cats
  - c. No, because he believe in truth.
  - d. No, because he is a hard worker.
5. How did Inting's father explain the boy's action?
  - a. He's just feeling too lazy to go to school.
  - b. He's just happy to go fishing.
  - c. He just feeling fine to attend the meeting.
  - d. He's just so glad to play a kite.
6. What did he tell them?
  - a. That, if he believes in superstitious they will not be able to eat, because he will not work when he meet a black cat
  - b. That, if he believes in superstitious he will not be a rich man.
  - c. That, if the cats are bad omen then there is no need to work.
  - d. That if he is going to work, he must do it well.
7. What did father want to teach Inting?
  - a. not to go swimming
  - b. not to believe in supertition
  - c. not to go fishing
  - d. not to get water

8. What did Inting do afterwards?
  - a. Inting went to market.
  - b. Inting went to the farm.
  - c. Inting went to school.
  - d. Inting went fishing.
9. Why do you think Inting left for school when father explained?
  - a. He was ashamed of what he did.
  - b. He was afraid he would be scolded.
  - c. He was ready for school.
  - d. He was afraid he would fail in class.
10. Do you believe in superstitions?
  - a. Yes, because I saw it happened.
  - b. No, because I have not seen it happened.
  - c. Yes, because others do.
  - d. No, because it is not true.

[E] Comprehension  
Exercise Eg ( )

### THE YOUNG WATER CARRIER

It was vacation time. Naning asked father to make for him a pair of water cans. It is time for him to help father to get water.

One morning Naning woke up early to help father carry water from the well.

"Quick Naning," said father. Mother will soon call us for breakfast. We haven't any drinking water."

On their way, Mang Ambo, the old water carrier saw them going to the well.

"Since when did you become a water carrier Naning?" asked Mang Ambo.

"Since the beginning of our vacation," answered Naning. Someday I hope to carry water as well as you do. Then I can earn some money too."

"What a bright idea" laughed Mang Ambo. "Do you know that carrying water is a hard job?"

"Mang Ambo is right," said father. "Anyway you can always help me fill our jars at home. You may not earn any money at all but you can help us save what we have to pay for the water carrier."

Naning could not walk as fast as he did when his water

cans were still empty. He had to be careful so as not to spill the water from his cans.

It didn't take a long time for father and Naning to reach home. Naning was careful in pouring water into the jars.

The next day father went to work in the city.

"I wonder who would carry water for us when father is away," Mother said to Naning.

"Don't worry mother," smiled Naning. I will continue that work while he is away.

"My poor young water carrier," said mother. You must be very tired.

(Adapted: More Stories on Parade p. 256)

\*\*\*\*\*  
Comprehension Check Up No. of Words: 272

Directions: Read the question carefully. Write only the corresponding letter of your chosen answer.

1. What did Naning ask his father to make for him?
  - a. water jar
  - b. water can
  - c. water jug
  - d. water pail
2. What did Naning want to do with the water cans?
  - a. He wanted to put water in it.
  - b. He wanted to put rice in it.
  - c. He wanted to put sand in it.
  - d. He wanted to put vinegar in it.

3. From where do Father and Naning get water?
  - a. from the faucet
  - b. from the well
  - c. from the artesian well
  - d. from the water pump
4. Whom did they meet while fetching water?
  - a. Mang Teban
  - b. Mang Julian
  - c. Mang Ambo
  - d. Mang Lino
5. Who is Mang Ambo?
  - a. an old water carrier
  - b. a janitor
  - c. an active field worker
  - d. a handsome employee
6. To where did father go one morning?
  - a. to the city
  - b. to town
  - c. to the city hall
  - d. to the fields
7. Why did he go to the city?
  - a. to buy food
  - b. to work
  - c. to meet friend
  - d. to buy watercans
8. What is worrying mother while father is at work?
  - a. who will help her in the kitchen
  - b. who will cook for them
  - c. who will fetch water for mother
  - d. who will drive for them.

9. What did Naning promise to help his mother while father was at work in the city?
- a. Naning promised to carry water as Father did.
  - b. Naning promised to carry firewood for mother.
  - c. Naning promised to carry garbage as Father did.
  - d. Naning promised to carry the basin for mother.
10. If you were Naning , would you help fetch water for mother? Why?
- a. No, because I am still young.
  - b. Yes, because mother needs help.
  - c. No, because I want to play.
  - d. No, because it is tiresome

KEY TO CORRECTION  
(Set E)

E [ ] The Moon's  
Silver Clock

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

E<sub>1</sub> [ ] Only Ten  
Centavos

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

E<sub>2</sub> [ ] The People  
King

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

E<sub>3</sub> [ ] The Rose and  
the White Ribbon

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

E<sub>4</sub> [ ] Lazybones

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

E < > Garden  
Musicians

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

E<sub>1</sub> < > Working With  
Others

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

E<sub>2</sub> < > Are You  
Growing

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

E<sub>3</sub> < > Can You  
Guess?

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

E<sub>4</sub> < > The Most,  
Wonderful Dream

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

E ( ) The Big Hot  
Ball

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

E<sub>1</sub> ( ) The Little  
Chinese Boy

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

E<sub>2</sub> ( ) A Close Brush  
With Death

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

E<sub>3</sub> ( ) We Must Obey  
School Rules

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

E<sub>4</sub> ( ) Surprise!  
Surprise!

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

E <sub>5</sub> [ ] Fun in the Houseboat	E <sub>6</sub> [ ] The Noisy Girls	E <sub>7</sub> [ ] The Health Adviser	E <sub>8</sub> [ ] The Bridge to Safety	E <sub>9</sub> [ ] Lost and Found
1. a		1. b	1. a	1. a 11. a
2. a	1. a	2. c	2. b	2. c 12. a
3. c	2. b	3. a	3. a	3. a 13. a
4. b	3. d	4. c	4. c	4. c
5. d	4. a	5. a	5. a	5. a
6. a	5. a	6. a	6. a	6. c
7. c	6. a	7. a	7. b	7. a
8. c	7. c	8. a	8. c	8. b
9. b	8. a	9. a	9. a	9. a
10. c	9. a	10. a	10. c	10. b
	10. a			
E <sub>5</sub> < > Lost In The Wood	E <sub>6</sub> < > The Birds in the Mango Tree	E <sub>7</sub> < > Funny Face	E <sub>8</sub> < > Mariang Alimango	E <sub>9</sub> < > Inting and the Black Cat
1. a	1. c	1. c	1. b	1. a
2. d	2. a	2. d	2. c	2. b
3. d	3. c	3. b	3. d	3. b
4. a	4. b	4. c	4. a	4. a
5. b	5. a	5. c	5. a	5. a
6. c	6. a	6. c	6. c	6. a
7. a	7. b	7. c	7. a	7. b
8. b	8. c	8. c	8. a	8. c
9. d	9. a	9. a	9. c	9. a
10. c	10. a	10. b	10. a	10. d
E <sub>5</sub> ( ) Surprise at the Town Fair	E <sub>6</sub> ( ) The Sewing Box	E <sub>7</sub> ( ) An Ant and Its Antennae	E <sub>8</sub> ( ) The Fishermen	E <sub>9</sub> ( ) The Young Water Carrier
1. a	1. d	1. a	1. c	1. b
2. d	2. a	2. a	2. d	2. a
3. d	3. b	3. b	3. a	3. b
4. a	4. a	4. a	4. a	4. c
5. b	5. a	5. b	5. c	5. a
6. c	6. d	6. a	6. a	6. a
7. a	7. a	7. d	7. d	7. b
8. b	8. c	8. c	8. c	8. c
9. d	9. b	9. a	9. a	9. a
10. c	10. c	10. b	10. b	10. b

## CURRICULUM VITAE

NAME : EUTROPIA A. CODOY  
 ADDRESS : Mercedes, Catbalogan, Samar  
 PLACE OF BIRTH : Mercedes, Catbalogan, Samar  
 DATE OF BIRTH : October 30, 1940  
 PRESENT POSITION : Head Teacher  
 STATION : Pangdan Elementary School  
 CIVIL STATUS : Married

## EDUCATIONAL BACKGROUND

Elementary . . . . . Mercedes Elementary School  
 Mercedes, Catbalogan, Samar  
 1947-1953  
  
 Secondary. . . . . Samar Trade School  
 Catbalogan, Samar  
 1953-1957  
  
 College. . . . . BSE ic  
 Samar College  
 Catbalogan, Samar  
 1958-1962  
  
 Graduate . . . . . Master of Arts in Teaching (Reading)  
 Samar State Polytechnic College  
 Catbalogan, Samar

## CIVIL SERVICE ELIGIBILITY

DECS, Elementary Teachers Examination, 73.74%, Catbalogan,  
 Samar, December 29, 1965.

## HONORS AND AWARDS

Division Awards for having 100% Reader in Grade I, Mercedes  
 Elementary School, March 16, 1985.

Certificate of Appreciation as Demonstration Teacher in the Use of PVOSBM Approach in Teaching Beginning Reading, Catbalogan, Samar, February 12, 1984.

District Award, Most Outstanding Teacher, Mercedes Elementary School, December 13, 1984.

### POSITION HELD

Teacher-in-Charge in Pangdan Elementary School, Catbalogan, II District, 1986-1988.

### SEMINARS ATTENDED

Regional Formal Training Phase of PRODED-ERP Teacher Formation program, Catbalogan, samar, February 12, 1984.

Regional Seminar Institute on Communication Skills (English & Filipino) Catbalogan, Samar, May 31, 1985.

Division Level 3 Mass Training Program for Grade I and II Teachers on the Use of Curriculum Materials produced by the DECS Textbook Project, Catbalogan, Samar, April 25-May 7, 1977.

Division Training Workshop on the Evaluation of Learning Outcomes in Elementary Education, January 18-20, 1984.

Division Scouting Fundamental and Program Planning Course, Catbalogan Samar, January 28-31, 1985.

Division Seminar Workshop on Plan-Budget Preparation, March 17, 1984.

District Beginning Reading Workshop, Catbalogan, samar, October 8-9, 1980.

### CO-CURRICULAR ACTIVITIES

Chairman . . Purok 4, Mercedes Catbalogan Samar 1982-1985

Adviser . . The School Grievance Committee

Adviser . . Teachers' Club, Pangdan Elem. Sch. 1987-1988.

Adviser . . Youth Club, Mercedes, Catb. Samar 1985-1988

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