

**DEVELOPMENT OF SUPPLEMENTARY SILENT READING  
EXERCISES (SRE) TO ENHANCE COMPREHENSION SKILLS  
AMONG FRESHMEN COLLEGE STUDENTS OF  
SAMAR STATE UNIVERSITY**

**A Thesis**

**Presented to**

**The Faculty of the College of Graduate Studies**

**SAMAR STATE UNIVERSITY**

**Catbalogan, Samar**

**In Partial Fulfillment of the Requirements**

**for the Degree**

**MASTER OF ARTS**


**Major in Reading**

**NORA L. LOPEZ  
March, 2006**




## APPROVAL SHEET


This thesis entitled "DEVELOPMENT OF SUPPLEMENTARY SILENT READING EXERCISES TO ENHANCE THE COMPREHENSION SKILLS OF FRESHMEN COLLEGE STUDENTS OF SAMAR STATE UNIVERSITY," has been prepared and submitted by NORA L. LOPEZ who having passed the comprehensive examination, is hereby recommended for oral examination.

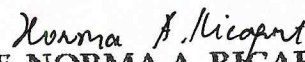
  
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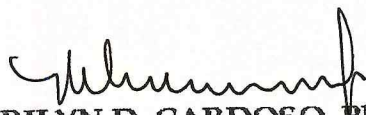
  
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## A C K N O W L E D G M E N T

The task of completing this study could not have been accomplished without the researcher's recourse to persons, materials and their authors to whom she owes a debt of gratitude. These are:

Mrs. Emerita A. Pacayra, her adviser, for her support, encouragement and concern; Dr. Marilyn D. Cardoso, Dean, College of Graduate Studies; Dr. Jose S. Labro, Vice President for Administrative Affairs; Dr. Deborah T. Marco, Faculty, Graduate Studies; and Prof. Norma A. Ricafort, Director, Publication and Executive Assistant, her pave lists for their scholarly criticisms for the refinement of the manuscript; Dr. Simon P. Babalcon, Jr., University President, for granting approval on requests relative to her study; Samar State University deans, instructors and freshmen college students for their cooperation;

Authors of literary pieces, reading books that have served to relieve an otherwise colorless collection of expository prose or utilitarian literature and exercises; and local magazines, and other publications that the writer resorted to for material;

Superiors, associates and friends, who in more ways than one, gave encouragement towards the production of this creative output, notably, Dr. Violeta B. Omega, Director, Don Jose Ecleo Memorial Foundation College of

Science and Technology; Mesdames Gina U. España, Anacorita M. Villanueva, Erlinda U. Babalcon, Marife Y. Abalos, Flor Lagria, Maricar Cabel, Messrs. Amador Velasco, Larry España, Eddie Villanueva;

My husband, brother and sisters, in-laws, and cousins for their prayers and support – Findel, Mana Minda, Gil, Marilou, Sonia, Bekbek, Douglas, Emy, Joseph, Edgar, Rene;

Finally, Divine Master, the Almighty Father, for His love, blessings and guidance.

NLL



# DEDICATION

This humble work is dedicated  
to my husband,

*Delfin.*

my parents,

*Crisanto and Peregrina.*

my brother and sisters,

*Mana Vinyang, Mana Linda, Mana Minda.*

*Boy, Marilou, Sonia and Belbek.*

the winds beneath my wings,

Collette

Imelda

Gina

&

&

&

Eddie

Amador

Larry

Madam Malyn, Mana Linda and Mana Merz,

who taught me the value  
of courage, patience  
and hardwork.

THANK YOU!



## **ABSTRACT**

The main purpose of this study was to develop supplementary Silent Reading Exercises (SRE), that would enhance comprehension skills of freshmen college students of Samar State University, Catbalogan, Samar, SY 2005-2006. This study utilized the descriptive-developmental research using the pretest/posttest control group design. The study revealed that learning took place with the control group as their posttest was higher than the pretest. The posttest mean scores were higher than the pretest. The pretest mean score was 22.48 and the posttest was 37.24. Using the t-test for independent samples, the computed t-value was very much higher than the tabular t-value. The mean scores of the pretest implies that the two groups had the same entry behavior. However, although one of the conclusions derived from the study is that the use of supplementary materials is just as effective as the lecture-discussion method, the supplementary instruction has the following advantages. The teachers exert minimum efforts in teaching with the use of the supplementary materials. Here, learning is more of a student-activity rather than a teacher-activity. The students learn at their own pace. They do not need to cope up with the pace of the class in learning the lessons. Their progress depends on their own and they learn at their own time. It has a higher standard when it comes to performance because the students' performance is not evaluated against the accomplishment of his classmates but against the standard set forth by the supplementary materials. It is very personalized or individualized instruction catered to the needs of the students. It can accommodate more students. Because of the improved performance of the experimental group, it can be inferred that the developed supplementary materials were appropriate for the target group.

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## Chapter 1

### THE PROBLEM AND ITS SETTING

#### Introduction

Reading comprehension is a way of grasping or understanding or seizing the meaning of a text intended by the writer. It is a complex intellectual process involving many skills which can be given in the three levels: reading the lines, reading between the lines and reading beyond the lines.

Reading the lines (literal), requires the reader to remember or recall facts explicitly or directly found in the material read. Reading between the lines (inferential), requires the reader to look for implied information on the selection. Reading beyond the lines (critical), takes place when the reader evaluates the materials read, gives judgment or opinions on ideas read using his prior knowledge or background experiences in relation to the information read. Reading beyond the lines (critical), takes place when the reader evaluates the materials read, judgment or opinions on ideas read using his prior knowledge or background experiences in relation to the information read (Villamin, et. al., 1999: 8).

There is no reading when there is no comprehension. Reading in its real sense is a private activity. When one reads, comprehension follows. Reading comprehension takes place when there is communication between the author and



the reader. But comprehension among students has been the perennial problem of teachers.

Based on the findings of the study of Department of Education (DepEd) through series of standardized tests, high school seniors were particularly weak at three subjects namely English, science and mathematics. In English, there is real difficulty in inference, interpretation of information, deduction of meaning, drawing conclusions and summarizing ideas. This is a problem of comprehension. In science, all areas are not being mastered. Physics, in particular, is the weakest – among the sciences. In mathematics, high school seniors have the most difficulty in using formulas to solve specific problems or to calculate certain results (Luz, 2005: 8).

Despite the constitutional mandate to spend the largest share of the national budget on education, the achievement test results reflect, in general, the low level of learning on the part of most Filipino public school children. Filipino students are doing so badly in national achievement tests and in international comparative survey tests.

In 1998, in one of the international comparative survey tests the Philippines participates in (Trends in International Math and Science Survey), the Filipino schoolchildren fared poorly. Widely quoted, the Philippines was 36 out of 39 countries with an average significantly lower than the international average in math in the 1998 test. In science, the results were similar. In 2003, out of 45

countries that participated in TIMSS, the Philippines ranked 41 based on the average scores of high school students that were tested in math (Luz, 2005: 8).

In March, 2004, all fourth year high school students were given a National Achievement Test (NAT) in English, science and math as a way of determining their level of preparation for university or the world of work. Only 6.8 percent of the seniors tested passed the English test with a score of at least 75 percent. It was higher for math with 12.9 percent passing, but was terrible for science with less than 1 in 100 (0.7 percent) student scoring 75 percent or better (Philippine Daily Inquirer, 2005, A16).

Clearly, these scores are not levels of learning that will help children become productive adults. For the incoming high school freshmen, the results were even more glaring reflecting their poor level of preparation for high school. All competencies in English, science or math are not being mastered by the vast majority of elementary school graduates.

A number of reasons may explain such poor performance. Among the underlying causes are poorly trained teachers, inadequate funding, overcrowded classrooms and the lack of textbooks and other instructional materials. In looking at low levels of learning, DepEd began to look at the areas of weakness of students. The most glaring is the low level of reading.

In the city schools division of Manila, the Philippine Informal Reading Inventory test was given to students at all elementary grade levels. At the Grade 6 level, less than 3 out of every 10 students (28.83) percent were independent



readers, with over one-third (36.50 percent) being frustrated readers or readers with serious reading difficulties. The remainder were slightly below the Grade 6 level of competency in reading. To discover the reasons of poor achievement among incoming freshmen, a survey of their reading levels was likewise done following the 2002 National Diagnostic Test. The initial conclusions: incoming high school students in Metro Manila were reading at the late Grade 4 and early Grade 5 levels or about two years behind in terms of their age and grade levels.

To address this problem, DepEd set a number of policy directions including a new grading system, a High School Bridge program to help those that need help the most, and “Every Child a Reader (by Grade 3)” program. The High School Bridge is a one-year remedial program for incoming freshmen designed to correct the low levels of learning early, rather than late, in a child's education career (age 12-13). The program focuses on improving three subject areas – English, math and science (Luz, 2005: 9).

On the other hand, a good number of researchers mentioned that most students in the tertiary level, particularly freshmen college students, have great difficulty in understanding poems, stories and other prose without rereading the selections. They are very inefficient in comprehension because they lack enough vocabulary and they have no adequate exposure to several varied reading materials when they are in high school, much more so with the intervention of entertainment technologies, indulgence in vices, not belittling the effect of wrong study habits. In Samar State University, the result of the Achievement Test

administered to freshmen college students, SY 2005-2006, particularly in reading, language and mathematics, was very low (SSU Guidance Office).

Moreover, some materials in the tertiary level seem to be inappropriate. They do not cater to the students' interest and capacity levels and therefore, do not stimulate the enthusiasm to read. This dearth of instructional materials, respecting the child's varying ability levels and interests, has been a problem among reading and English teachers in the college level.

Out of this thought was born the idea of conducting this study. The researcher was motivated to develop supplementary reading exercises for freshmen college students in order to nurture independent reading as a pleasurable activity from which the readers may acquire personal or social benefits.

### **Statement of the Problem**

The main purpose of this study was to develop supplementary Silent Reading Exercises (SRE) that would enhance comprehension skills of freshmen college students of Samar State University, Catbalogan, Samar, SY 2005-2006.

Specifically, this study sought to answer the following questions:

1. What is the profile of the student-respondents as to:
  - 1.1 age,
  - 1.2 sex,
  - 1.3 average monthly family income, and
  - 1.4 performance in the following areas:  
English, Mathematics and Science?

2. What are the reading comprehension difficulties in English of the college freshmen based on the diagnostic test?
3. What appropriate supplementary silent reading exercises maybe developed on the identified reading comprehension difficulties?
4. How valid are the developed materials based on Flesch Readability Formula in terms of:
  - 4.1 Reading Ease Score (RES), and
  - 4.2 Human Interest Score (HIS)?
5. What are the pretest and posttest mean scores of the:
  - 5.1 experimental group, and
  - 5.2 control group?
6. Is there a significant difference between the mean scores of the experimental group and control group based on:
  - 6.1 pretest, and
  - 6.2 posttest?
7. Is there a significant difference in the pretest and posttest mean scores of the:
  - 7.1 experimental group, and
  - 7.2 control group?
8. What implications can be derived from the findings of this study?



## **Hypotheses**

Based on the foregoing questions, the following hypotheses were tested:

1. There is no significant difference between the mean scores of the experimental group and control group based on:
  - 1.1 pretest, and
  - 1.2 posttest.
2. There is no significant difference in the pretest and posttest mean scores of the:
  - 2.1 experimental group, and
  - 2.2 control group.

## **Theoretical Framework**

This study is anchored on the theory of Jean Piaget (1973:72) which states that learning is facilitated with hands-on exercises, that is, learners personally involving themselves in the educative process.

Hudelson (1991:10) supports Piaget's view by extending this tenet to the context of reading. Active involvement by the learners may come in the form of reading materials that are interesting, with familiar topical context and form, and materials that cater to their reading capacity level. This means improving reading skills through working on a meaningful and stimulating task.

The researcher postulates the idea of Woolf and Woolf (1987: 215), that there is a need for children to be exposed to a wider range of materials that cater to a variety of interest and ability levels; hence the need for reading materials of

this type. The significant role of teacher-made instructional materials designed appropriately to suit individual needs is also vital. On this score, these materials will likely stimulate learners into bringing to the text their personal experience and as such, relevant learning takes place in the reading task. Improving one's ability in reading depends to a large extent on the development of better tools in teaching that approximately answer their needs and interests. Each child should have access to a variety of materials dealing with the topics of his own concern. He, likewise, should have the freedom to progress as fast as he feels competent to do so.

More commonly, the textbook is used by the teachers but they discover that they must often adapt or supplement it with teacher-prepared materials in order to meet the student's needs effectively and appropriately. Thus, teachers, should engage in materials development to some extent. While there is a necessity of a certain amount of trial and error in any creative endeavor, the basic guidelines for materials development can cut down on wasted time and effort.

The production of learning materials is therefore of crucial importance in developing skills. Teachers themselves bear a major responsibility in preparing such aids as handbooks, workbooks, modules and supplementary readers to cope with the changing demands in the educational system. They need to determine the curriculum appropriate to the kinds of learners in the classroom. This task calls for instructional tools that must jibe with educational goals set forth for the learners.

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

The foregoing assumptions and theories have prompted the researcher to help improve the reading performance of freshmen college students of Samar State University through preparation of materials that would recognize their interests and abilities. She believes that these materials would enhance greater reading efficacy among the students in the area mentioned.

### **Conceptual Framework**

This study aimed to develop and evaluate supplementary materials for freshmen college students based on the students' deficiencies and was broken down into three major phases namely: Phase I – Diagnostic Phase, Phase II – Development Phase, and Phase III – Validation Phase.

The end result of the study was for enhanced comprehension of freshmen college students. The research environment included the two groups of BT students composing the experimental and the control group. It also included the different tests conducted to the two groups. The supplementary materials composed the independent variables while the differences in the performances of the experimental and control groups before and after the period of experimentation are the dependent variables.

Two groups of BT students were pretested to assess their knowledge about the identified deficiencies in English I. The experimental group was taught using



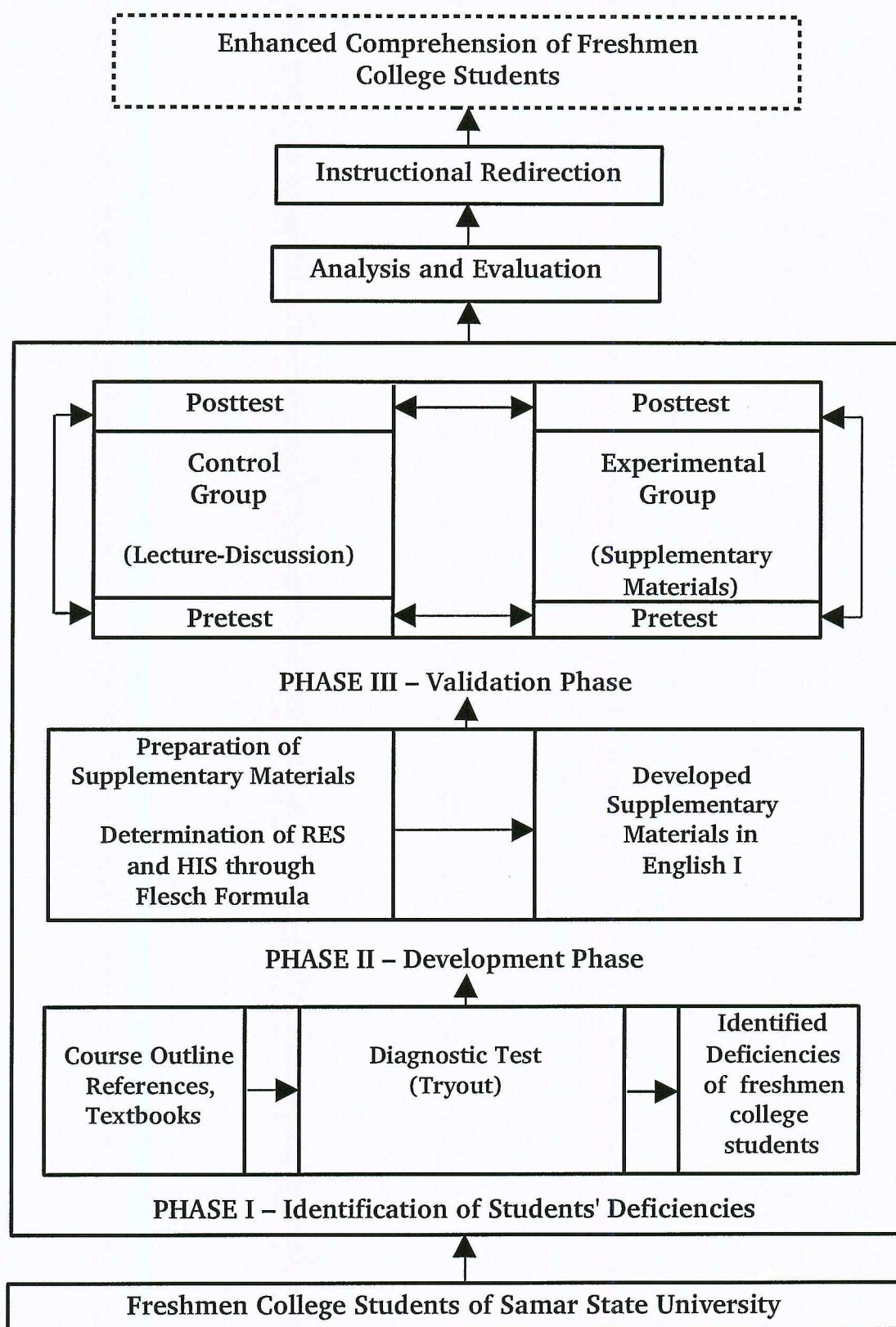


Figure 1. Conceptual Framework of the Study

the supplementary materials. The control group was taught using the lecture and discussion methods, all belonging to the traditional approach.

A posttest was administered to both groups after instruction using the same instrument as the pretest to determine whether there was an improvement in the performance of the two groups. The test scores were analyzed using the t-test to find out any significant difference in the performance of the two groups vis-a-vis in the performance of both groups. The performance of the two groups established the effectiveness of the materials and paved the way to instructional redirection which would ultimately lead to enhanced comprehension of freshmen college students. The appropriateness of the developed materials were also tested for readability using Flesch Readability Formula.

The conceptual model which guided the researcher is given in the paradigm. The three phases of the study progressed as reflected on it.

Phase I – Identification Phase. The students' reading deficiencies were identified through a diagnostic test using the different skills taught in the first year level through examination of course outlines, references, textbooks and manuals being used in this level. This tryout diagnostic test was administered to education students. The scores were tallied and item-analyzed to identify the easy and difficult items. From it, the final diagnostic test was again framed and was then administered to freshmen college students from different courses selected through purposive sampling. The result of the test revealed the difficulties of the students.

Phase II – Development Phase. This consisted of the preparation of the supplementary materials based on the identified reading difficulties. After this process, the materials were computed of its appropriateness and interestingness through the Flesch Readability Formula.

Phase III – Validation Phase. In order to test the validity of the developed materials, the researcher used 42 BT college student-respondents for an experimentation process using the pretest and posttest control group design. Both the experimental group and the control group were pretested. During the experimentation process, the experimental group was given the materials, while the control group was taught using the conventional lecture-discussion method. After the experimentation period, both were given a posttest using the same items found in the pretest. The output consisted of the comparison of the performance of the two groups in their pretest and their posttest results.

### **Significance of the Study**

This study will benefit the students, teachers, administrators, parents, curriculum developers, and future researchers.

**To the students.** Being self-sufficient, the materials would allow the learner to progress at his own rate. Thus, learning will also be a helpful independent home study or may provide enrichment activities for advance students.

The materials in this study are also expected to help develop specific reading skills among first year college students so that they maybe able to cope up



with more difficult skills. The hierarchical, i.e., from easy to difficult, treatment of skills, affords the learner a more satisfying reading task as he goes through a sequential learning task from one skill to another. It is further hoped that these materials can provide enrichment activities to students, as in developing reading instruction or in the absence of skillbooks that will cater to their ability levels.

**To the teachers.** The data would show them a clear-cut vision of the reading abilities of their students. This will help them adapt necessary measures to upgrade their competencies in the teaching of reading. It maybe used for review on comprehension skills. It would also help them check weaknesses on specific comprehension skills. Furthermore, they would be motivated to restructure their methods and techniques, choose appropriate instructional materials, and plan for a more effective remedial reading program, thereby improving academic achievement.

The materials in this study may help the teacher enrich his/her lesson in the classroom by using them like a skillbook, especially in schools where there is a dearth of supplementary materials. This SRE will likewise aid the teacher in identifying students' interests and deficiencies and therefore beam his instructions towards a more programmed approach where the students' individuality plays.

Teachers may make use of these materials in constructing similar materials for use in their respective classroom or in constructing tests and other instruments to measure the reading ability of first year college students.

**To the administrators.** Findings of this study would give educators growing awareness about the uniqueness of each individual. It will help solve the problem of increasing student population, since the teacher can possibly handle more students in one class.

It is then hoped that the result of this study would be a contributing factor to the development of better instructional materials, of teaching students to the limit of their abilities for the improvement of instructions and better quality student outputs, thereby insuring richer and fuller growth.

**To the parents.** It is hoped that this study would improve students' performance in reading in school. When used as supplementary material, this SRE can spare the parents from the burden of expensive workbooks that are more often than not, lacking in commercial circulation. Parents can delight on the idea that learning of their students in school is reinforced with the use of the SRE.

**To the curriculum developers.** The SRE would provide meaningful insights into what instructional materials are being developed in the field. The underlying emphasis on each student's uniqueness would cause awareness of its imprints on learning. Thus, future curriculum planners may provide leeways for more individualized instruction if we are to attain gainful results in academic learning and by and large, the total development of a child's personality.

**To the future researchers.** This study would open avenue for replication and improvement to similar studies in the future. Its strengths and weaknesses would benefit researchers in redesigning and revising reading instructional

materials that take into view the learner and his individuality in terms of interest and ability.

### **Scope and Delimitation**

This study attempted to develop teacher-made silent reading exercises based on the identified comprehension difficulties of freshmen college students of Samar State University, Catbalogan, Samar, SY 2005-2006.

This study underwent three phases namely: identification phase, development phase, and validation phase.

The identification or diagnostic phase consisted of a tryout of a 175-item test comprising 25 comprehension skills taught in English 1, based on references, textbooks and manuals. The 25 comprehension skills were the following: identifying important and unimportant details; interpreting diagrams; outlining; following directions; drawing conclusions; getting the main idea; figurative language; sequencing ideas; inferring mood, tone and point of view; getting context clues; making inferences; interpreting cartoons; predicting outcomes; getting sentence meaning; giving titles; nonprose reading; forming opinions; perceiving relationships; identifying synonyms; identifying antonyms; fact and opinion; sentence sense; and remembering details. The scores were item analyzed to identify the difficult and easy items. The final diagnostic test was then administered to 249 sample student-respondents from the freshmen college students from different courses broken down as follows: nine BSAS; 53 engineering; 47 BSIT; 70 BT; 35 BSN; and 35 education students.



Based on the diagnostic test, 14 skills were identified as difficult skills, here, ranked from difficult to easy namely: identifying important and unimportant details; interpreting diagrams; outlining; following directions; drawing conclusions; getting the main idea; figurative language; sequencing ideas; inferring mood, tone and point of view; getting context clues; making inferences; understanding idioms; identifying with characters; and interpreting cartoons.

The development phase constituted part of the materials preparation. The materials were written based on the 14 identified skills taking into consideration some pointers in preparing instructional materials as culled from various sources.

The validation process of the constructed silent reading exercises included the experimentation phase with 21 BT freshmen college students as experimental group and 21 BT freshmen college students as control group using group matching.

The study was conducted during the 2nd semester, SY 2005-2006.

### **Definition of Terms**

For purposes of understanding this work better, the following terms involved in this study have been defined either or both conceptually or operationally as they are used herein.

**Assimilation.** This term refers to a process of receiving new facts or process of responding to new situations in conformity with what is already available to consciousness (Webster, 1986: 132). In this study, it refers to the

reaction of the users on the supplementary materials. If ideas are accepted, they become a part of his total experience.

**Basal readers.** This refers to the materials that are approved for general use as basic readers. These materials are prescribed for use the whole year, depending on the kinds of contents. An example of this is the SEDP series in English for high school.

**Control group.** It refers to the group which utilizes only the textbook in the learning process that follows the curriculum, (Good, 1987: 39). In this study, this refers to the group in the experiment which is not exposed to the approach in question.

**Diagnostic reading test.** A test adapted for furthering the diagnostic or to distinguish, identify or determine the difficulty of the students in a given subject (Webster, 1976: 622). In this study, this refers to the 125-item teacher-made test evolved from a 175-item pool which was subjected to item analysis. It covers all the comprehension skills taught in English I.

**Drawing conclusions.** This is a specific comprehension skill in which the reader makes a general statement which is not directly stated in the paragraph. It is made after studying carefully the given information. One can only give a good conclusion after knowing the complete facts given in the selection (Building English Skills, 1979: 48).

**Experimental group.** Generally, this term refers to the group in the experiment which is exposed to the approach in question (Good, 1987: 39). In

this study, this refers to the group of 21 BT freshmen college students who were exposed to supplementary teaching in teaching English.

**Figurative language.** This is a comprehension skill which is an expression which departs from normal, literal language by using figures of speech to make meaning more effective (Joffee, 1984: 88).

**Following directions.** This is a comprehension skill which requires the reader to understand and follow each item of the directions in the proper order (Joffee, 1984: 199).

**Getting context clues.** This is a comprehension skill which requires the reader to uncover the meaning or meanings of words by the use of clues. Context clues enable the reader to discern the intended meaning of a word through its relationship with the other words within its context (Joffee, 1984: 65).

**Getting the main idea.** This comprehension skill is similar to finding the most important thing an author is trying to say. The main idea of a paragraph is a general statement of the content of the paragraph. It is what the paragraph develops (Joffee, 1984: 91).

**HIS.** This is the acronym for Human Interest Score. It is the estimate of human interest that a reading material will present to the reader (Flesch, 1949: 216). In this study, this has reference to that certain "something" in a reading material that touches the emotion of the reader which makes him relate himself to the text because of some personal touch.



**Identifying with characters.** This comprehension skill requires the reader to understand and describe the personages in literature and in history (Villamin, 1986: 140).

**Identifying important and unimportant details.** This is a specific comprehension skill which requires the reader to scan for details in what the reader reads that he finds important to remember (Joffee, 1984: 149).

**Inferring mood, tone and point of view.** This is a comprehension skill in which the reader appreciates literatures by understanding characters, their changing personalities, their feelings and motives and recognizes how all these elements shape events that follow (Villamin, 1986: 88).

**Instructional materials development.** This refers to the construction of instructional materials for specific purposes (Good, 1973: 543). In this study, it is the construction of the Silent Reading Exercises.

**Instructional redirection.** An instructional option or alternative which could be proven more effective towards the realization of objectives (Webster, 1986: 1293).

**Interpreting cartoons.** This is a comprehension skill which requires the reader to give meaning to humorous or satirical drawings often found in newspapers and in magazines concerning topical events or relating comic or adventurous situations (Villamin, 1986: 65).

**Interpreting diagrams.** This is a comprehension skill which require the reader to interpret or understand the diagrams, maps, charts and tables because they are pictures that give information (Joffee, 1984: 259).

**Making inferences.** This is a comprehension skill that requires the reader to a kind of sensitivity on his part so that he will be able to use some clues, link them to his experiences and arrive at a “new” desired information (Villamin, 1986: 97).

**Natural English.** This refers to running English (Webster, 1986: 1507). In this study, it refers to the English language endowed by nature or based upon the operations of the natural, or the use of simple English.

**Outlining.** This comprehension skill requires the reader to take notes efficiently in the preparation of reports, both oral and written, in gathering information and in planning the organization of a paper (Joffee, 1984: 35).

**Performance in English, Science and Mathematics.** It refers to the actual accomplishments of an individual as distinguished from potential ability (Good, 1973: 78). As referred to in this investigation, it means the total capacity of the learner to learn in terms of grades in English, science and mathematics and the ability to comprehend the reading skills being tested.

**Posttest.** This term refers to a test given after a period of time (Webster, 1986: 1801). In this study, it means a test that contains the same items found in the pretest which will be administered to both the experimental and the control groups.

**Pretest.** This refers to a preliminary test which serves to explore rather than evaluate (Webster, 1986: 1797). In this study, this refers to the 70-item test in comprehension skills which was administered to both the experimental and the control groups prior to the experimental activity to determine the initial knowledge of the students under study.

**Rates of reading.** It refers to the speed of recognition, comprehension, reaction and assimilation (Webster, 1986: 2207).

**Readability.** This is the sum total, including the interaction of all those elements within a given piece of printed material that affects the success of a learner (Gray, 1967: 258). In this study, it refers to the easy/difficult level or interestingness of the SRE as measured by the Flesch Readability Formula.

**Readability formula.** It is the formula or technique for estimating the reading difficulty of written materials for grade one through graduate school (Hermosa, 1997: 335). In this investigation, it refers to the Flesch Readability Formula.

**Reading.** This refers to the decoding process or a breaking of a visual code. It is also viewed as a comprehension process or reading for meaning. The reading process includes letter and word perception, comprehension of the concept conveyed by the printed words, reactions and assimilations of the new knowledge with the reader's past experiences (Lapp and Flood, 1978: 8).

**Reading ability.** This is a skill in recognizing directly and interpreting accurately printed or written units of language with eye movements normally



characterized by long sweeps that do not overreach their own span of recognition (Good, 1973: 83). In this study, it means recognizing and interpreting printed or written units of language on the silent reading exercises.

**Reading comprehension skills.** These are the abilities and skills to understand what is essential to a successful interpretation of the meaning of what is read (Smith, 1982: 42). In this study, these refer to skills in understanding the different skills identified to be difficult by the students that are developed in the instructional material.

**RES.** It is the acronym for Reading Ease Score. This is the estimate used to measure the readability that a material would present to the user (Flesch, 1949: 216). In this study, it refers to the vocabulary load, sentence structure, size of print, format of organization, and illustrations, or the SRE.

**Sequencing ideas.** This is a comprehension skill in which the reader is required to arrange sentences in order to form a good paragraph and give the best order of a sentence (Joffee, 1984: 77).

**Sublimation.** This refers to directing or giving of a more elevated character or energy (Webster, 1986: 2276). In this study, it refers to the enthusiasm or energy manifested on the student brought about by new learning or knowledge.

**Supplementary.** This term means a part added to or issued as a continuation of a book or a periodical to make good its errors, bring it up to date, or provide special features not ordinarily included (Webster, 1976: 2297).

**Supplementary silent reading exercises.** It refers to the set of materials developed as a result of this study, which will supplement and complement existing instructional materials in reading comprehension for college freshmen.

**Traditional approach.** Generally, this term means the use of an inherited or established way of doing (Webster, 1986: 2422). As used in this study, this refers to the combined lecture-discussion method which is used by the teacher in teaching the content of English I.

**Understanding idioms.** This is a comprehension skill which requires the reader to interpret and understand words or expressions that have meanings which are not readily understandable from their grammatical constructions and from the meaning of their separate elements (Joffe, 1984: 120).

**Validity.** This term concerns with the test measure and how well it does so. It is determined with reference to the particular use for which the test is being considered or measured. The kinds of validity measures are construct validity, content validity, and face validity (Good, 1973: 635). In this study, it refers to the measure of difficulty and interestingness of the materials basing on standards set by teacher experts and the target clientele.

## Chapter 2

### REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents a review of various studies and literature gathered from books and other reading materials which were very beneficial to the researcher being relevant to her present study.

#### Related Literature

Learning how to read is one of the most important things that can happen to a student. They have to learn to read in order to read to learn. The goal is to share importance of reading with the students. Reading is so important. It is the key to education and education is the key to employment. Education has become increasingly important for finding higher paying jobs, with a higher percentage of jobs going to highly educated people. The key is that future generations need to know how to read (Fitzpatrick, 2006: 18).

Moreover, reading is a very important tool. It is a skill like swimming, dancing, drawing or playing basketball. Reading is one aspect of the communication process which includes listening, speaking, reading and writing (Page, 1976: 134). Reading is not a subject but rather an information-gathering and utilization process. In other words, reading skills are process skills that reach



into all content areas. Books and other reading materials proliferate or increase abundantly that many often take them for granted. Many people have yet to realize the rewards that reading has to offer. Reading is worth one's effort, worth the little expense it may entail, if any.

Reading does many things to an individual. It makes us well-informed. It is through reading that all the wisdom of the ages, all the stories that have delighted mankind for centuries are available at negligible cost. Reading can be a worthwhile form of recreation. It could also be a form of therapy. Books furnish one a form of sublimation. Sublimation is a way of draining-off of one's malevolence upon substitute projects (Romero, et. al., 1985: 45). Indeed, reading is the most crucial of the fundamental skills for a learner's success or failure in both the schools and the society depends largely upon his skill as a reader (Duffy, 1995: 153). Every man who knows how to read has in his power the ability to magnify himself, to multiply the way in which he exists and to make his life free, significant and interesting (Blair, 1994: 5).

Another study proves that many local parents are embracing the fact that a student who sees his parents read will be a better reader himself. No matter how advanced technology becomes, there will always be written communication and need for people to read. It is very important for students to develop a respect for reading to be successful at everything they do. Technology will not even get to the point that reading is necessary. A lot of people overlook the fact that even with modern technology, people will still have to read. Reading are skills which

people use in everyday life, whether it is filling out a job application or making a grocery list (Burcham, 2006: 8).

Teaching the student to read is helping him to strive for fuller and richer lifetime that goes beyond the confines of the classroom (Shepherd, 1996: 52). Moreover, reading can be one of the most rewarding preoccupations of the individual, expanding his horizons and making it possible for him to partake of man's accumulated experiences and achievements through the ages. It is a skill that helps man to discover the answers to questions about existence. It stimulates him to further efforts to unravel the mysteries of nature. Finally, it takes man into the world of thought and imagination, and adventure which enables him to acquire a clearer, deeper understanding of reality (Villamin, et. al., 1999: 1).

As a whole, the major purpose of reading is comprehension. So, a teacher must regularly attempt to assess comprehension, call attention to its importance, and teach it in a wide variety of reading instruction. Comprehension is the ultimate outcome of having read. It is the most important ongoing activity of reading (Fry, 1977: 5). It is equally clear from the findings of research studies that the primary factor is to prevent failure in reading. There are a number of reasons why someone might have difficulty comprehension information that was read, but little difficulty comprehending similar information when it was listened to. One possibility consistent with the diagnosis of a specific reading disability (dyslexia) is that the recognition of words is slow and/or inaccurate that it makes it difficult to read text with comprehension (<http://educator,reading>



success/lab.com/Tips/Teaching Comprehension.htm/). Reading fast is not a guarantee of comprehension. However, the rate of reading can be called the rate of comprehension but reading rapidly without gaining the fullest meaning from print cannot be called reading (Thonis, 1970: 83).

Comprehension refers to the understanding or interpretation of the meanings of what is read. One who comprehends what he reads is able to gather correct meaning from printed page or written symbols. To provide the people with the power of comprehension is to equip him with the various abilities which he needs in order to interpret the material read (McKee, 1978: 86). Comprehension is basic to all types of reading. It varies with the kind of material read, the purpose of the reader and his past experiences (Adams, 1979: 242).

There are some factors that affect comprehension like the properties of the text, the cognitive and linguistic process of the reader and the feature of the context and purpose of reading arranged according to complexity of skill referred to as levels of dimensions. The success in the development of comprehension among students depends largely on the strategies and instructional materials utilized by the teacher (Julian, 2000: 229).

Moreover, to be able to help a student develop his skills independently, individualized instruction can be done in teaching reading. Children progress in different rates that the teacher has to individualize reading activities to find out who of the students will be given more instructions. The teacher has to consider individual differences of the students in the classroom especially in classifying and



grouping of instructional materials suited to the individual (Cushenberry, 1972: 56).

One of the advantages of individualized instruction is its flexibility. It allows more student choices and more independent work. It helps in the development of self-discipline, greater individual incentive and a sense of personal achievement. Here, the teacher plays a less dominant role. After developing the materials, he/she devotes more time giving encouragements and feedbacks to individual students (Religioso, 1995: 66-67).

Since this involves individualization, it is also a must to meet the individual needs of the students. The promotion should be according to the work or subject completed. On the other hand, students should have an accurate and well-kept records of his accomplishments. Moreover, students must be allowed to work at their own rate of speed and ability and should be given time to complete the skills with activities graded into units of increasing difficulty, each measured by achievement test. Finally, every student should be furnished with complete instructional materials which can be accomplished individually and with corresponding test (Gregorio, 1979: 140).

Since the reader has an active role in the reading process, selecting the text to support the reader-response theory must be considered. Text must fit the cognitive level of the students and it must fit the student's schema. In addition, the readability of the text should be appropriate to the students and the text must be interesting to them (Tapa Thep-Ackroping, 1992: 78-79).

In relation with the reading texts, there are several types of reading materials that are common in schools from where the teachers could get his instructions. Some of them are the basal readers which are materials that are approved for general use as basic readers, prescribed for the whole year; the supplementary materials which are teacher-made text usually developed to supplement the learner's knowledge on the skills taught; and a workbook series which is a set of materials used to reinforce the different skills taught (Asher, 1977: 53).

At present, many are engaged in material developments, yet few teacher-preparation programs offer specific training in either the art or the mechanics of writing effective exercises. To avoid waste and effort, the material should be designed according to the goals or objectives of the program to ensure continuity and coherence. It must also be remembered that before the materials are written, its purpose should be clear whether it is for teaching or testing. Moreover, all materials should use natural English. Also, in designing materials, the instructions must be clear and complete and must be consistent in design within each task. Exercises must be long enough to meet their objectives but not too long as to be boring or unnecessarily repetitious. Items in which several responses are possible, are not acceptable unless the purpose of the exercise is for the students to heighten their awareness of the variety possible in a situation. When writing materials, it is advisable to get ideas from other sources and not to

hesitate to examine other people's materials and adapt their techniques and approaches to one's own situation (Dawyer, 1984: 8-10).

Several materials cover all the concrete things that the teacher may use to help the students learn what they need to learn. They include books, paperback books, magazines and newspapers, references and all-available sources. The choice of materials from all these types depends largely on the student's needs and on the content objectives to be learned. Each teacher, on the other hand, must select the materials appropriate for particular students in a particular lesson (Hermosa, 1997: 48).

To determine the readability and suitability of reading materials for a particular grade or year level, readability formulas are to be used. Some of the common readability formulas are the Dale-Chall Readability Formula, the Fry Readability Formula, the Smog Readability Formula and the Flesch Readability Formula.

The present study used the Flesch Readability Formula since the study did not only measure the length of materials but also their interestingness, which was a major consideration here.

### **Related Studies**

Several studies were reviewed that provided substance to this study. They are herein cited in relation to the present study.

Codoy (1996) developed silent exercises in her study "Effectiveness of Silent Reading Comprehension Exercises to Improve Achievement of Grade V



Pupils,” The Gates Reading Survey Test was used to determine the testee's reading grade level capacity in comprehension. The readability of the materials was estimated through the SMOG formula. Responses were item analyzed and which later guided the researcher in improving and revising the materials according to their difficulty index. She found out that the mean of the experimental group in the posttest was significantly higher than in the pretest. The study also proved that material-oriented instruction was more effective than the lecture-discussion method.

The above-cited study is related to the present study in terms of their common objective to improve reading comprehension capacity of the learner. The materials are both silent reading exercises. The differences between Codoy's and the present study are on the following aspects: the materials of the former study catered to elementary pupils while that of the present is catered to freshmen college students. The former study was conducted in Pangdan Elementary School, while the latter was done in Samar State University.

Another study was done by Pagliawan (1998) entitled “Reading for Understanding (RFU) Exercises for Second Year Secondary Students.” She noted from the results of the teacher-made test given at the beginning of the school year, that most of the students still needed more practice on the comprehension skills and most of them have reading grade capacity of 4th graders to 6th graders only. The findings implied that the RFU exercises designed for second year high school students improved the reading comprehension since it yielded favorable

results. On the basis of her findings and conclusions, she recommended that the RFU exercises maybe used for remedial teaching on the skills where students lag behind and that the exercises may also be used to identify strengths and weaknesses in specific levels of comprehension. Moreover, the RFU exercises maybe used as basis for the development of a proposed reading program of the school.

The present study bears relation to the investigation made by Pagliawan because both utilize the teacher-made tests and instructional materials that would be employed in teaching English; both focus on developing materials for development of reading comprehension and both used the same research design. The difference lies on the respondents of the study; the former employed the second year high school students, the latter used the freshmen college students.

According to Arteché (1999) instructional materials like his developed Prototype Instructional Materials for Enhancement of Reading Skills (PRIMERS), are beneficial in acquiring reading skills. He concluded that the PRIMERS are on the instructional reading level and, therefore, suitable and ideal for use by the teachers. And as evidenced by the Human Interest Score, the materials were interesting and will be beneficial for the students in their acquisition of reading skills.

The similarities of the present investigation to the former can be gleaned on the following aspects: both studies were on the construction of instructional materials for enhancement of reading skills. The differences can be seen on the



following: the instructional materials of the former study was conducted to freshmen high school students, while the present was conducted to freshmen college students; the former study was conducted among students in the Division of Samar, while the latter was conducted in Samar State University; and the focus of the former investigation was to develop reading materials to develop comprehension, vocabulary and grammar skills, the latter, on comprehension skills alone.

In her study, "Self-Instructional Materials for Developing Vocabulary Skills Among Grade VI Pupils", Dacalos (2000) found out that the Reading Ease Score of the self-instructional materials turned out to be equivalent to fifth grade and the Human Interest Score of constructed materials was interpreted as "interesting." She concluded that with the prevalence of least-learned skills, problems were encountered by teachers along techniques of vocabulary building; there was a dearth of instructional materials, drills and practice exercises to master these skills; and lack of emphasis on these skills in textbook for English.

The present inquiry is similar to this study in the sense that both deal with developing self-instructional materials for English. They differ however, in the sense that the former focused on vocabulary skills, while the present study, on comprehension skills. Another differences are on the setting of the study and the respondents. The former was conducted in the District of Calbiga, among grade VI pupils, while the latter, in Samar State University among first year BT college students.



According to Quitorio (1998) on his study “Effects of Textbook-Based Phoneme-focused Instructional Materials on the Spoken English of Grade VI Pupils”, instructional materials used in teaching English is a great help in improving achievement of students. He recommended that grade VI teachers should make use of the textbook-based phoneme-focused instructional materials developed by the researcher to further improve the spoken English skills of their pupils.

The study by Quitorio and that of the present researcher share in the fact that both utilized instructional materials and used the same research design. Their difference lie chiefly on the target population. Quitorio targeted grade VI pupils while the present researcher used first year college. Moreover, the present study departs from the previous study on the instrumentation used. The former used Oral Reading Proficiency Test and Attitude Test while the present study used Diagnostic Test. On the setting of the study, this investigatory work was conducted in Samar State University, Catbalogan, Samar, while that of the former inquiry was undertaken in Hinolaso Elementary School, Dolores, Eastern Samar.

Another study was conducted by Burton (1995) on the “Effects of Computer Assisted Instruction (CAI) and Other Selected Variables on the Academic Performance of Adult Students in Mathematics and Reading.” The purpose of this study was to examine the effectiveness of Computer-Assisted Instruction (CAI), versus traditional instruction on the academic performance of adult students in the mathematics and reading sections of the Test of Adult Basic

Education (TABE). He found out that the computer-assisted instruction had an influence on the academic performance of the students on the reading sections.

The present study is similar to that of the study of Burton in the sense that it aimed to develop strategy/material to enhance performance of students in reading. They differ in the setting and the target clientele.

According to the study of Cekolin (2000), on the effect of self-regulated reading strategy instruction on strategy use and academic achievement, prompting appears to be a critical component of self-regulated learning strategy instruction with all groups. Selected group showed greater increases in both academic achievement and self-regulated learning strategy use when prompting were a component of self-regulated learning strategy instruction. The findings of the study emphasized the importance of self-regulated learning strategy instruction, especially for middle school students.

This study has similarity to the present study in the aspect of using materials that would enhance capabilities of students to increase their achievements. However, the target clientele, and the environment made them different from each other.

Another researcher, East (2002) conducted a study on "Reading Strategies of Language Minority Middle School Students Using Reading Miscues Inventory and Verbal Protocol Analysis as Assessment." This study examined reading behaviors of rural Central California middle school English language learners using miscue analysis and verbal protocol or think-aloud tasks as assessment



instruments. Results showed that students had higher word frequency retellings and higher levels of comprehension with narrative text than with expository text. Students had higher levels of word substitution with narrative text than with expository text. Think-aloud assessments did not significantly influence comprehension across the text types.

East's study which focused on developing strategies for improvement of comprehension of students, bears relationship or similarity to the present study since it aims to develop materials needed to enhance comprehension skills. Their differences lie on the target clientele and on the setting of the study.

According to Dacula (1995) on her study, the "Development and Validation of Modules on Percent and Ratio for Mathematics," the modular approach of teacher is relatively more effective than the lecture-discussion method or the traditional approach of teaching as far as the above-mentioned topics were concerned. She recommended the modular instruction in order to meet the problems of individual differences and the need to produce independent and self-directed individuals. She strongly recommends the use of the module to students with learning difficulties or slow learners to give them chance to catch up with the lessons not well -learned from the classroom, yet it should go hand in hand with the traditional method of instruction. This module could also be used to students with above-averaged students as often as possible in order to maximize the learning processes and outputs.



This study bears similarity to the present study on the phases of development and validation of materials. It differs however in the sense that Dacula's study catered to developing materials for Mathematics I, while the present study developed supplementary reading materials for English I.

Villanueva (1995) in her study "Effectiveness of Instructional Module in Teaching Integers" also revealed that the performance of the experimental group in the posttest was significantly better than the performance in the pretest and that learning through the modular instruction took place. Moreover, the two groups of respondents had the same level of performance at the end of the experiment. Both lecture instruction and modular instruction can produce impressive results as attested by the gains in the pretest to the posttest results. The use of any of the teaching methods, be it modular or lecture in teaching integers, was effective. But what is more impressive on the results is that, the first year high school students found the module on integers interesting and fairly difficult. She also recommended that the developed module on integers should be used and evaluated in SSPC and other schools for its maximum use in the future. Furthermore, she recommended that the module be used by the teachers to remedy his/her problem with students who are slow learners while for students who are away from classes due to reasons beyond control, he can utilize the module to catch up with the lessons.

The study was similar to the present study in the sense that both studies utilized the experimental method of research and the two studies compared two methods of teachings.

Apparently, the difference of this study to the present one lies on the research environment, learning contents, and the subjects.

Alandino (1996) conducted a study on "Development and Validation of Modules in Exponents and Radicals in Mathematics III" based on difficulties encountered by high school students in Mathematics III of La Milagrosa Academy, SY 1995-1996. He found out that the experimental group performed better in the posttest than the control group. Another finding was that the experimental group taught with the modules, had a better retention power than the control group. Because of these findings, he recommended that the slow learners and learners with learning difficulty in mathematics should be given learning materials like the module to give them time to catch up lessons not learned. He also recommended that teachers should prepare instructional materials in their field of specialization and that modules should be used to supplement teachings of the teacher-centered method especially with difficult concepts.

The study of Alandino is similar to the present study since both studies determine the effect of material-centered instruction compared to the lecture-discussion method. The difference is on the level of the target group and the subject area. Alandino used third year high school students as target group, while

the present study made use of first year college students; Alandino focused on Mathematics III, while the present study, on Reading Comprehension in English.

Arboleras (1999) in his study "Validation of Instructional Modules on Proportions and Variations for Mathematics III" found out that the experimental and control groups have more or less the same level of entry behavior or level of mathematical knowledge and experience. Furthermore, the modular approach of teaching is more effective than the traditional lecture-discussion method. The mathematics grades of experimental group is better than the grades of the control group after the experimentation.

The study conducted by Arboleras have similarities as well as differences with the present investigation. The former and the present study made use of instructional materials, the experimental method of research, the pretest for the entry behavior of students and the posttest for the performance of the students. The setting and scope covered by the foregoing, differ from the setting and scope of the present study.

Estavillo (1998) studied about the "Modular Instruction, Conventional Method and Modular-Conventional Combined in Teaching Science and Technology II" at Buri National High School (BNHS), Northern Samar. In his study, he found out that the IQ level of the subjects were distributed almost equally among the normal/average, dull, normal and below normal. The experimental group using modular instruction performed fairly while the control group under the conventional method obtained a passing grade. On the other



hand, the second experimental group under the combined treatment had a good performance. He found out that the combined method of instruction was the most effective, followed by the modular instruction, and the least effective was the conventional method. There was a significant difference between the pretest and the posttest results of both experimental and control groups thus, both increased in performance in Science and Technology II.

The present study is similar to that of Estavillo in terms of the research design utilized and in the purpose since both studies were conducted to find out the effectiveness of teaching approaches. However, they differed on the learning content, the subjects of the study and on the research environment.

## Chapter 3

### METHODOLOGY

This chapter focuses on the discussion of research design, instrumentation, validation of instruments, sampling procedure, data gathering procedure and statistical tools employed in the preparation of the instructional materials in this study.

#### Research Design

This study utilized the descriptive-developmental research using the pretest/posttest control group design. Forty-two first year BT college students were chosen as respondents/samples of the study. The students were grouped into two. One group was used as the experimental group which was subjected to the use of supplementary materials in teaching. The other group was the control group which was subjected to the lecture-discussion method. A comparison of the performance of the two groups of respondents/samples was done by subjecting the pretest and posttest results to statistical analysis.

The respondents/samples were chosen through group matching. In order to assure that the respondents had the same entry behavior, the grouping was done based on the age, sex, monthly income and grades in English I, Mathematics

I, and Science I during the first semester, SY 2005-2006. A pretest was given to both groups before the experiment commenced. A posttest was given when the experimentation was over. Afterwards, the performance of the two groups was compared.

### **Instrumentation**

The nature of the research work is developmental. The researcher used diagnostic test, pretest, posttest, and documentary analysis.

**Diagnostic test.** This is a 125-item reading test covering 25 comprehension skills taught in college English I for first year as follows: identifying important and unimportant details; interpreting diagrams; outlining; following directions; sequencing ideas, inferring mood, tone and point of view; getting context clues; making inferences; understanding idioms; identifying with characters; interpreting cartoons; predicting outcomes; getting sentence meaning; giving titles; nonprose reading; forming opinions; perceiving relationships; identifying synonyms; identifying antonyms; fact and opinion; sentence sense; and remembering details. These skills were the skills coverage taught in English I found in the different textbooks, references and manuals. Originally, this test consisted of 170 items which was tried out to 50 second year education students and was item analyzed to be able to select the good items. The final diagnostic test consisted of 125 items which was then administered to the selected freshmen college students representing different courses like BSAS, BT, BSIT, BSN, Engineering and Education.



**Pretest/Posttest.** The pretest was a teacher-made test of the multiple choice type on the 14 skills covered by the silent reading exercises. The test items were prepared according to a table of specification (see appendix E). It consisted of 70 items designed to determine the background knowledge of the students on the topics/skills identified as difficult. After the pretest was given to the experimental and the control group, the number of test items was rearranged to appear different in order to avoid a carryover effect of the pretest to the posttest. The final written form was then administered to both groups as the posttest in order to find out the gains in learning performance of respondents/samples in both the experimental and the control groups during the intervening periods.

**Documentary analysis.** The researcher conducted a survey and analysis of the textbooks, and other reading materials currently used in teaching. This was an analysis of the inventory of reading skills developed in the prescribed text and those reading skills which are not taught in the text. This activity looked into the adequacy and soundness of the presentational strategy of a material and adequacy and availability of practice exercises. The research resulted in the formulation of the conceptual framework, of the Table of Specification, and the specific writing specification of the proposed reading materials.

In addition, students' records were taken from the school registrar of Samar State University, Catbalogan, Samar, to obtain information needed in this study. This particular technique enabled the researcher to group students by

using paired matching. The age, sex, monthly income and grades in English I, Science I and Mathematics I during the first semester were the bases of grouping.

### **Validation of the Instrument**

The major instruments used in this study were the diagnostic test, pretest and posttest.

The diagnostic test in this study comprised of 25 skills with seven exercises for each skill thus, a total of 175 items. These 25 skills were as follows: 1) Remembering details; 2) Sentence sense; 3) Fact and opinion; 4) Identifying antonyms; 5) Identifying synonyms; 6) Perceiving relationships; 7) Forming opinions; 8) Nonprose reading; 9) Giving titles; 10) Getting sentence meaning; 11) Predicting outcomes; 12) Interpreting cartoons; 13) Identifying with characters; 14) Understanding idioms; 15) Making inferences; 16) Getting context clues; 17) Inferring mood, tone and point of view; 18) Sequencing ideas; 19) Figurative language; 20) Getting the main idea; 21) Drawing conclusions; 22) Following directions; 23) Outlining; 24) Interpreting diagrams; and 25) Identifying important and unimportant details.

These skills and the exercises under each skill were subjected to comments and suggestions by language experts before the test was administered to 50 College of Education students on December 10, 2005.

Item analysis followed to find out the number of items to be accepted, to be rejected and to be revised. Out of the 175 items, 11 items were accepted, 20 items were rejected and 24 items were modified or revised. The test reliability

coefficient of 0.84 proved that the reliability of the instrument was fairly high, adequate for individual measurement.

**Pretest/Posttest.** The diagnostic test administered to all first year college students revealed 14 difficult skills. Out of these skills, were made the pretest and posttest having 5 items each. The test items were taken from the diagnostic test itself. The pretest and posttest were administered to both experimental and control groups.

### **Sampling Procedure**

Forty-two first year BT college students of Samar State University were chosen through group matching. Their grades in college English I, Mathematics I and Science I were taken into consideration. They were used to test the validity of the supplementary materials being prepared. They were paired off according to their entry behavior. The grouping was based on their grades in the subjects mentioned, their age, sex and monthly income. Each student was paired with another in determining the experimental and the control group. The reason was that more or less, the students had the same entry behavior and therefore bias was reduced assuming that the grades are true measures of achievement as given by the teachers.

### **Data Gathering Procedure**

The collection of data was done in three major phases, namely: diagnostic phase, development phase, and validation phase.



**Diagnostic phase.** Before the formal instruction, the researcher surveyed different textbooks, manuals and references used in English 1 to find out the reading skills taught in this subject. After this, the researcher framed a 175-item diagnostic test. With the permission from the head of the department, the researcher conducted this test to second year college education students for try out. The scores were then tallied and item analyzed to find out the index of difficulty and the index of discrimination of each item. This provided the researcher the information regarding the subjects' possible present knowledge on the topic under study. This was followed by the construction of 125-item diagnostic test covering 25 reading comprehension skills which was administered to 249 freshmen college students as representative samples from the different courses like BSAS, BIT, BT, BSN, Engineering and Education. After checking the papers, a table was then prepared to see where the students were most deficient. The identified deficiencies were interpreting cartoons, identifying with characters, understanding idioms, making inferences, context clues, inferring mood, tone and point of view, sequencing ideas, figurative language, getting the main idea, drawing conclusions, following directions, outlining, interpreting diagrams and identifying important and unimportant details.

**Development phase.** With these identified deficiencies, the researcher started developing the Silent Reading Exercises. The researcher conceptualized a supplementary silent reading exercises material which would serve as a reinforcement or supplement to the lessons that would be taken up in the

classroom and which would motivate the learner to use because he can work on it by himself. Then the researcher computed the Reading Ease Score (RES) and the Human Interest Score (HIS) of the supplementary materials using the Flesch Readability Formula to determine the readability level of the material, its appropriateness to the level of the students and its interestingness.

The supplementary silent reading exercises consists of three parts: the first page containing the name of the skill, the subject area where the skills is deemed useful, and the objective of the particular skill. Below the page is a quotation/proverb/saying which will somehow inspire the learner to go on with his activity. Page two provides a brief explanation of what the skill is all about, with the title "What It Is". The skill practice proper starts on the third page. Here the learner will see "Pointers" before starting with the lesson to at least give the user a guideline to be able to give more correct answers. The skills consisted of five exercises made from easy to difficult, and a variety of approaches to tackle the skills. The Answer Key is found after all the skills. The Rationale and the guide on how to use the materials are found before the mentioned pages. The developed materials were presented to the adviser for comments, suggestions and approval. The developed materials were revised and improved based on the comments and suggestions of the adviser.



Before actually conducting the formal instruction, the researcher considered several factors like requesting permit to handle classes and scheduling while seating arrangement, lighting, and time were controlled to minimize or eliminate the possible effects of the aforecited variables.

**Validation phase.** The researcher conducted the formal instruction to the two groups after giving them the pretest. For the experimental group, the use of the supplementary material was done. The students were encouraged to take time to answer the practice task posed in every lesson. They were not allowed to proceed to the next activity unless they obtained a score of at least 50% of the items in every skill. Monitoring and assisting the learner were done by the researcher to ensure that the learner is guided when necessary. On the other hand, the researcher used the traditional method to the control group. The session started with motivation, followed by the usual procedure in the lecture-discussion method. Sometimes assignments were given and difficult lessons were given due emphasis. A review was made every meeting to serve as the springboard for the day's lesson. The presentation of the subject matter followed the sequence of the objectives to be attained. Enough examples were presented to the class for a clearer view of the lesson. After the subject matter was presented and generalizations formulated by the students, practice exercises or seatwork were given for the students to apply the new concepts learned. The students were given drills. This was done to measure whether learning took place in the classroom. The exercises given to the control group were the same as that of the



experimental group although they differ in the sense that the experimental group worked on their own.

After the experimentation, the posttest was administered by the researcher to both the experimental and the control group. The scores were treated, analyzed and interpreted. Moreover, their performances were evaluated in terms of the pretest and posttest results.

### **Statistical Treatment of Data**

The statistical tools used in this study were the mean, Flesch Readability Formula, t-test for dependent samples/correlated samples, t-test for independent samples (Pooled Variance Model) and Kuder-Richardson formula 20.

The reliability of the diagnostic test was determined using Kuder-Richardson Formula 20.

$$r_{xx} = \frac{k}{k-1} \left[ \frac{S^2 - \sum p_i q_i}{S^2} \right]$$

Where:

$r$  = reliability coefficient of the test

$k$  = number of items in the test

$p_i$  = proportion of the students who answered the particular item correctly (difficult index)

$q_i$  = the proportion of the group failing the item  
(  $1 - p$  )

$S^2$  = variance of the test scores

The interpretation of the computed  $r$  based on Garrett (1966: 238), is shown below:

| Reliability Coefficient | Degree of Reliability   |
|-------------------------|---|
| 0.95 – 0.99             | Very high, rarely found among teacher-made tests  |
| 0.90 – 0.94             | High, equaled by few tests  |
| 0.80 – 0.89             | Fairly high, adequate for individual measurements   |
| 0.70 – 0.79             | Rather low, adequate for group measurements, but not satisfactory for individual measurements           |
| Below 0.70              | Low, entirely inadequate for individual measurement although useful for group average and school survey |

The computed  $r$  should fall from 0.70 above.

To find out the index of discrimination of the test items, the number of correct responses of the lower group was subtracted from the upper group number of correct responses for each item. The difference was divided by the maximum difference. The quotient was the index of discrimination and it was expressed in decimal fraction.

The accepted indices of discrimination range is shown below (Ebel, 1965:

374).

| Index of Discrimination | Item Evaluation  |
|-------------------------|--|
| 0.40 and above          | Very good items. Retain the items.                                     |
| 0.30 – 0.39             | Reasonably good but possibly subject for improvement. Retain the item. |
| 0.20 – 0.29             | Marginal items, usually needing improvements. Retain the items.        |
| 0.19 – 0                | Poor items, to be rejected or improved by revision.                    |
| Negative values         | Reject the item.   |

To determine the difficulty index, items analysis was performed after retrieving, correcting and scoring the papers following the steps recommended by Stanley and Hopkins (1972:367). The steps are shown below:

The scored answer sheets was arranged from the highest to the lowest score; the highest at the top and the lowest at the bottom. Then the high group was separated by counting 27 percent ( $0.27 \times N$ ) of the answer sheets beginning from the top. Similarly, the low group was separated by counting 27 percent of the answer sheets starting from the bottom. The total number of correct responses per item of the high group were then counted and divided by the number equal to 27 percent of the total number of the answer sheets. This was the proportion of the students in the high group who answered the item correctly, designated as  $p_H$ . The same was done for the answer sheets of the low group



designated as  $p_L$ . Results were then tabulated for easy analysis and interpretation.

$$p_H = \frac{\text{No. of correct items for the high group}}{.27 \times \text{total number of answer sheets}}$$

$$p_L = \frac{\text{No. of correct items for the low group}}{.27 \times \text{total number of answer sheets}}$$

The index of difficulty per item was computed by adding the  $p_H$  and  $p_L$  dividing the sum by two.

$$p = \frac{p_H + p_L}{2}$$

To obtain the discrimination index per item, the  $p_L$  value was subtracted from its corresponding  $p_H$  value.

$$D = p_H - p_L$$

As to the index of difficulty, Ebel's interpretation (1965: 376) shown below was used:

| Index of Difficulty | Item Evaluation           |
|---------------------|---------------------------|
| 0.86 – 1.00         | Very easy item            |
| 0.71 – 0.85         | Easy item                 |
| 0.40 – 0.70         | Moderately difficult item |
| 0.15 – 0.39         | Difficult item            |
| 0.10 – 0.14         | Very difficult item       |

To determine the readability level of the constructed modules the Flesch Formula was used. The researcher computed the Reading Ease Score (RES) and the Human Interest Score (HIS) of the constructed material to make certain the

constructed material was appropriate for the target group. Forty (40) pages were randomly selected from the 202 pages and subjected to the steps in measuring the reading ease score.

The first step was choosing the sample pages. The sample forty pages were selected from the 202 pages of the instructional materials, representing the twenty percent of the total number of pages. If the sample fell on the page without reading materials, it was taken from the next page having a reading matter. The next step was the counting of the number of words. One hundred words were taken from each page by counting the first word of the first paragraphs up to the 100<sup>th</sup> words. In samples where there were no paragraphs, the first word of the sentence was considered. Figures, pointers, heading of the lessons, numbers and titles were not included in the counting.

The third step was counting the number of syllables. The syllables in the 100<sup>th</sup> words in each sample were counted. The syllables were counted the way the word is pronounced. Following this step was the counting of the number of sentences. The total number of sentences in the 100<sup>th</sup> word in each sample were counted. If the 100<sup>th</sup> word fell after more than  $\frac{1}{2}$  of the words of the sentence, it was counted as one. Otherwise, it was not counted. This step was followed with the finding of the average word length. To get the average word length, the number of syllables in all sample pages were divided by the total number of the sample pages. Then the finding of the average sentence length was done. To solve for the average sentence length, the number of sentences in all the sample

pages were divided by the total number of pages. The last step was solving for the reading ease score.

**A. The formula of the RES is:**

$$\text{RES} = 206.835 - (1.015 \times \text{average sentence length}) \\ + (0.846 \times \text{average word length})$$

Where:

$$\text{Ave. Sentence Length} = \frac{\text{No. of sentence in the samples}}{\text{Total number of sample pages}}$$

$$\text{Ave. Word Length} = \frac{\text{No. of syllables in all samples}}{\text{Total number of sample pages}}$$

**B. Solving for the Human Interest Score (HIS). The formula is:**

$$\text{HIS} = (\% \text{ Personal words} / 100 \text{ words} \times 3.635) \\ + (\% \text{ Personal sentence} \times 0.314).$$

Where:

$$\% \text{ Personal words} = \frac{\text{Total number of personal words in all samples}}{\text{Total number of words in all sample pages}}$$

$$\% \text{ Personal sentences} = \frac{\text{Total number of personal sentences}}{\text{Total sentences in all sample pages}}$$

In testing hypothesis number 1, that is, in trying to determine whether there was a difference in the mean scores of the experimental group and control group before and after experimentation, the t-test for independent samples (Pooled Documentation Model) was used with error tolerance set at .05 . The formula is:



$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(N_1 - 1) SD_1^2 + (N_2 - 1) SD_2^2 (1/N_1 + 1/N_2)}{N_1 + N_2 - 2}}}$$

Where:

$\bar{x}_1$  = mean of the pretest or posttest of the experimental group

$\bar{x}_2$  = mean of the pretest or posttest of the control group

$N_1$  = number of students in the experimental group

$N_2$  = number of students in the control group

$SD_1$  = standard deviation of the pretest or posttest of the experimental group

$SD_2$  = standard deviation of the pretest or posttest of control group

**t-test for dependent sample.** To answer hypotheses 1 and 2 which state that there is no significant difference between the mean scores of the experimental group and the control group based on their pretest and posttest results, and there is no significant difference in the pretest and posttest mean scores of the experimental group and control group, the t-test for dependent samples was applied. The formula below was used (Freund and Simon, 1992: 327).

$$t = \frac{\bar{d}}{Sd / \sqrt{n}}$$

with d. f. = n - 1

Where:

t = computed t-value

$\bar{d}$  = mean of the difference between the two groups compared

Sd = standard deviation of the observed differences

n = number of pairs

d.f. = degrees of freedom

Finally, the computed t-value was compared with the critical or tabular t-value at .05 level of significance. The corresponding hypothesis is rejected if the former is greater than the latter. Otherwise, the hypothesis is accepted.

## Chapter 4

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter discusses in length the statistical analysis made on the collated data. This includes the analysis and interpretation based on the results derived from the treatment, with the end view of proving and disproving the hypotheses under the specific problems earlier posed in Chapter 1.

#### **Profile of Student-Respondents**

Tables 1-3 present the profile of the student-respondents as to their age and sex, average family monthly income and performance in English I, Science I and Mathematics I.

**Age and sex.** Table 1 shows the student-respondents distribution by age and sex. Of the 249 respondents in the study, 120 or 48.19 percent were males and 129 or 51.81 percent were females.

Relative to age, 32 or 12.85 percent of the 249 student-respondents were 16 years old; 95 or 38.15 percent were 17 years old; 56 or 22.49 percent were 18 years old; 18 or 7.23 percent were 19 years old; 13 or 5.22 percent were 20 years old; 12 or 4.82 percent were 21 years old; 8 or 3.21 percent were 22 years old; 7 or 2.81 were 24 years old; 4 males or 1.61 were 25 years old; 4 females or 1.61



percent were 26 years old and it can be noted that not one of the samples fell on age 23. The oldest in the group was one female aged 26. The mean age of male group was 18.38 with standard deviation (SD) of 2.27 years; while the mean age of the female group was 18.07 years with a standard deviation (SD) of 2.15 years. Taken as a whole, the mean age of the group was 18.14 years with SD 2.22 years.

**Table 1**

**Age and Sex Distribution of the Student Respondents**

| AGE            | SEX          |              | TOTAL         | PERCENT       |
|----------------|--------------|--------------|---------------|---------------|
|                | MALE         | FEMALE       |               |               |
| 26             | 0            | 4            | 4             | 1.61          |
| 25             | 4            | 0            | 4             | 1.61          |
| 24             | 5            | 2            | 7             | 2.81          |
| 22             | 2            | 6            | 8             | 3.21          |
| 21             | 9            | 3            | 12            | 4.82          |
| 20             | 8            | 5            | 13            | 5.22          |
| 19             | 11           | 7            | 18            | 7.23          |
| 18             | 23           | 33           | 56            | 22.49         |
| 17             | 42           | 53           | 95            | 38.15         |
| 16             | 16           | 16           | 32            | 12.85         |
| <b>Total</b>   | <b>120</b>   | <b>129</b>   | <b>249</b>    | <b>100.00</b> |
| <b>Percent</b> | <b>48.19</b> | <b>51.81</b> | <b>100.00</b> | <b>-</b>      |
| <b>Mean</b>    | <b>18.38</b> | <b>18.07</b> | <b>18.14</b>  | <b>-</b>      |
| <b>SD</b>      | <b>2.27</b>  | <b>2.15</b>  | <b>2.22</b>   | <b>-</b>      |

**Average family monthly income.** Table 2 shows the average family monthly income profile of the student-respondents.

Sixty-five or 26.10 percent of the student-respondents belonged to family whose monthly income ranged from PHP 4,000.00 to PHP 6,999.00 followed by 60 or 24.10 percent of the respondents of families whose monthly income fell

between PHP 1,000.00 to PHP 3,999.00; 56 or 22.49 percent of the respondents have family income ranging between PHP 10,000.00 – PHP 12,999.00. The mean family monthly income was PHP 9,222.39 while the SD was PHP 6,989.34. Based on the 2005 NEDA standards, this average monthly income is below the poverty threshold which is PHP15,888.00 (<http://www.neda.gov.ph>).

**Table 2**

**Average Monthly Family Income of the Student-Respondents**

| <b>Income</b>                 | <b>Number</b>       | <b>Percent</b> |
|-------------------------------|---------------------|----------------|
| PHP 40,000.00 - PHP 42,999.00 | 2                   | 0.80           |
| PHP 37,000.00 - PHP 39,999.00 | 0                   | 0.00           |
| PHP 34,000.00 - PHP 36,999.00 | 2                   | 0.80           |
| PHP 31,000.00 - PHP 33,999.00 | 0                   | 0.00           |
| PHP 28,000.00 - PHP 30,999.00 | 3                   | 1.20           |
| PHP 25,000.00 - PHP 27,999.00 | 2                   | 0.80           |
| PHP 22,000.00 - PHP 24,999.00 | 2                   | 0.80           |
| PHP 19,000.00 - PHP 21,999.00 | 12                  | 4.82           |
| PHP 16,000.00 - PHP 18,999.00 | 8                   | 3.21           |
| PHP 13,000.00 - PHP 15,999.00 | 17                  | 6.83           |
| PHP 10,000.00 - PHP 12,999.00 | 56                  | 22.49          |
| PHP 7,000.00 - PHP 9,999.00   | 20                  | 8.03           |
| PHP 4,000.00 - PHP 6,999.00   | 65                  | 26.10          |
| PHP 1,000.00 - PHP 3,999.00   | 60                  | 24.10          |
| <b>Total</b>                  | <b>249</b>          | <b>100.00</b>  |
| <b>Mean</b>                   | <b>PHP 9222.39</b>  |                |
| <b>SD</b>                     | <b>PHP 6,989.34</b> |                |

**Performance in English I, Science I and Mathematics I.** Table 3 shows the performance profile of the student-respondents in English I, Science I and Mathematics I. It can be noted that the grade in English that got the highest frequency was 85; 83 in science and 85 also in mathematics. On the other hand,

**Table 3**  
**Student-Respondents' Academic Performance**

| GRADES       | ENGLISH    |               | SCIENCE    |               | MATHEMATICS |               |
|--------------|------------|---------------|------------|---------------|-------------|---------------|
|              | f          | Percent       | f          | Percent       | f           | Percent       |
| 94           | 0          | 0.00          | 0          | 0.00          | 2           | 0.80          |
| 93           | 3          | 1.20          | 0          | 0.00          | 1           | 0.40          |
| 92           | 0          | 0.00          | 3          | 1.20          | 4           | 1.61          |
| 91           | 2          | 0.80          | 8          | 3.21          | 3           | 1.20          |
| 90           | 6          | 2.41          | 8          | 3.21          | 7           | 2.81          |
| 89           | 10         | 4.02          | 7          | 2.81          | 6           | 2.41          |
| 88           | 20         | 8.03          | 11         | 4.42          | 10          | 4.02          |
| 87           | 26         | 10.44         | 13         | 5.22          | 6           | 2.41          |
| 86           | 14         | 5.62          | 16         | 6.43          | 14          | 5.62          |
| 85           | 30         | 12.05         | 20         | 8.03          | 38          | 14.46         |
| 84           | 23         | 9.24          | 16         | 6.43          | 17          | 6.83          |
| 83           | 24         | 9.64          | 32         | 12.85         | 19          | 7.63          |
| 82           | 18         | 7.23          | 28         | 11.24         | 23          | 9.24          |
| 81           | 13         | 5.22          | 20         | 8.03          | 21          | 8.43          |
| 80           | 26         | 10.44         | 12         | 4.82          | 18          | 7.23          |
| 79           | 7          | 2.81          | 12         | 4.82          | 13          | 5.22          |
| 78           | 17         | 6.83          | 13         | 5.22          | 11          | 4.42          |
| 77           | 3          | 1.20          | 10         | 4.02          | 9           | 3.61          |
| 76           | 5          | 2.01          | 0.00       | 0.00          | 6           | 2.41          |
| 75           | 2          | 0.80          | 20         | 8.03          | 19          | 7.63          |
| 74           | 0.00       | 0.00          | 0.00       | 0.00          | 4           | 1.61          |
| <b>Total</b> | <b>249</b> | <b>100.00</b> | <b>249</b> | <b>100.00</b> | <b>249</b>  | <b>100.00</b> |
| <b>Mean</b>  |            | <b>83.69</b>  |            | <b>82.85</b>  |             | <b>82.49</b>  |
| <b>SD</b>    |            | <b>3.73</b>   |            | <b>4.25</b>   |             | <b>4.43</b>   |

the lowest grade in English that got the highest frequency was 75; in science, 75 also, and in mathematics, it was 74. Of the 249 student-respondents, 30 or 12.05 percent got 85 and 2 or 0.80 percent got 75; in science, 32 or 12.85 percent of the student-respondents got 83 and 20 or 8.03 got 75; in mathematics, 38 or 15.26 percent got 75, and 4 or 1.61 percent got 74. The mean grades of the student-respondents in English was 83.69; in science 82.85; and in mathematics, 82.49. On the other hand, the standard deviation in English was 3.73; in science, was 4.25; and in mathematics, was 4.43.



### Reading Comprehension Difficulties

Table 4 shows the reading comprehension difficulties in English of the freshmen college students based on the diagnostic test. There were 25 identified skills. They are ranked according to average difficulty index. Based on the result, the most difficult was the identification of unimportant and important details and the easiest was the skill on remembering details. This implies that the students are wanting of more activities in order to develop their skills in comprehension, and they are more adept at just noting or remembering the details which falls only on the literal level.

**Table 4**

#### **Ranking of Skills According to Difficulty**

| <b>S K I L L S</b>                            | <b>AVERAGE<br/>DIFFICULTY<br/>INDEX</b> | <b>RANK</b> |
|---|---|-------------|
| Identifying Important and Unimportant Details | 0.39                                    | 1.5         |
| Interpreting Diagrams                         | 0.39                                    | 1.5         |
| Outlining                                     | 0.41                                    | 3.5         |
| Following Directions                          | 0.41                                    | 3.5         |
| Drawing Conclusions                           | 0.43                                    | 5           |
| Getting the Main Idea                         | 0.45                                    | 7.5         |
| Figurative Language                           | 0.45                                    | 7.5         |
| Sequencing Ideas                              | 0.45                                    | 7.5         |
| Inferring Mood, Tone and Point of View        | 0.45                                    | 7.5         |
| Getting Context Clues                         | 0.46                                    | 10          |
| Making Inferences                             | 0.48                                    | 11          |
| Understanding Idioms                          | 0.49                                    | 12          |
| Identifying with Characters                   | 0.5                                     | 13.5        |
| Interpreting Cartoons                         | 0.5                                     | 13.5        |
| Predicting Outcomes                           | 0.57                                    | 15          |
| Getting Sentence Meaning                      | 0.58                                    | 16          |
| Giving Titles                                 | 0.59                                    | 17          |
| Nonprose Reading                              | 0.6                                     | 18          |
| Forming Opinions                              | 0.62                                    | 19          |
| Perceiving Relationships                      | 0.65                                    | 20.5        |
| Identifying Synonyms                          | 0.65                                    | 20.5        |
| Identifying Antonyms                          | 0.66                                    | 22          |
| Fact and Opinion                              | 0.69                                    | 23          |
| Sentence Sense                                | 0.7                                     | 24          |
| Remembering Details                           | 0.75                                    | 25          |

### **Appropriate Supplementary Silent Reading Exercises to be Developed**

Based on the result of the diagnostic test comprising of 25 comprehension skills, there were 14 skills found most difficult. These 14 skills were the following: identifying important and unimportant details; interpreting diagrams; outlining; following directions; drawing conclusions; getting the main idea; figurative language; sequencing ideas; inferring mood, tone and point of view; getting context clues; making inferences; understanding idioms; identifying with characters; and interpreting cartoons.

These skills were then considered as the appropriate silent reading exercises, to be developed which will cater to the needs of the freshmen college students to enhance their comprehension skills.

### **Validity of the Developed Materials** **Based on the Flesch Formula**

The readability level of the developed material was measured in terms of its appropriateness and its interestingness. The researcher used the Flesch Readability Formula to determine the readability level of the developed materials in terms of Reading Ease Score (RES) and Human Interest Score (HIS). Table 5 reflects the result of the Reading Ease Score (RES) and the Human Interest Score (HIS) obtained from the 21 students chosen as samples.

**Reading ease score (RES).** As can be gleaned from the table, six skills were found out to be appropriate to the level of first year college to second year

college students, while the rest of the skills were still suited to the level of the third year and fourth year high school students.

**Human interest score (HIS).** On the human interest score, 11 skills were found to be interesting and three skills were moderately interesting. One skill got 95.1, equivalent to the level of a fifth grade since the sample pages contain very few sentences and words being a nonprose reading skill.

**Table 5**  
**Results of the Reading Ease Score (RES)**  
**and Human Interest Score (HIS)**

| S K I L L                                     | RES            |   | HIS            |                |
|---|----------------|---|----------------|----------------|
|   | Computed Value | Interpretation (Correlated Grade Level) | Computed Value | Interpretation |
| Identifying Important and Unimportant Details | 50.8           | 1st – 2nd (College)                     | 23.5           | I              |
| Interpreting Diagrams                         | 59.6           | 1st – 2nd (College)                     | 20.8           | I              |
| Outlining                                     | 52.3           | 1st – 2nd (College)                     | 29.8           | I              |
| Following Directions                          | 63.5           | 3rd – 4th (H.S.)                        | 25.0           | I              |
| Drawing Conclusions                           | 65.0           | 3rd – 4th (H.S.)                        | 21.3           | I              |
| Getting the Main Idea                         | 53.3           | 1st – 2nd (College)                     | 32.6           | I              |
| Figurative Language                           | 64.5           | 3rd – 4th (H.S.)                        | 20.0           | I              |
| Sequencing Ideas                              | 70.3           | 3rd – 4th (H.S.)                        | 20.1           | I              |
| Inferring Mood, Tone and Point of View        | 69.4           | 3rd – 4th (H.S.)                        | 19.8           | MI             |
| Getting Context Clues                         | 58.3           | 1st – 2nd (College)                     | 21.4           | I              |
| Making Inferences                             | 59.0           | 1st – 2nd (College)                     | 23.0           | I              |
| Understanding Idioms                          | 70.0           | 3rd – 4th (H.S.)                        | 25.3           | MI             |
| Identifying with Characters                   | 64.0           | 3rd – 4th (H.S.)                        | 19.0           | MI             |
| Interpreting Cartoons                         | 95.1           | 5th Grade                               | 21.0           | I              |

### **Pretest and Posttest Scores of the Subjects**

This portion discusses the pretest and posttest scores of the experimental and control groups which are presented in Table 6.



**Experimental group.** As shown in Table 6, the highest score in the pretest of the experimental group was 28 and the lowest was 19. All the pretest scores increased in the posttest. It is significant to note that the mean of the pretest was 22.52 while that of the posttest was 39.38 which registered an average increase of 16.86. The standard deviation was 2.91 for the pretest and 3.69 for the posttest.

**Control group.** As gleaned from the table, all pretest scores of the control group increased in the posttest. The computed mean of the pretest was 22.48 while on the posttest, it was 37.24 which posted an average increase of 31.62. For the pretest, the standard deviation was 3.57 and for the posttest, 3.82.

Table 6

**Pretest and Posttest Scores of the Experimental Group  
and the Control Group**

| EXPERIMENTAL GROUP |               |               | CONTROL GROUP |               |               |
|--------------------|---------------|---------------|---------------|---------------|---------------|
| STUDENT No         | PRETEST       | POSTTEST      | STUDENT No    | PRETEST       | POSTTEST      |
| 1                  | 28            | 45            | 1             | 29            | 49            |
| 2                  | 27            | 37            | 2             | 28            | 40            |
| 3                  | 26            | 43            | 3             | 17            | 32            |
| 4                  | 25            | 36            | 4             | 27            | 41            |
| 5                  | 24            | 45            | 5             | 25            | 37            |
| 6                  | 24            | 36            | 6             | 27            | 37            |
| 7                  | 23            | 40            | 7             | 24            | 41            |
| 8                  | 23            | 41            | 8             | 24            | 39            |
| 9                  | 22            | 38            | 9             | 24            | 39            |
| 10                 | 22            | 44            | 10            | 23            | 36            |
| 11                 | 21            | 34            | 11            | 23            | 37            |
| 12                 | 21            | 35            | 12            | 23            | 33            |
| 13                 | 21            | 35            | 13            | 22            | 40            |
| 14                 | 21            | 46            | 14            | 21            | 38            |
| 15                 | 20            | 37            | 15            | 21            | 35            |
| 16                 | 20            | 36            | 16            | 20            | 34            |
| 17                 | 19            | 38            | 17            | 18            | 36            |
| 18                 | 19            | 40            | 18            | 20            | 36            |
| 19                 | 19            | 41            | 19            | 17            | 33            |
| 20                 | 28            | 42            | 20            | 17            | 46            |
| 21                 | 20            | 38            | 21            | 22            | 33            |
| <b>TOTAL</b>       | <b>473.00</b> | <b>827.00</b> | <b>TOTAL</b>  | <b>472.00</b> | <b>782.00</b> |
| <b>Mean</b>        | <b>22.52</b>  | <b>39.38</b>  | <b>Mean</b>   | <b>22.48</b>  | <b>37.24</b>  |
| <b>SD</b>          | <b>2.91</b>   | <b>3.69</b>   | <b>SD</b>     | <b>3.57</b>   | <b>3.82</b>   |

**Comparison of the Mean Scores  
of the Experimental Group  
and Control Group**

This section discusses the results of the comparison of the scores of the experimental and control groups in the pretest and posttest.

**Pretest.** As shown in Table 7, the experimental group posted an average of 22.52 in the pretest while the control group's average was 22.48. This resulted to a numerical difference of 0.04. To test whether this observed difference is significant t-test for independent samples was applied. The computed t-value was 0.05, which turned out to be lesser than the tabular t-value of 1.683 at .05 level of significance and degrees of freedom at 40. Thus, the first portion of the hypothesis which states that “there is no significant difference between the mean scores of the experimental group and the control group based on the pretest results,” is accepted. The observed difference between their pretest mean scores was not significant. Thus, the two groups had the same entry competency before the start of the experiment.

**Table 7**

**Comparison of the Pretest Mean Scores of the  
Experimental Group and Control Group**

| INDICATORS  | EXPERIMENTAL<br>GROUP        | CONTROL<br>GROUP |
|---|------------------------------|------------------|
| Mean  | 22.52                        | 22.48            |
| SD  | 2.91                         | 3.57             |
| Number of Cases   | 21                           | 21               |
| Absolute Difference Between Means                       |                              | 0.04             |
| Computed t-value  |                              | 0.05             |
| Critical/tabular t-value at $\alpha = 0.05$ & $df = 40$ |                              | 1.68             |
| Evaluation/Decision                                     | Not Significant/Accept $H_0$ |                  |

**Posttest.** Table 8 yields the data on the performance of the two groups after the period of experimentation was over. The experimental group was taught employing the supplementary materials while the control group was taught with the use of the lecture-discussion method. When the posttest was administered to the experimental group, the group obtained the total score of 827 and the mean was 39.38. On the other hand, the control group got the total score of 782 and the mean was computed to be 37.24.

Further test was employed to the two means to see if there was a significant difference in the performance of the two groups. Computation for the t-value using the t-test for independent samples, the t-value obtained was 1.85 which was higher than the tabular t-value of 1.683 at .05 level of significance at 40 degrees of freedom.

**Table 8**

**Comparison of the Posttest Mean Scores of the  
Experimental Group and Control Group**

| INDICATORS  | EXPERIMENTAL<br>GROUP    | CONTROL<br>GROUP |
|---|--------------------------|------------------|
| Mean  | 39.38                    | 37.24            |
| SD  | 3.69                     | 3.82             |
| Number of Cases                                       | 21                       | 21               |
| Absolute Difference Between Means                     |                          | 2.14             |
| Computed t-value                                      |                          | 1.85             |
| Critical/tabular t-value at $\alpha=0.05$ & $df = 40$ |                          | 1.68             |
| Evaluation/Decision                                   | Significant/Reject $H_0$ |                  |



It is apparent that the performances of the two groups have significant difference. Thus the hypothesis stating that there is no significant difference between the posttest mean scores of the experimental group and the control group is rejected. The findings were very significant on the light of the fact that when the supplementary materials were used with the experimental group, they were very much on their own. There was a minimal teaching and supervision done by the researcher. On the other hand, she lectured and closely supervised the control group. Thus the findings revealed that the use of supplementary materials was effective because even with the minimal guidance from the teacher, the same degree of learning took place on the students. Results could have been better if the teacher exerted the same effort she did with the control group.

#### **Comparison of the Pretest and Posttest** **Mean Scores of the Subjects**

The data found in Table 9 revealed the performance of the experimental group based on the pretest and posttest results.

**Experimental group.** The result of their pretest revealed their entry behavior. The computed mean was 22.52. A posttest was given to the same group after the session was over. The posttest result gave the mean score of 39.38. The computed mean increased from 22.52 to 39.38. The data gave the absolute difference of 16.86.

Initially, it can be observed that there was an improvement in the performance of the experimental group after the experimentation. It is a very

significant fact that minimal teaching supervision was given to this group. Subjecting the mean scores to the t-test for dependent samples, the analysis revealed that the subjects improved in their performance. The computed t-value of 19.73 was greater than the tabular value of 1.725 at .05 level of significance and degrees of freedom set at 20.

The results led the researcher to reject null hypothesis number 2, stating that there is no significant difference between the pretest and posttest mean scores of the experimental group. The results mean that there was an improvement in the performance of the experimental group. Learning took place even with the minimal instruction the teacher gave to the students.

**Table 9**  
**Comparison of the Pretest and Posttest Scores of the**  
**Experimental Group**

| INDICATORS  | PRETEST                  | POSTTEST |
|---|--------------------------|----------|
| Mean  | 22.52                    | 39.38    |
| SD  | 2.91                     | 3.69     |
| Number of Cases   | 21                       | 21       |
| Absolute Difference Between Means                       |                          | 16.86    |
| Computed t-value  |                          | 19.730   |
| Critical/tabular t-value at $\alpha = 0.05$ & $df = 20$ |                          | 1.725    |
| Evaluation/Decision                                     | Significant/Reject $H_0$ |          |

**Control group.** Table 10 gives a clear idea of how the control group fared along before and after the experimentation period. Their performance before the experimentation based on the mean of their pretest results was 22.48. After the

experiment, they were given the posttest. There was a marked increase in their performance from mean score of 22.48 to 37.24. The difference of the posttest and the pretest mean scores was 14.76.

To test whether the numerical difference is significant, a t-test for independent sample was utilized. The computed t-value was 23.93 which is higher than its tabular value of 1.725 at 20 degrees of freedom with error tolerance set at 0.05. The results led the researcher to reject hypothesis no. 2.

The result means that learning took place on the part of the control group. The hypothesis that there is no significant difference between the pretest and the posttest mean scores of the control group is rejected. There was a marked difference in their performance before and after the period of experimentation. Like in the case of the experimental group, the control group showed marked improvement after they were taught the lessons in English with the use of the traditional approach which is the lecture-discussion method.

**Table 10**

**Comparison of the Pretest and Posttest Mean Scores  
of the Control Group**

| INDICATORS  | PRETEST            | POSTTEST |
|---|--------------------|----------|
| Mean  | 22.48              | 37.24    |
| SD  | 3.57               | 3.82     |
| Number of Cases                                       | 21                 | 21       |
| Absolute Difference Between Means                     |                    | 14.76    |
| Computed t-value                                      |                    | 23.93    |
| Critical/tabular t-value at $\alpha=0.05$ & $df = 20$ |                    | 1.725    |
| Evaluation/Decision                                   | Significant/Reject |          |



### **Implications Derived from the Findings of this Study**

The following implications were raised based on the findings of this study:

1. The performance of the student-respondents in English 1, Science 1, and Mathematics 1 based on their grades, implies that of the three subjects, science and mathematics were their common Waterloos though with just a slight difference.
2. The identified difficulties of the freshmen college students give an implication that these students need more inputs on reading comprehension skills.
3. The results of the Reading Ease Score (RES) and the Human Interest Score (HIS) imply that some of the materials can be used not only among first year college students but also among second year college students, while the rest can be used among third and fourth year high school students.
4. The pretest and posttest scores of the experimental group which showed an increase imply that the student-respondents showed a marked improvement which could be attributed to the use of the SRE.
5. On the other hand, the pretest and posttest scores of the control group which revealed an improvement, imply that the traditional method could equate with other methods.
6. The results of the posttest of the experimental and control group imply that though the traditional method is just as effective as the supplementary method, the latter is still better.

7. The results of the comparison of the posttest mean scores of both the experimental and the control group imply that learning took place in both groups since students showed a marked improvement.

8. The pretest and posttest mean scores of the experimental group imply that students could improve in their performance if supplied with the appropriate materials and given time to work at their own pace.

9. The results of the pretest and posttest mean scores of the control group give an implication that the teacher is still a great factor in the learning-teaching situation because even with the absence of the supplementary materials, the students showed improvement in their performance just like the way the experimental group did.

## Chapter 5

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

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

#### Summary of Findings

Hereunder were the salient findings of the study:

1. The mean age of the respondents was 18.14 years with a standard deviation of 2.22 years. The mean age of the male respondents was 18.48 years with a SD of 2.27, while that of the females was 18.07 years, SD 2.15 years.
2. Of the 249 student-respondents, 120 or 48.19 percent were males and 129 or 51.81 percent were females.
3. The average monthly family income of the student-respondents was P9,222.39 with a SD of P6,989.34.
4. The mean grade of the student-respondents in English was 83.63 with a SD of 3.73; in mathematics, 82.85 with an SD of 4.25; and in science, 82.49 with a SD of 44.3.



5. The students' deficiencies as revealed by the diagnostic test were on the following reading comprehension skills: identifying important and unimportant details, interpreting diagrams, outlining, following directions, drawing conclusions, getting the main idea, figurative language, sequencing ideas, inferring mood, tone and point of view, getting context clues, making inferences, understanding idioms, identifying with characters, and interpreting cartoons.

6. The RES of the developed SRE for the 14 identified skills showed that six skills were found out to be appropriate to the level of first year college to second year college students, while the rest of the skills were still suited to the level of the third year and fourth year high school students.

7. Based on the HIS, 11 skills of the SRE were found to be "interesting" while the three remaining skills were found to be "moderately interesting." Thus the SRE materials could be used to the target groups.

8. The pretest mean scores of the experimental and control groups were 22.48 and 22.52, respectively. Furthermore, the control group registered a posttest mean score of 37.24 and the experimental group was 39.38.

9. When the mean scores for the pretest of both groups were subjected to the t-test, the result was the computed t-value of 0.04 was lower than the tabular t-value of 1.683. This led to the acceptance of the hypothesis that "there is no significant difference between the pretest mean scores of the experimental and control group."

10. After computing the t-test for the posttest mean scores of both groups, the data showed that there was significant difference. The tabular t-value was 1.683 was lower than the computed t-value of 1.85. This signified that the subjects from the experimental group had better performance than those from the control group.

11. The posttest mean score of the experimental group was 39.38 as compared against the pretest mean score of 22.52. The computed t-value of 1.848 was higher than the tabular t-value of 1.683. This indicated that learning took place with the experimental group as evidenced by the subjects improved performance.

12. The study revealed that learning took place with the control group as their posttest was higher than the pretest. The posttest mean scores was higher than the pretest. The pretest mean score was 22.48 and the posttest was 37.24. Using the t-test for independent samples, the computed t-value was higher than the tabular t-value.

### **Conclusions**

In view of the foregoing findings, the following conclusions were raised:

1. The mean age of the student-respondents which was 18.14 implies that their average age does not correspond to their year level considering the entrance age of seven in grade 1.

2. The sex distribution of the student-respondents implies that female dominates in the freshmen tertiary level.

3. The data of the average family monthly income which resulted to a mean of PHP9,222.39 and a standard deviation of PHP6,989.34 implies that the family of the student-respondents belong to level below poverty threshold.

4. The performances of the students involved in the study is the three subject areas, namely: English, Mathematics and Science were of the average level.

5. The entry competency of the experimental and control groups before the start of the experiment is the same.

6. The SRE contributed to the significant improvement of the experimental group and that they were effective in developing specific comprehension skills among first year college students.

7. Learning took place in the control group as shown in the higher mean scores of the posttest.

8. Learning was also facilitated with the experimental group as shown in the posttest results.

9. The findings that the students who used the supplementary materials learned better than the students who were taught with close guidance and supervision by the teacher, led the researcher to conclude that supplementary instruction is effective. If the students learned with the minimum effort from the teacher, the greater it would be if the teacher would closely supervise and supplement them with lectures and discussions.



10. The supplementary instruction has the following advantages:

a. The teacher exerts minimum efforts in teaching with the use of the supplementary materials. Here, learning is more of a student-activity rather than a teacher-activity.

b. The students learn at their own pace. They do not need to cope up with the pace of the class in learning the lessons. Their progress depends on their own and they learn at their time.

c. It has a higher standard when it comes to performance because the students' performance is not evaluated against the accomplishments of his classmates but against the standard set forth by the supplementary materials.

d. It is very personalized or individualized instruction catered to the needs of the students.

e. It can accommodate more students.

f. Because of the improved performance of the experimental group, it can be inferred that the developed supplementary materials were appropriate for the target group.

### **Recommendations**

In the light of the above-cited findings in this descriptive study, the following consequences are suggested:

1. The SRE may be used primarily as supplementary reading materials to substantiate skills not so reinforced in the existing textbooks.

2. These sets of materials may be useful in remedial reading instruction with respect to ability levels.
3. To better see the efficacy of these materials, it is recommended that further tests be conducted for an extended period of time.
4. Similar studies in the future are encouraged to comment, suggest, innovate on the SRE so that learning may be better facilitated.
5. This set of materials can be used for a developmental reading program.
6. A sequel study may be undertaken to test the effectiveness of these materials.
7. A replicate study may be done in other year levels in the tertiary.

## Chapter 6

### THE SILENT READING EXERCISES (SRE)

#### Rationale

The Silent Reading Exercises (SRE) has been prepared to develop reading comprehension skills among freshmen college students to suit their particular reading interests and capabilities.

The skills were chosen according to the perceived needs of freshmen college students in the area of reading comprehension. These were arranged from easy to difficult, and accompanied by pointers and discussion about the skills. There is a maintained pattern in the different skills, that is, the first page discusses the subject areas where the particular skill is helpful, followed by the objective of the particular skill, then below these is a saying/proverb/quotation which will somehow remind the user to keep on going. The second part tells the user about the skill itself by giving it under the title "What It Is". Then the first exercise follows. But then, the user will again be given pointers on how to get the correct answer.

#### Objectives

The exercises have been chosen and devised to achieve the following objectives:



- a. Develop reading comprehension skills that will aid the learner in achieving academic successes.
- b. Develop comprehension skills that will crutch the learner in coping with the demands of the real practical world outside the school.

### **How to Use the SRE**

#### ***To the Student***

These sets of materials may be used as a skillbook/workbook through which the reader ventures independently either in school or at home.

1. He goes through the materials skill by skill in the sequence these are found in every set. He answers the exercises under the different skills titled as Skill \_\_\_\_, Number \_\_\_\_\_. Every skill has five corresponding exercises.
2. If the learner scores one-half of the items, then he is ready to move on to the next higher skill.
3. If the learner scores below  $\frac{1}{2}$  of the items, then he needs more inputting in that particular skill. The teacher may come in to give reinforcement lessons and supplementary tests until the learner shows a consistent passing score.
4. The learner may be allowed to use the other sets of the SRE as he progresses.

### *To the Teacher*

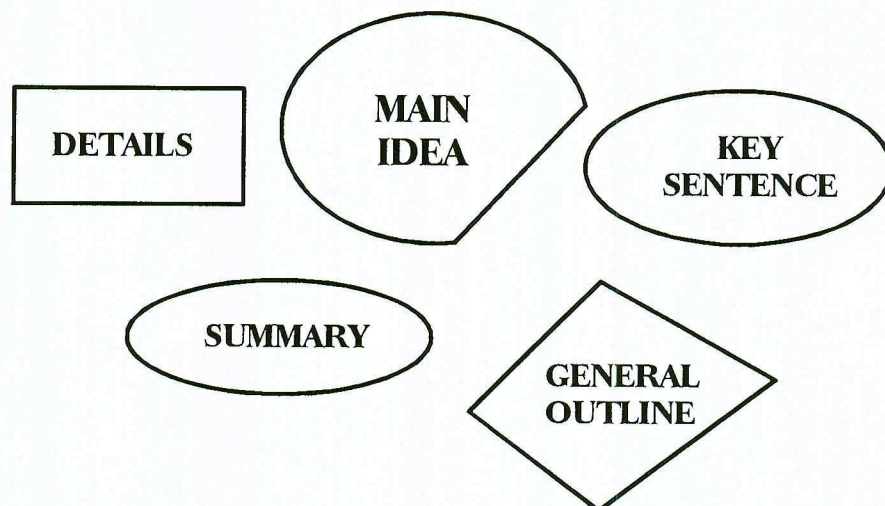
To maximize learning, the teacher may use the SRE as supplementary material or skillbook. This will lessen teacher talk and increase student involvement in the classroom.

1. The teacher assigns a student to answer the skill in which the learner has been found to be deficient. Minimal instructions may be given as every lesson is explained in the teaching frame entitled “What It Is” and in the pointers, before a student starts the first exercise.
2. Using the scoring key at the end of the sets of the SRE, the teacher checks and evaluates the students' answers/responses. If the score is one-half of the items in that particular exercise, then the teacher allows the student to move on to the next higher skill.
3. If the learner scores below one-half of the items, the teacher may give more exercises developing the particular skill. The teacher should be ready with enough supplementary teacher-made tests until the learner establishes a consistent passing score in these tests. Only then will the teacher allow the learner to move on to the next higher skill.
4. The teacher may provide a Reading Comprehension Skills Chart where the students will record his score. In this way, both the teacher and the student will be able to monitor the progress.

**SAMAR STATE UNIVERSITY**  
Catbalogan, Samar

● **SRE** ●

**SILENT  
READING  
EXERCISES**





*To  
the  
Teacher*

This Silent Reading Exercises (SRE) aims to assist you in your desire to help your students acquire proficiency in various reading comprehension skills. Content coverage, as well as reading levels, varies in the hope of making your motivation better, so you could convince your students to see how interesting and enjoyable reading can be.

*You are a very important X factor in the reading process. The X can either mean the problem or the solution. Let's look at the matter positively and think of the pluses that a teacher can bring into reading. Let's call them positive teachers.*

*A positive teacher is one who....*

- creates within his/her classroom a positive atmosphere, a way of life conducive to promoting reading through positive effect;*
- is realistic, but always looking for the best in his/her students;*
- is competent, constantly striving to better his/her skills;*
- realizes that positive expectations coupled with high level of teaching ability promotes maximum achievement from students.*

*With this simple work, may you be positive in your approach to enlightening students, to recognize and appreciate the inherent dignity of all human labor through words of good moral sense and common decency, and to seek through language and reading a universe of peace.*

*The greatest gift a teacher like you can give is: the unbridled romantic love affair with language and books – a gift that shall remain long after the sweet gentle memories of school have dimmed and faded forevermore.*

***Congratulations, positive teacher!***  
***May your tribe increase!!!***

*To  
the  
Student*



|   |  |
|---|--|
|   | <p><b>GETTING THE MOST<br/>FROM THESE<br/>SILENT READING EXERCISES</b></p>   |
| CONSTANT<br>FLOW OF<br>INFORM-<br>ATION | <p>The world around you is constantly changing. Every day there is new information that you need to digest and understand. In every television program or movie you see, in every newspaper or book you read, you run across these new facts and ideas. The greater your skill in comprehension, the easier and more enjoyable are your encounters with this flow of information.</p>  |
| COMPRE-<br>HENSION<br>IS THE<br>KEY     | <p>No one can read everything that is printed. In fact, you neither want nor need to read it all. But when you do read something, either from necessity or for your own enjoyment, you want to be able to understand it. Reading comprehension or understanding what you read is the key that unlocks the treasure-house of knowledge.</p>   |
| SEEING<br>KEY FACTS<br>& IDEAS          | <p>The word comprehension means more than knowing the meanings of individual words. No word stands on its own but must be understood in its relationship to other words. When you read a sentence or a paragraph, full understanding comes when you grasp its total meaning. Comprehension is achieved when you can see in a flow of words the key ideas and statements of important facts. Increasing Comprehension will help boost you to a higher level of reading ability.</p> |
| ENJOYMENT<br>AND<br>SUCCESS             | <p>All this talk about comprehension, relationships and necessary skills may sound difficult and complicated. But this SRE helps remove difficulty and makes things simple. The readings and the exercises are designed to give you both enjoyment and success. Your skill will develop so easily and naturally that you'll wonder how it happened.</p>  |
| FOLLOW<br>SIMPLE<br>DIRECTIONS          | <p>The simple directions for each exercise call on you to do certain things in specific ways. Always carefully read and follow each set of directions because each may be different. Do your best on the exercises without being tense or nervous. Relax and have fun with them. Go to your teacher if you need help. Now, dive in and begin increasing your comprehension.</p>  |

# SKILL 1

**DESCRIPTOR : INTERPRETING CARTOONS**

**SUBJECT AREA:** This skill is needed in subjects in which the student is required to interpret cartoons or drawings.

**OBJECTIVE :** Given course-related cartoons, humorous or satirical, taken from magazines or newspapers, the student will be able to interpret them.

## **SRE - Skill 1**

|        |    |           |                       |
|--------|----|-----------|-----------------------|
| Number | 01 | . . . . . | Interpreting Cartoons |
| Number | 02 | . . . . . | Interpreting Cartoons |
| Number | 03 | . . . . . | Interpreting Cartoons |
| Number | 04 | . . . . . | Interpreting Cartoons |
| Number | 05 | . . . . . | Interpreting Cartoons |

*"Great people are just ordinary people with an extraordinary amount of determination"*

# **SKILL 1** - *Interpreting Cartoons*

## *What It Is*

Cartoons are humorous or satirical drawings often found in newspapers and magazines concerning topical events or relating comic or adventurous situations.



SRE - Skill 1  
Number 01

# INTERPRETING CARTOONS

Look at the cartoon and then answer the questions or complete the statements that follow. Write the letter of your answer in the blank.



- The boy is studying \_\_\_\_\_.
  - in the dark
  - by the light of the moon
  - under bright lights
  - late at night
- From the cartoon, you know that one of the subjects he is taking is \_\_\_\_\_.
  - art
  - geography
  - music
  - history
- The boy has been working with \_\_\_\_\_.
  - story books
  - textbooks
  - encyclopedia
  - notebooks
- The cartoon makes you \_\_\_\_\_ the boy.
  - want to laugh at
  - feel sorry for
  - get angry with
  - want to speak to

SRE - Skill 1  
Number 01

5. The boy \_\_\_\_\_.
  - a. still has a lot to do
  - b. has just finished his work
  - c. is getting ready to go to bed
  - d. is waiting for someone to help him
6. You know how the boy feels about his studies by \_\_\_\_\_.
  - a. the clock on the mantel
  - b. the number of books on the table
  - c. his being alone
  - d. the look on his face
7. The drops of sweat falling from the boy's head indicates his \_\_\_\_\_.
  - a. anger
  - b. worry
  - c. happiness
  - d. tiredness
8. The fear the boy feels is shown by \_\_\_\_\_.
  - a. the pile of books on the table
  - b. the dark night outside
  - c. the report card
  - d. his holding his head
9. The cartoon shows that the boy \_\_\_\_\_.
  - a. has already failed in school
  - b. thinks he will fail
  - c. doesn't care if he fails
  - d. is daydreaming
10. The title "Too Late" means that \_\_\_\_\_.
  - a. is not good to study till late at night
  - b. students who read many books at a time are wrong
  - c. daydreaming will make you get poor grades
  - d. putting off studying till the last minute is a bad habit

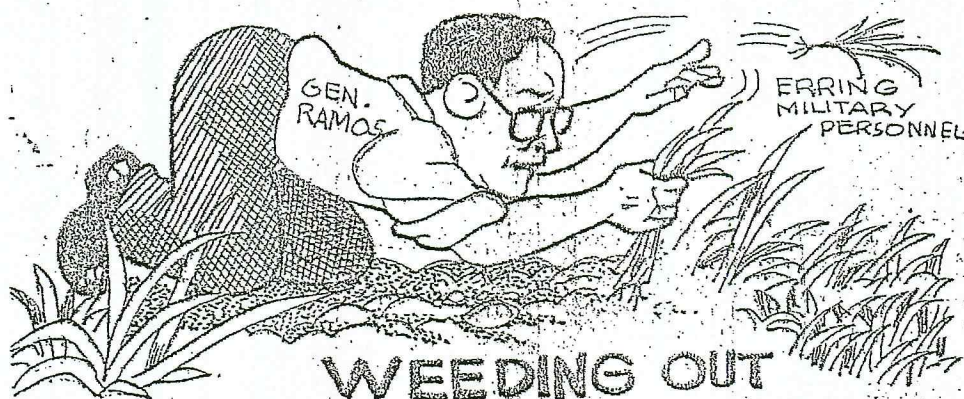
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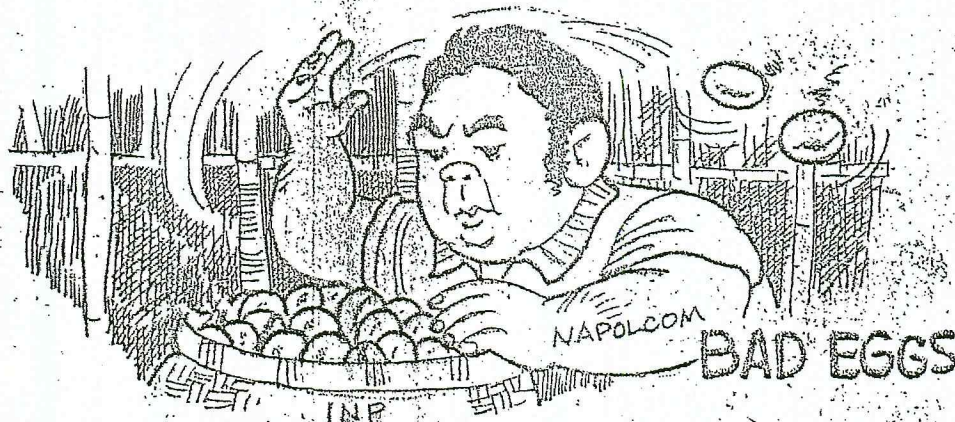
SRE - Skill 1  
Number 02

INTERPRETING CARTOONS

Look at the cartoon carefully  
and complete each statement by  
filling in the blanks.



2





SRE - Skill 1  
Number 02

1. The first cartoon is captioned \_\_\_\_\_.
2. An appropriate title for the second cartoon is "\_\_\_\_\_ Bad Eggs."
3. In the first cartoon, General Ramos is pulling out the weeds which stand for \_\_\_\_\_.
4. "Bad Eggs" in the second cartoon refers to \_\_\_\_\_.
5. NAPOLCOM is the acronym for \_\_\_\_\_.
6. Which word in the second cartoon means the same as "erring?" \_\_\_\_\_.
7. What is the acronym for Integrated National Police? \_\_\_\_\_.
8. Do cartoons 1 and 2 carry the same message? \_\_\_\_\_.
9. "Weeding out" means \_\_\_\_\_.
10. The fat man in the second cartoon represents \_\_\_\_\_.

o0o0o0o

SRE - Skill 1  
Number 03

### INTERPRETING CARTOONS

Analyze the cartoon. Give your interpretation by answering the questions that follow.



What do the following symbolize?

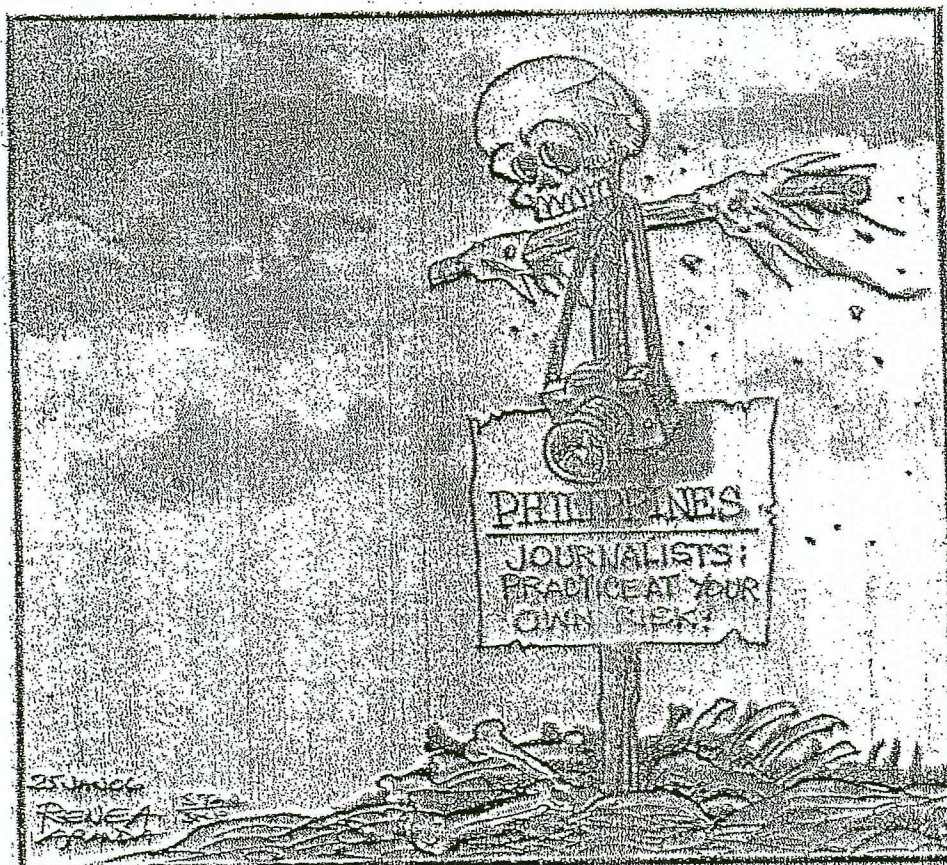
1. the glove -
2. the flag -
3. the people -
4. the word "UNITY" -
5. the sentence "Hindi magulo pag tiyak ang panalo." -



SRE - Skill 1  
Number 04

# INTERPRETING CARTOONS

Analyze the cartoon.  
In a paragraph, give your  
interpretation of it.



EDITORIAL

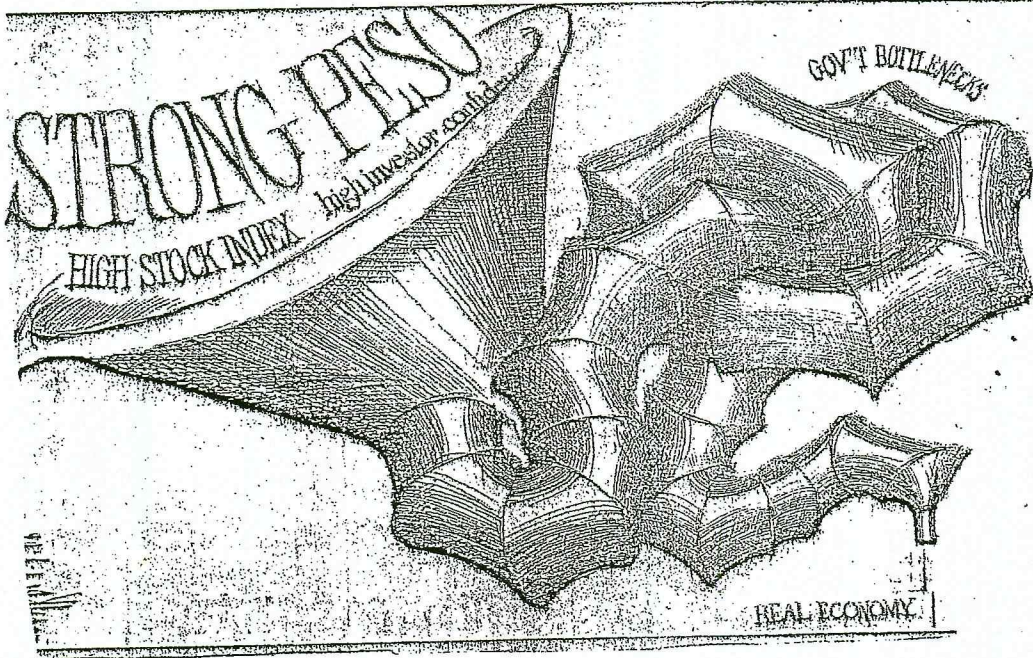
A year of unspeakable violence



SRE - Skill 1  
Number 05

INTERPRETING CARTOONS

Analyze the cartoon.  
In a paragraph, give your  
interpretation of it.



# SKILL 2

**DESCRIPTOR :** IDENTIFYING WITH CHARACTERS

**SUBJECT AREA:** This skill is needed in subjects in which the student is required to identify the characters most especially in poems.

**OBJECTIVE :** The student will be able to identify characters or to characterize.

## SRE - Skill 2

|        |    |           |                             |
|--------|----|-----------|-----------------------------|
| Number | 01 | . . . . . | Identifying with Characters |
| Number | 02 | . . . . . | Identifying with Characters |
| Number | 03 | . . . . . | Identifying with Characters |
| Number | 04 | . . . . . | Characterization            |
| Number | 05 | . . . . . | Characterization            |

*"A wise man will hear, and will increase learning;  
and a man of understanding shall attain  
unto wise counsels"*

## **SKILL 2** – *Identifying with Characters*

### *What It Is*

It is understanding the personages in literature and in history.

It is also describing the characters and identifying them.



SRE - Skill 2  
Number 01

### IDENTIFYING WITH CHARACTERS

**Pointers:**

1. Be able to know the meanings of words.
2. Read thoroughly the lines.

### SKILLS PRACTICE

Read the poem and answer the questions that follow.

#### I WANTED TO COME HOME

*I wanted to come home  
While your little fists were like the orchids yet to open;  
While your hair still remained soft and silken;  
While your eyes shone with that spirited gleam -  
I wanted to come home.*

*I did not come home  
While your footsteps were keeping cadence in the wind;  
While your little heart was beating like a fly  
against the window pane;  
While your laughter carried that silver bell's ring -  
I did not come home.*

*I should have come home  
While a spell of blur covered your eyes;  
While a gust of chilly wind put out a fading light;  
While a cold hand snatched you away like a kite -  
I should have come home.*

- Wen I-to -  
Translated by Kai Yu Shu

SRE - Skill 2  
Number 01

1. To what object was the little fist compared?  
a. Silk      b. Orchid   c. Eyes      d. Hair
2. What stage of life is referred to in the first stanza?  
a. Infancy   b. Youth   c. Adulthood   d. Adolescence
3. How do the feet move?  
a. They dance with the wind.  
b. They beat like a fly's wings.  
c. They sound like a silver bell.  
d. They beat like one's heart.
4. When did not the visitor come?  
a. When you were rejoicing  
b. When you were sad  
c. When you were excited  
d. When you were dead
5. When did the speaker suppose he should have come?  
a. When you cover your eyes  
b. When he is old  
c. When life is sad  
d. When death has come
6. What does the last stanza refer to?  
a. Death   b. Birth      c. Rebirth      d. Illness
7. Who does the poem imply as the one who wanted to come home?  
a. The speaker                      c. the baby  
b. The dead                              d. the adult

o0o0o0o

SRE - Skill 2  
Number 02

### IDENTIFYING WITH CHARACTERS

Read the poem and answer  
the questions that follow.

#### I MADE MY MIND A BEGGAR'S BOWL

*I made my mind a beggar's bowl  
I begged the bread of learning door to door.  
With crumbs that fell from houses of learning  
Did I cram it?  
It was heavy.  
I was proud.  
I was a pandit,  
I strove to walk in the clouds.  
But even on the earth I stumbled.  
One day I went to my guru  
And placed the bowl before him as an offering.  
"Dirt," he said, "dirt,"  
And turned it upside down.  
He threw my crumbs away,  
Scrubbed the bowl with sand,  
Rinsed it with water,  
Cleansed it of the filth of learning.*

- Vir Singh -  
translated by Khushwant Singh

1. Why did the speaker liken his mind to a beggar's bowl?
  - a. He begged for learning from door to door.
  - b. He went to the houses of learning.
  - c. He walked in the clouds.
  - d. He held out the bowl as an offering.
2. Who is the guru referred to by the speaker?
  - a. Teacher    b. God    c. Priest    d. Commentator



## SRE - Skill 2

Number 02

3. What is meant by the last four lines?
  - a. The speaker was introduced to new learning.
  - b. His body was washed away.
  - c. The bowl was cleaned.
  - d. In it were crumbs of the bread of learning.
4. What did the guru meant by "dirt" in the poem?
  - a. Trash
  - b. Wrong learning
  - c. Immodest mind
  - d. Rich learning
5. To what did the speaker compare his mind?
  - a. Dirt
  - b. Beggar's bowl
  - c. Pandit
  - d. Guru

o0o0o0o

SRE - Skill 2  
Number 03

Read the poem and then answer  
the questions below.

### THE SONG OF THE NARCISSUS

*My beauty is not wine to me  
For I have eyes of languor  
And balance like music  
And am nobly born.*

*I consider the flowers  
I talk with the flowers  
in moonlight.  
My beauty gives me a  
throne among them,  
Yet, I am a slave.*

*I am a slave.  
The cincture of obedience,  
The good servant  
Who stands with a straight body  
And bowed head.*

*I bare my neck,  
I abide in my pure tent  
Pitched on an emerald column;  
My robe is gold and silver,  
My modesty will excuse the wantoning  
of my eyes  
And I hang my head  
above the waters.*

- From the Arabian Nights -

1. What is considered as the trait of a beautiful Arabian woman?  
a. Modesty    b. Nobility    c. Obedience    d. Unity
2. What makes an Arabian woman a good servant?  
a. Obedience    c. Modesty  
b. Pure heart    d. Wanton eyes
3. What does this line suggest - "Stands with straight body and bowed head?"  
a. Shame    b. Slavery    c. Modesty    d. Nobility
4. What are Arabian women allowed to do?  
a. Talk with the flowers in the moonlight  
b. Stand with a straight body and a bowed head  
c. Stay in their tents  
d. Be good servants
5. What does this phrase suggest: "balance like music?"  
a. Sweet eyes    c. Good poise  
b. Gentleness    d. Tenderness

SRE - Skill 2  
Number 04

### CHARACTERIZATION

Read the poem and then answer  
the questions after it.

#### THE CRICKET

*You, cricket, what are you here for? Mankind  
No longer knows the old leisure.  
    Green grass white dew, a little silly now,  
    No use any more, these poets' toys.  
        Gold – only gold is only man's new darling,  
        Ruling his day, lording his dreams.  
            Love like daylight – lingering stars  
            Long ago retired, vanished long ago.  
Nor do the stars return at dusk,  
Forever the black clouds hang beneath the sky.  
    Humility too has taken leave,  
    Gone to the desert, there to make her home.  
        The blossoms may open, but no fruit forms.  
        Dogma cruelly ravishes thought.  
            Don't complain the time is crawling  
            There's ill-luck behind you right at your heels.  
For a good half of this, blame the malice of the soul  
Who likes to get away, to attend to his garden.  
    "Leave them," says he, "let them wallow deeper;  
    Let them change to dogs, change to swine of frogs or maggots.  
        When the time comes, when the sun hides in shame,  
        When the moon has lost the wish to return from the wane  
            When that day comes, when the spirit of man is dead,  
            Then I shall strike the signal for revolt!"*

1. How does mankind regard the cricket today?
  - a. Silly
  - b. Useless
  - c. Unmindful
  - d. Nonexistent
2. What does gold stand for to a man?
  - a. Enemy
  - b. A loved one
  - c. Friend
  - d. Lord



SRE - Skill 2  
Number 04

3. What human virtue has taken leave?
  - a. Humility
  - b. Love
  - c. Hatred
  - d. Honesty
4. How did the speaker see time moving?
  - a. Crawling
  - b. Sliding
  - c. Bouncing
  - d. Galloping
5. What should a man do to the malice of the soul?
  - a. Leave it.
  - b. Blame it.
  - c. Change it.
  - d. Strike it.
6. What is the meaning of the last two lines?
  - a. Man is weak in spirit.
  - b. Man will revolt.
  - c. Man must die.
  - d. The speaker will fight for the cricket.

o0o0o0o

SRE - Skill 2  
Number 05

### CHARACTERIZATION

Read the poem and then answer  
the questions after it.

#### THE RUBAIYAT OF OMAR KHAYYAM

*Come, fill the cup and in the fire of Spring  
Your winter-garment of Repentance fling;  
The Bird of Time has but a little way  
To flutter – and the bird is on the wing.*

*Ah, my beloved, fill the Cup that clears  
Today of past regrets and future fears;  
Tomorrow! - Why Tomorrow I may be  
Myself with yesterday seven thousand years.*

*Ah, make the most of what we yet may spend  
Before we too into the dust descend;  
Dust unto dust and under dust to lie,  
Sans wine, sans song, sans singer, and sans end!*

*Oh, threats of Hell and hopes of Paradise!  
One thing at least is certain – this life flies;  
One thing is certain and the rest is lies;  
The flower that once has blown forever dies.*

- Translated by Edward Fitzgerald -

1. What does the speaker believe about life?
  - a. Flowers that once bloomed die forever.
  - b. One thing is certain – life flies.
  - c. Death respects no one.
  - d. Man cannot alter his fate.

SRE - Skill 2  
Number 05

2. What does the third stanza say about life?
  - a. Man will soon turn into dust.
  - b. Man must make the most of life before he turns into dust.
  - c. There's no wine and song when a man becomes dust.
  - d. A man must suffer before he turns into dust.
3. What is the speaker's philosophy?
  - a. Life is fleeting.
  - b. Eat, drink, and be merry while you are alive.
  - c. The worldly things that man has, give only temporary pleasure.
  - d. Beauty is short-lived.
4. What is the speaker's reason for being pessimistic?
  - a. What is left in life is lies.
  - b. Flowers bloom and die.
  - c. One has only one life to live.
  - d. One must fear the future.
5. What is the meaning of this figurative expressions: "The Bird of Time has but a little way to flutter - and the bird is on the wing."
  - a. Life is as short as a bird's flight.
  - b. Bird's wings are short and they cannot go far.
  - c. There is but a narrow way birds can fly.
  - d. Birds go only on wings.
6. What does this line connote? - "Better be jocund with the fruitful grape, than sadden after none or bitter fruit."
  - a. Be glad there is plenty of fruit rather than regret there being none.
  - b. Taste the grapes before they turn bitter.
  - c. Be sad after the grapes are gone.
  - d. Eat no fruit besides grapes.
7. Give the most likely meaning to this line: "Oh, threats of Hell and Hopes of Paradise: One thing at least is certain - this life flies."
  - a. Worry about hell and paradise.
  - b. There's no life after death.
  - c. The prettiest flowers are either in hell or in paradise.
  - d. Life on earth soon ends.



# SKILL 3

**DESCRIPTOR :** UNDERSTANDING IDIOMS

**SUBJECT AREA:** This skill is required in subject areas in which students are required to understand idioms.

**OBJECTIVES :** Given set of sentences/ paragraphs that are course-related, the student will be able to understand idioms.

## SRE - Skill 3

|        |    |           |              |
|--------|----|-----------|--------------|
| Number | 01 | . . . . . | Idioms       |
| Number | 02 | . . . . . | Idioms       |
| Number | 03 | . . . . . | idioms       |
| Number | 04 | . . . . . | Using Idioms |
| Number | 05 | . . . . . | Using Idioms |

*"It is not the fault of him who had done much  
that he did not do more."*

- Cayetano Arellano -

## **SKILL 3** – *Understanding Idioms*

### *What It Is*

These are expressions that have meanings which are not readily understandable from their grammatical constructions and from the meanings of their separate elements. It is an expression peculiar to a language. It abounds in the English language. They are usually found in the daily speech of people rather than in elaborate polished compositions.

Idioms fulfill a special function in effective, vivid communication. The idiomatic part of a language is usually the most difficult part for a foreign language student. This is probably because no reason can be given as to how or why particular idiomatic phrase has assumed its present form. People must use them as they are.

SRE - Skill 3  
Number 01

## I D I O M S

### Pointers:

1. An idiomatic phrase cannot be altered. No synonymous word can substitute for any word in the expression nor the arrangement of words may be changed. To do so would commonly destroy the idiom and may render it meaningless.

### SKILL PRACTICE

Note the underlined idiomatic expression in each sentence. Under each three meanings. Select the correct meaning of the idiom. Write the letter of your answer.

1. She shed crocodile tears when the cruel stepmother died.  
a. sincere grief                      c. short-live sorrow  
b. pretended sorrow
2. The irresponsible members made the project die a natural death.  
a. have an untimely end   c. fail  
b. succeed
3. Things will be clearer to everybody if you call a spade a spade.  
a. call other people names  
b. shout at each other  
c. speak in plain terms
4. The patient was told a white lie to prevent him from worrying.  
a. an interesting story  
b. a harmless untruth  
c. an honest statement



SRE - Skill 3  
Number 01

5. The honoree executed a French leave before the reception was over.
  - a. a dramatic way of saying "good-bye"
  - b. leaving without giving due notice of one's departure
  - c. a rude way of leaving
6. On the top floor, one gets a bird's eye view of the city.
  - a. a blurred view
  - b. a view of many flying birds
  - c. a view over the entire area
7. Because nobody was interested in sports, the newly constructed Pelota Court turned out to be a white elephant.
  - a. an unprofitable possession
  - b. an attractive place
  - c. less attractive
8. The untimely death of Mrs. Luna's better-half was a shock to her. She couldn't imagine how the children could survive without a father.
  - a. husband
  - b. father
  - c. cousin
9. The priest celebrated a high mass which lasted for almost an hour and a half.
  - a. a mass celebrated in a high place
  - b. a mass where the prayers are sung
  - c. a mass where the priest is extra tall
10. Don't expect any donation from a close-fisted person. He would rather keep his money for himself alone.
  - a. a miser
  - b. an extravagant person
  - c. a very poor person

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SRE - Skill 3  
Number 02

I D I O M S

Read each sentence well, get the meaning of the *italicized* expression and encircle the letter of the correct meaning.

1. I am afraid what you are saying is *above my understanding*.
  - a. Hard to understand
  - b. High-sounding
  - c. Very tall
2. Out of the *abundance of his heart*, he embraced his long-lost friend.
  - a. His overflowing emotion
  - b. More than his one heart
  - c. His very rich heart
3. The woman's way of speaking often *adds fuel to the fire*.
  - a. Keeps the fire burning
  - b. Brightens the atmosphere
  - c. Worsens matters
4. The year 1982 is a *golden age* in my uncle's profession.
  - a. Period of old people
  - b. A prosperous period
  - c. Fiftieth anniversary
5. The British and the Argentines must *lay down their arms*; otherwise, war is inevitable.
  - a. Cease hostilities
  - b. Fight bare-handed
  - c. Fight without using nuclear weapons
6. I heard that you are a contestant in the spelling bee. Try to *bring home the bacon*.
  - a. Bring home some meat
  - b. Win the prize
  - c. Bring home something to eat

SRE - Skill 3  
Number 02

7. You've got to know current events so as to **keep the ball rolling** at parties.
  - a. Play with a ball
  - b. Roll the ball all the time
  - c. Take part in a conversation
8. People who try to answer essay type tests often **beat around the bush**.
  - a. Approach a subject in a roundabout way
  - b. Go around the garden
  - c. Hit the bush with a ball pen
9. With prices so high, the **Dutch treat** is gaining popularity.
  - a. Everyone orders the cheapest food
  - b. Each one pays for what he eats
  - c. Each one orders Butch food
10. Asking for her favor and affection is like **baying at the moon**.
  - a. Asking for the impossible
  - b. Riding on Moonlight pay
  - c. Journeying to the moon

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SRE - Skill 3

Number 03

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**I D I O M S**

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Read each sentence carefully. Get the meaning of each underlined phrase or expression and encircle the letter of the meaning.

1. The manager praised the laborer who died in harness.
  - a. Died with his horse
  - b. Died young
  - c. Died working
2. The weary traveler found a haven of peace at the little hut near the roadside.
  - a. Something to eat
  - b. A peaceful spot
  - c. A place with angels
3. Let's have a heart-to-heart talk to find out who is right.
  - a. Frank and free
  - b. Romantic
  - c. Language of love
4. You can never persuade me to do this; what you are saying is all moonshine.
  - a. Light like the moon
  - b. Nonsense
  - c. Moon shining brightly
5. Is it any wonder if she can't speak English well? I gather her mother tongue is French.
  - a. Native language
  - b. Language spoken by her mother
  - c. The language her mother is most proficient in
6. Why are you so willy-nilly? You will get nowhere that way.
  - a. Stubborn
  - b. Undecided
  - c. Contrary

SRE - Skill 3  
Number 03

7. The supervisor's speech has touched every teacher in the row.
  - a. Deeply inspired
  - b. Wounded the feelings of
  - c. Set everyone thinking
8. Hard labor leads to a path strewn with roses.
  - a. Life of delight
  - b. Wounded the feelings of
  - c. Set everyone thinking
9. They say that the mayor is a sandwich of good and bad.
  - a. Easily influenced by bad men
  - b. Between good and bad men
  - c. A mixture of good and bad
10. Unless the two countries come to terms, they will go on fighting.
  - a. Make an agreement
  - b. Forget and forgive
  - c. Give up
11. The house is a stone's throw from school.
  - a. Distant
  - b. Far
  - c. Near
12. You must learn to budget your money so you will not be in deep water.
  - a. Bathing in the sea
  - b. In great difficulty
  - c. Be in the water all the time
13. The new assignment for Rex is getting him from pillar to post.
  - a. From one difficulty to another
  - b. Gigantic
  - c. Large in scope
14. The jealous sisters wash their dirty linen in public.
  - a. Do their washing in the street.
  - b. Accuse each other so others can hear
  - c. wash only their linen clothes
15. The manager knows the ropes, so no one can fool him.
  - a. Recognizes all the ropes
  - b. Identifies the company's ropes
  - c. Is familiar to all the problems

SRE - Skill 3  
Number 04

# I D I O M S

Complete each sentence with an idiom.  
Select your answers from the given list of idiom.

|                          |                       |
|--------------------------|-----------------------|
| burn the midnight candle | a wild goose chase    |
| passed away              | a time-honored custom |
| fish out of water        | a wet blanket         |
| cold shoulder            | red tape              |
| cock and bull story      | a red letter day      |
| a greenhorn              | an oily tongue        |
| a penny-a-liner          | a laughing stock      |

1. Poor Carlos! He has to \_\_\_\_\_ to maintain his scholarship.
2. That the young gives due respect to the elderly is \_\_\_\_\_.
3. Elsa will not forget the day Ronnie was introduced to her. This is \_\_\_\_\_ for Elsa.
4. I didn't study journalism just to end up as \_\_\_\_\_. I want to be adequately compensated for what I write.
5. Most of the people joining the trip are old and professionals. Don't join the trip if you don't want to be a \_\_\_\_\_.
6. It is \_\_\_\_\_ that caused the delayed approval of my applications. There is excessive official formality in the treatment of applications in that office.
7. Don't be easily carried away by what he says. He has \_\_\_\_\_ after all.
8. The \_\_\_\_\_ was bothered by the seemingly complex job given to him.
9. A lion afraid of a mouse! That's a \_\_\_\_\_.
10. Your ignorance about the case made you \_\_\_\_\_ during the discussion.

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SRE - Skill 3  
Number 05

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IDIOMATIC EXPRESSIONS

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Give the meaning of the italicized  
idiomatic expressions in the following.  
Choose from among the meanings given below.

1. To curious motorists, on their way *to look at* the lift-off of Apollo 11, she chattered away about her husband whose feet she *had just fixed up*.
2. "I reckon I've *put more physical strain on* my frame than any man alive," he says.
3. In 1968, Emmerton announced that he was *going on* a 125-mile run through Death Valley.
4. He *got up* and *went on*, but a few miles later, he inhaled sulfur fumes, his legs began wobbling and he collapsed.
5. Three minutes later, Emmerton *came to* and *was on his feet*.
6. "I'm the sort of bloke who don't like *to give up*," he says.
7. He *got through* with the front cut out of one shoe to allow the free flow of blood.
8. Emmerton began serious running at 17, and one of the last things his father told him before he died was to *keep at it*.
9. The day after the funeral, Emmerton signed up for a ten-mile race and *broke the record* by 3-1/2 minutes.

SRE - Skill 3  
Number 05

10. He believed it was right to **keep fit** and I **looked up to him** for it.
11. I'd say when I really **got down**, "Just 500 miles to go."
12. Norma followed in a jeep ready to **put up with** a lot of things like massaging cramped legs, washing ten pairs of socks a day and dispensing encouragement.
13. Anyone who talks with him for a while **has his ear bent on** the virtues of wheat germ, exercise, fresh fruits, and the evils of smoking and sedentary living.
14. He once **called down** an Australian reporter who called him a madman.
 

|                      |                                |
|----------------------|--------------------------------|
| a. was discouraged   | l. treated                     |
| b. finished          | m. undertaking                 |
| c. entered a contest | n. keep in good physical shape |
| d. continued         | o. made excessive demands upon |
| e. has to listen to  | p. did better than anyone      |
| f. bear with         | q. surrender                   |
| g. admired           | r. regained consciousness      |
| h. continue doing    |                                |
| i. scolded           |                                |
| j. arose             |                                |
| k. observe           |                                |

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# SKILL 4

**DESCRIPTOR :** MAKING INFERENCES

**SUBJECT AREA:** This skill is required by those subject areas such as literature, history and science in which inferences play an important role.

**OBJECTIVE :** Given a course-related selection in an appropriate instructional level that contains an inference, the student will be able to identify the inference.

## SRE - Skill 4

|        |    |           |   |
|--------|----|-----------|---|
| Number | 01 | . . . . . | Finding the Hidden Meaning                |
| Number | 02 | . . . . . | Using Inference to Understand Jokes       |
| Number | 03 | . . . . . | Putting Facts Together to Make Inferences |
| Number | 04 | . . . . . | Inferences About Character                |
| Number | 05 | . . . . . | Inferences in a Narrative                 |

*"The Greatest Amount of Wasted Time  
is the Time Not Getting Started"*



## **SKILL 4**      –      *Making Inferences*

### *What It Is*

Oftentimes, the information you are looking for in what you read is not directly stated in the text. You still have to read between the lines. Reading between the lines requires a kind of sensitivity on your part so that you will be able to use some clues, link them to your experiences and arrive at the "new" desired information. When you do this, you do inferring.

Inferring occurs when you mentally explore and take a position in relation to the facts and related details.

SRE - Skill 4  
Number 01

### HOW GOOD A DETECTIVE ARE YOU?

#### FINDING THE HIDDEN MEANING

##### Pointers:

1. Read the selection carefully.
2. Take note of the explicitly stated data.
3. Ask yourself constantly why the author is saying this and that.
4. Make use of your prior knowledge or background of experiences whether direct or vicarious, in interpreting what you read.

#### SKILLS PRACTICE

By noting the details and place signals, can you tell where these people are in the following passages? List the numbers 1-10 on your paper. Select the best answer, and write the letter.

1. When we were more than three miles high, we began to level off.  
The people were
  - a. in a planes
  - b. on a high mountain road
  - c. on a bridge

SRE - Skill 4  
Number 01

2. I tripped over a root and felt flat on my face on the trail.  
The accident occurred
- a. in the playground
  - b. in the woods
  - c. on a country road
3. We crept close to the edge and saw a giant carpet of velvety green spread out far below us.  
The observers were
- a. in a castle
  - b. in a plane
  - c. on a mountain top or cliff
4. The night had come quickly, and stars were twinkling overhead. We could hear the mighty throb of the engine far down below the deck.  
The people were
- a. on a ship
  - b. in the jungle
  - c. in a trailer
5. The first time I met Bill Larkin, he was standing on a ladder, waist high in water, peering through the window of his helmet.  
Bill was
- a. a soldier at an army camp
  - b. a deep-sea diver about to leave the ship
  - c. at a swimming pool
6. As we rounded the curve, I could see the full moon turning the steel rails into silver ribbons.  
We were
- a. on a ship
  - b. on a train
  - c. in a wagon



SRE - Skill 4  
Number 01

7. Coming down the slope between the tall pines were two wooly cubs, and their mother. I think, and cameras began to click.  
The bears were
- a. in the zoo
  - b. in a national park
  - c. in the jungle
8. We went out early that morning after the storm to look for driftwood.  
We were
- a. on a ranch
  - b. at the beach
  - c. on a farm
9. Wearing his pitcher's glove, Johnny, aged ten, sat all by himself in the left-field bleachers, hoping the batter would whack a homer and the coveted sphere would come his way.  
Johnny was
- a. at the movies
  - b. at a baseball game
  - c. at a tennis match
10. Sally and I bounced along with some speed but with little comfort, and my leg soon grew weary of pedaling grandfather's old red tandem.  
We were
- a. on a tandem bicycle
  - b. in a horse and buggy
  - c. on a merry-go-round

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SRE - Skill 4  
Number 02

YOU CAN ENJOY A JOKE ONLY IF YOU  
UNDERSTAND IT!

---

USING INFERENCE TO UNDERSTAND JOKES

---

SKILLS PRACTICE

Read the humorous incidents.  
Below each, write some prior knowledge  
needed in order to understand the jokes.

1. A senior citizen and his wife visited an art museum where he stood for a long time staring at a painting of a beautiful woman clothed only in a few leaves. Finally, his wife asked: "What are you waiting for - autumn?"

Daily Express  
1-29-85

2. In a business course which I was attending, our instructor asked an older student his reason for going to college.

"I'm a chauffeur," the student explained. "I want to work my way from the front seat to the back."

Weekend  
1-23-83

3. Man teaching wife to drive. "Go on green, stop on red, slow down when I turn white."

Funfare

SRE - Skill 4  
Number 02

4. During the war, a shipyard worker was teaching a new lady riveter what to do.

"I'll hold the rivet," he said, "and when I nod my head, you hit it with the sledge hammer."

He saw stars for two weeks!

5. A man telephoned to a doctor asking him to rush over at once. His son had swallowed a fountain pen.

"I'll come at once," said the doctor, "But what are you doing in the meantime?"

"I'm all right," the man replied. "I'm using a pencil."

6. First man : What happened to your face?  
It's all cut.

Second man: A fellow threw a tomato at me.

First man : But a tomato can't cut your face.

Second man: Oh, he forgot to take it out of  
the can.

7. Conversation between husband and wife over a chess game:

Wife : "This reminds me of when we were  
dating."

Husband: "We never played chess in those days."

Wife : "No, but even then, it took you two  
hours to move."

8. When my husband and I moved into our new house, the neighborhood children who were watching the van came in and asked where my children were. I explained that there were none in our family.

A few days later, one of the little boys came to call. "I have something for you," he said shyly as he handed me a pink and blue book. "My mother's going to have a baby, and she gave me this book which tells where babies come from. I thought you and your husband would like to read it."



SRE - Skill 4  
Number 02

9. Nervous passenger: I can't bear to watch you driving so fast around corners. It makes me nervous.

Driver : Keep your eyes closed madame. I'd be scared too, if I looked.

10. An officer was finding fault with the camp cook, who was stirring something in a big soup kettle. "I've been getting complaints about your cooking," shouted the officer. Just let me taste the soup." The cook quietly gave him a spoon and the officer took a taste. He spat it out at once. "Why, that tastes like dish water," he yelled. "Yes sir," replied the cook, "That's what it is."

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SRE - Skill 4  
Number 03

ADD MORE TO YOUR LIST!

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PUTTING FACTS TOGETHER TO MAKE INFERENCES

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SKILLS PRACTICE

The short paragraphs that follow will give you an opportunity to put facts together to see what they mean. Answer the questions on the next page and be ready to explain your answers.

- A.           The sky was blood-red. Thick pulses of flame beat up from the darkness.  
              "She's going to go fast," shouted Big Jim.  
              "Brad smash those windows. Tony, get that stream started." He was barking orders at everybody.
1. What is happening here?
  2. Who or what is meant by "she"?
  3. How many men are busy here? Three, or more?
  4. Are they worried? About what?
  5. Who do you think Big Jim is?
- B.           The teacher glanced at Randy, and she felt a glow of satisfaction. At last he was proving to her how attentive he could be. The big geography book was propped open on the desk before him, and he kept his eyes glued to the pages. Even when Jimmy's books dropped on the floor and were strewn all about, and the class laughed, Randy did not look up. The teacher was just about to tell the class about making an example from Randy when her eyes caught something new. A corner of some strange page, with a colored picture on it, was peeking out over the edge of the geography book. Miss Jasper's beaming face suddenly changed its expression.

SRE - Skill 4

Number 03

6. What kind of boy was Randy usually?
7. Why was the teacher pleased to see him reading a textbook attentively?
8. What do you think he was reading?
9. Why did Randy continue reading when the rest of the class was laughing?
10. What made the teacher suspicious?

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SRE - Skill 4  
Number 04

### INFERENCES ABOUT CHARACTER

Look for inferences that will answer the questions after each sentence or short paragraph in this exercise. Select the best answer. Be prepared to justify your answer.

1. The men in the crew met many hardships on their long trip into the Arctic, and they were worried and discouraged. But whenever the admiral appeared, their burden seemed easier and their hopes were lifted.

What kind of person is the admiral?

- a. Jolly
- b. Kind
- c. Wise and capable
- d. Dignified

2. Molly threw her coat over a chair, flew past her astonished parents to her own room, slammed the door, and flung herself face down on the bed.

How does Molly feel?

- a. Bitterly disappointed
- b. Frightened
- c. Very tired
- d. Angry at her parents

3. The captain looked over the men gathered before him. "There'll be no mutiny on my ship," he announced in a voice that was soft and deep but with a ring of grim determination.

Describe his character.

- a. Stern and feared by the men
- b. Peaceful
- c. Pleasant
- d. Has good judgment

SRE - Skill 4  
Number 04

4. She spoke as if her tongue had been dipped in acid.

How did she feel?

- |            |                         |
|------------|-------------------------|
| a. In pain | c. Angry and mean       |
| b. Sorry   | d. Pleased and peaceful |

5. Even a tiny speck of dust on his carefully pressed uniform would receive his immediate attention.

Describe his appearance as completely as you can imagine.

- a. Carefully dressed in every particular
- b. Had no dirt spots on his clothing
- c. Wore a masquerade costume
- d. Had white clothing

*Sylvia Ram and Conklin Teapot both won \$500 in the Get-Rich-Quick Lottery. The two paragraphs below provide brief descriptions of their individual personalities.*

6. Sylvia Ram is a sports enthusiast. You may see her at a World Series baseball game or a Stanley Cup hockey match. Because she also loves to travel, she may sail to Brazil to see a soccer game or fly to Wimbledon to witness a tennis match. She is also a daredevil and will try any sport with a touch of danger in it.

Sylvia will probably spend her \$500 on

- a. a color television set
- b. sky-diving lessons in Australia

7. Conkin Teapot believes that he is a financial wizard. He is a gambler at heart, but he never makes what he considers to be "a foolish investment." "Fancy clothes," he says, "are an example of wasted money." After his wife and family, his great love is the stock market.

SRE - Skill 4  
Number 04

Conkin will probably spend his \$500 on

- a. Universal Lead Piping Stock shares
- b. a rhinestone-studded tuxedo

*Greg had been studying the letter as he walked rapidly along the sidewalk. Suddenly he was right across from Dale's building. He glanced up at the second floor window and saw Dale looking out the street. Grinning broadly, Greg jumped up and down, waving the letter with a wide sweep of his arm. Dale saw him, opened his mouth as if to say something, then disappeared from the window. Immediately, Greg dashed across the street, dodging the traffic, skipped up the front steps, then ran up the first flight, taking the stairs two at a time...*

- 8. Is Greg in a hurry to see Dale? \_\_\_\_\_
- 9. What does he want to see Dale about? \_\_\_\_\_
- 10. Is Greg happy about it? \_\_\_\_\_

o0o0o0o



SRE - Skill 4  
Number 05

INFERENCES IN A NARRATIVE

The following paragraphs tell a complete story. You will need to make many inferences to understand the story completely, but the questions after each paragraph will help you make them.

WIDE Q

by

*Elsin Ann Gardner*

Maybe I'll put my head under the pillow - no, that's no good at all. I can imagine him, whoever he is, sneaking up on me. Okay, that does it! I'm going to get up and stay up, put the lights on in the living room, turn on the television. On, I hate going into the dark... there! Overhead light on, floor lamp on, TV on, nice and loud. Now, I'll just sit down and relax and watch the -

1. The speaker seems mainly to be feeling \_\_\_\_\_.  
a. tired                      b. afraid                      c. sick
2. The sentence which gives the best clue as to why she feels this way is the one beginning \_\_\_\_\_.  
a. "Maybe I'll put my head...."  
b. "I can imagine him..."  
c. "Now, I'll just sit down..."
3. In the last sentence, she is planning to watch the \_\_\_\_\_.  
a. front door                      b. clock                      c. television

SRE - Skill 4  
Number 05

Hey, what was that? Oh, Old houses creak, remember? If it creaked when Russel was here, it'll creak when he's away, and it's just - just something in the house. It's only your imagination, old girl, that's what it is. And the more sleepy you get, the more vivid your imagination will get.

4. The speaker says, "Hey, what was that?" because \_\_\_\_\_.

- a. she heard a noise
- b. she saw something strange on TV
- c. she felt something touch her

5. She is speaking to \_\_\_\_\_.

- a. her mother
- b. Russell
- c. herself

6. At this point who do you think Russel is? \_\_\_\_\_

All the doors are locked, right? And all the windows, ditto. Okay, then. So I feel like an idiot, trying to stay up all night. Well, sitting here in the living room is a lot better than doing what I did the last time Russ was away overnight! Locking myself in the bathroom and staying there all night, for heaven's sake -----

7. She has locked all the doors and windows \_\_\_\_\_.

- a. to make herself feel safer
- b. because they were rattling
- c. because she felt a draft

8. She is trying to control her behavior by using her \_\_\_\_\_.

- a. common sense
- b. emotions
- c. imagination

SRE - Skill 4  
Number 05

Oh! Oh, the furnace clicked on, that's all that was. Calm down, girl, calm down! The trouble with you is, you read the papers. You should read the comics and stop there. No, I have to read Mother of Three Attacked by Intruder and Woman Found Beaten to Death in Home. But, oooh, they were so close to us! That old lady lived - what was it, only three-four blocks away? But she lived alone and nobody knows I'm alone tonight. I hope.

9. She says, "Oh, the furnace clicked on, that's all that was because \_\_\_\_.

- a. she heard another noise
- b. she suddenly felt warm
- c. she turned it on herself

10. She has read Mother of Three Attacked by Intruder and Woman Found Beaten to Death in Home and now she thinks \_\_\_\_.

- a. they made good stories
- b. something like that might happen to her
- c. she has wasted her time

11. "That old lady" was \_\_\_\_.

- a. a character in a story
- b. a murder victim
- c. her mother

What is the matter with me, anyway? I'm acting like a child. Other women live alone - for years, even - and here I have to stay by myself for just one measly little night, and I go all to pieces. Oh, it sure seems cold in here. The furnace was on - still is on, in fact. Must be my nerves. I'll go into the kitchen and make myself a nice hot cup of tea. Good idea! Maybe that'll warm me up.



SRE - Skill 4  
Number 05

Now, where is that light switch... there... well,  
no wonder I'm cold, with the back door standing wide o-

12. This is the end of the story, and yet the last  
word is left unfinished. What should it be?

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13. Why doesn't the speaker finish this last word? In  
your own words, tell what you think must be happening  
at this moment.

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# SKILL 5

**DESCRIPTOR : USING CONTEXT CLUES**

**SUBJECT AREA:** This skill is needed in all subject areas where students are required to discover the meanings of new words through the help of nearby words and thoughts.

**OBJECTIVE :** Given one or more sentences containing unknown words or blanks, the students should be able to use context clues to fill in the blanks with words that make sense in the sentence or to provide meanings for the unknown words.

## **SRE - Skill 5**

|        |    |           |  |
|--------|----|-----------|--|
| Number | 01 | . . . . . | Getting Meanings Through Context Clues |
| Number | 02 | . . . . . | Context Clues                          |
| Number | 03 | . . . . . | More Context Clues                     |
| Number | 04 | . . . . . | Clues in Longer Context                |
| Number | 05 | . . . . . | Using Common Sense                     |

*"Just Don't Give Up Trying To Do,  
What You Really Want To Do."*

## **SKILL 5 - *Using Context Clues***

### *What It Is*

A major difficulty of written communication is that different people react to the same words in different ways, depending upon the background of the individual reader. Because of this, writers must somehow write in such a way as to make their point clear to all readers. Authors try to use most words according to their most commonly understood meaning - that is, the meaning in keeping with the background and experience of most people. They then use context to make you more sensitive to the particular meaning.

For a better enjoyment and understanding of what you read, it is important that you develop the skill of uncovering the meaning or meanings of words by the use of clues. Context clues enable the reader to discern the intended meaning of a word through its relationship with the other words within its context.



SRE - Skill 5  
Number 01

### UNCOVER HIDDEN MEANINGS?

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#### GETTING MEANINGS THROUGH CONTEXT CLUES

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##### Pointers:

1. The easiest context clue to recognize is the direct explanation of a word or term which the author tells may be new to the reader.
2. In some cases, the author gives a less direct explanation and you may have to add a little reasoning to the clue that is provided.
3. The context clue is often found, not alongside the unfamiliar word, but in either an earlier sentence or in a later sentence.
4. Sometimes the author explains a word by showing it in operation.

##### SKILLS PRACTICE

Number your paper 1-10. Beside each number, write the phrase that appears underlined in the sentence. Then select an appropriate word from the choices below the sentences and write it next to the phrase.

Example: 1. main idea - point

1. I do not understand the main idea of your joke.
2. Her fingers were very active and skillful as she played the piano.

SRE - Skill 5  
Number 01

3. For many months the young man paid much attention to Mary Ann to win her favor.
4. He read about his skillful football plays in a long strip of news in the paper.
5. He flipped on a switch and the whole theater was lit up.
6. Alice agreed to come along but she would have preferred not to go.
7. The young woman was very careful about every detail in her clothes.
8. The vase had to be handled carefully because it could be broken at the slightest jar.
9. His wound was so serious that it resulted in his death.
10. The moon turns on its axis once a month.
11. The natives could neither read nor write.

|            |              |             |
|------------|--------------|-------------|
| illiterate | rotates      | illuminated |
| reluctant  | fastidious   | nimble      |
| fatal      | column       | courted     |
| fragile    | beautiful    | tender      |
|            | <u>point</u> |             |

SRE - Skill 5  
Number 02

CONTEXT CLUES

On your paper, write in the blank the letter of the definition that best fits each word. You will not use all the choices.

- A. James Chisholm designed & built a seven-foot-tall, two-hundred-pound robot that can walk, talk, use a camera, add and subtract. It even gives out water and dispenses aspirin. This automaton is called OTTO-TRON - The Magnificent.

Otto is set into motion by a remote control switch which is located across the room from the robot. Otto's brain is set on top of his sharp-cornered head. This angular tin head has two fifteen-watt light-bulb eyes and a tape-recorded voice. When Otto speaks, his head goes steadily back and forth in a rhythmical movement.

- |                     |                       |
|---------------------|-----------------------|
| _____ 1. dispenses  | A. gives out          |
| _____ 2. automaton  | B. complex            |
| _____ 3. remote     | C. mechanical man     |
| _____ 4. angular    | D. distant; separated |
| _____ 5. rhythmical | E. with sharp angles  |

- B. James first became interested in mechanical men when he was six and his father brought him an eighteen-inch plastic toy robot. He immediately cut the toy in half to study its parts and then claimed he would one day build his own toy robot. He actually fabricated a robot out of wood by the time he was twelve.



SRE - Skill 5  
Number 02

Otto was finished while James was in high school. It is obvious that his youth has never been an impediment, or obstacle, to James' achievements. Although he's always been adept in mechanical things, James is now becoming even more expert as he works to improve Otto.

James visualizes a future when every house will have a robot to do routine, unexciting tasks. As a result, people should find they have more leisure hours to do things they especially enjoy.

- |           |            |    |                     |
|-----------|------------|----|---------------------|
| _____ 6.  | fabricated | F. | built               |
| _____ 7.  | impediment | G. | skilled             |
| _____ 8.  | adept      | H. | sees                |
| _____ 9.  | visualizes | I. | working             |
| _____ 10. | leisure    | J. | free from work      |
|           |            | K. | block or difficulty |

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SRE - Skill 5  
Number 03

- \_\_\_\_\_ 6. The young people have not signed a contract or anything like that, but they have made a commitment to themselves to keep the block pleasant.
- |            |                      |
|------------|----------------------|
| a. reply   | c. written agreement |
| b. promise | d. note              |
- \_\_\_\_\_ 7. The Patrol felt the young people of the block needed a meeting place, so they converted an unused basement into a busy teen center.
- |                |            |
|----------------|------------|
| a. rented      | c. changed |
| b. turned back | d. moved   |
- \_\_\_\_\_ 8. Denise says, "Working on the Patrol has made me a more active citizen," and she feels that the change in the block gives her incentive to work for other changes.
- |                  |                    |
|------------------|--------------------|
| a. change        | c. organization    |
| b. encouragement | d. reward in money |
- \_\_\_\_\_ 9. Vern is weak and unable to compete in any sport for very long, but his brother Bill, who is just the opposite, has a great deal of stamina.
- |           |             |
|-----------|-------------|
| a. speed  | c. strength |
| b. wisdom | d. control  |
- \_\_\_\_\_ 10. If you think it's cruel to keep the bird locked up, then liberate it by opening the cage door.
- |           |         |
|-----------|---------|
| a. fasten | c. harm |
| b. feed   | d. free |



SRE - Skill 5

Number 04

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**CLUES IN LONGER CONTEXTS**

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Read the selection and answer the questions that follow.

In the following selection, Job and fifteen-year-old son, Sam, have just arrived in a small fishing village. They are in the inn, talking with the landlord and a constable or police officer.

Job shrugged his shoulders and then explained that he and his son were fishermen from the north, but the fish had shifted from their waters so they'd traveled overland in the hope of finding a better livelihood in the south. The landlord listened with interest and declared that fish had always been plentiful just beyond the bay, and further, that a widow he knew owned a craft that she'd been willing to rent or sell, if the price proved right.

"Don't listen to him, friends," warned the constable grimly. "Better to starve elsewhere than go out from this accursed spot into this accursed sea. At nighttime, you can hear the sea, beating on the shore and cursing it for all eternity."

"What for?" asked Sam, uneasily.

"Murder, friend," said the constable. "Foul and hateful murder. When the landlord said fish are plentiful hereabouts, he spoke the truth. No one ever caught them. The sea had a richer harvest. Ships. This was a village of wreckers, my friends."

SRE - Skill 5  
Number 04

*There was a silence in the little parlor. The landlord had gone to fetch their meal, and the fire danced and spat in the hearth as if in defense of his good name.*

*"Ship after ship they brought onto the rocks with lanterns swung from the headland. And whenever it happened that some poor wretch gained the shore, frantic with relief, they'd murder him as if he'd been no more than a twisting fish. If he wore rings, they'd strip his fingers before they threw him back into the sea..."*

1. When the constable warns Job and Sam not to stay because the spot is "accursed" he means that \_\_\_\_\_.
  - a. it is a place of evil
  - b. there are not many fish in the area
  - c. the landlord doesn't really know a widow who has a boat
2. According to the constable, why are the fish plentiful? \_\_\_\_\_
3. What is the "richest harvest" he mentions? \_\_\_\_\_
4. Look at the phrase "village of wreckers" in the fourth paragraph. Do you think that "wreckers" are persons, places or things? \_\_\_\_\_  
\_\_\_\_\_
5. In the last paragraph, the word they refers to \_\_\_\_\_.
  - a. the landlord and the constable
  - b. the ships
  - c. the wreckers

SRE - Skill 5  
Number 04

6. Fill in the blanks in the following sentence:  
The wreckers used \_\_\_\_\_ to cause ships to  
\_\_\_\_\_ on the \_\_\_\_\_.
7. What did the wrecker do if "some poor wretch"  
reached the shore? \_\_\_\_\_
8. What reason could the wreckers have had for what  
they did? (See questions 6 and 7)  
\_\_\_\_\_
9. Write the definition for wreckers that makes the  
best sense:
- \_\_\_\_\_ ships that go to the rescue of wrecked  
or disable ships or their cargoes
- \_\_\_\_\_ acts of destroying ships
- \_\_\_\_\_ people who cause shipwrecks by showing  
false lights on shore so as to rob  
the ships.
10. Why did the constable warn Job and Sam?  
\_\_\_\_\_

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SRE - Skill 5

Number 05

USING COMMON SENSE

Read the selection. Use the context clues to answer the questions or to get the meaning of the underlined words.

Below are explanation that go with the pictures on the next page.

- A. Since you can use a fish bowl or an old aquarium, a terrarium must be some kind of container for things that swim.
  - B. Because small growing things are planted in a container, a terrarium must be a little garden enclosed in glass.
  - C. It is necessary to choose small, slow-growing things for the glass container, so a terrarium must be a kind of plant.
1. Which explanation is not a good choice because it looks only at the container and ignores the things put into it? \_\_\_\_\_
  2. Which explanation looks at only one of the clues given, and as a result, comes up with a wrong conclusion? \_\_\_\_\_
  3. Which of the three best explains about the terrarium because it uses all the clues and shows common sense? \_\_\_\_\_

Does your answer to question 3 match the picture you chose?

SRE - Skill 5  
Number 05

The first step in making a terrarium is to pick a pretty glass container - one that the light can shine through. It can be a fish bowl, an old aquarium, a big bottle... even a goblet or a mayonnaise jar. Wash it with soap and water so there's less chance of disease and insects getting into your little garden.

In the bottom of your bowl or jar, put about an inch of crushed barbecue charcoal. You can get the charcoal at your grocery store, but be sure to crush it before putting it in your terrarium. If you wish, you may use gravel... instead of the charcoal. Next, add one to one-and-one-half inches of prepared garden soil. Build up the soil a little higher on one side to make a slope for a landscaped look. If the container is big enough, add a bit of moss, a pretty little stone or two, or a piece of driftwood.

The plants you choose should be the small, slow-growing kind: small-leaved ivy, arrowhead, small table fern and baby tears for delicate laciness, philodendron. Use small potted plants from two-inch posts or unrooted cuttings.

Put a check in the box beside the terrarium.

SRE - Skill 5  
Number 05

In this selection from a novel, two teens,, G.G. and Dee, are searching a group of connected caves. Use context clues to get the meaning of each underlined word.

They tried the other way. It took them into a smaller cave, low-ceilinged and almost entirely a pinkish beige; the major portion of the chamber bristled with needle like stalagmites built up from the floor and stalactites hanging from the roof. Some of the formations met in the middle, though most did not. "A spelunker would recognize this as a rather young cave," G.G. said. "The formations are still "alive," that is, dripping regularly."

"It gives you a funny feeling, in a way doesn't it?" Dee said. "As if you were inside nature in the making."

Write the number of your answer of the best explanation for spelunker below.

- \_\_\_\_\_ 4. G.G. says a spelunker would recognize that the cave is a young one, so a spelunker must be someone who explores and studies caves.
- \_\_\_\_\_ 5. Since G.G. and Dee are in a pinkish-beige cave, a spelunker must be someone who knows a great deal about the colors of the caves.
- \_\_\_\_\_ 6. Because the stalagmites and stalactites are still dripping, a spelunker must be some kind of young cave.

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SRE - Skill 5  
Number 06

WORDS THAT CONTEXT DOES NOT DEFINE

Read the paragraph that follows and decide whether there are enough context clues to tell you the meaning of each nonsense word that is underlined.

In their session, Sharon wears the traditional white "gi" (pronounced as in geese), a slubet of loose-fitting pants and wrap-around top. To keep in shape, she diffles six nights a week, but also finds time to teach one karate class a week. Once Sharon was demonstrating knife defense with a partner when her grickel was struck with the knife. Not at all discouraged, she finished her performance. No one in the audience was even aware of the accident. Although board-breaking is not part of the competitions, Sharon admits it is done at demonstrations because audiences like to see karate experts out their bare hands through wood. According to Sharon, the secret is dristication. "The only thing I see in my mind just before contact is my hand going through the board."

Write the letters of the answer, or answers, to each question.

1. What could the nonsense word slubet mean?
  - a. sash
  - b. blouse
  - c. costume
  - d. white
2. Which word or words could be substituted for diffles?
  - a. instructs
  - b. practices
  - c. dates
  - d. exercises

SRE - Skill 5

## Number 06

3. Which word or words could be substitute for grickel?
  - a. arm
  - b. leg
  - c. finger
  - d. friend
4. What do you think dristication means?
  - a. muscle
  - b. pressure
  - c. concentration
  - d. speed
5. Which of these underlined words have context clues that are too weak, or too general, to tell you what the words mean?

○○○○○

# SKILL 6

**DESCRIPTOR :** INFERRING MOOD, TONE AND POINT OF VIEW

**SUBJECT AREA:** This skill is required in subject areas in which students are required to infer mood, tone and point of view.

**OBJECTIVE :** Given set of sentences, paragraphs, or selections, the students will be able to infer mood, tone and point of view.

## SRE - Skill 6

|        |    |           |   |
|--------|----|-----------|---|
| Number | 01 | . . . . . | Tone and Mood                           |
| Number | 02 | . . . . . | Tone and Mood                           |
| Number | 03 | . . . . . | Point of View                           |
| Number | 04 | . . . . . | Appreciating Tone and Mood<br>of Poems  |
| Number | 05 | . . . . . | Observing a Consistent Point<br>of View |

*"Use well the moment; what the hour  
Brings for your use is in your power.  
And what you best can understand  
Is just the thing that lies nearest to your hand."*

- Johann Wolfgang Von Goethe -



# **SKILL 6 -      *Inferring Mood, Tone and Point of View***

## *What It Is*

It is to appreciate poems, folk tales, epics, myths, or short stories. Thus, the saying, "Impression before expression." You must understand characters, their changing personalities, their feelings and motives, and recognize how all these elements shape events which follow.

You must also remember that although an author writes the article, someone also tells it. The reader sees the article from a particular point of view.

In each of particular points of view, the writer uses a particular tone. He also selects incidents or details, orders his material, and even chooses particular words and phrases to help him formulate his guiding purpose.

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**TONE AND MOOD**

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**Pointers:**

1. Be able to know the meanings of words.
2. Read thoroughly the lines.

Read the poem and then answer  
the questions below.

**THE TROPIC NIGHT**

*The warm tropic night is never silent,  
But full of sounds that linger in the dark  
The call of cicadas never ceases  
With shrill cries to shake the thick perfumed air,  
While full-throated bullfrogs croak heartily  
In quaint serenade by the lotus pond;  
Now and again, some little white-winged bird  
Quarrels with her mate in their tree top near;  
The wakeful cock crows loud when he perceives  
The false flushing dawn of a waning moon;  
And dogs bay at some invisible shape  
Stealing softly through the hibiscus hedge.  
The harmony of such disharmony  
Strangely lulls our sun-scorched human senses  
And seals poor, tired spirits in sweet slumber  
That gently enfolds till the break of day.*

- Prem Chaya (Thailand) -

1. How does the speaker characterize the tropic night?
  - a. Peaceful
  - b. Quiet
  - c. Severe
  - d. Never silent
2. What sounds are heard on a warm tropic night?
  - a. Disharmony
  - b. Strange lullaby
  - c. Familiar sounds
  - d. Loud beating of drums

SRE - Skill 6  
Number 01

3. How are the quarreling birds on the tree top described?
  - a. Wakeful
  - b. White-winged
  - c. Full-throated
  - d. Sun-scorched
4. Tell what this phrase in the poem connotes; "The harmony of such disharmony."
  - a. Peace and calm in the midst of danger
  - b. There is harmony among various sounds produced together
  - c. Orderly and joyous in spite of the economic crisis
  - d. Pleasant and cacophonous due to misunderstanding
5. What expression suggests that the folks can sleep soundly on tropic nights?
  - a. Enfolds
  - b. Sweet slumber
  - c. Strange lull
  - d. Quaint serenade

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SRE - Skill 6  
Number 02

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TONE AND MOOD

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Read the poem and answer the questions that follow. Write the letter of your answer.

THE TAJ MAHAL

*To you, my love, the Taj is a symbol of love. Fine.  
Fine too that you venerate this, the valley where it sits.  
But meet me somewhere else.  
The poor visiting the royal assembly? Absurd.  
What's the sense of lovers journeying on  
That road which bears the prints of royalty's contempt?  
Look at the emblems of arrogant majesty,  
The backgrounds to this sign of love.  
Do dead kings' tombs delight you?  
If so, look into your own dark home.  
In this world countless people have loved.  
Who says their passions weren't true?  
They just couldn't afford a public display like this.  
Because they were paupers... like us.  
These buildings are tombs, these abutments and forts  
Are a despot's pillars of majesty,  
Cancers upon the breast of earth, a chronic cancer  
Which sapped the blood of our ancestors  
Who, my love, must have loved too.  
It was their art that shaped this exquisite form,  
But their beloved's tomb stand without name of fame;  
Until today, no one even lit a candle for them.  
This garden, this palace on the river's bank,  
These carved doors and walls, this arch, this vault – what are they?  
The mocking of the love of our poor  
By an emperor propped upon his wealth.  
My love, meet me somewhere else.*

- Sahir Ludhiavi -

SRE - Skill 6  
Number 02

1. What does the Taj Mahal symbolize to the speaker?
  - a. Love
  - b. Hatred
  - c. Veneration
  - d. Art
2. Why can't the speaker's love afford a public display?
  - a. He also belongs to the royalty.
  - b. He is a pauper.
  - c. He is dead.
  - d. He is passionate.
3. What was the speaker's attitude toward the majestic palace?
  - a. A monument of fame
  - b. A despot's pillars of majesty
  - c. A mockery of the poor
  - d. An emperor's propped up wealth
4. What happens to the pauper's tomb?
  - a. They stand without name or fame.
  - b. Several candles are lit before them.
  - c. They are sapped with the blood of ancestors.
  - d. They are built for public display.
5. Where does the speaker indicate he wants to meet his beloved?
  - a. At the Taj Mahal
  - b. On the river bank
  - c. In the palace
  - d. Somewhere not mentioned
6. Why did the speaker consider the building and tombs a chronic cancer?
  - a. It sapped the blood of one's ancestors.
  - b. Beloved tombs stand without name or fame.
  - c. Not one lighted a candle for them.
  - d. They had an exquisite shape.
7. What is the dark home referred to by the speaker?
  - a. Grave
  - b. Death
  - c. Palace
  - d. River bank

SRE - Skill 6

Number 03

POINT OF VIEW

Read each sentence. If a sentence is written from the first person point of view, write 1st on the line. Write 3rd if the sentence is written from the third person point of view.

**A.**

1. Letty loved her grandfather and looked forward to spending the summer with him in Baguio. \_\_\_\_\_
2. Hey, Eddie! I heard there's a scout from the Blue Team looking for new players. \_\_\_\_\_
3. That's great! Maybe my dream of becoming a star basketball player will come true. \_\_\_\_\_
4. This book recounts the adventures of Cheetah and how she and her friend caught smugglers in the jungle. \_\_\_\_\_
5. The children looked around. The sky above was a soft purple. Even the thick grass beneath their feet was purple. Then they realized that a purple bicycle had brought them to this strange world. \_\_\_\_\_

- B.** Read the sentence in A again. Opposite the number of each sentence, write the pronouns that are clues to the author's point of view.

- |          |          |          |
|----------|----------|----------|
| 1. _____ | 3. _____ | 5. _____ |
| 2. _____ | 4. _____ |          |



SRE - Skill 6  
Number 03

C. Read the following paragraphs. In the blank state the author's point of view by writing down 1st or 3rd. Then underline the pronouns that are clues to the author's point of view.

1. Joseph went from the town of Nazareth in Galilee to Judea to the town of Bethlehem because he was of the house and family of David. He had to register with Mary, his wife, who was with child. \_\_\_\_\_
2. But while they were there, the time came for the child to be born. She gave birth to her firstborn son, whom she wrapped in swaddling clothes. She laid him in a crib because there was no place for them in the inn. \_\_\_\_\_
3. And there were shepherds in the locality living in the fields and keeping night watch by turns over their flock. And the Angel of the Lord appeared to them, and the glory of the Lord shone around them and they were much afraid. \_\_\_\_\_
4. Suddenly, I heard the angels say to them: "Do not be afraid! I proclaim good news to you of a great joy which will be shared by the whole people. He has sent me to tell you that a Savior has been born to you who is Messiah and Lord." \_\_\_\_\_
5. And suddenly, around me a multitude of the heavenly host praised God, saying: "Glory to God in high heaven, and on Earth peace among men of goodwill." \_\_\_\_\_

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SRE - Skill 6  
Number 04

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APPRECIATING TONE AND MOOD OF POEMS

---

Read the poem below and answer  
the questions that follow.

THE ORCHID

*Under the rock  
In a deep shady hollow  
The graceful green orchid  
Puts forth  
Its pale leaves  
Its glory is wasted  
There's no eye  
To see it,  
And its fragrance  
Is spilled  
On the velvety moss.*

- Liw Sang -  
(translated by Henry A. Hart)

1. The speaker of the poem would like to describe the flower through the phrase "the graceful green orchid." What does it mean?
  - a. The flower is beautiful.
  - b. The flower has no odor.
  - c. The flower is not attractive.
  - d. The flower is on display.
2. How does the speaker see the orchid?
  - a. It is covered with moss.
  - b. It is shaded.
  - c. It is under a rock.
  - d. It has a pale color.

SRE - Skill 6  
Number 04

3. What does the speaker emphasize in the line "Its glory is wasted?"
  - a. The flower is useless.
  - b. The flower is exposed.
  - c. The flower is majestic.
  - d. The flower is decorative.
4. What happens to the flower's fragrance?
  - a. It is shared with other flowers.
  - b. It is stocked in the shady hollow.
  - c. It is spilled on the velvety moss.
  - d. It is enjoyed by many.
5. What characteristic of the poet is revealed in the poem?
  - a. Thrill-seeker
  - b. Nature-lover
  - c. Attention-seeker
  - d. Prestige-oriented

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SRE - Skill 6  
Number 05

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**OBSERVING A CONSISTENT POINT OF VIEW**

---

Study the following sentences.  
Take note of the inconsistencies in  
point of view; then make the necessary  
revision. Rewrite the sentence.

1. No matter what one does in the public service, you can't please everybody.  
\_\_\_\_\_
2. No one can tell exactly what the future will be as a result of the population explosion, but they can hope it will not be as bad as one imagines.  
\_\_\_\_\_  
\_\_\_\_\_
3. If we go by the number of innovations being introduced to many government projects, you can say there is in government a lot of creativity.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. The government must do something to check the rapid increase of population. Establish family planning clinics in every barangay district.  
\_\_\_\_\_  
\_\_\_\_\_
5. I don't want to argue with people, but a person cannot let false impressions go uncorrected.  
\_\_\_\_\_  
\_\_\_\_\_

SRE - Skill 6  
Number 05

6. I gave you the candlesticks, too, but they were not taken by you.  
\_\_\_\_\_
7. Everyone made their project.  
\_\_\_\_\_
8. If you have no special skill, one does anything that comes.  
\_\_\_\_\_
9. The group of gerdarmes has reached their decision.  
\_\_\_\_\_
10. If one is a convict, you thirst for respect.  
\_\_\_\_\_  
\_\_\_\_\_

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# SKILL 7

**DESCRIPTOR : IDENTIFYING SEQUENCE**

**SUBJECT AREA:** This skill is required by all subject areas in which students are required to sequence information according to time and space.

**OBJECTIVE :** Given course related reading materials on appropriate instructional level, the students will be able to identify sequences of time and space.

## **SRE - Skill 7**

- |        |    |           |                                   |
|--------|----|-----------|-----------------------------------|
| Number | 01 | . . . . . | Sequencing Ideas                  |
| Number | 02 | . . . . . | Using Time Order and Cause-Effect |
| Number | 03 | . . . . . | Arranging Events in Sequence      |
| Number | 04 | . . . . . | Arranging Events Chronologically  |
| Number | 05 | . . . . . | Order in a Longer Selection       |

*"The best talent is believing you can do something"*



# **SKILL 7 - *Identifying Sequence***

## *What It Is*

In sentences, this is arranging them to form a good paragraph. It is also giving the best order of the sentence.

When you narrate incidents or anecdotes, it is usually best to follow a time order pattern, telling the actions or events in the order in which they happen. To indicate time relationship, use adverbial expressions such as the following: first, then, later, before, after, next, gradually, finally, eventually, meanwhile, suddenly, immediately, at last, in the meantime, the following week, as soon as, when, and shortly thereafter.

SRE - Skill 7  
Number 01

### SEQUENCING IDEAS

#### Pointers:

1. In determining sequence in a process, we use clue words such as first, next, now, then, and finally.

#### SKILLS PRACTICE

Read the selection. Fill in blanks  
to complete the steps in making  
the wastepaper basket

#### WASTE BASKET FROM OLD NEWSPAPERS

If you want to put to good use your old newspapers, try weaving them into a new wastepaper basket. You have to save the color pages of larger newspapers to make this one. It would be fun to use two colors alternately for the horizontal rings and vertical strips. This will give your basket a checkered effect.

These are the materials you need for your basket; colored pages of a newspaper, suitable grocery carton or thick cardboard, sticky tape, paste.

Now, follow these simple steps to make your newspaper basket.

First, find a carton about six inches square by ten inches high. If you cannot find a carton of this size, make one like it from thick cardboard taped together with the sticky tape.

SRE - Skill 7  
Number 01

Next, spread out the double-page widths of the newspaper. Fold and paste neatly into long  $1\frac{1}{2}$  inch-wide strips. For a carton of this size, you will need eight strips for the vertical weave.

Mark the center on each strip; then weave together four in each direction at the center. Let the remaining length of each strip spread equally in four directions like a cross.

Now measure the remaining strips around the carton. Stick together the overlaps and remove. Stick the base of the carton on the woven newspapers and bring the strip up at each side. Slide the horizontal rings neatly down through them as shown. Press each ring down firmly above the previous one. Continue until the last ring reaches the top.

Then cut the remainder of the vertical strips about three inches above the top of the basket. Turn neatly over the edge and stick down inside. Lastly, make the cut edges neat inside the basket with the help of the sticky tape.

1. First, \_\_\_\_\_ or \_\_\_\_\_  
\_\_\_\_\_
2. Next, \_\_\_\_\_  
\_\_\_\_\_
3. Having done this, \_\_\_\_\_
4. Now, \_\_\_\_\_  
\_\_\_\_\_
5. Then, \_\_\_\_\_  
\_\_\_\_\_
6. Lastly/Finally, \_\_\_\_\_  
\_\_\_\_\_



SRE - Skill 7  
Number 01

Read the following article carefully.  
Note the given steps in the preparation of a  
pen or pencil holder. Rewrite these steps  
into a sequence using the given  
clue words. Omit the not-so-  
important sentences.

### PEN OR PENCIL HOLDER

Many simple things can be made from an empty evaporated milk can and remnants of felt or leather. One is a pen or pencil holder. Other materials needed aside from the cylindrical tin and piece of leather include colored paint for the inside, Elmer's glue, a piece of gold braid edging and sandpaper.

First, rub the outer surface of the empty milk can with sandpaper to make it rough. This will help the glue to stick very well. Paint the inside of the can and leave it overnight to dry.

Now, measure the tin can with a ruler, marking the outline very accurately on the leather. Then, cut out the leather carefully making the edges smooth and straight. Spread glue over the wrong side of the leather band to the outer surface of the can. Next, stick the leather band to the outer surface of the can, smoothing the leather around to avoid air bubbles.

After sticking the leather to the tin can, cut the gold braid into three lengths, each measuring the circumference of the can. Now, spread a layer of glue around the top edge; do the same with the bottom edge. Then, stick the braid on top and bottom pressing it firmly to the leather. Finally, press the remaining braid around the center of the pen holder.

7. First, \_\_\_\_\_  
\_\_\_\_\_

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SRE - Skill 7  
Number 01

8. Now, \_\_\_\_\_  
\_\_\_\_\_

9. Then, \_\_\_\_\_  
\_\_\_\_\_

10. Next, \_\_\_\_\_  
\_\_\_\_\_

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SRE - Skill 7  
Number 02

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USING TIME ORDER AND CAUSE-EFFECT

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This article tells some of the events that led up to the arrest of the suspected killer of Martin Luther King, Jr. Answering the questions that appear after section will help you understand the time order and cause-effect relationships that appear throughout.

It was just before 5:30 p.m. on April 4, 1968. An ordinary-looking man in a dark suit locked himself in the bathroom of a rooming house in Memphis, Tennessee. Carefully, he unwrapped a high-powered rifle, raised a window, and trained his rifle on the balcony of a motel 205 feet away.

At 6:01 p.m. Martin Luther King, Jr., walked out onto the motel balcony- and into the cross hairs of the gunsight. One shot rang out. Instantly, Dr. King was dead.

The figure in the bathroom covered the rifle, picked up a small bag and hurried down a dimly lighted hall, "That sounded like a shot!" shouted a roomer. "Yes - it was," said the stranger, smiling. Moments later, a white 1966 Mustang sped off.

The hunt began minutes after the assassination. Soon FBI agents knew that their suspect, who had registered under the name John Willard, was a man of medium build and height, with brown hair. He might have a scar on his forehead.

A block from the motel, police discovered a Remington hunting rifle, a bedspread, and a blue travel bag. The rifle was traced to a Harvey Lowmyer who had bought it on March 30.



SRE - Skill 7  
Number 02

But there were problems. No fingerprints on the rifle were clear enough to be useful, and no records could be found to tell about the John Willard who registered at the rooming house, or about the Harvey Lowmyer who bought the rifle.

On the morning of April 11, a housewife in Atlanta, Georgia, heard that the FBI was searching for a white Mustang. "Why, I saw a man leave a car like that in front of my apartment the morning after after Dr. King was shot," she exclaimed. "It's still there!"

Number these events for the  
correct order in time. You may reread if  
you need to do so.

- \_\_\_\_\_ A 1966 Mustang was seen speeding away from the rooming house.
- \_\_\_\_\_ Martin Luther King, Jr. was shot.
- \_\_\_\_\_ A housewife in Atlanta reported seeing the white Mustang.
- \_\_\_\_\_ The police found a rifle, bedspread, and travel bag.
- \_\_\_\_\_ A man locked himself in the bathroom of a rooming house.

Then, unexpectedly, two agents who were making inquiries at a rooming house in Atlanta, saw some letters on a hall table - addressed to Eric S. Galt.

The agents set up a watch on the house, hoping to surprise Galt. But after forty-eight hours of waiting, they decided to search. Galt was not in the room, but he had left a collection of maps. On a street map of Atlanta were four penciled black circles - drawn around Martin Luther King's home, the headquarters of his Southern Christian Leadership

SRE - Skill 7  
Number 02

Conference, the rooming house, and the spot where the white Mustang was abandoned. Another map contained something else - a single clear fingerprint, the best one the FBI had been able to find anywhere.

At 9:30 a.m., April 19, a veteran identification man picked up FBI Record Card No. 405-942G. He stared at it and said, "I believe this is it." Crowding around, other experts looked. All agreed that the ridges of the lone print taken from the map in Atlanta matched those on the card.

A supervisor asked, "Who is No. 405-942G?" The answer: "James Earl Ray, born 10 March 1928, Alton, Illinois..." Relatives and places he was known to visit were put under quiet watch, as were the air, rail, and bus terminals throughout the nation. Never has so tight a law-enforcement net been woven. Yet, as the days passed and every trail grew cold, it was concluded that he must have slipped out of the country. But how, and where?

Because Ray might have obtained a passport by using still another alias, the FBI assigned teams of agents to go through passport files looking for an application that contained a photograph of James Earl Ray. Ray was thought to have been in Canada in the summer of 1967, so the Royal Canadian Mounted Police began a similar examination of their passport files. Then on Saturday, June 1, 1968, one constable in Canada came across an application submitted by a Ramon George Sneyd. For a whole minute, he studied the picture. "This could be it," he said.

Handwriting analysis strongly indicated that the man posing as Sneyd was in fact James Earl Ray. FBI bulletins requested police and immigration officials throughout Europe to seize anyone using the name Ramon George Sneyd. And that is how the Scotland Yard detective came to make the arrest on June 8.

SRE - Skill 7  
Number 02

Put these events in the correct  
order in time.

- \_\_\_\_\_ Two agents saw some letters addressed to Eric S. Galt on a hall table in a rooming house in Atlanta.
- \_\_\_\_\_ The FBI at last found a clear fingerprint.
- \_\_\_\_\_ The FBI thought that James Earl Ray must have slipped out of the country using still another name.
- \_\_\_\_\_ Finally, the FBI knew the identity of the hunted man, James Earl Ray.
- \_\_\_\_\_ Relatives and places he was known to visit and airports and bus terminals in the United States were watched without success.

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SRE - Skill 7  
Number 03

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**ARRANGING EVENTS IN PROPER SEQUENCE**

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The following events are taken from the story  
"The Last Leaf" by O. Henry. Arrange these events  
in the order you think they happen in the story

- \_\_\_\_\_ Later, trying not to show her sadness, she went into Johnsy's room whistling.
- \_\_\_\_\_ Sue and Johnsy were friends who tried their luck in a country.
- \_\_\_\_\_ She found Johnsy lying under the bedclothes with her face toward the window.
- \_\_\_\_\_ Johnsy's eyes were wide open. She was looking out of the window and counting the leaves of the trees, backwards.
- \_\_\_\_\_ One morning the busy doctor invited Sue into her hall and told her that Johnsy had one chance in ten to live.
- \_\_\_\_\_ Sue stopped whistling, thinking Johnsy was asleep.
- \_\_\_\_\_ After the doctor had gone, Sue went into her room and cried.
- \_\_\_\_\_ Johnsy was able to survive from her ailments when she saw the last leaf clinging to the tree.
- \_\_\_\_\_ Suddenly, Sue heard a low sound, several times repeated.
- \_\_\_\_\_ She thought that the leaf was real, not knowing it was only painted.

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SRE - Skill 7  
Number 04

### ARRANGING EVENTS CHRONOLOGICALLY

The following are some highlights on the life of a Philippine president, Ramon Magsaysay, sometimes called "The Guy." Fill each blank in the sentence with the appropriate expression time expression: first, later, then, afterwards, eventually.

1. \_\_\_\_\_ Ramon Magsaysay was at Jose Rizal College; he was just an average student.
2. He started work as a mechanic at a transportation company, but \_\_\_\_\_ became its branch manager.
3. \_\_\_\_\_ he organized what became a famous guerilla outfit.
4. \_\_\_\_\_ he was appointed military governor of Zambales in recognition of his leadership during the war.
5. \_\_\_\_\_ he became president, he opened Malacañang to the masses. He was also the first president to wear the barong Tagalog to his inauguration.

Read the following table that shows the chronologically arranged events in the life of the President of the Philippine Revolutionary government, General Emilio Aguinaldo. Rewrite the sentences to form a paragraph using some of the time expressions given below.

eventually  
first  
then  
later

after  
next  
finally

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SRE - Skill 7  
Number 04

| PERIOD                        | EVENTS  |
|-------------------------------|---|
| March 22, 1869                | born to Carlos Aguinaldo and<br>Trinidad Famy in the<br>municipality of Kawit, Cavite   |
| At age 8, in 1877             | studied at the San Juan de<br>Letran College  |
| At age 22, in 1891            | abandoned agriculture and<br>engaged in trade of certain<br>products and manufactured goods<br>from Manila to Mindoro, Romblon<br>and Capiz |
| At age 27, on<br>Jan. 1, 1896 | married Hilaria del Rosario   |
| August, 1898                  | became president of the<br>Philippine Revolutionary<br>government   |
| February 6, 1964              | died at the age of 95   |

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SRE - Skill 7  
Number 05

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**ORDER IN A LONGER SELECTION**

---

In reading this account, notice how clear the order of events is made. Each event makes possible the next. When you finish the story, see if you can recall those events.

In reading this account, notice how clear the order of events is made. Each event makes possible the next. When you finish the story, see if you can recall those events.

**CONFEDERATION**

Confederation began at Charlottetown, September 1, 1864, when a conference was held there to discuss the union of the Maritime Provinces. The lieutenant-governors of these provinces had been requested to permit a delegation of Cabinet members from Canada to attend this meeting in order to place its ideas before the gathering. Consent to attend was readily granted. During the Charlottetown Conference, discussions of problems related to the idea of a larger Confederation, were made. The men involved came to know one another better. One result of this initial conference was that they agreed to reconvene again at Quebec on the 10<sup>th</sup> of October,, 1864.

Those delegates who carried on the task in the ancient city, are today known to us as the - Fathers of Confederation. Among the thirty-three delegates perhaps the best known ones now are John A. MacDonald, who later became our first Prime Minister, George Brown, George Etienne Cartier, D'Arcy McGee,

SRE - Skill 7  
Number 05

Dr. Charles Tupper and Leonard Tilley. The Quebec Conference drew up seventy-two Resolutions which became the foundation of our national constitution.

The delegates returned to their respective provinces to seek approval from their individual legislatures. Consent to the Confederation idea was given soon in Canada but not in the Maritimes.

Then destiny changed events! The Fenian raids from south of the border struck fear into the hearts of many New Brunswick people that their land might suffer a larger vision. They began to reason among themselves that in unity lies strength. Therefore the result of a second election in New Brunswick in 1866 gave approval to the Quebec resolutions. Nova Scotia also passed a legislative vote favoring the idea of union.

As a result of these events, a delegation of men representing the Canadas and the Maritimes sailed for London in the autumn of 1866. Out of the London Conference was passed the British North America Act, July 1, 1867 which united us as a nation "from sea to sea."

1. Confederation had its beginning at Charlottetown on September 1, 1864.
2. The purpose was to discuss the union of the Maritime Provinces.
- 3.
- 4.
5. The men present at the conference came to know one another better.

SRE - Skill 7  
Number 05

- 6.
7. There were thirty-three delegates at the Quebec Conference.
- 8.
- 9.
- 10.
11. These resolutions formed the basis of our national constitution.
- 12.
- 13.
14. Destiny changed events.
- 15.
- 16.

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# SKILL 8

**DESCRIPTOR :** UNDERSTANDING FIGURATIVE LANGUAGE

**SUBJECT AREA:** This skill is needed in subject areas in which students are expected or required to identify and understand figurative language.

**OBJECTIVE :** Given set of sentences/ paragraphs, the students will be able to identify and understand figurative language.

## SRE - Skill 8

|        |    |           |   |
|--------|----|-----------|---|
| Number | 01 | . . . . . | Interpreting Figurative Language            |
| Number | 02 | . . . . . | Scanning for Synonymous Figurative Language |
| Number | 03 | . . . . . | Figurative Language                         |
| Number | 04 | . . . . . | Understanding Figures of Speech             |
| Number | 05 | . . . . . | Figurative Language                         |

*"Nothing great was ever achieved  
without enthusiasm"*

- Ralph Waldo Emerson -

# **SKILL 8-*Understanding Figurative Language***

## *What It Is*

Figurative language is an expression which departs from normal, literal language by using figures of speech to make the meaning more effective.

Figures of speech such as the simile, metaphor, personification, apostrophe, synecdoche, metonymy, and analogy create vivid pictures in the mind.

Figurative language uses words in senses other than the literal, but the words convey precise meaning. It draws powerfully upon your imagination and produces an effect upon you even when the thoughts are simple in themselves. Your interest and appreciation are stimulated as you participate with the author in interpreting the meaning in the particular context, and this lends additional enjoyment to your reading.

SRE - Skill 8  
Number 01

### INTERPRETING FIGURATIVE MEANING

#### Pointers:

1. Figurative language uses words not only in their literal meanings but with a certain emotional coloring.

Read each sentence below and write the letter before the sentence that means the same as the first.

1. Mely is as thin as a bamboo whip.
  - a. Mely is thin.
  - b. Mely has a bamboo whip.
  - c. Mely is as graceful as a bamboo whip.
  - d. Mely feels like a bamboo whip.
2. Tottie was as slow as a tortoise.
  - a. Tottie was a tortoise.
  - b. The tortoise was named Tottie.
  - c. Tottie often rested his back against a tree.
  - d. Tottie was not fast.
3. She won the 100-meter dash because she ran like a gazelle.
  - a. She was a gazelle.
  - b. She ran like a deer.
  - c. The gazelle felt like her.
  - d. She liked gazelles.
4. Jose is as faithful as an old dog.
  - a. Jose is loyal to his friends.
  - b. Jose's friends are loyal to him.
  - c. Jose and his friends are like peas in a pod.
  - d. Jose is as cross as a mother dog.



SRE - Skill 8  
Number 01

5. Nida was a tiger in the fight.
  - a. Nida played tiger in a play.
  - b. Nida fought as fiercely as a tiger.
  - c. The tiger's name was Nida.
  - d. Nida was as gentle as a circus tiger.
6. Samson was as strong as an ox.
  - a. Samson was as large as an ox.
  - b. The ox was stronger than Samson.
  - c. The ox could carry Samson.
  - d. Samson was very strong.
7. In the midst of troubles and violent rallies, our commander had nerves of steel.
  - a. Our commander was as nervous as a cat.
  - b. He was courageous.
  - c. He used steel barricades to stop the demonstrators.
  - d. He initiated violent rallies.
8. During the meeting, the leader of one group was as stubborn as a mule.
  - a. The leader was a mule.
  - b. The mule is a gentle horse.
  - c. The leader would not agree with the others.
  - d. The leader readily agreed with the others.
9. That boy is a chip of the old block.
  - a. The boy closely resembles his father.
  - b. The boy dislikes his father.
  - c. The boy sits on a block of wood.
  - d. The block of wood is old.
10. That drug addict is the black sheep in his family.
  - a. The drug addict makes his family popular.
  - b. The drug addict brings problems to his family.
  - c. Every family has a black sheep.
  - d. Every family has a drug addict.

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SRE - Skill 8  
Number 02

SCANNING FOR SYNONYMOUS FIGURATIVE LANGUAGE

Scan the list below. Find and underline the pair of figurative language in each block which are synonymous.

1. 

- a. slender as a green bean
  - b. skinny as a broomstick
  - c. big as a barrel
2. 

- a. runs like a deer
  - b. walks like a tortoise
  - c. goes like a gazelle
3. 

- a. fair as a rose
  - b. dainty as an orchid
  - c. shy as a violet
4. 

- a. coos like a dove
  - b. sings like a bird
  - c. struts like a rooster
5. 

- a. drunk as an owl
  - b. eats like a hog
  - c. an appetite of a whale
6. 

- a. sly as a fox
  - b. nervous as a cat
  - c. shrewd as a rat
7. 

- a. tight as a drum
  - b. smooth as a stone
  - c. bald like a billiard ball

SRE - Skill 8

Number 02

8. a. nerves of steel  
b. heart of stone  
c. soft as lead

9. a. cool as a cucumber  
b. shriveled like a prune  
c. fresh as a daisy

10. a. quick as a flash  
b. hot as a pistol  
c. fast as lightning

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SRE - Skill 8  
Number 03

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**FIGURATIVE LANGUAGE**

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Read these paragraphs and  
answer the questions that follow.  
Write only the letters.

- A. *During those years, seeing an American in our town was like seeing a man from another planet. You had to rub your eyes hard to see if you were dreaming or not. And if you weren't, it was still hard to believe.*

- Celso Al. Carunungan -

1. When could the narrator see an American in his town?
  - a. Now and then
  - b. Every month
  - c. Very seldom
  - d. Very often
2. Which of the following sentences is a hyperbole?
  - a. There was an American in our town.
  - b. I saw an American on the street.
  - c. Seeing an American was like seeing a man from another planet.
  - d. One seldom saw an American in those years.

- B. *I could not speak. There was a stone in my throat and my heart was so overflowing with gladness that the words would not come out. But later that night, I told Father about Mike's promise, and he only smiled - a kind of amused smile, as if someone had told a nice joke.*

- Celso Al. Carunungan -

SRE - Skill 8  
Number 03

3. Tell what figure of speech is "My heart was so overflowing with gladness that the words would not come out."  
a. Simile c. Personification  
b. Metaphor d. Hyperbole
4. What does the sentence "There was stone in my throat." mean?  
a. There seemed to be a lump in the speaker's throat.  
b. He had swallowed a stone.  
c. He had a parched throat.  
d. He was hit by a stone.
5. Which of the following sentences is an exaggeration?  
a. I did not speak  
b. My heart was overflowing with gladness.  
c. I told Father about Mike's promise.  
d. He only smiled.
- C. *He is indeed a friend who, in the gloom of my despondency, would give me a push over the cliff to end my suffering, which is his suffering.*

- Godofredo Rivera -

6. Which of the following is the most exaggerated?  
a. Would laugh with us  
b. Too ready with counsel  
c. Would send me perfumes  
d. My suffering is his suffering
7. Which best describes the phrase: "would give me a push over the cliff to end my suffering?"  
a. A comparison c. A human quality  
b. A substitution d. An exaggeration
8. What does the writer mean when he says his true friend would give him a "push over the cliff?"  
a. Push him over the cliff  
b. Make him suffer  
c. Save him from suffering  
d. Push him against his will

SRE - Skill 8  
Number 03

D.                    *You who would hereafter  
                         Understand my name,  
                         Learn that mountain water  
                         Can ripple over flame.*

- Angela Manalang Gloria -

9. According to the speaker, what "can ripple over flame?"
- |              |               |
|--------------|---------------|
| a. The rain  | c. The river  |
| b. The ocean | d. The spring |
10. Which of the following is not exaggerated?
- a. A few minutes would laugh with us.
  - b. I cried an ocean of tears.
  - c. Water can ripple over flame.
  - d. You would afterward know my name.

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SRE - Skill 8

Number 04

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**UNDERSTANDING FIGURES OF SPEECH**

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Read each quotation carefully  
and then answer the questions or complete  
the statements that follow. Circle the  
letter of the correct answer.

- A. *On that trip to the old village, Grandfather took me along. He also took my cousins Juanito, his namesake and favorite among his grandchildren, and Alejo, who, though somewhat doltish, was big for his age and strong as a horse. We made a curious crew.*

- Amante E. Bigornia, "Grandfather" -

1. Which of the following phrases best describes Alejo?
  - a. Like an old villager
  - b. Like a horse
  - c. Like Grandfather's favorite
  - d. Like my cousin Juanito
2. What figure of speech does the sentence "Alejo is as strong as a horse" exemplify?
  - a. Metaphor
  - b. Personification
  - c. Symbol
  - d. Simile

- B. *Sebio laughed. He was again his likeable self. He tried to catch the outstretched hand, but like lightning it was withdrawn, and when he stood up the girl was gone. He sat down again.*

- Arturo B. Rotor, "Dahong-Palay" -

3. What are compared in the above paragraph?
  - a. Sebio and the girl
  - b. The girl and the lightning
  - c. The hand and the lightning
  - d. Sebio and lightning

SRE - Skill 8  
Number 04

4. Which of the following lines is a simile?  
 a. His likeable self  
 b. The hand like lightning  
 c. His outstretched hand  
 d. The girl liked Sebio
5. Why was the hand compared to a lightning?  
 a. It was burning.                      c. It was easy to catch.  
 b. It was hot.                              d. It vanished fast.

C. *He saw the heat waves in the glare  
 As devils on the stage afire,  
 Reproached the sky and saw the rain  
 As diablos dancing in the mire.*

- Josue Rem. Slat. "Mang Teban and the Weather" -

6. What are compared in the first two lines?  
 a. Heat and wave                      c. Glare and devils  
 b. Stage and fire                      d. Heat waves and devils
7. In the last two lines, devils are like -  
 a. Fire                                      c. Raindrops  
 b. Skies                                      d. Mire

D. *First a poem must be magical,  
 Then musical as a sea gull.*

*It must be slender as a bell,  
 And hold secret a bird's flowering.*

*It must have the wisdom of bows,  
 And it must kneel like a rose.*

- Josue Garcia Villa, "Sonnet 1" -

8. Which of these phrases in Villa's poem makes a comparison?  
 a. Must have the wisdom  
 b. Must be musical as a sea gull  
 c. Must hold fire as well  
 d. Must like to hover

SRE - Skill 8  
Number 04

9. Which of the following lines is a simile?
- a. First a poem must be magical.
  - b. Then musical as a sea gull
  - c. It must like to hover.
  - d. It must hold fire as well.
10. Villa does not compare a poem to -
- a. a bell
  - b. a bird
  - c. a flower
  - d. a tree

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SRE - Skill 8  
Number 05

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**FIGURATIVE LANGUAGE**

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Read the poem/excerpt and then  
answer the questions that follow.  
Write the letter of your answers.

- A. *Behind a stage was the ruined city. In front was a wide stretch of green reaching for the opalescent waters of historic Manila Bay. This was a moment of eternity. Time seemed to have paused to watch this apotheosis of Democracy in the East. This was the final note of that many-centuried melody of yearning and entreaty that arose one dark morning on the beaches of Mactan, gathered forth in tragic sweetness in the precipitous defile of Tirad Pass, on a lonely hill at Balintawak, on a sunny patch of ground of Bagumbayan, and rolled in global thunder through the thick, malarial jungles of Bataan.*

- Carlos P. Romulo "The Flag Rises Alone" -

1. How is an allusion made in the paragraph?
  - a. By referring to known persons
  - b. By referring to known gods
  - c. By mentioning a historical event
  - d. By mentioning various events
2. What took place on the beaches at Mactan?
  - a. The first mass in the Philippines
  - b. The landing of the American armed forces
  - c. The killing of Magellan by Lapu-lapu
  - d. The death of Magsaysay in a plane crash
3. What happened at Balintawak?
  - a. Rizal was executed there.
  - b. The members of the Katipunan met there.
  - c. The three priests were garroted there.
  - d. Bonifacio began the revolution there

SRE - Skill 8  
Number 05

4. How did the writer describe the battle of Tirad Pass?
- a. A victorious event
  - b. A heroic day
  - c. A historical picture
  - d. A tragic sweetness
5. Which of these phrases does not make an allusion?
- a. The waters of historic Manila Bay
  - b. The beaches at Mactan
  - c. The precipitious defile at Tirad Pass
  - d. The wide stretch of green

B. *I now recall the ancient tale about*

*Pygmalion – the magic of his art;  
But where I once dismissed it with a doubt,  
I haste now to hug it to my heart;  
Seeing myself within a Master's mold  
Attain a soul by many a one desired –  
Alive where once I was unfeeling cold,  
Awake where once remote and uninspired.*

– Trinidad T. Subido "On Teaching Poetry" -

6. What phrase below makes an allusion?
- a. The ancient tale about Pygmalion
  - b. The wonderful magic of art
  - c. Where once I was unfeeling cold
  - d. Where once remote and uninspired
7. Pygmalion was a character in Greek mythology. What was he?
- a. a poet
  - b. a painter
  - c. a sculptor
  - d. a singer
8. Why does the speaker compare herself to Pygmalion?
- a. She writes poems.
  - b. She molds youths.
  - c. She paints pictures.
  - d. She sings.

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Number 05

- C. *April came and April went  
Through the magic crystal weather,  
Now with mischievous intent  
Pan and I will walk together.*

- Angela Manalang Gloria, "May" -

9. Which phrase below is allusive?  
a. the month of April  
b. the magic crystal weather  
c. Pan's mischievous intent  
d. the moon walk together
10. The above stanza shows the speaker to be a:  
a. Hero  
b. God  
c. Poet  
d. Painter

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# SKILL 9

**DESCRIPTION :** RECOGNIZING THE MAIN IDEA

**SUBJECT AREA:** This skill is needed in all subject areas in which students are required to identify main ideas; implied or directly stated.

**OBJECTIVES :** Given set of sentences/ paragraphs, the students will be able to recognize the main ideas either implied or directly stated.

## SRE - Skill 9

|        |    |           |                            |
|--------|----|-----------|----------------------------|
| Number | 01 | . . . . . | Recognizing the Main Idea  |
| Number | 02 | . . . . . | Topics and Central Ideas   |
| Number | 03 | . . . . . | Locating the Main Idea     |
| Number | 04 | . . . . . | Sorting Ideas              |
| Number | 05 | . . . . . | Central Idea in an Article |

*"If a task is once begun,  
Never leave it till it's done.  
Be the labor, great or small;  
Do it well, or not at all."*

## **SKILL 9** - *Recognizing the Main Idea*

### *What It Is*

Getting the main idea is similar to finding the most important thing an author is trying to say. The main idea of a paragraph is a general statement of the content of the paragraph. It is what the paragraph develops. It is the central thought of the paragraph.

The main idea provides order, progression, and unity to the paragraph by tying together the sentences. Without the main idea, the paragraph would be nothing but a collection of unrelated ideas.

Recognition of the main idea of a paragraph is important because it not only helps you understand the paragraph but also helps you remember the content.

### *Get the Idea?*

SRE - Skill 9  
Number 01

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### RECOGNIZING THE MAIN IDEA

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#### Pointers:

1. Find out what common elements or ideas the sentences share.
2. The presentational style may provide clues in finding the main idea.
3. Remember that well-written paragraph is written about someone or something. The someone or something is the topic. The main idea is the important information about the topic.
4. A topic sentence may or may not contain the main idea.
5. See to it that the main idea statement is not so general that it suggests information that is not given in the paragraph.

#### SKILLS PRACTICE

Read the following paragraphs. Choose the topic sentence from the three sentences after each paragraph. Write the letter of your answer.

1. The ability to follow directions is an important skill that you use all your life. Scarcely a day goes without the need to obey directions. Cooking, baking, taking medicines, driving, traveling, planning, taking examinations and hundred other common activities require the ability to follow directions.



SRE - Skill 9  
Number 01

- a. Following directions is a special ability.
- b. Everyone must follow directions.
- c. Knowing how to follow directions is important.

2. A person cannot relax and study at the same time. Studying requires a certain amount of tension, concentration, and effort in a specific direction. Of course, the amount of tension varies with the different individuals. The point is that studying is hard work and people who are not prepared to make a proper effort are wasting their time.

- a. People vary in their ways of studying.
- b. To study is a waste of time.
- c. Studying is hard work.

3. Adolescence brings with it a multiplicity change in every aspect of a child's life. There is a great expansion and intensification of the emotional life as the adolescent reaches out for new experiences and understanding but at the same time adopts a defensive stance against the possible consequences. It is normally a period hopes and ideals, of longings often divorced from reality, and of passion over matters that older persons often see as being of little consequence. Emotions do not tend to show greater fluctuations during adolescence than in the periods that precede and follow it. Period of great enthusiasm and attempts at high achievement are followed by periods of languor, depression, dissatisfaction, and even of morbid self-analysis. Emotions can led to violent attachment to members of the opposite sex and intense friendships characterized by pledges and vows.

SRE - Skill 9  
Number 01

- a. There are many changes in the period of adolescence.
- b. Adolescents are violently attached to the opposite sex.
- c. It is difficult to work with adolescents.

4. People who are victims of excessive tension and stress were not born into the world with these symptoms. Somewhere along the line, they acquired habits or failed to face certain situations which brought about these symptoms. They could have avoided acquiring the symptoms by following guidelines like: 1) Relaxation is an antidote; 2) Learn your threshold and live with it; 3) If you feel there is something wrong with you, find it out and do something about it

- a. Stress and tension can be avoided.
- b. Relaxation is important.
- c. Stress and tension are very common.

5. People have always had this mentality that good gifts are expensive, or to put it in another way, expensive presents are good gifts. Seldom do they consider practicality, or more important, sincerity. It has yet to be accepted that gift-giving does not always consist of material things. Looking at the world which has had enough of agreement talks on ceasefire treaties, maybe it can do more with smiles and songs.

- a. Good gifts are expensive gifts.
- b. Good gifts may not always be material things
- c. We must be sincere when we give gifts.

6. Names for certain objects may vary from place to place. A "swagman" in one English-speaking country is a "hobo" in another. You may hear a carbonated soft drink called "soda", "pop", or "phosphate"



SRE - Skills 9  
Number 01

depending on where you are. The "hero" sandwich has many other names. This jumbo concoction of ham, cheese, lettuce, tomato, and onions may also be listed on menus as a "boogie", "dagwood", "grinder", "torpedo", or "submarine". What is called a "bobby pin", in another country is called a "Kirby grip", in another.

- a. Names for certain objects may vary from place to place.
- b. The "hero" sandwich has many other names.
- c. What is called "bobby pin" in one country is "Kirby grip" in another.

7. If you merely glance at a map of North America, it may seem to you that the land areas of Canada and the United States are about the same size. Actually, Canada is the second largest country in the world. The United States ranks about fourth. Canadian territory, including the Arctic islands, extends from near the North Pole to the U.S. border. Quebec province alone has more land area than Alaska, the largest state.

- a. The United States ranks about fourth.
- b. Actually, Canada is the second largest country in the world.
- c. Quebec province alone has more land area than Alaska, the largest state.

8. Every nation of the world is represented by its own particular flag. Each flag's colors and designs may symbolize some principles, such as liberty, or illustrate an important fact of the country's history. Four-shapes - star, stripe, circle and cross - are used more often in flag designs than any others. The use of various combinations of shapes and colors makes every flag different. Several



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Number 01

countries have each chosen to show a specific object on its flag. A cedar tree appears on the flag of Lebanon. There is a dragon on the flag of Bhutan.

a. One or more of these shapes appear on most of the nation's flags.

b. Every nation of the world is represented by its own particular flag.

c. There is a dragon on the flag of Bhutan.

9. It is important to note that most accidents are psychological in nature, than mechanical. Seventy-eight percent of all vehicles involved in fatal accident are found to be in good conditions. The fact that, in the other twenty-two percent, the problems are usually in tires, lights, or brakes, most of which the driver possibly aware of, and that he goes on driving anyhow, makes these accident seem to be appropriately characterized as ones in which there is also a strong psychological factor. The author implies that:

- a. defects in brakes, lights or tires do not result in accidents.
- b. accidents which are caused by mechanical failure are not the fault of the driver.
- c. if the driver is aware that his vehicle has a mechanical defect and drives it anyway, the accident that may result could be attributed to mechanical but psychological factors.

**SRE - Skill 9**  
**Number 01**

10. An argument has gone on for years that focuses on the question of how much money or other help should be given to the poor. The argument on one side stresses the deprivation and misfortunes those of low income must carry through and appeals to the moral instincts of those in government positions to use compassion in their judgments. On the other hand, people speak about the role that laziness has played in developing poverty and how public assistance progress vitiate incentives to work and to save.

According to the above passage, providing assistance for the poor is:

- a. an important ingredient of a democracy
- b. a debatable question
- c. not a good choice
- d. just perpetuating poverty

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SRE - Skill 9  
Number 02

**PRACTICE MAKES PERFECT**  
**How About Trying This?**

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**TOPICS AND CENTRAL IDEAS**

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**SKILLS PRACTICE:**

Read the paragraph and do what is asked.  
Write the letter of your answer.

The score a pupil makes on a test is affected by many things, and no single test can be considered an accurate measure of ability. The person with poor visions is handicapped in reading a test. Poor health, too, can have a bearing on the score. Then there is the person who "tenses up" on test day and doesn't think as well as usual. The pupil who isn't interested in school doesn't try to do his best on anything, including a test. If a pupil's background is quite different from that of the person who wrote the test questions, the test may not be clear to him.

1. Write the letter of the word that best stands for the topic.

a. intelligence    b. tests    c. health    d. ability

2. Write the letter of the phrase that completes the sentence: Several sentences in the selection emphasize

- a. something that can result in an inaccurate test score.
- b. that pupils should remain calm during tests.
- c. who should be able to prepare tests.



SRE - Skill 9  
Number 02

3. The topic tells the subject of the material, but the central idea includes what is to be said about the subject. Which of the following statements best expresses what is said about tests in the selections.

- a. Students who don't see well do poorly on tests.
- b. Many things can influence the score a pupil makes on a test.
- c. Many students don't do well on tests because they are nervous.

The Jackson Five know what it means to be successful in the recording business. They've performed on some of the big network TV show, and the fan mail rolls in. Yet they refuse most offers for appearances. All of the brothers except Jackie, the oldest, go to public schools. Concerts must be squeezed in on holidays or weekends. Father Joe Jackson believes, "You have to work a lot on keeping things in proportion. I tell them what would happen if they changed and got swelled heads. That's something I never want to see." The stars keep to a strict schedule. Up at seven for school, and in bed by ten. Sandwiched somewhere in between are afternoon rehearsals, recording sessions, homework, a spot of songwriting interviews, and if time permits, a game of baseball.

4. Write the letter of the words that best state the topic.

- a. making records
- b. going to school
- c. the Jackson Five

5. Write the letter of the words that best complete this sentence: The Jackson Five want

- a. success above all else
- b. success, but feel it is important to keep things in the right proportion
- c. to do a lot of songwriting in addition to their concerts.

SRE - Skill 9  
Number 02

6. Write the letter of the best central idea statement.

- a. In spite of a busy schedule and great popularity, the Jackson Five try hard not to let fame change them.
- b. The Jackson Five's father told them what would happen if they let success go to their heads.
- c. The Jackson Five are successful because they keep to a strict schedule of getting up at seven, and then being in bed by ten.

Eighteen-year-old Luis Antonio Lopez lives in a cardboard shack atop a hill near Bogota, Colombia. Until recently, getting an education was only a dream for Luis. Now he attends classes at Camilo Torres, one of the few public schools in Bogota. He spends four hours in school every evening. School follows a full day of hard work. Luis is up at 4 A.M. to assist his mother at home and to bring water from the local well. Then at 7 A.M. Luis and his father leave to seek work as gardeners. They return from work at 4 P.M., and Luis eats a meal before leaving for school. Classes are over at 10 P.M., and then Luis must prepare his lessons for the next evening. He never complains about this demanding way of life. On the contrary, Luis is grateful for the opportunity to study, and he willingly spends his weekends at the public library where he teaches himself English in addition to working on regular school assignments.

7. Write the letter of the words that best state the topic.

- a. Bogota Colombia
- b. an education for Luis
- c. hard work

SRE - Skill 9  
Number 02

8. Write the letter of the best central idea.
- a. Luis Antonio Lopez of Colombia is so grateful for the chance to get an education that he attends classes every night and then prepares his lessons for the next evening - all of this putting in a full workday.
  - b. Luis Antonio Lopez never complains about his hard life but most people wouldn't want to get up at 4 A.M. to get water from a well.
  - c. Eighteen-year-old Luis Antonio Lopez of Colombia goes to school every night and then comes home to prepare his lessons for the next evening.

To be successful, you must believe in success. Be confident that in due time, your talents and abilities will be recognized. Do your job well and never allow idle moments to deceive you. Believe that tomorrow will see you as an accomplished person. This is the best formula to ensure one's self-advancement as well as to obtain the fullest satisfaction from each day's work.

9. What is the main idea of the paragraph?
- a. Never indulge in unnecessary things that will waste your time.
  - b. Confidence in one's abilities makes one successful in life.
  - c. Be conscious of your work and spend some time for leisure.
  - d. Never doubt that sooner your talents will be rewarded.



SRE - Skill 9  
Number 02

10. Omnivores are animals that eat whatever they can find. They live on plants and animals found in soil and water. Among the omnivores there are many scavengers which wait for and live on the dead and decaying remains of plants and animals. Many worms, insects, lobsters, rats and pigs are scavengers.

What does the paragraph tell us?

- a. Omnivores are plants that live on decaying remains of other plants.
- b. Omnivores are flesh eaters for they eat whatever they can find.
- c. Omnivores are animals that eat whatever they can find.
- d. Some omnivores have poison glands.

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SRE - Skill 9  
Number 03

WANT TO TRY SOMETHING HARDER?

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LOCATING THE MAIN IDEA

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SKILL PRACTICE

Read each paragraph. Locate the main idea. Write the topic sentence yourself as it is not directly given.

1. Christ went through untold sacrifices and pain for His love for mankind. He scaled Calvary carrying a heavy cross on His shoulder, bearing all the humiliation inflicted by his tormentors. This awesome spectacle brings home a message: no man can speak of having loved without having suffered, and to teach love without sacrifice is useless.

Main Idea: \_\_\_\_\_

2. Before 1984 the average tax contributed by the Filipino was comparatively much lower than the taxes paid by citizens of many developing countries of Southeast Asia. From taxes, the Filipinos get such benefits as employment, pollution control, social welfare, community development, education, medical services, transportation, peace and order, and many others. We can safely say that the Filipinos are among the least taxed people in the world.

Main Idea: \_\_\_\_\_

3. Rock music is an expression of the young generation's hope to change the world. This change means the youth's rebellion against the establishment, power to the young, and ecumenism. The songs refuse to cover the harsh

SRE - Skill 9  
Number 03

realities under the set of a make-believe world where happiness reigns supreme. It springs from the artists' desire to say something new which cannot be said so well in the old idioms or from their impulse to say old things in new ways.

Main Idea: \_\_\_\_\_

4. The Filipino is remarkably resilient and has a great capacity to survive adversity. He is ingenious, creative, and flexible and can persist in the worst conditions without losing his sense of humor. He has withstood the rigors of centuries of foreign domination.

Main Idea: \_\_\_\_\_

5. Women who are considered sexy by men tend to compliment other women and appreciate femininity in general. In appreciating the sexuality of her own sex, a woman becomes better able to express her own sexuality. By putting down the sexuality of others of her own sex, she inhibits her own sexuality. One of the best ways to increase sexual attractiveness is to learn to appreciate the sexuality of others.

Main Idea: \_\_\_\_\_

6. Pregnant women have special nutritional needs during the different stages of pregnancy. A diet consisting of easily digested food should be given to an expectant mother during the first to fourth months of pregnancy. A diet rich in minerals, protein, and vitamins should be given to a pregnant woman from the fifth to the seventh month of pregnancy. During the latter months, pregnant women should have



SRE - Skill 9  
Number 03

a diet that is rich in all the nutritive elements needed by the growing child.

Main Idea: \_\_\_\_\_

7. Many are distressed that with each turning of a new leaf in a calendar, they are getting older. They would not feel this way if they knew that they're not really getting older. In fact, they're getting better. Studies show that a person's I.Q. increases with age. Older persons are more secure socially and emotionally, and as age goes up, so does confidence. Learning capacity also increases with age. As people grow older, they become more tolerant, more objective in their thinking, and more open-minded.

Main Idea: \_\_\_\_\_

8. Hypertension may be an indication of some organic difficulty already existing in the body particularly in the heart, veins, or kidney. It may arise from the hardening of the arteries, from the existence of tumors, or from abnormal psychological factors. This mostly happens to people who are always under stress, to people with no actual sleeping or working habits. Hypertension is called by many "the silent killer", for in many cases, it produces no symptoms until permanent organ damage results in chronic illness or even in death.

Main Idea: \_\_\_\_\_

9. Salt seems to be the victim of a lot of undesirable diet problems. Nevertheless, it has some desirable qualities. A pinch of salt added to water can keep down the bacteria

**SRE - Skill 9**  
**Number 03**

and help keep cut flowers longer. You can also avoid injury when trying to scale slippery fish by sprinkling salt on your hands before starting your work. With a little water and a brush, salt helps in removing new stains from carpets. Mixed with lemon juice, it cleans ivory and it is a super cleaner for brass and copper when mixed with vinegar and flour.

Main Idea: \_\_\_\_\_

10. According to doctors, parents must kiss, hug and hold their child during the first two years of his life; otherwise he might grow up to become an alcoholic, drug addict, or criminal. Allowing a child to cry himself to sleep can ruin the emotional trust between parent and child. The child becomes withdrawn and depressed. Crying is the only means of communication the child knows. The first two years of a child's life is a critical period in his growth and development.

Main Idea: \_\_\_\_\_

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SRE - Skill 9  
Number 04

GAINING CONFIDENCE? Good!

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**SORTING IDEAS**

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**SKILL PRACTICE**

The sentences below are about a man who is carving a mountain memorial to Sioux Chief Crazy Horse. As you read, think which sentences seem to belong together.

- A. It all began with a plea from Sioux Indians.
- B. They wanted sculptor Korczak Ziolkowski to carve a memorial to one of their great heroes - Chief Crazy Horse, who defeated General Custer at the Battle of the Little Big Horn.
- C. Mr. Ziolkowski chose a six-hundred-foot-high mountain in the Black Hills of South Dakota for his project.
- D. The statue, when finished, will be modern man's largest sculpture.
- E. Four thousand men could stand on Crazy Horse's outstretched arm.
- F. A ten-story building would fit beneath it.
- G. A sculptor usually works with a hammer and chisel, but Mr. Ziolkowski uses bigger tools.
- H. For a chisel, he has a rock drill so powerful that it bores through two feet of granite every sixty seconds.



SRE - Skill 9  
Number 04

I. He uses dynamite to blast off large chunks of the mountain.

1. Which three sentences introduce the subject? Write the letters.

\_\_\_\_\_

2. Which sentences are about the size of the statue? Write the letters

\_\_\_\_\_

3. Which sentences are about the tools for this work. Write the letters.

\_\_\_\_\_

The sentences below are also about carving the mountain memorial. Continue looking for the ones that seem to group together.

J. The statue is not all that is "big" in the world of Korczak Ziolkowski.

K. He himself is more than six feet tall, he weighs over 230 pounds and his shaggy salt-and-pepper beard tumbles down a full eight inches onto his chest.

L. He has a large family of ten children, five boys and five girls.

M. Singlehandedly, he built a fifty-seven-room home for his family.

N. Mr. Ziolkowski, who has rejected all offers of federal assistance, finances the project in a variety of ways.

SRE - Skill 9  
Number 04

- O. He charges \$2.00 for a view of his work.
- P. He also receives gifts, such as the bulldozer from a tractor company and he hopes to sell the by-products of his work - six and one-half tons of waste granite chips.
- Q. Before the project was known, he had to spend at least half of his time raising funds by cutting timber, breeding cattle, and turning out small pieces of sculpture.
- R. Mr. Ziolkowski has been working on his project for over twenty-six years now, and at least ten years more work are ahead of him.
- S. Most of the work he has done all by himself, with only occasional help.
- T. It is an enormous investment of time and work, yet he has no doubt that he will, one day complete the task.
- U. He is planning for the future of the area.
- V. One day he hopes to build an Indian cultural center, including a museum, colleges, and hospital.
- W. Mr. Ziolkowski has reasons for wanting to complete the statue.
- X. He says, "I tell stories in stone and this is a story I want very much to tell."
- Y. He feels the Americans, past and present, have exploited the Indians and ignored his noble heritage.

SRE - Skill 9  
Number 04

- Z. "I intend to honor him - permanently," he says, "through the perpetuality of stone."

Write the letters of the sentences that are about that topic.

4. The "big" world of Korczak Ziolkowski \_\_\_\_\_
5. Financing the project \_\_\_\_\_
6. The time and work required for this project \_\_\_\_\_
7. The future of the area \_\_\_\_\_
8. Mr. Ziolkowski's reason for carving the statue \_\_\_\_\_

Reread the sentences that are about "The Big World of Korczak Ziolkowski." in no. 4. Which one states the central idea for all of these sentences? Write it on no. 9. Do the same thing for no. 10.

9. central idea in The big world of Korczak Ziolkowski.

10. central idea in no. 5 - Financing the project.

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SRE - Skill 9  
Number 05

LET US SEE HOW FAR YOU HAVE GONE.

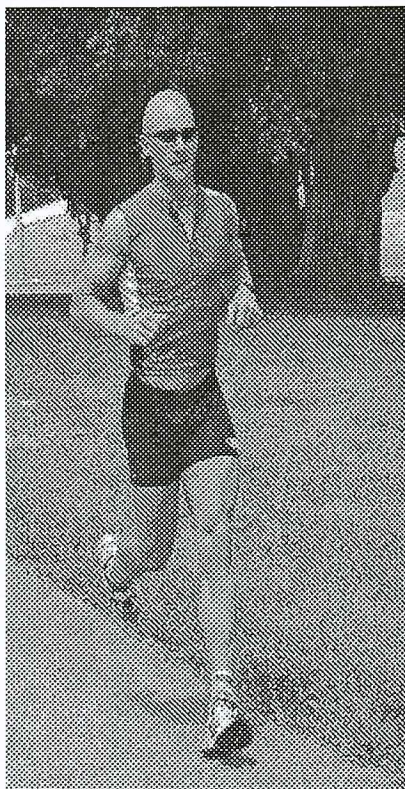
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CENTRAL IDEA IN AN ARTICLE

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SKILL PRACTICE

Read the story and answer the questions that follow after it.



What does this photograph show?

The photo illustrates the topic of the article that follows. What is the central idea pointed to by all of the photographs?

A. James William Bowles is a young man in a hurry. In fact, Jim has been running at least twenty miles a day, every day, for over six years. If you added up all the miles, you'd find that he's well over the forty-thousand mile mark..... that's about one and a half times around the world. And he doesn't show any sign of stopping or even slowing down.

SRE - Skill 9  
Number 05

B. Jim is five foot six inches tall, and he weighs just 125 pounds, so most people don't take him for an athlete at first glance. "Being small is actually how I got into running," Jim says. "You know, too small for football and basketball. I wasn't even big enough to make the baseball team; and I was too slow for sprints. For a while, I thought I was going to be a full-time spectator."

C. But Bill Carter, the school track coach, saw that Jim was determined to compete in some sport. He began preparing him for long distance running, in which the most important thing is determination. Most beginners quit when they realize how many hours it will demand of them.

D. After Jim made the varsity team, he decided to shoot for the top position on the team. He tried harder each time he ran. In fact, he got into serious trouble because he tried too hard. He was running ten miles every morning after finishing his newspaper route. At track practice in the afternoon, Coach Carter put him through a tough workout which included another seven to ten miles. Jim's knees couldn't take the punishment, and after five months he had to have an operation for torn cartilage and water on the knees. It was only after the operation that Jim told his coach about the extra ten miles he'd been running.

E. "Too much, too soon," was the verdict. Jim was anxious to start again. As soon as the doctors approved, he went back to work. This time Jim was put on a strict schedule that was designed to build endurance to match his enthusiasm. He ran every day, trying to pace himself and build his body, particularly his weak knees, to take the punishment.



SRE - Skill 9  
Number 05

F. This dedication makes demands that might discourage someone else. Jim's knees are not completely healed - that would take twelve to fifteen months of rest. Instead, Jim periodically goes to a doctor who drains the fluid from his knees. Besides this, the two hours Jim spends running each day mean that in one year he puts in eighteen full forty-hour work weeks on the run. Another demand is the financial one. The special lightweight shoes he needs, cost fifteen dollars a pair. Although he resoles the shoes with inner tubes every ten days, he still needs a new pair every month. He also needs track clothes, liniment, entry fees, and travel expenses; he pays membership dues in six athletic organizations.

G. There are other discouragements - like the time Jim was stopped by the highway patrol during one of his runs. "They were sure I'd been up to something," Jim says. "They'd never seen anyone run that fast before unless he was running from trouble."

H. Jim shrugs off the problems and keeps on running. On the last year, he has run in sixteen long-distance races. He's won only three, but he has been among the top five finishers in eight others. "I don't worry about first place yet," he says. "I've got fifteen to twenty years of marathons ahead of me; and as long as my knees keep getting stronger, one of these days I'll be on top." With determination in spite of the problems, Jim Bowles keeps right on running, day after day, mile after mile.



SRE - Skill 9  
Number 05

Each statement is the central idea for one of the paragraphs that goes with the central idea statement.

Write the letter of the paragraph that goes with the central idea statement.

1. \_\_\_\_\_ Jim is small, and this is actually the reason he got involved in long-distance running.
2. \_\_\_\_\_ Once the highway patrol stopped Jim because they thought he was running from some crime.
3. \_\_\_\_\_ Jim had to have an operation on his knees because he practiced too much.
4. \_\_\_\_\_ Jim Bowles' determination to reach the top has helped him face the demands of long-distance running.
5. \_\_\_\_\_ The track coach at Jim's school began preparing him for running when he saw how determined Jim was to get into sports.
6. \_\_\_\_\_ Running makes demands on Jim's time, pocketbook and health.
7. \_\_\_\_\_ Jim has already run a distance equal to one and a half times around the world; and he's not ready to stop yet.
8. \_\_\_\_\_ When Jim began running again after his operation, he had to follow a strict schedule.
9. What is the central idea of the selection?
10. Which of the eight sentences in question 1 is the best statement of the central idea for the entire article? Write the letter of that sentence.

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*With clarity, comes understanding;  
With understanding, comes knowledge.*

- CNN -

# SKILL 10

**DESCRIPTOR :** DRAWING CONCLUSIONS/MAKING GENERALIZATIONS

**SUBJECT AREA:** This skill is required by subject areas such as mathematics and history in which generalizations and conclusions play a great role.

**OBJECTIVE :** Given a course-related reading material in an appropriate instructional level, and one of which contains a generalization and one of which contains a conclusion, the student will identify each.

## SRE - Skill 10

|        |    |           |   |
|--------|----|-----------|---|
| Number | 01 | . . . . . | Drawing Conclusions                                 |
| Number | 02 | . . . . . | Drawing Conclusions                                 |
| Number | 03 | . . . . . | Drawing Conclusions from<br>Known Facts and Details |
| Number | 04 | . . . . . | Double Conclusions                                  |
| Number | 05 | . . . . . | Drawing Wrong Conclusions                           |

*"It is Never Too Late To Learn"*

## **SKILL 10 -      *Drawing Conclusions/Making Generalizations***

### *What It Is*

Reading to generalize is a type of comprehension in which the important elements within a passage are related to one another so that they can be combined into a principle, generalization or conclusion.

There are occasions when something you have just read makes you pause and wonder about a new idea that the author had not suggested<sup>d</sup> at all. When you consider the facts, they seem to lead toward a new meaning for you, or toward a new point of view. Then you are developing a conclusion. Your conclusions may not absolutely be correct. They may be merely good guesses or fair guesses.

You, as a reader, need to note specific instances and then decide whether the data presented are sufficient to warrant a significant conclusion.



The reasonableness of a generalization may be checked by relating it to your background of knowledge that have been gained through firsthand experiences and previous readings.

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SRE - Skill 10  
Number 01

HOW GOOD ARE YOU AT DRAWING  
CONCLUSIONS?

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DRAWING CONCLUSIONS/MAKING GENERALIZATIONS

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**Pointers:**

The following will help you in formulating a generalization from what you read.

1. Know what topic is being discussed.
2. Take note of the facts presented whether implied or directly stated.
3. Find out how the sentences are related to one another in content.
4. State a general idea that will include all the sub-ideas expressed in each sentence.

**SKILLS PRACTICE**

Read each paragraph and then answer the question. Write the letter of your choice.

1. When archaeologists uncovered the ruins of an ancient city, they found what looked like a modern-day sports arena. On either side of the playing field where two thirty-foot (9-meter) walls. A large stone ring was set halfway up each wall. Apparently, the object of the players was to score as many team points as possible. How were the points probably scored?
  - a. by knocking down the rings with rocks
  - b. by tossing a ball through the rings

SRE - Skill 10  
Number 01

2. Scientists tell us that the continents are slowly moving apart. Recently the bones of the same species of prehistoric animal have been found scattered on the continents of Africa and South America. These two continents are now separated by a large ocean. The animal was adapted to life on land and did not have the ability to swim or fly. What is the probable reason that the animal lived on both continents?

- a. Millions of years ago Africa and South America were joined together.
- b. The same animals developed independently on both continents.

3. Five runners entered the 100-meter dash. The runner wearing numeral 3 finished in twelve seconds flat and came in first. The runner wearing numeral 2 finished fourth. The runner with numeral 4 came in last, finishing the race in 17.1 seconds.

- a. All the runners finished the race in less than 18 seconds.
- b. The 100-meter dash cannot be run in less than 12 seconds.

4. The Happy Face Toy Company has been making plastic dump trucks for ten years. During the first five years, one hundred thousand dump trucks were sold. One million more trucks have been sold since then.

- a. The sale of dump trucks has risen sharply in the past five years.
- b. The Happy Face Toy Company makes nothing but dump trucks.



SRE - Skill 10  
Number 01

5. Phil Cohn was planning to open an ice-cream parlor. To decide which flavors of ice cream to order, he surveyed 166 people, asking them which flavors they like best. Here are the results of Phil's survey, showing the votes for the top six flavors.

|                        |                           |
|------------------------|---------------------------|
| vanilla..... 35 people | maple walnut... 15 people |
| chocolate... 30 people | spumoni..... 12 people    |
| strawberry.. 18 people | coconut..... 9 people     |

- a. People who like vanilla do not like chocolate.
- b. Vanilla is more popular than any other flavor.

6. Houses are filled with bright lights. There are so much to eat in every table for people prepare for this day the whole year round.

- a. It is a family reunion.
- b. It is fiesta time.

7. He was stripped of his royal inheritance when he married the woman that his mother didn't like.

- a. He was a prince
- b. He was a commoner

8. Its fan-shaped leaves when dried are used for roofing. They are also sewed together and used as raincoats. Aside from this they are made into native hats and fans.

- a. These leaves are very useful.
- b. The leaves of trees and plants must not be taken for granted.

SRE - Skill 10  
Number 01

9. Very early on this day, children wear their best clothes and visit their relatives, their godparents and kiss their hands. They are fed and given paper bills, toys, clothes and other gifts.

- a. Children will not be given gifts, clothes and money if they will not wear their best clothes and kiss the hands of their godparents and relatives.
- b. There comes a day when children consider this day special for they could ask gifts, food, money and clothing from their relatives and godparents.

10. Eat plenty of fresh fruits and vegetables. Get enough rest so that you can get out of this hospital and enjoy the company of friends once more.

- a. To be able to enjoy life - away from sickness - one must indulge oneself to some lifestyles like eating plenty of fresh fruits and vegetables and getting enough rest.
- b. We can enjoy the company of friends if we eat fresh fruits and vegetables and get enough rest.

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SRE - Skill 10  
Number 02

HERE'S MORE!

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**DRAWING CONCLUSIONS/MAKING GENERALIZATIONS**

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This exercise will test your ability to draw conclusions. Read the selection, and then follow the directions that appear after it.

**ART AND POVERTY**

As we read about the lives of great painters we note, again and again, that they lived only for their art, that most of their days were spent in starving as well as painting. A great many of them lived in miserable garrets, working all day long at their canvases. They remained poor because they would not take time away from their art for any form of paid employment. They remained loyal to their love of art even at the sacrifice of comfort and food. Occasionally, they might be turned out of their rooms for failure to pay their rent.

Did they ever sell paintings? Some of them did, but the fee was often small and it was used up at once. It went to pay the arrears in rent and to provide some nourishing food which they usually could not afford. Therefore, they always remained poor or on the very brink of poverty. Or so it would seem.

Yet, from newspaper reports, we hear of fabulous prices being paid for paintings. Did some of the artists, then, suddenly become wealthy? We often learn that some of those same paintings were once sold for a pittance while the artists were alive. It was only after their death that the paintings suddenly increased in value.



SRE - Skill 10  
Number 02

Directions:

On the basis of the evidence found in the selection just read, are the following statements proper conclusions? Write C for conclusions that seem correct, P for conclusions that seem probable, and N for conclusions that are not supported by evidence.

- \_\_\_\_\_ 1. All artists are poor.
- \_\_\_\_\_ 2. In order to become a great artist, a man must be content to live in poverty.
- \_\_\_\_\_ 3. In order to become a great artist, a man must devote a deal of time and effort to his art, even at the sacrifice of other work that could give him a living.
- \_\_\_\_\_ 4. In addition to possessing talent, an artist must work hard and persistently if he wishes to become a great artist.
- \_\_\_\_\_ 5. Painting always becomes valuable only after the artist dies.
- \_\_\_\_\_ 6. Paintings are likely to bring greater prices when the buyers know that the painter can no longer produce any more of them.
- \_\_\_\_\_ 7. No paintings are worth a high price while the artist is still alive.
- \_\_\_\_\_ 8. Poverty and low price for paintings may be normal for many painters, but not for all.
- \_\_\_\_\_ 9. If you want to get rich, don't be a painter.
- \_\_\_\_\_ 10. Painting will not do good to anybody.

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SRE - Skill 10  
Number 03

STILL CONFUSED? TRY THIS.

CONCLUSIONS DRAWN FROM KNOWN FACTS AND DETAILS

The famous red-headed explorer Frederick Van Vomm came across a tribe of friendly natives in the jungle. Wishing to communicate with them, Frederick paid very close attention to their language. After several days, he was able to learn the meaning of many words.

The paragraphs below show five of the words Frederick learned. Use the details in each paragraph to find the word's meaning. Write the letter of your choice.

On the evening of the first day, everyone was sitting around the cooking fire. One of the women looked at the dying embers and said, "Rahpoo." Her daughter rose to her feet, spoke the word rahpoo, and pointed toward the setting sun. Then a grinning native touched Frederick's hair and said, "Rahpoo!" It sent everyone into peals of laughter.

1. Rahpoo means

- a. "alive"                      b. "round"                      c. "red"

The following morning, a boy, about fifteen years old returned from a nearby stream with several fish on the end of his spear. Proudly, he announced, "Kwallah." Immediately, everyone gathered in a small circle. The oldest woman of the tribe then produced a bag full of berries and said, "Kwallah," Frederick immediately knew what the word meant. He withdrew two chocolate candy bars from his knapsack, and gave everyone a piece as he said, "Kwallah."

2. Kwallah means

- a. "sweet"                      b. "food"                      c. "animal"



SRE - Skill 10  
Number 03

As some monkeys swung rapidly through the trees, a little girl said, "Tweeloo." Frederick thought he understood the word and wanted a chance to use it. So he challenged the fastest member of the tribe to a race. They had run only a short distance when Frederick saw that the young woman was already ahead of him. He shook the woman's hand vigorously and told her "Tweeloo!"

3. Tweeloo means  
a. "swift"                  b. "light-footed"  
c. "congratulations"

One day just past noon great thunderclouds began to roll in from the east. The tribal chief looked up at the sky and said, "Nokree." That night everybody settled down beside the campfire. The chief gazed into the gathering blackness of the jungle and said, "Nokree." When the campfire finally died out a few hours later, Frederick rolled over in his sleeping bag and murmured, "Nokree."

4. Nokree means
- |               |                   |
|---------------|-------------------|
| a. "nature"   | b. "sweet dreams" |
| c. "darkness" |                   |

Frederick regretted having to say goodbye to the gentle natives, but he knew it was time to return to his modern world. As everyone, young and old, bade him farewell, they spoke the word "oohvah." At first Frederick thought it meant "goodbye." Then he remembered that the people had often said "oohvah" as they smiled at him in a friendly fashion. Frederick felt the tears of sadness sting his eyes as he embraced and chief and whispered, "Oohvah."

5. Oohvah means  
a. "home"                      b. "friend"                      c. "laughter"

o o o o o



SRE - Skill 10  
Number 03

**Directions:**

Write C for conclusions that seem correct,  
P for conclusions that seem probable, and  
N for those that are not supported by evidence.  
Write the letter of your answer.

**SHIFT OF POPULATION TOWARD THE CITIES**

| YEAR<br>(in millions) | FARM POPULATION<br>(in millions) | CITY POPULATION<br>(in millions) | FARM HORSES<br>(in millions) | TRACTORS<br>(in millions) |
|-----------------------|----------------------------------|----------------------------------|------------------------------|---------------------------|
| 1910                  | 32                               | 56                               | 25                           | 1                         |
| 1920                  | 32                               | 62                               | 26                           | 3                         |
| 1930                  | 30                               | 90                               | 19                           | 9                         |
| 1940                  | 30                               | 99                               | 14                           | 15                        |
| 1950                  | 25                               | 121                              | 8                            | 36                        |

- \_\_\_\_\_ 6. City population grew much faster than farm population.
- \_\_\_\_\_ 7. The increase in tractors made it possible to increase farm production with fewer farm workers.
- \_\_\_\_\_ 8. The increase in tractors gradually eliminated most of the need for horses.
- \_\_\_\_\_ 9. The presence of the tractors more than made up for the loss of the horses.
- \_\_\_\_\_ 10. Newspapers tell us that the farms are now producing much more grain than we need. This trend will probably continue.

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SRE - Skill 10  
Number 04

SOME SEE IT TWICE.....

DOUBLE CONCLUSIONS

Read the following articles. Then circle the letter of each of the two correct conclusions below each article. Base your answers on the given facts.

1. Over the years, many people have reported seeing strange objects flying in the sky. They often describe these objects as "flying saucers," "glittering lights," or "bright flashes." Because of the thousands of reports, various groups have investigated the subject of unidentified flying objects, or UFO's. After years of research, some of these agencies have offered various explanations of UFO sightings.

First, what some observers actually saw were extremely bright meteors, or fireballs. Second, the object in many reports was really the planet Venus. Third, many UFO's were later identified as aircraft. Fourth, in many cases, the mysterious object was an orbiting early satellite. Fifth, a certain percentage of the witness were lying and did not see anything at all. Sixth, some of the objects could not be identified or explained.

- a. UFO's are flying saucers.
- b. The UFP problem is still not completely solved.
- c. Many UFO's turn out to be man-made or natural objects.

SRE - Skill 10  
Number 04

2. The strange appearance of ships and planes in the Atlantic Ocean off the southeast coast of the United States is a great puzzle. This area has been called the Bermuda Triangle or, sometimes, the Devil's Triangle.

In 1872, a small craft called the Mary Celeste was found in the ocean about 600 miles (960 kilometers) from Portugal. She has sailed through the waters of the Bermuda Triangle. Not a single passenger or crew member was aboard. It appeared as though everyone had simply vanished into thin air. In 1945, five torpedo bombers on a training mission suddenly disappeared somewhere off the Florida coast. Absolutely no trace of the planes has ever been discovered. In 1963, the S.S. Marine Sulphur Queen vanished in the waters off Key West in the Straits of Florida. Altogether, more than a thousand people and nearly a hundred ships and planes have been lost in the Bermuda Triangle. Several theories have been proposed to explain these disappearances. So far, however, none of the theories has been proven, and the mystery remains unsolved.

- a. The reason that many ships and planes have disappeared in the Bermuda Triangle is unknown.
- b. All ships and planes that cross the Bermuda Triangle disappear.
- c. More information is needed before the mystery of the Bermuda Triangle can be solved.



SRE - Skill 10  
Number 04

3. Learning is compulsory at most schools today. It is an Ought: even worse, a Must enforced by regular hours and rigid discipline. And the young sneer at the Oughts and resist the Musts with all their energy. This feeling often lasts through a lifetime. For too many of us, learning appears to be a surrender of our own will to external direction, a sort of enslavement.

- a. The young do not find learning pleasurable when there is pressure.
- b. Most students today prefer easy lessons and lenient teachers.
- c. The young hate being told what to do.

4. But the pleasure of learning is universal. Why are there so many dull, incurious people in the world? It is because they were made dull, by teaching, by isolation, by surrender to routine, sometimes by the pressure of hard work and poverty, or by the toxin of riches, with all its ephemeral and trivial delights. However, with luck resolution and guidance, the human mind can survive not only poverty but even wealth.

- a. It is difficult, or even almost impossible, for the mind to survive poverty, wealth and the pressure of hard work.
- b. With self-determination and proper guidance, one can find pleasure in learning in spite of the many factors against it.
- c. For man to appreciate the pleasure of learning, man must be properly guided, given purpose and advantages of doing such a thing.

SRE - Skill 10  
Number 04

5. It was this rather dull hobby that led him to fresh fields of enjoyment. He began to collect fine books from the past five centuries. He developed an interest in printing. Eventually, he started a private press and had the joy of producing his own elegant books. There are many other crafts, and most of them contain an essential pleasure: the pleasure of making something that will last.

- a. There are many countless interests one can develop and find pleasure in.
- b. It is not easy to find a really pleasurable craft or hobby.
- c. A lot of hobbies are there only waiting for us to be tapped into something worthwhile.

6. A sole proprietorship is literally an individual in business for himself. It is typically "a one-man show." The proprietor owns or obtains the materials and capital equipment used in the operation of his business and personally supervises its operation. Responsibility for the efficient coordination of the resources he owns or can command rests directly upon the proprietor's shoulder.

- a. Sole proprietorship can be compared to a lone ranger who has it all - the benefits and the losses.
- b. Anything in this world has both its advantages and disadvantages.
- c. Solo proprietorship has both its advantages and disadvantages.

SRE - Skill 10  
Number 04

7. Filipino workers in Taiwan have been successful because of their inherent industriousness, adaptability to new surroundings, scholastic and technological background, experiences and ability to speak English unlike other Asian workers.

- a. Only Filipino workers who are working in Taiwan are successful.
- b. Industriousness, adaptability, technological background and ability to speak English are some of the qualities Filipinos possess that help them succeed in their quests.
- c. Filipinos are making it in Taiwan because of their inherent values like being industrious, adaptable, and giving importance to speaking the English language.

8. To be successful, you must believe in success. Be confident that in due time, your talents and abilities will be recognized. Do your job well and never allow idle moments to deceive you. Believe that tomorrow will see you as an accomplished person. That is the best formula to ensure one's self-advancements as well as to obtain the fullest satisfaction from each day's work.

- a. Never doubt that your talents will be rewarded soon.
- b. Be conscious of your work but spend sometime for leisure.
- c. Confidence in one's abilities is an ingredient of a successful life.



SRE - Skill 10  
Number 04

9. The horseshoe is considered good luck mainly because it is made of iron and iron is thought to be a powerful force against witchcraft, so some people believe that a horseshoe nailed over the door protects the household from witches and devils. Its crescent shape is considered symbolic of sacred things which makes it doubly potent. Fastened over the door, near the cash register, or a tree in the field, or on the mast of a ship, the horseshoe brings luck particularly if the curve is down and the points are up. In this way, it catches the good luck and holds it without letting it spill out.

- a. Good luck are sometimes brought by certain forces like that or iron.
- b. You want to be successful? Just put iron everywhere and presto, you've got it!
- c. Belief on horseshoes as good luck depends on one's culture.

10. There is a saying that a chain is no stronger than its weakest link. This means that although a chain maybe made of strong steel links, strong enough to hold a ship at anchor, if one link is weak, it will break. All the other strong links will be useless and the ship will drift to sea. In the same manner, the members of a family or the students in a school are a group of people trying to work together. They are like the links of a chain. When there's work to do, each individual is expected to do his part.

- a. In a group, each one is important for each plays a great part.
- b. In this selection, it is clear that the best motto is; "United We Stand, Divided We Fall."
- c. When one is alone in his work, he will not be successful.

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SRE - Skill 10  
Number 05

IT IS EASY TO MAKE WRONG ASSUMPTIONS AND,  
THUS, DRAW WRONG CONCLUSIONS: BE CAREFUL!!!

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IDENTIFYING WRONG CONCLUSIONS

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Read each paragraph below, If the conclusion is faulty, Write F in the answer sheet. If it is true, write T.

- \_\_\_\_\_ 1. When Mrs. Espina does laundry, she always separates the white clothes from the brightly colored clothes. This morning, Mrs. Espina did not need to separate her wash.

Conclusion: Only white clothes were in the wash.

- \_\_\_\_\_ 2. Twenty people attended the bridge party. Five women wore dresses and five women wore skirts and blouses.

Conclusion: There were ten men at the party.

- \_\_\_\_\_ 3. The ship carried a cargo of tea, bananas, cigars and salt. The tea was unloaded at Port Quival. The bananas and cigars were unloaded at Port Magal. The salt was unloaded at Port Mason.

Conclusion: The ship docked at only three ports.

- \_\_\_\_\_ 4. The fair was scheduled to be held on May 29, 30 and 31. If it rained during that time, the fair was to be moved up one day for each day it rained. The fair took place during the first three days in June.

Conclusion: It rained every day during the last three days in May.



SRE - Skill 10  
Number 05

Consider carefully the following statements and decide why the conclusion in each case is wrong. Be prepared to discuss and explain your reason in each case. Relate your reasons to one of the four types of common errors that produce false conclusions. They are written below. Write the number of your answer.

1. Outdated evidence
2. Lack of sufficient evidence
3. Irrelevant facts used as evidence
4. Erroneous evidence

\_\_\_\_\_ 5. Mr. Perez' suit of clothes cost nearly twice as much as Mr. Medina's suit. Mr. Perez' suit is a great deal better.

\_\_\_\_\_ 6. Russia launched the world's first satellite, long before the United States. Russia is therefore ahead of America in space exploration.

\_\_\_\_\_ 7. Kenneth took a trip from San Francisco to New York by jet plane. It was scheduled as a six-hour flight. He started at 9 A.M. and made sure his watch was set exactly right. When he arrived in New York his watch read 3 P.M.; but all the clocks in the terminal showed 6 o'clock. He concluded that his watch must have stopped for three hours and that the flight must have taken nine hours instead of six.

\_\_\_\_\_ 8. In a democracy, the majority decision rules. The pupils of a class in the middle grades once voted that they were not to have any more homework. When the teacher disregarded this vote, the pupils concluded that she was undemocratic.



**SRE - Skill 10**  
**Number 05**

\_\_\_\_\_ 9. Scientists know from their readings through the spectroscope, that all the stars contain practically the same elements as our sun and earth. Some of them therefore conclude that many stars must have their own planets that a number of those planets must have forms of living things on their surface.

\_\_\_\_\_ 10. My grandmother remembers that the doctors used to tell her there could not be any cure for polio. The medicine they are talking about now is only something with which to fool the people.

Note:

This is a test of students' ability to reason as well as of their general knowledge.

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# SKILL 11

**DESCRIPTOR :** FOLLOWING DIRECTIONS

**SUBJECT AREA:** This skill is required by all subject areas in which following directions is important.

**OBJECTIVE :** Given a set of printed directions or an appropriate instructional level, the student will be able to follow them accurately.

## **SRE - Skill 11**

|        |    |           |                      |   |
|--------|----|-----------|----------------------|---|
| Number | 01 | . . . . . | Following Directions | 1 |
| Number | 02 | . . . . . | Following Directions | 2 |
| Number | 03 | . . . . . | Following Directions | 3 |
| Number | 04 | . . . . . | Following Directions | 4 |
| Number | 05 | . . . . . | Following Directions | 5 |

*"No Day in Which You Learn Something  
is a Great Loss"*

- David Eddings,  
*King of the Murgos*

# **SKILL 11** – *Following Directions*

## *What It Is*

Almost every day in your life come face-to-face with the need to follow directions. They may be oral directions, as when your mother sends you to the store to buy a list of foods. Generally, they are written or printed.

At the telephone booth, you may be instructed to drop a coin in the slot and to listen for the dial tone before you dial your number. The medicine bottle may direct you the dosage for exact medication. A road sign may direct you to bring your car to full stop before the railroad crossing. You are constantly meeting directions to be read and followed.

When you read directions, you use your eyes and your mind in a different way than when you read a story or an article in a newspaper. It takes a special ability to follow directions with thorough understanding.



For one thing, you must go over them much more carefully than any other kind of material. A small mistake in a single step of the directions may completely spoil what you are trying to do.

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SRE - Skill 11  
Number 01

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**FOLLOWING DIRECTIONS 1**

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**Pointers:**

1. Understand the functions of each word in directions.
2. Always read directions carefully.
3. Read every word and remember, just overlooking every word like not or mistaking ounces for pints will make you fall in what may be a very easy task.
4. Pay attention to key words and always follow the sequence given.

**SKILLS PRACTICE**

Read the following paragraphs/sentences  
and do what is asked or answer the questions.

**DOSAGE** : Adults twelve years old and over, take two teaspoonfuls as needed, not to exceed fifteen teaspoonfuls every day. Children, six years old to twelve years old, take half of the adult dosage, not to exceed seven teaspoonfuls per day.

**WARNING** : Do not exceed the recommended dosage unless directed by a physician. Do not administer to children under six years old or to individual with high blood, heart disease or diabetes. This preparation may cause drowsiness. Do not drive or operate machinery while taking this medication. Chronic cough is dangerous. If relief does not occur within three days, discontinue use and consult your physician.

SRE - Skill 11  
Number 01

1. According to the directions, which of the following people should take the medication described.
  - a. someone with high blood pressure
  - b. someone under six years old
  - c. someone with diabetes
  - d. someone who has a cough
2. One of the side effects of taking this medicine is that of
  - a. feeling sleepy
  - b. high blood pressure
  - c. coughing
  - d. addiction
3. A ten-year old should
  - a. not take this preparation
  - b. take  $\frac{1}{2}$  of the usual dosage
  - c. take 2 tspfuls of this preparation
  - d. take 1 teaspoonfuls of this preparation
4. If this medication does not help within 3 days, one should
  - a. take 15 teaspoonfuls on the fourth day
  - b. stop driving and operating machines
  - c. stop taking it and see a doctor
  - d. take half of the usual dosage
5. According to the instructions on the label of this medicine, for the purpose of dosage, an adult is a person who is
  - a. six years old
  - b. twelve year old
  - c. seven years old
  - d. none of the above



SRE - Skill 11  
Number 01

### JUMBLED SENTENCES

#### Procedure:

1. The players form a circle. Each player is holding a pencil and a piece of paper.
2. At the signal "GO," each player thinks of a sentence, jumbles the words, and writes them on the paper in his hand. The punctuation marks must follow those in the original, and all capitals must remain capitals.
3. The papers are passed on to the neighbor to the right, who must then reassemble the words to the original sentence.
4. The player who first reassembles a sentence correctly, wins.
5. The game goes on after each time a winner has been declared.

#### Comprehension Questions:

1. What does each player hold at the start of the game?
  - a. pencil and paper
  - b. pencil and crayon
  - c. paper and ink
2. How is the sentence written on the paper?
  - a. legibly
  - b. with the words jumbled
  - c. by arranging the words correctly

SRE - Skill 11  
Number 01

3. To whom does the player give the jumbled sentence?

- a. to the player opposite him
- b. to his neighbor at the right
- c. to anybody in the circle

4. What does the next player do to the jumbled sentence?

- a. He reads it aloud.
- b. He reassembles it to the original sentence.
- c. He passes it on to the next player.

5. Who is declared the winner?

- a. the first player to reassemble the sentence correctly
- b. the player who reads the sentence properly
- c. the player who first gets the paper

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SRE - Skill 11  
Number 02

## FOLLOWING DIRECTIONS 2

Read the directions carefully  
and do as you are told.

1. Make a two-inch square. Draw the biggest possible triangle inside the square. Then draw the biggest possible circle inside the triangle. Finally, write the tenth letter of the alphabet in the triangle.
2. Copy the sentence below and underline all the n's in the sentence. Then cross out all t's and encircle all the a's.

Sentence: International trade is achieved through  
a system known as foreign exchange.

- 3-4. Rewrite these words in the blanks, arranging all of them in the alphabetical order:

electricity  
voltage  
commutator  
transformer  
ampere

magnets  
current  
induction  
coil  
generator

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5. Draw three lines under every noun in this sentence and two lines under every preposition.

Sentence: Wealth is in the soil of our country,  
the products of our forests, minerals  
under the ground, marine plants and  
animals in our seas, and in the skills  
of our people.



SRE - Skill 11  
Number 02

6. If there are more consonants than vowels in the sentence in number 2, write your first name in the blank; if there are more vowels than consonants, write your family name instead.

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7. Write down the two letters of the alphabet that follow each of these letters:

|   |     |     |   |     |     |   |     |     |   |     |     |
|---|-----|-----|---|-----|-----|---|-----|-----|---|-----|-----|
| c | ___ | ___ | l | ___ | ___ | m | ___ | ___ | q | ___ | ___ |
| r | ___ | ___ | i | ___ | ___ | f | ___ | ___ |   |     |     |
| t | ___ | ___ | x | ___ | ___ | o | ___ | ___ |   |     |     |

8. Find the longest word in the sentence below. Encircle that word, and then underline the shortest word in the sentence.

Sentence: The International Monetary Fund and the World Bank have helped maintain the value of the currencies of various countries.

9. Encircle all the odd numbers and box the smallest even number in this series.

15    20    16    10    17    25    47    12    89

10. In the blank, rewrite the sentence that follows in its natural order. Then encircle the simple subject and underline the simple predicate.

Sentence: rice more world grows the Asia any other than of part

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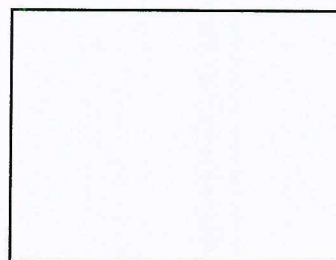
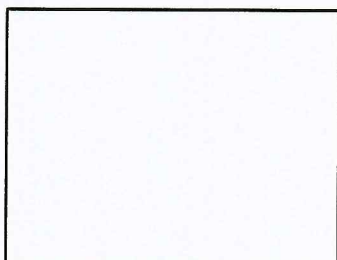
SRE - Skill 11  
Number 03

HOW IS IT? TRY MORE!

FOLLOWING DIRECTIONS 3

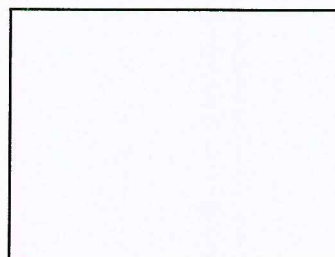
Read the given directions carefully.  
Then follow them to the letter, using the  
spaces at the right.

1. Draw a plant with four stems  
a leaf on each stem. Draw a  
flower on the tallest stem.  
Put five roots on your plant.

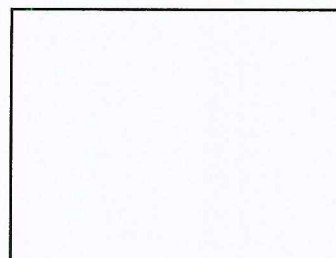


2. Draw a circle as big as a  
peso. Put two eyes, a nose  
and a mouth in the circle.

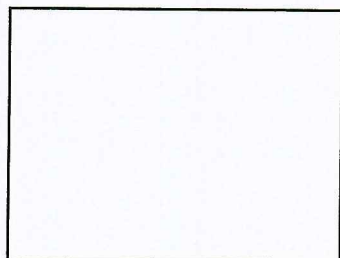
3. Draw a square. Inside it  
draw the biggest possible  
triangle. Write your initials  
inside the triangle.



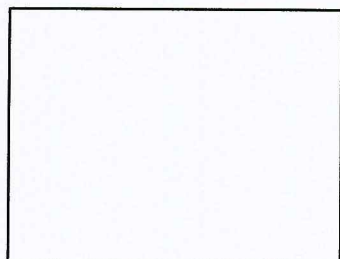
4. Draw two shallow plates and  
number them 1 and 2. Draw a  
cup on the second plate and  
a glass on the first. Draw a  
spoon to the left of the  
first plate. To the right of  
the second, draw a fork.



SRE - Skill 11  
Number 03

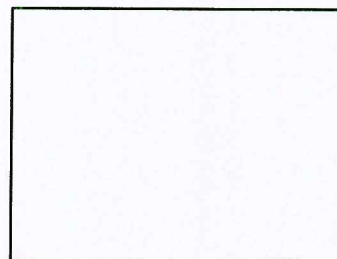


5. Write the word Philippines in print. Encircle each consonant and enclose the word in a rectangle.

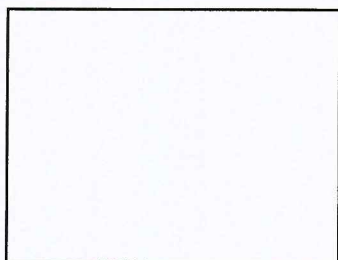
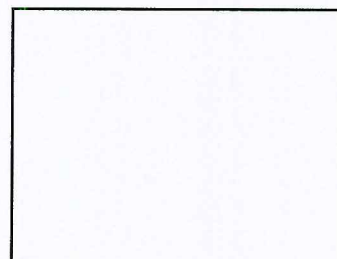


6. Draw a one-inch square. Divide it into four smaller squares of equal size, using one vertical line and one horizontal line. Write the letter Z in the top left square. Draw a flower with five petals in the lower right square.

7. Write down the first ten letters of the alphabet. Encircle the vowels. Write three three-letter words, each containing only one vowel and containing each of the other letters only once. One letter will be unused.



8. Draw two vertical parallel lines in each a part. Draw the biggest possible circle between the lines. Draw four lines across the circle so that they will divide the circle into eight equal parts.

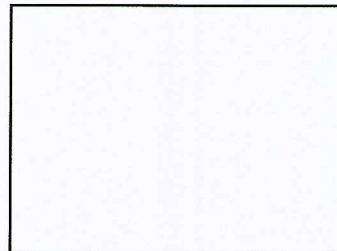


9. Draw the biggest possible circle inside a triangle. In each corner of the triangle, draw a square. Write down your initials inside one heart.



**SRE - Skill 11**  
**Number 03**

10. Write horizontally the multiples of 10 up to 100. Write the symbol for addition between each multiple. After the last multiple, write the symbol for equals. Opposite the symbol for equals, write the letter **N**.



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SRE - Skill 11  
Number 04

FOLLOWING DIRECTIONS 4

Read the directions carefully. Then do  
what you are told to do as fast as you can.

1. There is a misspelled word in each of the following sentences. Cross out that word and write down the correct spelling in the blank before the sentence.

- \_\_\_\_\_ a. Perrenial plants live for more than two seasons.
- \_\_\_\_\_ b. An acquarium contains different kinds of organisms.
- \_\_\_\_\_ c. Paralel lines lie on the same plane and never meet.
- \_\_\_\_\_ d. Commensalism is an association in which one of the participating organisms is benefitted and the other is neither benefitted nor harmed.
- \_\_\_\_\_ e. The pseudopodia of an amoeba are formed when needed and dissappear after use.

2. Which of the four groups of words below are complete sentences? Write Yes or No before their letters.

- \_\_\_\_\_ a. A biotic community contains different kinds of organisms living together.
- \_\_\_\_\_ b. The environmental conditions in this kind of population.

SRE - Skill 11  
Number 04

- \_\_\_\_\_ c. The long stretch of beach resorts which extend from Paranaque, Rizal to Cavite.
- \_\_\_\_\_ d. Since biblical times, the human population has been constantly growing at an increasing rate.
- \_\_\_\_\_ e. Life on land is limited to the surface and that part of the ground down to where the deepest roots of trees are found.

3. Can you tell which of the sentences below are simple and which are compound? Write S in the blank before each simple sentence; write C in the blank before each compound sentence and encircle the conjunction in it.

- \_\_\_\_\_ a. An ancestral form gradually evolved over millions of years.
- \_\_\_\_\_ b. Animal breeders are improving their livestock.
- \_\_\_\_\_ c. The government's effort is directed toward economic growth but the people's efforts are directed toward limiting population growth.
- \_\_\_\_\_ d. Bats feed on the pollen of night-blooming flowers, for they are attracted to flowers by their smell.
- \_\_\_\_\_ e. Meiosis takes place among certain cells in the reproductive organs.

4. Draw a slanting line separating the two independent clauses in the sentence below. Find the simple subject and the simple predicate of each independent clause. Then write the subject on the lines at the left and the verbs on the lines at the right.

Sentence: The long and spreading roots absorb rain water easily, and the small, thornlike leaves reduce the evaporation of water from the plants.

\_\_\_\_\_

\_\_\_\_\_



SRE - Skill 11  
Number 04

5. Below are some sentences. You will note that necessary punctuation marks are missing in them. Rewrite the sentences in the blanks, supplying the necessary punctuation marks and capitalizing the beginning of each direct quotation.
- a. The teacher asked have you decided what topic to report on
  - b. \_\_\_\_\_  
Raul answered yes I shall report on energy conservation and utilization \_\_\_\_\_
  - c. Where will you get your data asked the teacher  
\_\_\_\_\_
  - d. I will go to the library answered Raul  
\_\_\_\_\_
  - e. Good the teacher said you can ask the librarian to help you \_\_\_\_\_
6. A word is missing in each of the sentence below. Put a caret (like this ^) where the word is missing. Then write the missing word in the blank before the sentence.
- \_\_\_\_\_ a. Ferns shade-loving plants.
  - \_\_\_\_\_ b. The Philippines is one the countries which lie along the Pacific "Ring of Fire."
  - \_\_\_\_\_ c. Pollution is a problem associated industrialized countries.
  - \_\_\_\_\_ d. Some plants need more water others.
  - \_\_\_\_\_ e. A man's heart about the size of his fist.
7. Read each sentence below. Underline the adjective and circle the noun it modifies. Draw two lines under the verb and box the verb it modifies.
- a. A hungry dog eats greedily.
  - b. An innocent child speaks honestly.
  - c. The clever mouse ran fast.
  - d. Heavy rain fell in torrents.
  - e. The great beast lived in a cave.

SRE - Skill 11  
Number 04

8. Here is a group of run-on sentences. Tell where each sentence begins and ends. Begin the first word in each sentence with a capital letter and put a period after the last word. Then fill in the chart below by writing down the first and last words in each sentence.

**Sentence:**

throughout the day we see many animals cats, dogs, flies, mosquitoes, butterflies, ants, and others we hardly pay attention to them because they are familiar we often play with our house pets sometimes we notice gray-colored butterflies occasionally we are exasperated with a fly that keeps on coming to our table we are irritated with mosquitoes hovering around us and buzzing close to our ears

**First Word**

**Last Word**

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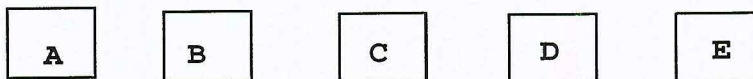
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9. Look at the words below. Write **S** in the blank if the word group is a complete subject. Write **P** in the blank if the word group is a complete predicate.

- |                                    |       |
|------------------------------------|-------|
| a. many birds and insects          | _____ |
| b. roams around in the dark jungle | _____ |
| c. dissolved in water              | _____ |
| d. nonliving materials             | _____ |
| e. explored the atmosphere         | _____ |

SRE - Skill 11  
Number 04

10. Look at all the boxes. Read all the directions before you begin.



1. Draw an X inside box E.
2. Draw a circle inside box B.
3. Draw a circle around box A.
4. Draw a line to connect box C and box D.
5. Put a dot at the center of box E.
6. Do not do any of the above.
7. After reading this number, put your ballpen down.

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SRE - Skill 11  
Number 05

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**FOLLOWING DIRECTIONS 5**

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Read the following sets of directions.  
Then answer the questions that follow them.  
Visualizing these directions will help you.

- A. To ensure a smooth, even swing or a rhythmical, synchronized swing, it is imperative that a table base be maintained throughout. Place the feet in a comfortable distance apart with the weight pulled toward the inside of the ankles, slightly forwarded on the balls of the feet. This position is not to be exaggerated, but it should give a feeling of firmness with the ground.

Flex the knees slightly to give a comfortable and relaxed feeling. This will also put the weight on the balls of the feet.

Bend the trunk forward, as explained above, and hold the head stationary with the eyes focused on the ball.

Let the arms hang comfortably from the shoulders. The right arm will extend a bit below the left because the right hand is placed below the left hand on the grip.

With a proper stance - the weight balanced over the feet, knees relaxed, trunk bent forward at the waist, head down, eyes focused on the ball - and the correct grip, the golfer is ready to hit the ball.

SRE - Skill 11  
Number 05

Many golfers find that a preliminary waggle (lifting the club and replacing it while addressing the ball) helps to release tension, aids in securing a better footing, helps in seeing that the clubhead is in correct position, and aids in reminding them to use their wrists.

1. How do you get the weight on the balls of the feet?
- 

2. Even though you have the proper stance, what might you do before you hit the ball?
- 

3. What should you do before you flex your knees?
- 

B. Sit on the floor with your legs stretched out in front of you. Place the sole of your right foot against the inside of your left thigh. Flex left leg so that you hold your left ankle with both hands. Slowly move your left foot over your right knee and rest it on the floor. Place your left hand on the floor behind you. Move your right arm over your left leg and hold your right knee. Then, slowly twist your trunk and head as far to the left as possible, and hold. Return to forward position and relax.

4. Where is your right knee when you rest your left foot on the floor.
-

SRE - Skill 11  
Number 05

5. Where are your hands just before you move your left foot over your right knee?
- 

6. Where is your right hand when you return to forward position?
- 

Each of the following paragraphs gives directions for a particular procedure. Following each paragraph is a list of some of the steps in the procedure. Number those steps in the order in which they should be followed. If two or more steps should be done at the same time, or if they mean the same things then given the same number.

- C. In one example of the experimental method, the investigators wanted to learn whether having a pleasant, rewarding experience predisposed people to helping others. They planted dimes in the coin return of a telephone booth, and, when a caller left the booth after finding a dime, they had a woman confederate hurry by and drop an armload of papers and notebooks. Of the eight men and eight women who found the dime, all except two of the men stopped to help the confederate pick up the papers. Of the sixteen women and nine men who did not find the dime, only one man attempted to help. The researchers felt they had made their point.

7. \_\_\_\_\_ The woman confederate dropped papers and notebooks.



SRE - Skill 11

Number 05

- \_\_\_\_\_ The caller left the booth.
- \_\_\_\_\_ The dime was planted.
- \_\_\_\_\_ The caller helped the confederate  
pick up the papers and notebooks.
- \_\_\_\_\_ The caller found the dime.

D. Place chicken, cut at joints, in water. Add vegetables, salt and pepper and cook slowly, covered tightly, 2 to 3 hours. Then add sugar and citric acid (sour salt) and boil 3 minutes. Remove from flame and stir about 1 pint of this soup into the yolks gradually so it will not curdle. Mix all together. Boiling water may be added if mixture is too thick.

8. \_\_\_\_\_ Add sour salt.  
\_\_\_\_\_ Stir one pint of soup into yolks.  
\_\_\_\_\_ Cut the chicken at joints.  
\_\_\_\_\_ Place chicken in water.  
\_\_\_\_\_ Cover tightly.

E. After the baby is born, wrap a fold of towel around his ankles to prevent slipping and hold him up by the heels with one hand, taking care that the cord is slack. To get a good safe grip, insert one finger between the baby's ankles. Do not swing or spank the baby. Hold him over the bed so that he cannot fall far if he should slip from your grasp. The baby's body will be very slippery. Place your other hand under the baby's forehead and bend its head back slightly so that the fluid and mucus can run out of its mouth. When the baby begins to cry, lay him on his side on the bed close enough to the mother to keep the cord slack.

9. \_\_\_\_\_ Let fluid and mucus run out of the  
baby's mouth.  
\_\_\_\_\_ Insert one finger between the  
baby's ankles.

SRE - Skill 11  
Number 05

- \_\_\_\_\_ Place your hand under the baby's forehead.
- \_\_\_\_\_ Hold him up by the heels.
- \_\_\_\_\_ Bend the baby's head back.

E. If a stain is deeply imbedded, work the detergent thoroughly into the fabric. One way to do this is to rub detergent lightly into the stained area; then, holding the fabric with both hands, work the stained area back and forth between your thumbs. Bend the yarns sharply so that the individual fibers in the yarn rub against one another. It is the bending of yarns, rather than rubbing the surface of the fabric, that is effective in removing the stain. Go over the entire stained area in this way. Then rinse thoroughly.

10. \_\_\_\_\_ Rub the detergent lightly into the stained area.

- \_\_\_\_\_ Rinse.
- \_\_\_\_\_ Bend the yarns sharply.
- \_\_\_\_\_ Determine if the stain is deeply imbedded.
- \_\_\_\_\_ Grasp the fabric with both hands.

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# SKILL 12

**DESCRIPTOR :** OUTLINING/ORGANIZING INFORMATION

**SUBJECT AREA:** This skill is needed in any subject in which the student is required to take notes, outline, compare and contrast or classify information.

**OBJECTIVE :** The student will be able to organize information in a variety of ways namely; outlining, taking notes, summarizing, comparing and classifying.

## SRE - Skill 12

|        |    |           |             |
|--------|----|-----------|-------------|
| Number | 01 | . . . . . | Classifying |
| Number | 02 | . . . . . | Outlining 1 |
| Number | 03 | . . . . . | Outlining 2 |
| Number | 04 | . . . . . | Outlining 3 |
| Number | 05 | . . . . . | Outlining 4 |

*"They only learn who dare"*



# **SKILL 12** - *Skill* *Outlining*

## *What It Is*

Learning to take notes efficiently is a useful skill in the preparation of reports, both oral and written. Mastering two other skills - outlining and summarizing will help you to plan written reports efficiently and to write them effectively.

In references that you read, information is often organized by topics. Terms like main point/main idea, sub-point/major detail, and minor detail are often used also to categorize the ideas.

An outline is of little value if it is carelessly made. A good outline, however, serves as a clear guide in the preparation of a report or any other type of paper that you write. You should use outlining in two ways: 1) in gathering information and 2) in planning the organization of your paper.

SRE - Skill 12  
Number 01

## CLASSIFYING

### Pointers:

1. Use a complete sentence for each item in a sentence outline, but in a topic outline, write only single words or phrases.
2. Be consistent. Do not mix topic and sentence in the same outline. In a topic outline, use the same grammatical form of each part.
3. Use Roman numerals to label main points.
4. Use capital letters to label chief sub-points.
5. Use Arabic numerals to label subdivisions of details.
6. Use small letters to label subdivisions of details
7. Indent, capitalize, and punctuate.

### SKILLS PRACTICE:

Each of the following lists represents a particular topic. Decide what the topic is and write it in the space provided. The first one is done for you, as an example.

**Example:** Countries  
Philippines  
Holland  
Brazil  
Japan  
Argentina

SRE - Skill 12  
Number 01

- |                |              |           |
|----------------|--------------|-----------|
| 1. _____       | 2. _____     | 3. _____  |
| Elm            | Hudson       | Noun      |
| Redwood        | Congo        | Verb      |
| Maple          | Rio Grande   | Adverb    |
| Molave         | St. Lawrence | Adjective |
| Birch          | Yangtze      | Pronoun   |
| 4. _____       | 5. _____     |           |
| Horse          | Rain         |           |
| Cow            | Snow         |           |
| Goat           | Tornado      |           |
| Cat            | Hurricane    |           |
| Dog            | Sleet        |           |
| 6. _____       | 7. _____     |           |
| Pies           | Tin          |           |
| Cakes          | Copper       |           |
| Doughnuts      | Nickel       |           |
| Cookies        | Cobalt       |           |
| Brownies       | Zinc         |           |
| 8. _____       | 9. _____     | 10. _____ |
| Prime Minister | Dollar       | Trombone  |
| President      | Peso         | Clarinet  |
| Chancellor     | Shilling     | Harp      |
| Czar           | Yen          | Organ     |
| King           | Mark         | Cello     |

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SRE - Skill 12  
Number 02

### OUTLINING EXERCISE 1

For each of the lists in **Part B**,  
find the topic in **Part A** that describes it most  
exactly. Write your answer in the  
space provided.

#### **Part A**

|                   |                  |                 |
|-------------------|------------------|-----------------|
| Animals           | Inventors        | Technical terms |
| Carpenter's tools | Ladies' clothing | Terms used in   |
| Clothing          | Measurements     | chemistry       |
| Domestic animals  | Measurements of  | Terms used in   |
| Famous people     | Lengths          | science         |
| Female names      | Measurements of  | Tools           |
|                   | Volume           | United States   |
|                   | Names of people  | presidents      |
|                   |                  | Wild Animals    |

#### **Part B**

- |  |  |  |
|--|--|--|
| 1. _____<br>Dress<br>Skirt<br>Lady's jacket<br>Blouse<br>Pantyhose | 3. _____<br>Plane<br>Wrench<br>Hammer<br>Electric drill<br>Electric sander | 5. _____<br>Thomas Edison<br>Alexander<br>Graham Bell<br>Eli Whitney<br>James Watt<br>Samuel Morse |
| 2. _____<br>Mary<br>Sue<br>Agatha<br>Roslyn<br>Margaret            | 4. _____<br>Jack<br>Helen<br>Ana<br>Dick<br>Kenneth                        | 6. _____<br>Bobcat<br>Jaguar<br>Horse<br>Cobra<br>Bear   |

SRE - Skill 12  
Number 02

7. \_\_\_\_\_  
Jefferson  
Monroe  
Truman  
Cleveland  
Kennedy

8. \_\_\_\_\_  
Pint  
Quart  
Dram  
Ounce  
Gallon

9. \_\_\_\_\_  
Millimeter  
Bushel  
Ton  
Gram  
Liter

10. \_\_\_\_\_  
Hydrolysis  
Meteor  
Leukocytes  
Metabolism  
Atom

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SRE - Skill 12  
Number 03

## OUTLINING EXERCISE 2

To the right of the items below are lines showing three different levels of indentation. Copy each of the items and show how they relate to each other by indenting them at the correct level of indentation.

The first one is done for you.

All items are in the correct order. Two (2) pts. each.

**Example:**

|              |            |          |              |
|--------------|------------|----------|--------------|
| Females      | Females    |          |              |
| Nora         |            | Nora     |              |
| Gina         |            | Gina     |              |
| Imelda       |            | Imelda   |              |
| Collette     |            | Collette |              |
| Senses       | Senses     |          |              |
| Smell        |            | Smell    |              |
| Taste        |            | Taste    |              |
| Profession   | Profession |          |              |
| Doctor       |            | Doctor   |              |
| Veterinarian |            |          | Veterinarian |
| Lawyer       |            | Lawyer   |              |



**SRE - Skill 12**  
**Number 03**

1.

|            |  |  |  |
|------------|--|--|--|
| Meats      |  |  |  |
| Beef       |  |  |  |
| Chicken    |  |  |  |
| Fowl       |  |  |  |
| Duck       |  |  |  |
| Lamb       |  |  |  |
| Pork       |  |  |  |
| Fish       |  |  |  |
| Tuna       |  |  |  |
| Trout      |  |  |  |
| Vegetables |  |  |  |

2.

|                  |  |  |  |
|------------------|--|--|--|
| Famous Painters  |  |  |  |
| Da Vinci         |  |  |  |
| Goya             |  |  |  |
| Rembrandt        |  |  |  |
| Famous Sportsmen |  |  |  |
| Baseball         |  |  |  |
| Joe DiMaggio     |  |  |  |
| Baby Ruth        |  |  |  |
| Track            |  |  |  |
| Jesse Owens      |  |  |  |
| Jim Thorpe       |  |  |  |

**SRE - Skill 12**  
**Number 03**

**3.**

|                    |  |  |  |
|--------------------|--|--|--|
| Christmas          |  |  |  |
| Giving Gifts       |  |  |  |
| Sending cards      |  |  |  |
| Easter             |  |  |  |
| Hunting eggs       |  |  |  |
| Sending cards      |  |  |  |
| Attending church   |  |  |  |
| Displaying clothes |  |  |  |
| New hats           |  |  |  |
| New dresses        |  |  |  |
| New Accessories    |  |  |  |

**4.**

|                |  |  |  |
|----------------|--|--|--|
| Inventions     |  |  |  |
| Communications |  |  |  |
| Telephone      |  |  |  |
| Printing       |  |  |  |
| Transportation |  |  |  |
| Railroad       |  |  |  |
| Airplane       |  |  |  |
| Discoveries    |  |  |  |
| Electricity    |  |  |  |
| Planets        |  |  |  |

SRE - Skill 12  
Number 03

*Now try this one, which shows  
four levels of indentation.*

5.

|                            |  |  |  |  |
|----------------------------|--|--|--|--|
| How to study               |  |  |  |  |
| Survey the chapter         |  |  |  |  |
| Read titles                |  |  |  |  |
| Read illustrations         |  |  |  |  |
| Pictures                   |  |  |  |  |
| Maps                       |  |  |  |  |
| Charts and graphs          |  |  |  |  |
| Turn titles into questions |  |  |  |  |
| Read subsections           |  |  |  |  |
| Recite from memory         |  |  |  |  |
| Review                     |  |  |  |  |
| How to take tests          |  |  |  |  |
| How to take notes          |  |  |  |  |
| From lectures              |  |  |  |  |
| In textbooks               |  |  |  |  |

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SRE - Skill 12  
Number 03

In the following lists, major and minor ideas are mixed together. Rewrite them in the proper order by filling in the outline following each one. Begin each item with a capital letter. Some of the others are partially Completed. Two (2) points each

1. Ebony, New York Times, magazines, Chicago Sun-Times, Airport, Time, books, Washington Post, Reader's Digest, Moby Dick, newspapers, Future Shock

I. Magazines

A.

B.

C. Reader's Digest

II. Books

A. Airport

B.

C.

III. Newspapers

A.

B. Washington Post

C.

2. Electrician, carpenter, cement, bricklayer, wood, building tradesmen, building materials, pipe, brick, plumber

I.

A.

B.

C.

D.

II.

A.

B.

C.

D.

SRE - Skill 12  
Number 03

3. Cataract, glaucoma, lens, retina, structure of the ear, eye conditions, vision, structure of the eyes, optic nerve, outer ear, hearing, inner ear, ear diseases

I.

- A. Structure of the eye

- 1.
- 2.
- 3.

- B.

- 1.
- 2.

II.

- A. Structure of the ear

- 1.
- 2.

- B.

4. In bronze, popular song, instruments, music, opera, painting, in stone, singing, sculpture

I.

- A.

- B.

- 1.
- 2.

II.

III.

- A.

- B.

5. Aunts, uncles, sisters, females, brothers, males, mothers, fathers, wives, husbands

I.

- A.

- B.

- C.

- D.

II.

- A.

- B.

- C.

- D.

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SRE - Skill 12  
Number 04

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**OUTLINING EXERCISE 4**

---

Read each of the following paragraphs or groups of paragraphs and fill in the outline that follows it. Some of the others are partially complete. Two (2) points each.

1. Some of the common errors students make with laboratory assignments include (1) messiness: too much erasure creates a bad impression on the grader; (2) inaccuracies: everyone occasionally misspells words and calculates numbers incorrectly, but the good student will correct them by proof-reading; (3) poor diagrams: you don't need to be an artist in order to be neat; and (4) rigid thinking: a good student will go beyond the immediate data to discuss implications, possibility and magnitude of errors, and ways of improving the study.

Errors Made in Doing Laboratory Assignments

- I.
  - II. Inaccuracies
  - III.
  - IV.
2. A marriage may be legally terminated in our society only by the civil actions of legal separation, annulment or divorce.

**Legal separation.** A legal separation, which is not an alternative in some states, does not really "terminate" the marriage in that neither partner is permitted to remarry as long as the legal separation is in force. Legal separation merely limits the privileges of the two persons; for example, it provides for separate maintenance - the couple may not cohabit under penalty of law - but the husband is still financially responsible for the "separate maintenance" of his wife and family.



SRE - Skill 12  
Number 04

**Annulment.** The concept of annulment has its origins in the canon law of the Catholic Church - which takes the position that marriage is indissoluble except by death. Because of this position, the church had to have some means of ending a marriage that, in its view, was fraudulently entered into or maintained. Thus, annulment, which formally declares that the marriage never existed in the first place, was conceived.

**Divorce.** The legal abrogation of a valid marriage contract not only ends the right of the couple to cohabit and limits the legal obligations of the husband but also permits remarriage. Property is divided by court action, and rights of visitation, physical custody, legal custody, and support payments for any children are assigned by the court. The husband may be required to pay alimony as well - either for a specified number of years or until the woman remarries. Alimony payments from the woman to the man are extremely rare.

I. Legal termination of marriage

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_

3. Try to discover how the author develops or subdivides his main point. This will provide you with the major headings of your outline. Sometimes author will do this chronologically. They will tell about the early years of a person's life, then the middle years, and then the later years. These, then, are your major headings. Sometimes authors will enumerate. They may talk about three reasons or four methods or six advantages. This again is a clue to your major headings. Sometimes they use cause-effect relationships (as in the discussion of a war in a history book or an experiment in a chemistry book.)

SRE - Skill 12  
Number 04

Sometimes they go from general to specific, specific to general or from easy to difficult or from known to unknown. Sometimes they use comparison-contrasts. Although this is not an all-inclusive list these, then, are the major ways in which authors develop their topics. When you can discover these relationships the difficulties of outlining melt before you and understanding becomes easy.

Ways in Which Authors Develop Main Points

- I . \_\_\_\_\_
- II . Enumeration \_\_\_\_\_
- III. \_\_\_\_\_
- IV. \_\_\_\_\_
- V. \_\_\_\_\_
- VI. \_\_\_\_\_
- VII. Known to unknown \_\_\_\_\_
- VIII. \_\_\_\_\_

4. Plan your play. Playing any round of golf calls for intelligent thinking and planning to achieve the best results. A player who uses good judgment will score better than on who shoots with reckless abandon and with little concern for strategy.

Avoid tension. Many times when a golfer is playing before a group, tension can cause a poor shot. Always take practice swings to ensure a good stroke. Blot out the spectators from your mind. Hit the ball as though it were a practice shot. Frequently, over-studying a putt causes tension and thus stroking off line. If tension is felt at the address, walk away from the ball and relax.

Take the offensive. Hit all shots so they will force your opponents to try to do as well or better. Don't be concerned if an opponent hits a longer drive than you do. You have the opportunity to hit the green in position for a par or birdie, while the burden of getting as close as your ball rests with your opponent. Play the course, and induce your opponents to play your game.



SRE - Skill 12  
Number 04

**Allow for mistakes.** A match is no place to experiment with your game. If you are slicing, play to the left side so that the ball will come to rest in the middle of the fairway. If you are pulling your pitch shots consistently, aim for the right side of the green. If the error is a minor one, make the correction, but don't experiment; you may lose the match.

**Don't gamble.** When the opponent has the advantage, too many players attempt shots of which they are incapable. For example, an opponent may be on the green in two strokes, 20 feet from the flag-stick, while you may be in the bunker in the same number of strokes, with the flag-stick quite near the edge of the bunker. If you try to play the ball close to the pin rather than merely to the green, you may find the next shot still in the sand. Trying to hit the flag-stick every time is too risky and may add extra strokes. All long approach shots may be aimed at the flag-stick without as much chance for error.

When in the deep rough, don't try for distance, but play for position on the next shot. Be more concerned with getting a decent shot from the rough than with attempting to hit the green.

**Concentrate.** Play each shot as it comes. Attempting to figure too far ahead may cause a poor shot. Think each stroke through, visualize the ball in flight, think positively. If you are convinced you can hit a shot, or sure it will slice or hook in all probability, it will. Decide how the shot should be played, then play it that way. If on your backswing you feel you have too much club, trying to compensate with an easy swing will probably result in a poor and inaccurate shot. A poor shot should be forgotten and not allowed to influence the next stroke. Be careful in selection of club.



SRE - Skill 12  
Number 04

- I. \_\_\_\_\_  
     A. \_\_\_\_\_  
     B. \_\_\_\_\_  
     C. \_\_\_\_\_
- II. \_\_\_\_\_
- III. \_\_\_\_\_  
     A. \_\_\_\_\_  
     B. \_\_\_\_\_
- IV. \_\_\_\_\_
- V. \_\_\_\_\_

5. Every woman has her own body build (somatype), depending on her muscularity, linearity, and fat distribution. The three main body types are:

**The Endomorph** (the big square): This type is square-shaped, has a large frame, and is well-padded with fat around the stomach, hips, upper arms, and neck. She usually has small hands and feet, short arms and legs. Because of her excessive bulk, she moves slowly, has slow reaction time, and tends to be sluggish. Her weight will be a problem throughout her life.

**The Mesomorph** (inverted triangle): This type has a firm, well-proportioned body with broader shoulders than hips. She is usually active, like sports, and tends to excel in those that require balance, endurance, strength, and speed.

**The Ectomorph** (frail, pencil-thin): This type has a long, thin body with underdeveloped muscles, sloping shoulders, a low waistline, long arms and legs. Less strenuous individual sports appeal to her more than more active team games. She tires easily and may eat well, but will likely remain thin and wiry throughout her life.

Body Types

- I. \_\_\_\_\_  
     A. \_\_\_\_\_  
     B. \_\_\_\_\_  
     C. \_\_\_\_\_  
     D. \_\_\_\_\_

SRE - Skill 12  
Number 04

II. \_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

III. \_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

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SRE - Skill 12  
Number 05

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### SUMMARIZING/OUTLINING

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#### DIAMONDS - A GIFT OF QUALITY

It is said that women and diamonds go together. Women love to wear priceless diamonds. Beautifully set in rings, earrings, necklaces, or brooches, diamonds are a source of joy and pride. A woman who gets a diamond necklace on her birthday anniversary has reason to glow with pride. One who gets this priceless gift on her wedding anniversary glows with happiness.

Quality in diamond is apparent in the beauty, fire, and brilliance radiated by the stone. To make a confident choice, it is necessary to be knowledgeable about the basic factors - the 4 C's - which affect the beauty and price of a piece of diamond.

**Carat Weight:** There are 142 carats to an ounce, and each carat is further divided into 100 points. A carat of diamond is very small but costs a lot of money.

Contrary to popular belief, carat weight alone is not the most important factor in determining a diamond's value. Cutting, color, and clarity also determine the per-carat price. A top color, flawless half-carat diamond, for example, may be worth more than a warmed color in a one-carat stone.

**Cut :** This refers to the shape of a diamond and to the arrangement of its facets. It is the most important of the "Four C's"; superb raw materials are only part of the story. Anything less than an ideal cut reduces the beauty and value of a diamond. This is because unlike colored gems, with diamonds beauty depends on the capacity to reflect light. Since a diamond has a great power of refraction, it is a trap for light. A master cutter will unleash the true beauty of a diamond. A good



SRE - Skill 12  
Number 05

cut is recognized by its light-handling qualities and makes an absolutely dazzling impression.

**Color :** The color of a diamond also determines its rarity and value. Color refers to body color and not the surface rainbow of reflected light. Most diamonds described as white are nearly colorless but have a slight tinge or color. Diamonds of a clear white without color are very rare and are valued accordingly.

Although most diamonds are white, there are diamonds of all colors - pale yellow, canary, pick, green, red, blue and rich brown. Some "fancy diamonds" are extremely rare and therefore command a premium price.

**Clarity:** A diamond may be called flawless only when it has no natural inclusions visible to the eye under 10 power magnifications. Flawless diamonds, like colorless diamonds, are rare and are priced accordingly.

Most diamonds contain some inclusion, which were created when the stone was formed by nature during the crystallization process millions of years ago. A diamond that is free of inclusions is a true source of wonder. If there are inclusions which can be seen by the naked eye, the beauty of the diamond may be marred and its value is greatly reduced. When the inclusions do not reduce a diamond's brilliance or fire or do not endanger its durability, they are of minor importance. They should not affect one's enjoyment of the jewel, although they may substantially lower its price. Your jeweler should point to you any inclusions in a diamond you are considering, but you must ultimately be guided by your own desires as well as your jeweler's counsel when you purchase it.

SRE - Skill 12  
Number 05

A. Answer the following questions:

1. What is the topic of the above article?

- a. jewelry                      b. diamonds              c. women

2-4. In what three things is the quality in a diamond shown?

- a.  
b.  
c.

5-8. What are the basic factors of 4 C's that affect beauty and price of a diamond?

- a.                                      c.  
b.                                      d.

B. Complete the outline below. Refer back to the article when you need to. Use your answers to part A above to help you.

#### DIAMONDS - A GIFT OF QUALITY

I. Women and diamonds go together.

A. Women love to wear diamonds set in

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

II. Three things that determine the quality of a diamond are:

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

SRE - Skill 12  
Number 05

III. Four basic factors or C's that affect the quality and price of diamonds:

A. \_\_\_\_\_  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

B. \_\_\_\_\_  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

C. \_\_\_\_\_  
1. \_\_\_\_\_  
2. \_\_\_\_\_

D. \_\_\_\_\_  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_

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# SKILL 13

**DESCRIPTOR :** UNDERSTANDING MAPS, DIAGRAMS,  
CHARTS AND TABLES

**SUBJECT AREA:** This skill is needed in subjects in which the student is required to understand maps, diagrams, charts and tables.

**OBJECTIVE :** Given course-related reading materials on an appropriate instructional level, the student will be able to identify, label and understand diagrams, maps, charts and tables.

## SRE - Skill 13

|        |    |           |                               |
|--------|----|-----------|-------------------------------|
| Number | 01 | . . . . . | Labeling Diagrams             |
| Number | 02 | . . . . . | Understanding Tables          |
| Number | 03 | . . . . . | Using Diagrams                |
| Number | 04 | . . . . . | Interpreting A Diagram        |
| Number | 05 | . . . . . | Reading and Interpreting Maps |

*"The roots of education are bitter,  
but the fruit is sweet."*

- Aristotle -

## **SKILL 13** *-Understanding Maps, Diagrams, Charts and Tables*

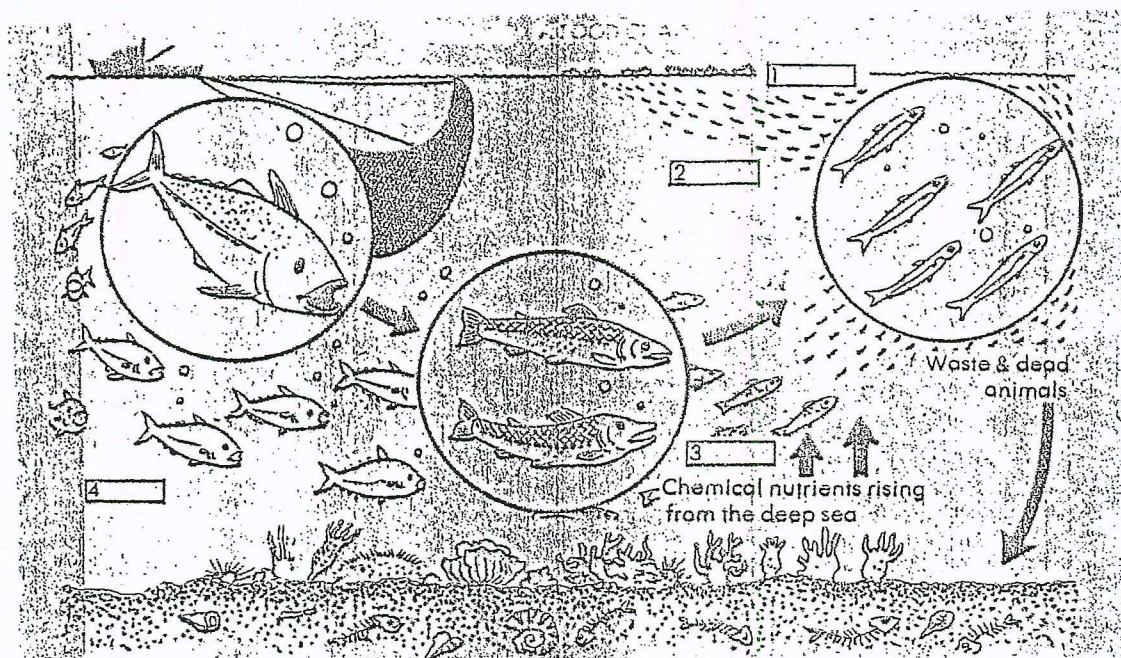
### *What It Is*

Maps, charts, diagrams, graphs and tables are pictures that give information. Sometimes they compare things; sometimes they show how things change according to time or season or area. Maps usually show shapes and distances and locations. Charts and tables and graphs usually compare or quantifies or indicates the way things change over a period of time.

**LABELING DIAGRAMS****Pointers:**

1. Read titles and subtitles.
2. Read the information shown along the sides and the bottom of graphs diagrams, charts, and maps, if any.
3. Determine your purpose for reading.
4. Read for your purpose.

Read the texts and examine the pictures. Then complete the diagrams by putting the appropriate labels in the boxes.

**Diagram 1. A FOOD CHAIN**



SRE - Skill 13  
Number 01

(Diagram 1)

The food webs can be very complex. Plants growing in surface water are eaten by small fish like dilis. The dilis are eaten by salmon, and the salmon are eaten by larger fish like tuna. All of these produce waste products. The remains of dead plants and animals dissolve to make up new minerals and food for the plants on the surface. The chain of life never ends. Man harvests some parts of the chain by fishing.

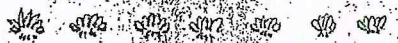


|          |  |   |
|----------|--|---|
| 1,000 kg |  | 4 |
| 100 kg   |  | 5 |
| 10 kg    |  | 6 |

Diagram 2. A FOOD PYRAMID

(Diagram 2)

At each stage of the food chain, energy is lost. Animals require to swim, feed and reproduce. Not all the food they eat goes to build up new flesh. The ratio of food taken to the increase in body weight is above ten to one. One thousand kilogram plants is needed to maintain one hundred kilogram of dilis. One thousand kilogram of dilis is needed to maintain ten kilogram of tuna.

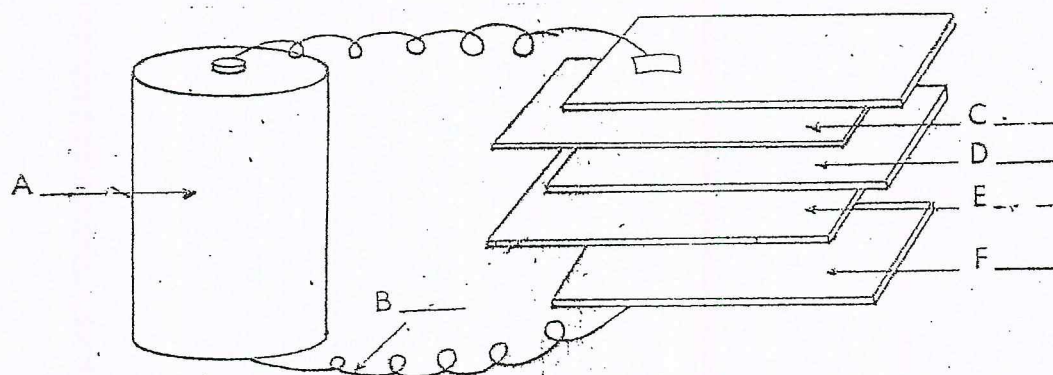
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SRE - Skill 13  
Number 02

### USING DIAGRAMS

#### ELECTRIC ANALYSIS OF ROCKS

To determine the kinds of elements or compounds present in rocks or minerals is an interesting problem for chemists. R. Jirkovsky has invented a procedure that helps solve this problem. His equipment consists of flat pieces of copper and aluminum arranged so that electricity can go through them. Obviously, this procedure can be used only when the mineral being tested is of the kind that will allow electricity to go through it. In the arrangement, a sheet of filter paper moistened with potassium chloride solution is placed on the aluminum. Another sheet of paper that has been moistened with the proper reagent is the next layer. The flat piece of mineral (which has been cut and polished to form a thin sheet) is placed on the paper, and the copper is placed on the mineral. A dry-cell battery is connected to the top and bottom plates, as illustrated below.



Label each part by writing the correct number in the blank beside the letter.

- |   |  |
|---|--|
| 1. aluminum                                       | 4. flat piece of mineral                   |
| 2. filter paper moistened with potassium chloride | 5. dry cell battery                        |
| 3. copper wire                                    | 6. paper moistened with the proper reagent |



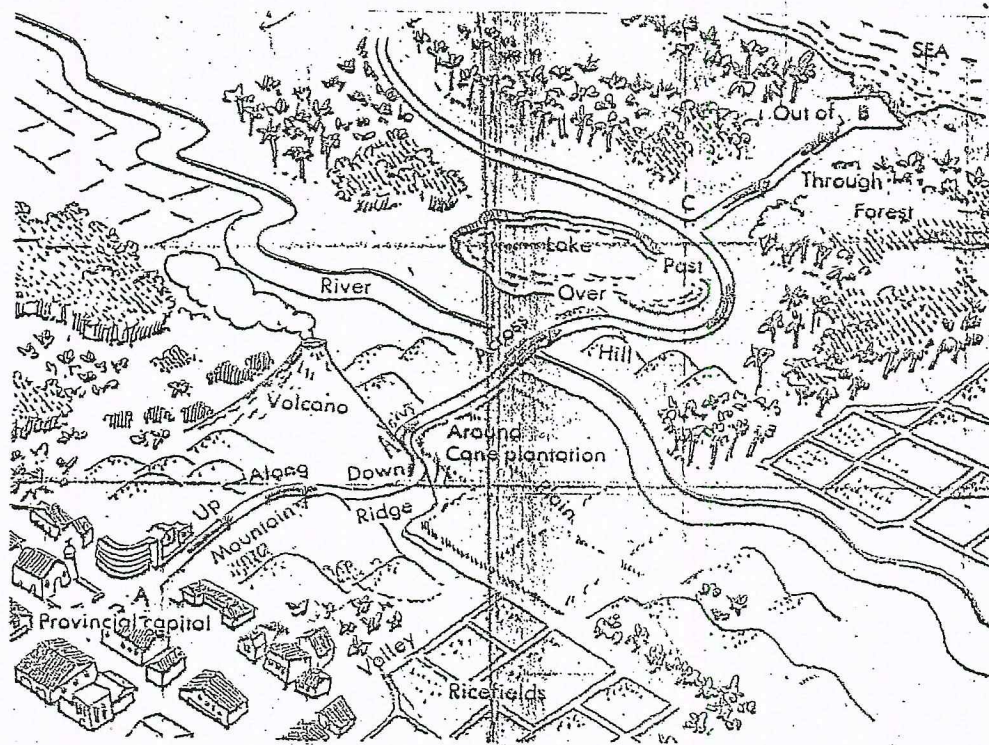
SRE - Skill 13

Number 03

INTERPRETING A DIAGRAM-1

Look carefully at the  
accompanying map and complete  
this description.

The superhighway leaves the provincial capital at A.  
It goes up a 1. \_\_\_\_\_ and then down the  
mountain 2. \_\_\_\_\_. Then it goes along a  
3. \_\_\_\_\_ around a 4. \_\_\_\_\_  
plantation on a wide 5. \_\_\_\_\_. Beyond  
the plain, it winds across a 6. \_\_\_\_\_  
and goes over a 7. \_\_\_\_\_. It joins the  
road at C, past a 8. \_\_\_\_\_. Finally, it  
runs through a 9. \_\_\_\_\_ out of B into  
the 10. \_\_\_\_\_.



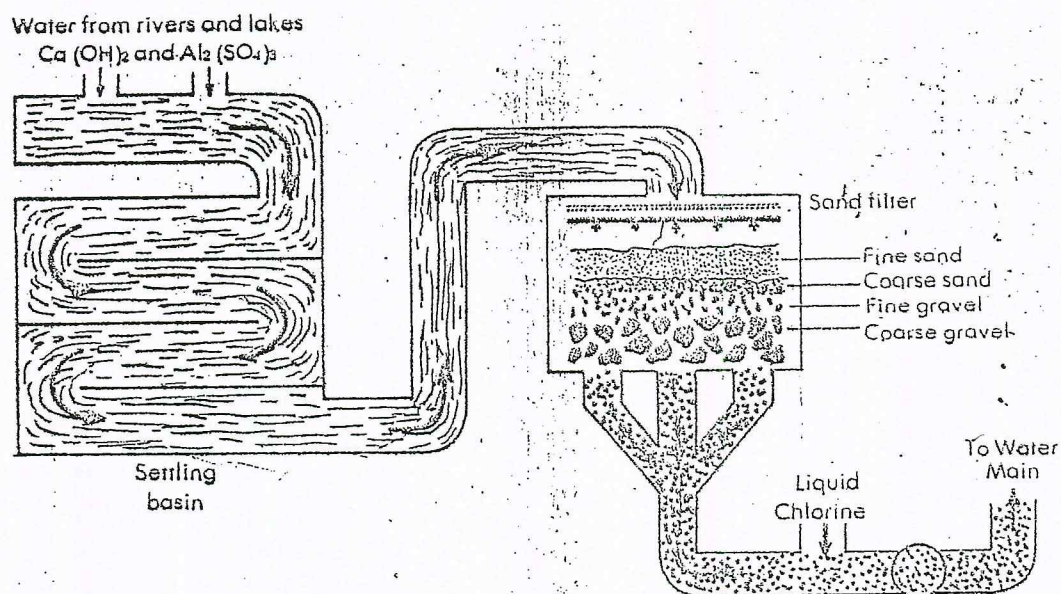
LANDMARKS ON A SUPERHIGHWAY



SRE - Skill 13  
Number 04

## INTERPRETING A DIAGRAM -- 2

Carefully study the diagram  
below and interpret it.



A SCHEMATIC DIAGRAM OF A MUNICIPAL  
WATER-PURIFICATION PLANT

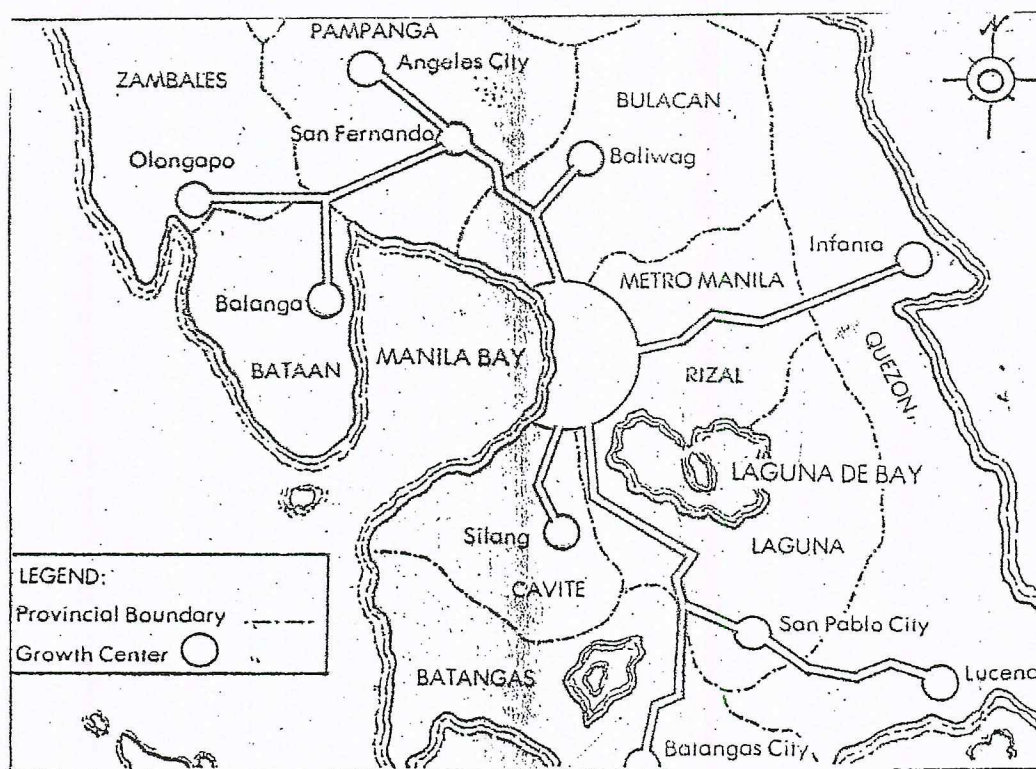
### Interpretation:

Water from lakes and rivers flows into a settling basin. (Continue. . . . .)

SRE - Skill 13  
Number 05

### READING AND INTERPRETING MAPS-1

Carefully study the map below.  
Identify the priority growth poles by  
filling in the blanks with the  
names of towns or cities.



**PRIORITY GROWTH POLES IN THE MANILA BAY REGION**

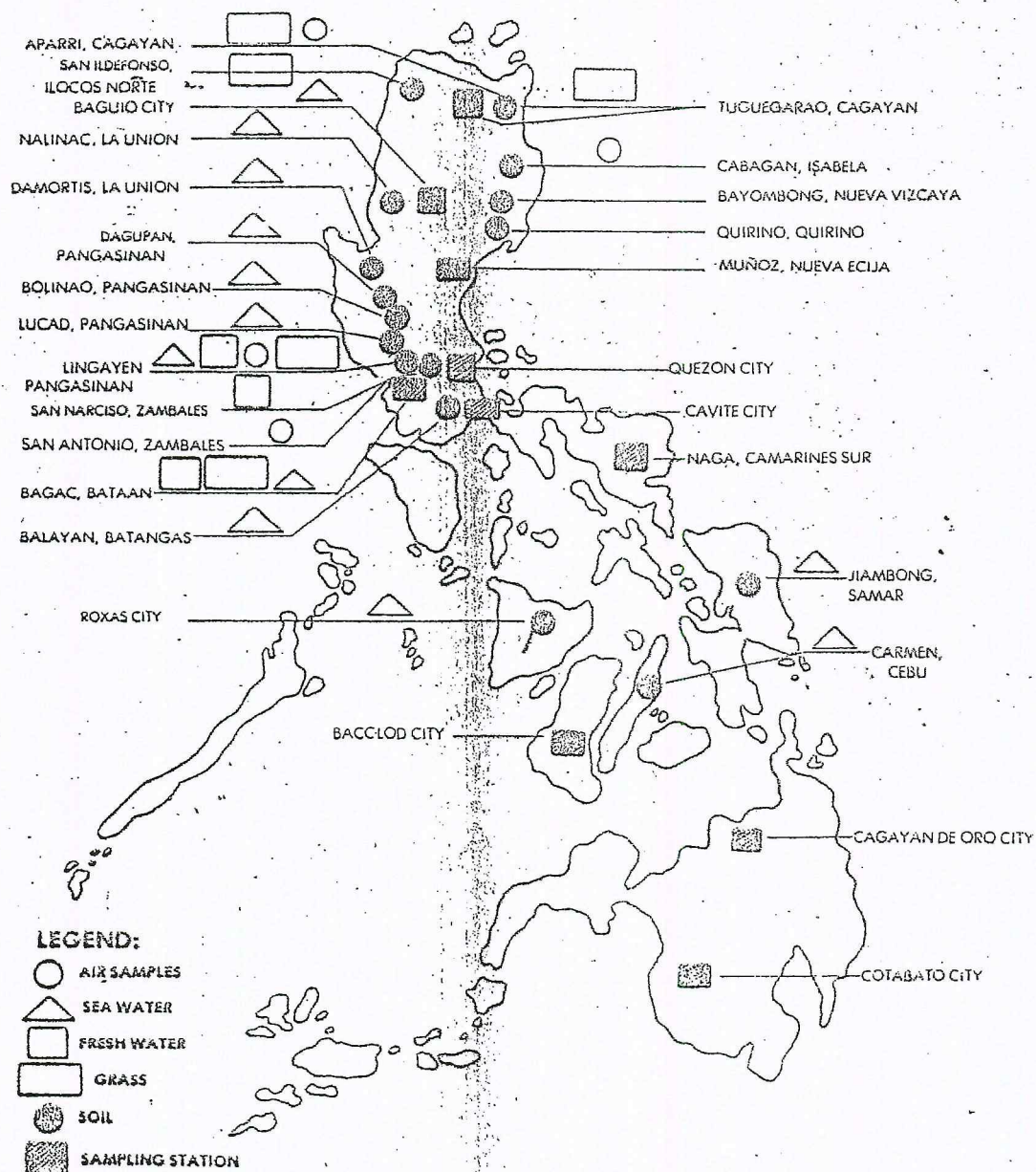
In the blanks after the provinces, write the name of the towns or cities which have been identified as priority growth poles in the Manila Bay Region.

- |                     |                     |
|---------------------|---------------------|
| 1-2. Pampanga _____ | 6. Cavite _____     |
| and _____           | 7. Batangas & _____ |
| 3. Bulacan _____    | 8. Laguna _____     |
| 4. Bataan _____     | 9-10. Quezon _____  |
| 5. Zambales _____   | and _____           |



SRE - Skill 13  
Number 06

### READING AND INTERPRETING MAPS-3



NATURAL RADIOACTIVITY LEVELS IN THE PHILIPPINES



## SRE - Skill 13

## Number 06

This map shows the existing regional areas of the Philippines. The black dots represent the regional centers.

Select the letters before the words that best answer the questions below:

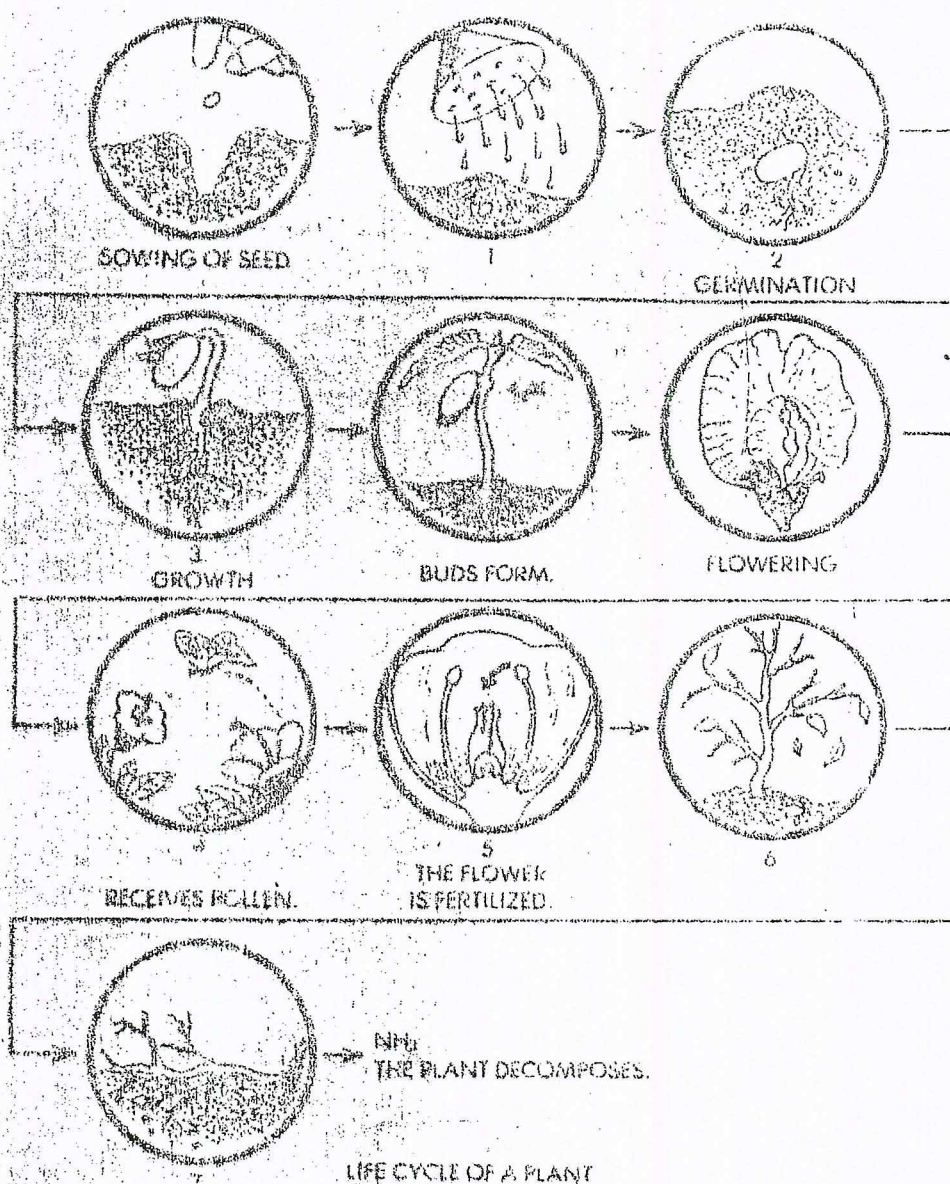
1. The regional center of the National Capital Region (NCR) is in \_\_\_\_\_.
  - a. Bulacan
  - b. Cavite
  - c. Manila
  - d. Batangas
2. Iloilo City is the center for Region \_\_\_\_\_.
  - a. IV
  - b. VI
  - c. V
  - d. VIII
3. The office of Region I is in \_\_\_\_\_.
  - a. Ilocos Cur
  - b. Ilocos Norter
  - c. Abra
  - d. San Fernando, La Union
4. Tacloban is the center for Region \_\_\_\_\_.
  - a. VIII
  - b. V
  - c. VII
  - d. VI
5. The center for Region XII is in \_\_\_\_\_.
  - a. Maguindanao
  - b. Lanao del Sur
  - c. Cotabato City
  - d. Marawi City
6. The DECS Regional Office in Region II is located in \_\_\_\_\_.
  - a. Baguio City
  - b. Dagupan
  - c. Bayombong
  - d. Tuguegarao
7. The office of the Regional Director for Region V is in \_\_\_\_\_.
  - a. Legaspi City
  - b. Iriga
  - c. Naga
  - d. Sorsogon
8. Supervisors of Region VII attend conferences in the regional center found in \_\_\_\_\_.
  - a. Dumaguete
  - b. Cebu City
  - c. Tagbilaran
  - d. Mandaue City
9. Educational seminars and workshops in Region X are often held in \_\_\_\_\_.
  - a. Misamis Oriental
  - b. Iligan City
  - c. Cagayan de Oro
  - d. Ozamis City
10. Region XI selected \_\_\_\_\_ as its regional center for DECS.
  - a. Malaybalay
  - b. Davao City
  - c. Zamboanga City
  - d. Basilan

o0o0o0o

SRE - Skill 13  
Number 07

# INTERPRETING GRAPHICS ON CYCLES

Carefully observe the  
life cycle of plants. Then fill in  
the blanks to complete the description.



SRE - Skill 13  
Number 07

The following things happen in the life cycle of a plant.

First the seed is sown in the ground.

Next the seed is 1. \_\_\_\_\_.

Then the seed begins to 2. \_\_\_\_\_ or germinate.

Subsequently, the 3. \_\_\_\_\_ develop.

Meanwhile, the leaves also develop.

Flowers later appear.

Then 4. \_\_\_\_\_ takes place.

During this process, the stigma receives pollen.

Afterward the 5. \_\_\_\_\_ forms.

Then the 6. \_\_\_\_\_ fall.

The plant eventually 7. \_\_\_\_\_.

Finally, the plant decomposes.

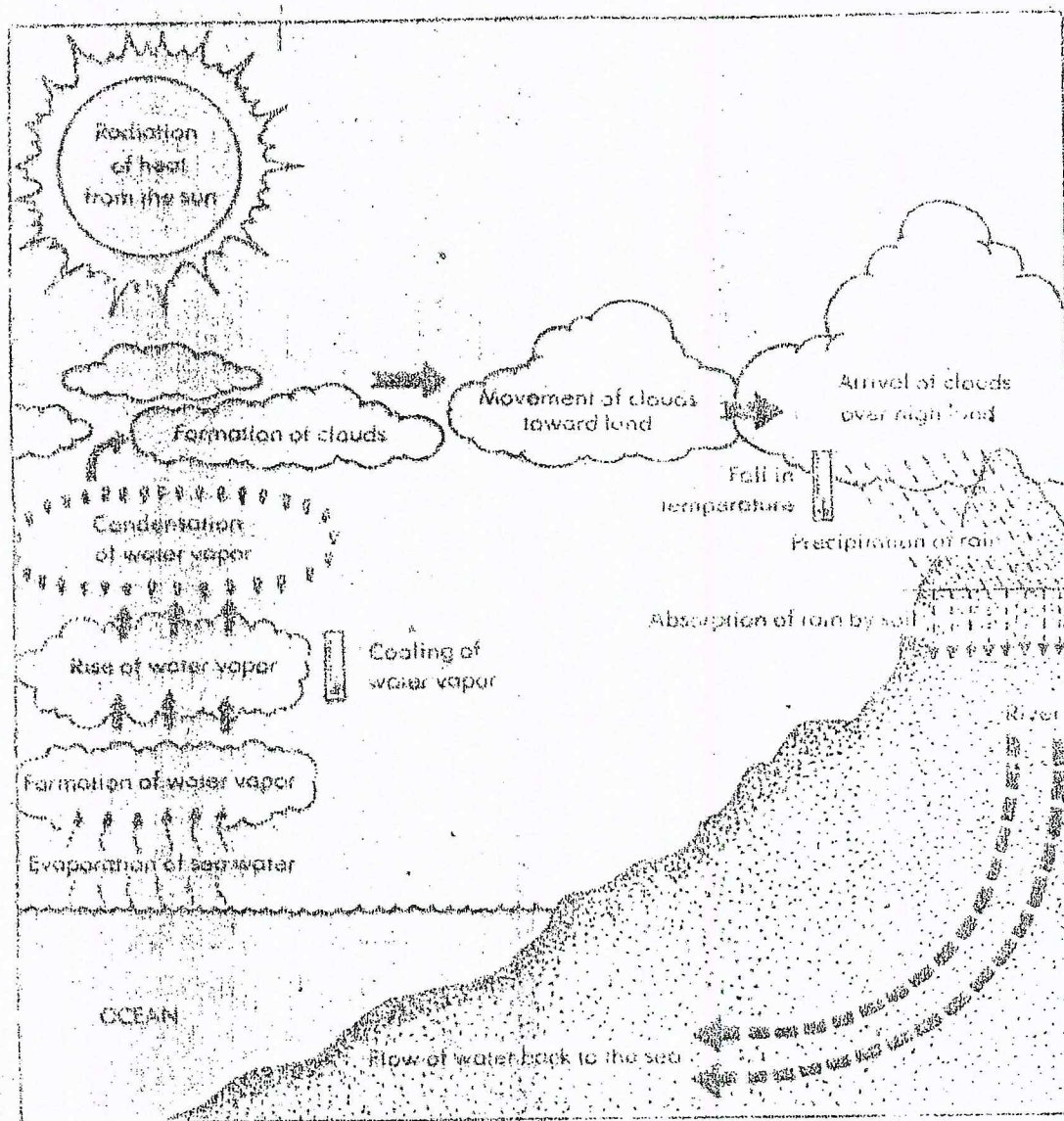
- Adapted -

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SRE - Skill 13  
Number 08

Carefully observe the  
water cycle shown below.  
Then follow the instructions given.



THE WATER CYCLE

SRE - Skill 13  
Number 08

Describe the water cycle by matching **column A** with **column B**. Join the half-sentences by writing the letter in the space before each number.

COLUMN A

COLUMN B

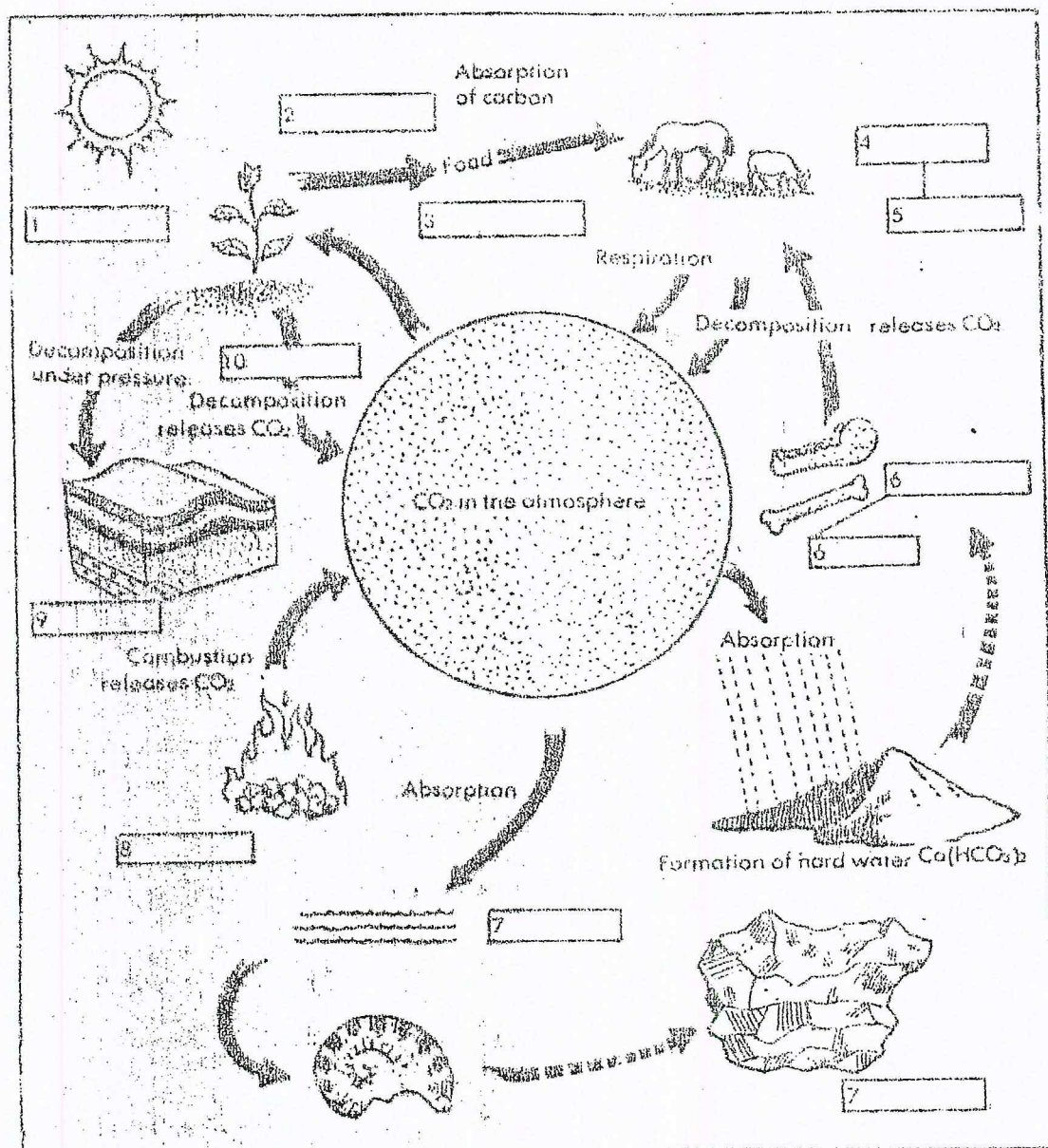
- |   |                                     |
|---|-------------------------------------|
| _____ 1. When the sun radiates heat;      | a. until they reach high land.      |
| _____ 2. As soon as water vapor forms,    | b. rain is precipitated.            |
| _____ 3. While rising,                    | c. the water flows back to the sea. |
| _____ 4. When the water vapor cools,      | d. the vapor cools down.            |
| _____ 5. During condensation,             | e. it begins to rise.               |
| _____ 6. The clouds then move toward.     | f. sea water evaporates.            |
| _____ 7. When the clouds reach high land, | g. clouds are formed.               |
| _____ 8. As the temperature falls,        | h. the air temperature falls.       |
| _____ 9. Through precipitation,           | i. it condenses.                    |
| _____ 10. After being absorbed,           | j. the rain sinks into the soil.    |

o0o0o0o

SRE - Skill 13

Number 09

Carefully study the graphics  
on the carbon cycle. Then read the  
statements below and number them in the  
order shown by the carbon cycle diagram.



THE CARBON CYCLE



SRE - Skill 13  
Number 09

\_\_\_\_\_ a. Carbon dioxide in the atmosphere is taken in by plants.

\_\_\_\_\_ b. Animals in turn give off carbon dioxide which goes back to the atmosphere.

\_\_\_\_\_ c. Carbon dioxide is absorbed by the clouds, which form rain that falls into the sea and becomes hard water.

\_\_\_\_\_ d. Photosynthesis occurs with the help of sunlight and carbon dioxide.

\_\_\_\_\_ e. Decomposition of dead animals releases carbon dioxide into the atmosphere.

\_\_\_\_\_ f. Food and oxygen produced by plants are taken in by animals.

\_\_\_\_\_ g. Hard water is taken in by marine animals like shells and polyps that form corals.

Other processes that releases carbon dioxide include:

\_\_\_\_\_ h. The decomposition of plants after they die.

\_\_\_\_\_ i. The combustion of coal and other fuels, and

\_\_\_\_\_ j. The decomposition of rocks.

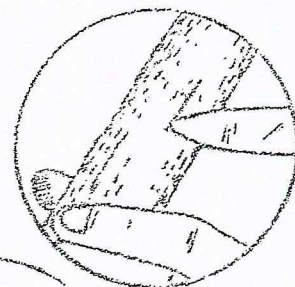
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### BUDDING

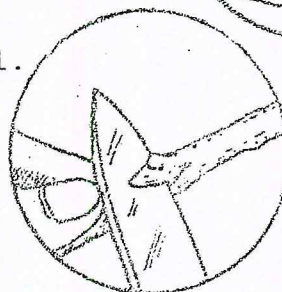
Here is a rapid and effective way to propagate fruit trees. Trees grown by budding bear large, juicy fruit. Budding can be done on dayap, kalamansi, dalandan, and other fruit trees.

#### To do budding:

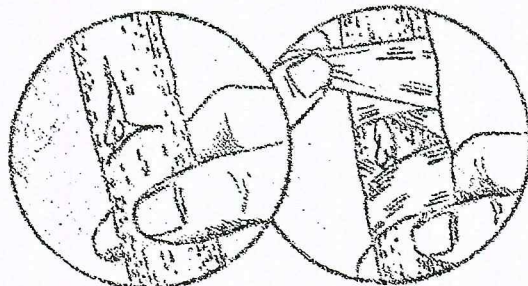
1. Get a young stock and a scion. Make a small vertical incision in the main branch of the stock. Make the incision at least 8 centimeters above the topsoil.



2. Cut out a bud from the scion.



3. Insert the bud into the incision in the stock. Wrap with plastic to keep moisture out.



4. After two weeks, remove the young leaves of the stock. If the budding is successful, from the inserted bud will grow young leaves. When the leaves of the inserted bud grow as large as the leaves of the stock, cut off the leaves on the stock.



**SRE - Skill 13**  
**Number 10**

Arrange the following to study the steps of how trees grow by budding. Arrange the number in the proper order.

a. Insert the bud into the incision in the stock. Wrap the bud with plastic to keep moisture out.

b. Take a young stock and a scion. Make a small vertical incision on the main branch of the stock. Be sure the incision is done not less than eight centimeters from the topsoil.

c. After two weeks, remove the young leaves of the stock. From the inserted bud will grow young leaves. When the leaves on the inserted bud are as large as the leaves on the stock, cut off the leaves on the stock.

d. Get a bud from the scion.

**Arrangement :**

- |          |          |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

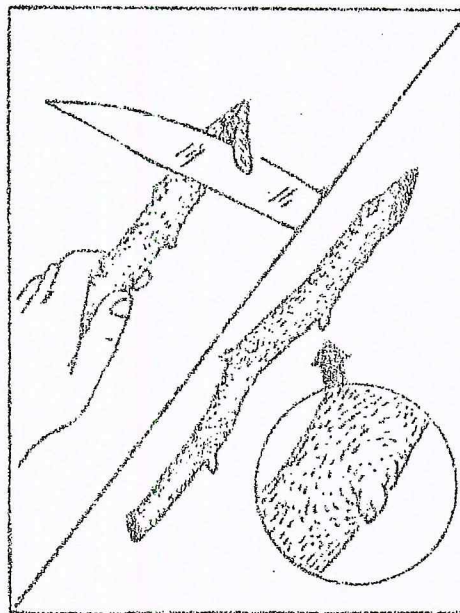
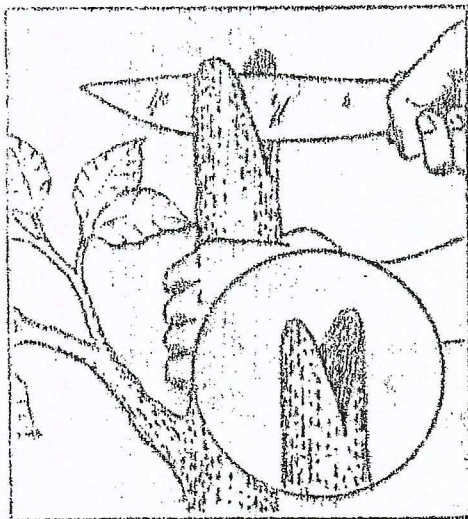
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SRE - Skill 13  
Number 11

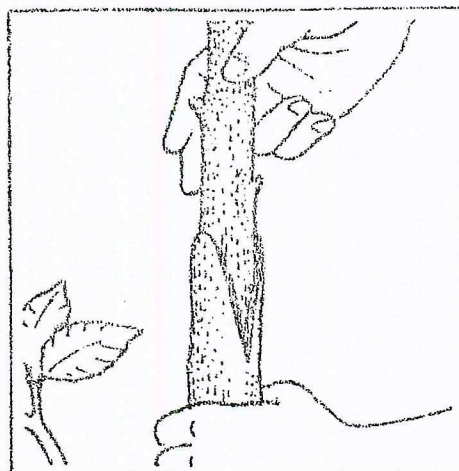
### GRAFTING

1. Cut a healthy branch of a desirable bearing tree. Let this serve as your scion. Be sure the scion has buds. Remove the leaves but leave the buds.



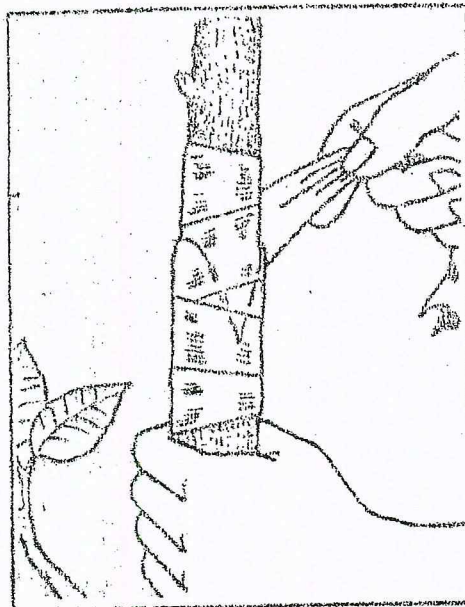
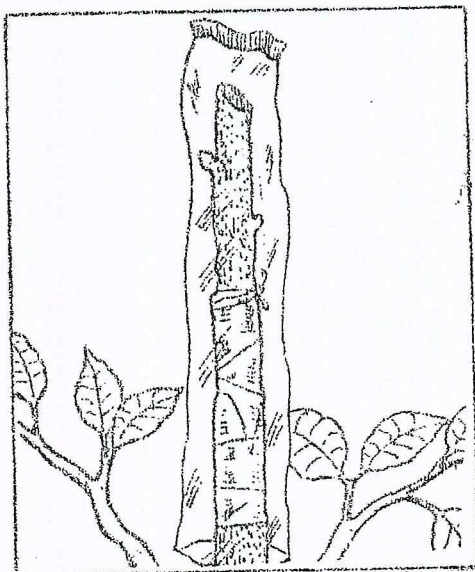
2. Next go to the stock. Cut off its top end. Prepare it for grafting by making a split cut.

3. Sharpen the bottom end of scion. Insert it between the split cut in the stock.



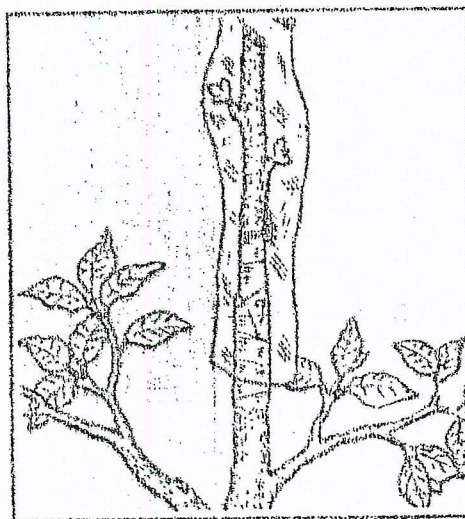
SRE - Skill 13  
Number 11

4. Tightly wrap a plastic sheet around the grafted parts, leaving the buds free. This will protect the plant from moisture and rotting.



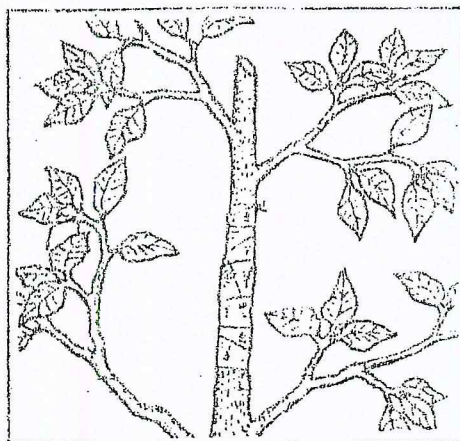
5. Loosely cover the buds with a plastic bag to keep them dry.

6. When young leaves appear, remove the plastic bag but keep the plastic sheet around the graft.



SRE - Skill 13  
Number 11

7. After five months remove the plastic wrapping. See if leaves are growing. If so, the grafted portion has healed and has firmed up. You may now transfer the plant into the soil.



Fill in the blanks with the correct answer.

1. In grafting, a healthy branch cut from a fruit-bearing serves as the s\_\_\_\_\_.
2. Cut off the t\_\_\_\_\_ end of the stock.
3. After sharpening the end of the scion, branch, insert it between the s\_\_\_\_\_ cut in the stock.
4. Wrap a plastic sheet around the g\_\_\_\_\_ parts tightly.
5. Cover the buds loosely with a p\_\_\_\_\_ bag to keep them dry.
6. When y\_\_\_\_\_ l\_\_\_\_\_ appear, remove the plastic bag but keep the plastic sheet around the graft.
7. Remove the plastic wrapping after \_\_\_\_\_ months.

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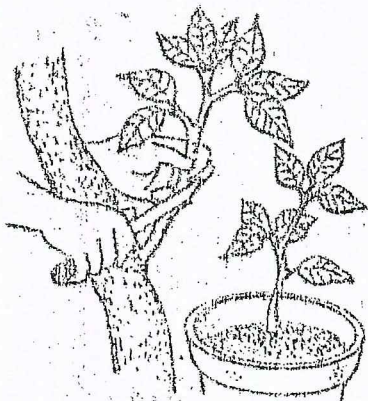
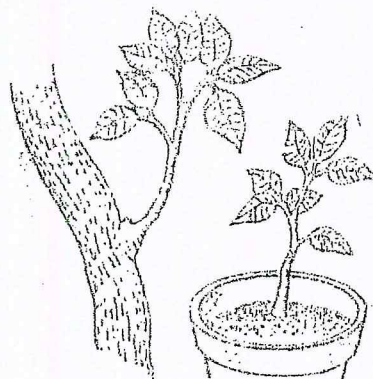
SRE - Skill 13

Number 12

### INARCHING

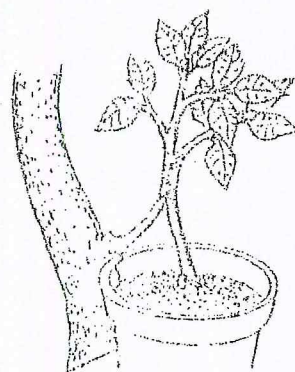
Inarching is a way of propagating atis, caimito, cashew, and chico.

1. You need two plants of the same kind - a mature tree (stock) and a young plant (the seedling). The branches must be of the same size.



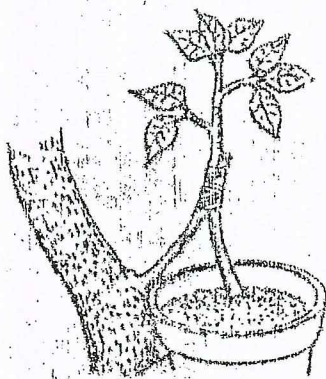
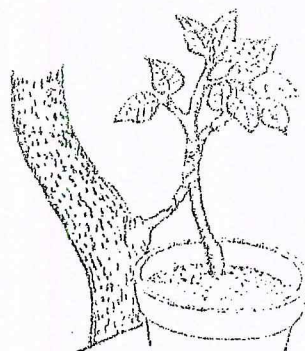
2. Make a long, shallow cut to expose the side of the branch. Do this on both the stock and the seedling.

3. Join the exposed sides of the two branches. Wrap tightly with a plastic sheet.

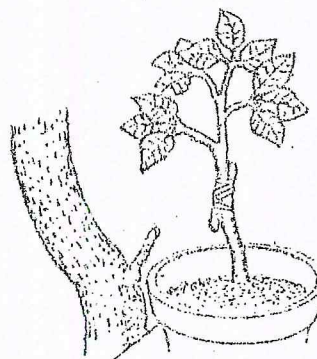


SRE - Skill 13  
Number 12

4. After a month, make a small cut in the lower part of the stock and another small cut in the upper part of the seedling. In the second month, make the two existing cuts deeper. This will make the plant to slowly grow on its own.



5. After three months, remove the upper part of the seedling. Make deeper the existing cut in the stock.



6. In the fourth month, the joined branches become a new plant and may be cut off from the stock and planted in the soil.

Complete the steps in inarching by filling in the missing words or phrases.

1. To do inarching, we need two plants of the same kind.

- a. \_\_\_\_\_  
b. \_\_\_\_\_

SRE - Skill 13  
Number 12

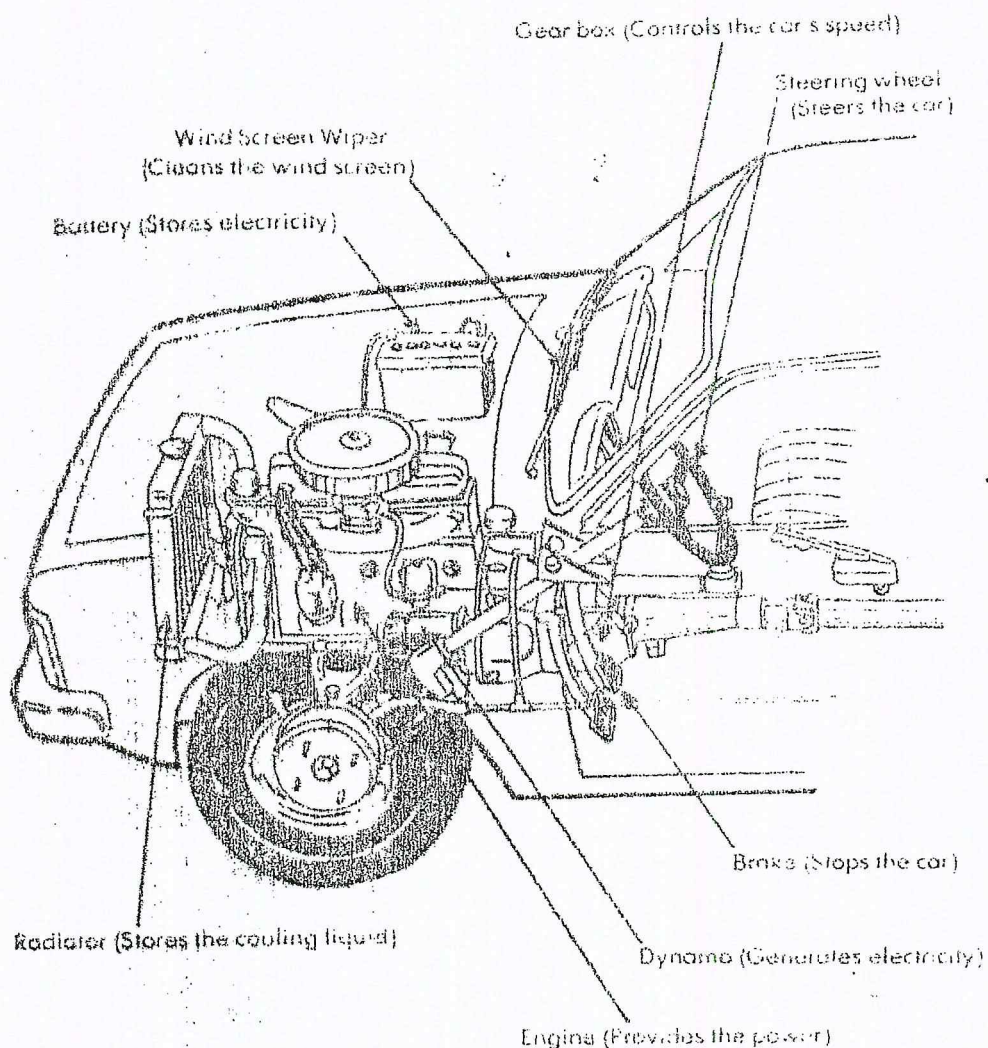
2. Make a \_\_\_\_\_ to expose one side of the branch. This can be done on both the stock and the seedling.
3. Join the exposed sides of two branches. Wrap them tight with \_\_\_\_\_.
4. Make a small cut in the lower part of the stock and another small cut in the upper part of the seedling after \_\_\_\_\_.
5. Remove the upper part of the seedling and make a deeper cut in the existing cut on the stock after \_\_\_\_\_ months.
6. In the fourth month, the joined branches become a \_\_\_\_\_ and may be cut off from the stock.

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SRE - Skill 13  
Number 13

Carefully observe the important parts of a car. Try to remember the functions of each part. Then answer the questions that follow.



PARTS OF A CAR AND THEIR FUNCTIONS

**SRE - Skill 13**  
**Number 13**

Match the words in **column B** with the phrases in **column A**. Write down only the letters.

**A****B**

- |   |                     |
|---|---------------------|
| _____ 1. Provides the power that makes a car run                                      | a. battery          |
| _____ 2. The part that controls the speed of a car                                    | b. radiator         |
| _____ 3. The part that keeps wind-screen clear on rainy days                          | c. dynamo           |
| _____ 4. The part of a car that stores the cooling liquid                             | d. brake            |
| _____ 5. The part in which electricity is stored.                                     | e. engine           |
| _____ 6. The part that generates electricity  | f. gear box         |
| _____ 7. The circular part the driver moves, in the direction he wishes his car to go | g. bumper           |
| _____ 8. The part the driver uses to stop the car.                                    | h. trunk            |
| _____ 9. A front cover for the engine and rotated parts of a car                      | i. windshield wiper |
| _____ 10. A place for luggage, usually at the back                                    | j. hood             |
|   | k. steering wheel   |

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# SKILL 14

**DESCRIPTOR :** DISTINGUISHING BETWEEN IMPORTANT AND UNIMPORTANT DETAILS

**SUBJECT AREA:** This skill is needed in subjects in which the student is required to distinguish important and unimportant details, especially English.

**OBJECTIVE :** Given a course-related selection in an appropriate instructional level that contains important and unimportant details, the student will be able to identify them.

## SRE - Skill 14

|        |    |           |   |
|--------|----|-----------|---|
| Number | 01 | . . . . . | Sentence Sense  |
| Number | 02 | . . . . . | Getting Sentence<br>Meaning   |
| Number | 03 | . . . . . | Distinguishing Between<br>Important and<br>Unimportant Details      |
| Number | 04 | . . . . . | Determining Significant<br>Details                                  |
| Number | 05 | . . . . . | Identifying an<br>Irrelevant Sentence<br>and Unimportant<br>Details |

*"Great lives make permanent marks"*



## SKILL 14

### *Distinguishing Between Important and Unimportant Details*

#### *What It Is*

A detail is a piece of information. It may be a word, a group of word, or a sentence. Not all details are equally important to a reader. To be an efficient and fast reader, one must scan for details in what one reads that one finds important to remember. Scanning for particular details will depends on one's purpose in reading.

SRE - Skill 14  
Number 01

SENTENCE SENSE

Pointers:

1. Decide which details help to further the story line.
2. Decide which details help you to understand the main idea.

SKILLS PRACTICE:

There is a pair of sentences after each number. The first sentence is true. Write true if the second sentence which is based on the idea of the first sentence is true; false, if it is not.

- \_\_\_\_\_ 1. There are countless fiestas in the Philippines, each with its own significance. These fiestas are indeed worthless and are a lavish display of extravagance.
- \_\_\_\_\_ 2. Because of a four-month dry spell, three states in Malaysia imposed water rationing. Substantial downpours may replenish reservoirs and then rationing may be ordered nationwide.
- \_\_\_\_\_ 3. Thousands of crude oil have been gushing from damaged Iranian offshore wells, badly polluting the gulf. The huge oil slicking down the center of the strategic water-way is the beneficial to mankind.
- \_\_\_\_\_ 4. The struggle for power between rich and powerful countries brought two world wars and gave the oppressed nations a chance for emancipation. The emancipated Southeast Asian countries are working for their own national progress and place in the modern world.

SRE - Skill 14  
Number 01

- \_\_\_\_\_ 5. The art of classroom cheating is far advanced and modernized. To pass examinations with flying colors, the less gifted students must burn their midnight candles.
- \_\_\_\_\_ 6. Uri Geller, a well-known psychic who can bend silverware with his gaze, read thoughts, and "see" through walls, seemed to have transmitted his powers to his son Daniel. On several instances, Daniel just looks at the spoon his mother is holding and this amazingly bends.
- \_\_\_\_\_ 7. To most Filipinos, motherhood is for a woman to keep a closely-knit family and devote her time to her children's pursuits. She epitomizes the matriarchal family which the Filipinos are said to be ruled by.
- \_\_\_\_\_ 8. Girls on vacation should recharge themselves with fresh energy so that they will have a happy, enjoyable, and memorable vacation time. They must dig deeply into their problems and sulk if no solution seems possible.
- \_\_\_\_\_ 9. The expression a woman wears on her face is far more important than the clothes she wears. As long as a woman wears fabulous and fashionable clothes, the misery in her face has nothing to do with her personality.
- \_\_\_\_\_ 10. Sakura time is the time in Japan when the cherry blossoms burst out in their pinkish-white splendor. This is an especially ideal time to visit Japan.



SRE - Skill 14  
Number 01

- \_\_\_\_\_ 11. The girl can mask her happiness by wearing her most captivating smile and acting as if she were enjoying herself immensely. In this way, she can shed all her tears and stay in the dark confines of her private room.
- \_\_\_\_\_ 12. The streets of Tokyo and its suburbs, just like Manila, are congested at all times of the day. It is most convenient and fastest to go around in Tokyo by car.
- \_\_\_\_\_ 13. Be enthusiastic and sincere in offering to help save a dear friend from distress. You grumble and utter expletives when she is not around.
- \_\_\_\_\_ 14. Fruit preservation is not the reserve of only food-processing firms. Homemakers can readily make fruit preserves right in their own kitchens.
- \_\_\_\_\_ 15. Many say that plants are like humans wanting to be cuddled and cared for. They must be showered with attention like babies.
- \_\_\_\_\_ 16. The woman's defenses wore down because of the man's persistence. She fell in love with him.
- \_\_\_\_\_ 17. Transcendental meditation (TM) can enable a person to bring down his biological age by as many as 15 years. When one practices TM, the aging process will be hastened.

SRE - Skill 14  
Number 01

- \_\_\_\_\_ 18. Reports say that one of every ten residents in the District of Columbia is an alcoholic; the city holds the record of having the highest alcoholism in the United States. The wine industry must be very prosperous there.
- \_\_\_\_\_ 19. The government policy of compassion toward the poor is manifested in its not so strict implementation of laws and ordinances designed to regulate small business enterprises. Small entrepreneurs are often reprimanded for small infractions of the laws.
- \_\_\_\_\_ 20. Sanitary and hygienic standards must be strictly observed by establishments which have to do with selling food. They may do well even with unsanitary facilities and unhygienic practices.
- \_\_\_\_\_ 21. An early marriage in the face of parental disapproval may be followed by constant conflicts from difficult members of both families. Family members are usually understanding of the couple's shortcomings.
- \_\_\_\_\_ 22. Society does not always make the best use of highly intelligent people and harness their creative energies to the fullest. This means that those who are intelligent are taken care of by the government and by the concerned citizens.

SRE - Skill 14

Number 01

- \_\_\_\_\_ 23.        Seizing embassies has become a common form of protest and coercion. This means that the bomb blast which tore the American embassy in Beirut is the only terrorist incident of its kind in the whole world.
- \_\_\_\_\_ 24.        Laguna de Bay has reached the dangerous level of pollution resulting from the indiscriminate dumping of pesticides, toxic materials, and oil. Laguna de Bay will be safe source of drinking water for a long time.
- \_\_\_\_\_ 25.        People with histories of broken homes and disturbed childhood are more vulnerable to stressful situations than those who have a secure upbringing. Great difficulties and social pressures no longer affect the former group in any way.

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SRE - Skill 14  
Number 02

GETTING SENTENCE MEANING

Read each sentence carefully. You will notice that in each sentence there is a word that does not harmonize with the thought of the sentence. Write the word.

1. A loyal citizen speaks against his government.
2. A trustworthy man cannot be trusted with money.
3. Sugar is becoming so scarce that is now sold at a low price.
4. Flood and heavy rains can bring about a lot of advantages on life and property.
5. We have bald forestlands because of the wanton carefulness of man.
6. When the stern examiner smiled at them, everyone was frightened.
7. Diamond is a precious gem which women hate to wear.
8. Because Filipino folk music is versatile, our songs are similar in every way.
9. It is the prime duty of parents to teach their children to become undesirable citizens of the country.
10. A sarcastic remark makes one happy.
11. Our schedule is so hectic that we have much time for leisure.

SRE - Skill 14  
Number 02

12. The performance of the singer was received with a standing ovation. Nobody clapped his hands.
13. The millionaire did not believe in God and he always went to church.
14. Tom was such a good sport that he boxed his opponent when he lost the game.
15. The Philippines is mainly an agricultural country, for its major industry is mining.

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SRE - Skill 14  
Number 02

There is a pair sentences in each item.  
The first sentence is true. Write true if the  
second sentence, which is based on the idea  
of the first sentence is true; false  
if it is not. Work as fast as you can.

1. Eugene Torre made a gross blunder on his twenty-seventh move in the tenth game in the Candidate's Match; there was nothing left to salvage his position. He lost to his opponent. \_\_\_\_\_
2. Media members can practice their professions unhampered as long as they do not violate the laws on national security. They are not free to publish news items and photo coverage of public affairs. \_\_\_\_\_
3. The minister of education, culture and sports has decided to ban foreign visitors from teaching in any public or private school. Aliens are prohibited from taking refuge in the academe in seeking permanent residence in the Philippines. \_\_\_\_\_
4. The Filipino woman's most important achievement is her ability to assume several roles. She is a giver, nourisher, and cherisher of life. \_\_\_\_\_
5. In olden days, Southeast Asia was fabled for its wealth in spices, gold, gems, exotic fruits, and its distinctive culture. Because of this, it became an inevitable target of Western greed and colonization. \_\_\_\_\_
6. Although man is not innately greedy, his whole attitude may change when an opportunity to rake in a cool fortune comes his way. He ceases to think about others and strives to satisfy his own lust. \_\_\_\_\_



SRE - Skill 14  
Number 02

7. The best way to quit smoking is to cut the habit through sheer will power and good motivation. A smoker must agonizingly and painstakingly reduce his cigarette consumption daily and abstain from surrendering to the lure of smoking pleasure.  
\_\_\_\_\_
8. The squatters in Quiapo are fiercely against relocation. They graciously agreed to be moved to government relocation sites. \_\_\_\_\_
9. In planning a human settlement, a critical and vital element is water. The identification of water resources may be overlooked. \_\_\_\_\_
10. Prime Minister Yasuhiro Nakasone substantially increased Japan's economic assistance to the Association of Southeast Asian Nations. The minister wanted to hinder the national progress of the Southeast Asians. \_\_\_\_\_
11. The police are testing a method of fingerprint detection in which prints can be picked up from human skin, plastic surfaces, and even rubber gloves. Burglars will have an easy time practicing their "profession". \_\_\_\_\_
12. A newlywed couple met a fatal accident on their way to the airport to catch a flight to Hong Kong. The couple enjoyed their honeymoon. \_\_\_\_\_
13. The employees are very vocal about their discontent over the company's policies. They are immensely happy with their work. \_\_\_\_\_
14. The teacher was puzzled and at the same time irritated over the result of his students' examinations, for he believed he had done everything in his power to teach them to the point of mastery. All his students got high grades on the test.  
\_\_\_\_\_

SRE - Skill 14  
Number 02

15. Air pollution is hanging over the earth, and according to Astronaut Paul J. Weitz, the world is rapidly becoming a gray planet. The earth is becoming safer to live in. \_\_\_\_\_

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SRE - Skill 14  
Number 03

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**DISTINGUISHING BETWEEN IMPORTANT  
AND UNIMPORTANT DETAILS**

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The sentences in the selection are numbered. Read each paragraph and answer the questions after it by giving the sentence number.

**MORE PRAWN HATCHERIES SET UP**

1. SEAFDEC operates three experimental small-tank hatchery systems and one large-tank hatchery system to mass-produce fry in research stations in Iloilo and Aklan.
2. With continuing research since 1977, the aquaculture department (AQD) had developed Filipino technology for larval rearing and nursery of sugpo and other prawns suited to local conditions.
3. It has drawn the best from Japanese, Taiwanese, and American technologies.
4. The number of hatcheries in the country has jumped from one dozen in 1978 to around 50 in 1983 with the dissemination of hatchery technology by the aquaculture department.
5. In 1978 most of the prawn fry stocked in ponds came from the wild, and total hatchery production was only 8 million.
6. In 1983, the pattern was reversed with some 40 million fry produced by the hatcheries, 15 million coming from the wild.



SRE - Skill 14  
Number 03

7. Nevertheless, hatchery production of fry in 1983 was still way below the total potential production of 250 to 500 million.
8. In 1974, the SEAFDEC aquaculture department instituted a cooperator's program in which prawn fry and culture technology were made available to selected farmers.
9. This program stimulated an awareness of prawn culture among farmers that in part led to the development of an extensive system of prawn culture.
10. Hand-in-hand with research efforts on the generation and refinement of prawn culture technology, the SEAFDEC has conducted training and extension programs.

Which sentence contains an important detail that helps you answer the following questions?

1. Where are the SEAFDEC research stations located?  
\_\_\_\_\_
2. What is the purpose of SEAFDEC?  
\_\_\_\_\_
3. What has the aquaculture department developed?  
\_\_\_\_\_
4. From what countries did we learn these technologies?  
\_\_\_\_\_

SRE - Skill 14  
Number 03

5. How many hatcheries or sugpo and prawns were made in 1983?  
\_\_\_\_\_
6. Where do most of the prawn fry come from?  
\_\_\_\_\_
7. How many million fry were produced in 1983?  
\_\_\_\_\_
8. What is the total potential hatchery production of fry?  
\_\_\_\_\_
9. What did the SEAFDEC aquaculture department institute in 1974?  
\_\_\_\_\_
10. What else did the SEAFDEC conduct?  
\_\_\_\_\_

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SRE - Skill 14  
Number 04

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**DETERMINING SIGNIFICANT DETAILS**

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Each of the following paragraphs is preceded by a question that focuses on the main thought or story line of the paragraph.

Read each paragraph and then, in the space provided, answer the question by selecting the significant details in the paragraph.

1. What are two reasons why your parents are interested and involved in your career planning.

*When you begin to plan your career, you may find that your parents are interested and highly involved. Some parents find in their children's job selection a chance to make up for their own failures or their own lack of opportunity. Perhaps they seek to extend their social position or to meet their neighbor's expectations. But most parents intend to be helpful and prevent you from making mistakes. For parents, too, your growing up is often painful.*

- a. \_\_\_\_\_
- b. \_\_\_\_\_

2. Why are rural people encouraged to grow their own food?



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Number 04

The best way for rural people to have good diets is to grow their own food. As you teach people the place each kind of food has in their diet, also teach them how to produce more of it for their own use. In most areas, families can grow enough foods from each group we have discussed to have a good diet. As you help families grow their own food, consider the following questions: Is the best possible kind of seed being used in planting? Is the land being prepared, fertilized, cultivated, and watered as well as it could be to grow the best food possible? Can storage facilities keep a year-round supply safe from weevils, insects, rats and mice, etc.?

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3. Name and describe five effects that are possible with painted walls.

Various other effects are possible with painted walls. They may be stippled to produce an irregular, slightly pebbled surface that gives a soft muted effect. Mottling produces a variegated color effect while glazing may yield a rich harmony of tonal effects. A spatter finish may be attained by spraying bright accents of color on a gray or neutral finish. Misting resembles spattering and is produced with a spray gun. Even luminous fluorescent and phosphorescent paints may be used to decorate novel patterns on a wall. The se patterns glow softly in the dark or when ultraviolet lights activate them. Marbleized effects are also possible with paints.

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Number 04

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

4. What are people of the Philippines about to do?

*We the people of the Philippines, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution of the Philippines.*

---

5. Which of the following is a true statement according to the paragraph? (Circle the letter preceding the statement you choose.)

- a. There are two communication systems in plants.
- b. The endocrine system is more important than the nervous system.
- c. There are two interdependent communication systems in most animals.
- d. The two systems are not interdependent.

*Two communication systems exist in most animals. One of these is the nervous system. It consists of specialized cells, neurons, which transmit electrical impulses from one part of the body to another. The other is the endocrine system. It achieves control of body functions through chemical substances, hormones, which are transported through the body in the blood. These two systems are not independent of one another. As we will see in this chapter and the ones to follow, a close connection exists between their activities.*



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Number 04

6. Which of the following describes a mixture?
- a. The ration of the substances always remains the same.
  - b. Magnesium and oxygen combine to form magnesium oxide.
  - c. The properties of the constituents are different after being combined.
  - d. The properties of the constituents are the same as they were before being combined.

*A mixture is a material composed of two or more pure substances each of which retains its own characteristic properties. When sand is stirred into water, a mixture results. The properties of the sand and the water are unchanged in the process. (You remember that compounds have properties quite different from the properties of their constituents.) Another way in which mixture differs from compounds is that their composition can be varied. You can mix varying amounts of sand and water together. Magnesium oxide, on the other hand, always contains magnesium atoms and oxygen atoms in the ratio of 24:16 parts by weight.*

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7. Which word describes the most recent Zeus discussed in this paragraph? Write the letter of your answer.
- |             |               |
|-------------|---------------|
| a. Amorous  | c. Ridiculous |
| b. Cowardly | d. Protector  |



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Number 04

*So, back of the stories of an amorous Zeus and a cowardly Zeus and a ridiculous Zeus, we can catch sight of another Zeus coming into being, as men grew continually more conscious of what life demanded of them and what human beings needed in the god they worshipped. Gradually this Zeus displaced the others, until he occupied the whole scene. At last he became, in the words of Dio Chrysostom, who wrote during the second century A.D.: "Our Zeus, the giver of every good gift, the common father and savior and guardian of mankind."*

8. Which of the following played an instrument? Write the letter of your choice.
- |            |           |
|------------|-----------|
| a. Olympus | c. Hermes |
| b. Athena  | d. Muses  |

*The very earliest musicians were the gods. Athena was not distinguished in that line, but she invented the flute although she never played upon it. Hermes made the lyre and gave it to Apollo, who drew from it sounds so melodious that when he played in Olympus, the gods forgot all else. Hermes also made the shepherd-pipe for himself and drew enchanting music from it. Pan made the pipe of reeds, which can sing as sweetly as the nightingale in spring. The Muses had no instrument peculiar to them, but their voices were lovely beyond compare.*

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Number 04

9. Name four functions of personnel administration mentioned in this paragraph.

*Personnel administration in modern business and industry is not simply or easily described, for it includes a wide range of functions. In one organization, emphasis is placed on the selection program, and the personnel division is essentially the firm's private employment service. In another, the principal activity of personnel management may be job analysis and classification as a basis for wage and salary administration. Again, the personnel staff may function mainly as a welfare or service division, charged with responsibility for assisting employees in the satisfactory settlement of family, health, financial and other personal problems. In still others, there is little emphasis on what may be regarded as a positive personnel program, but those responsible for industrial relations may be expected to attack and adjust whatever grievances and disputes appear from time to time.*

- a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_

10. Which of the following is an indication of the success of Maeterlinck's book? Write the letter of your answer.

- a. Maeterlinck was thirty-nine years old when it appeared.  
b. The book has gone through many printings.  
c. Half a century has passed since its initial publication.  
d. It was first printed in 1901.

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Maeterlinck was thirty-nine years old when *The Life of the Bee* made its appearance in 1901. The book, although it was unlike anything he had ever done before, became an immediate success. It has been translated into many languages. It has gone through unnumbered printings. In the United States alone, *The Life of the Bee* has appeared in more than fifty editions. Although half a century has passed since its initial publication, Maeterlinck's volume is still the first that comes to mind when the literature of the bee is discussed.

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SRE - Skill 14  
Number 04

Read the paragraphs and answer  
the questions that follows.

1. John smiled happily. It was his birthday. To celebrate it, he and his girl friend, Joan, were being taken to dinner by his two besy friends, Ted and Harry. John and Joan walked the six blocks to the restaurant at the corner of Main and Third. They met the boys and had a delicious dinner. Imagine the embarrassment of Ted and Harry when they found that they didn't have enough money to pay the bill. John had to save the day by chipping in.

Which of the details are important to the story line and which are superfluous? Write the numbers of the sentences on the space provided. \_\_\_\_\_

1. It was John's birthday.
  2. He and Joan were being taken to dinner by Ted and Harry.
  3. Ted and Harry were John's best friends.
  4. Joan was the name of John's girl friend.
  5. It was six blocks to the restaurant.
  6. The restaurant was at the corner of Main and Third.
  7. The dinner was delicious.
  8. The boys didn't have enough money to pay for the meal.
  9. John chipped in.
2. We know that in the early years of the twentieth century, this world was being watched closely by intelligences greater that man's and yet as mortal as his own. Across an immense ethereal gulf minds

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Number 04

that are to our minds as ours are to the beasts in the jungle, intellect vast, cool, and unsympathetic, regarded this earth with envious eyes and slowly and surely drew their plans against us.

Which of the details in the paragraph point up the dangerousness of these beings? \_\_\_\_\_

- a. These beings were more intelligent than man.
  - b. They were mortal.
  - c. They were unsympathetic
  - d. They were envious.
3. When in the Southern Fishery a captured sperm whale, after long and weary toil, is brought alongside late at night, it is not, as a general thing at least, customary to proceed at once to the business of cutting him in. For that business is an exceedingly laborious one; is not very soon completed; and requires all hands to set about it. Therefore, the common usage is to take in all sail; lash the helm a 'lee; and then send everyone below to his hammock till daylight, with reservation that, until that time, anchor watches shall be kept; that is, two and two for an hour, each couple, the crew in rotation shall mount the deck to see that all goes well.

Why is it customary to postpone work on a whale that is brought to a ship late at night?

\_\_\_\_\_

\_\_\_\_\_

4. Sometimes the transfer student remains at the community college for three or four years, making up deficiencies in his high school preparation. Or he must work; over one-half of community college students hold part time jobs. Some students work full time supporting a family, and continuing their studies with six or nine units a semester. Husband



SRE - Skill 14  
Number 04

and wife teams are not uncommon, sharing books, classes, and trading off babysitting responsibilities. The opportunity to obtain a BA degree in a liberal arts college may be possible only because the flexible programming at the community college enables the serious students to complete his first two years at a low cost and at his own pace.

What are two reasons why some students take courses at the community college for more than years?

- a. \_\_\_\_\_
- b. \_\_\_\_\_

5. Most colleges and universities have a placement office that helps students and graduates find jobs. This office keeps track of the positions available in various fields and arranges interviews with company representatives who visit the campus. The placement office may also publish bulletins giving job information, and some offices even maintain for each student a file containing recommendations and a record of education and work experience. Such services are usually available to both graduates and students without charge. You would be wise to check the placement facilities on your campus so you will know where to go and what kind of assistance you can expect to get.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

6. In Mexico, the oldest evidence of a settled agricultural existence goes back to about 2000 B.C. The great civilizations of this land were based on the cultivation of maize (India corn), especially in



**SRE - Skill 14**  
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the Central Valley where rich soil was produced by natural filling in of lakes with silt from numerous mountain streams. In spite of primitive methods of agriculture, such richness made for a sure food supply and, consequently, leisure time for arts and crafts. In this farming economy, the regularity of life facilitated building and helped evolve the calendar; the deities that controlled fertility and growth were worshipped on magnificently constructed and enduring pyramids.

What is the advantage of a sure food supply?

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7. In the Middle Ages, the exercise of power was viewed as a function or duty which God has imposed upon the ruler. A worthy prince, like a skillful scribe, a competent smith, or an industrious peasant, was a servant of the community. To govern well was to protect the lives and property of those committed to your care, and to direct their activities so that they might live useful and virtuous lives. Authority, when exercised in this beneficent manner, was just; when exercised contrary to the welfare of the community, it was tyranny. True government was always responsible government under this definition, for it was authority exercised in accordance with the totality of the laws, human and divine.

Name two examples of good governing mentioned in this paragraph.

- a. \_\_\_\_\_  
b. \_\_\_\_\_

8. Try this experiment with one of your fiends. Turn out all the lights in a room at night and pull the shades to make the room as dark as possible. Then try to explain to him proper technique for swinging

SRE - Skill 14  
Number 04

a golf club. You will be sure to experience frustration because he can only hear you but cannot see your accompanying bodily action. It is then that you will realize the importance of talking with your body also. You will probably need at least twice the number of words to make your ideas clear to your friends as you would if he could see your bodily language in addition to hearing your vocal descriptions. Indeed, your friend could probably grasp the technique you are trying to explain, a lot quicker and better if you turned on the light and only used bodily language and spoke no words at all.

What was the purpose of the experiment?

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9. Some psychologists have suggested that experience is being stored in the brain in a two-stage process. According to this theory, when the original experience occurs, certain neurons in the brain are active. This temporary activity is responsible for short-term memory. If the same neurons are active many times, a structural change takes place in the neurons which accounts for long-term memory long after the temporary activity has ceased. Thus, short-term and long-term memory are seen to involve different processes and principles.

Which of the following helps to explain long-term memory? (Circle the letter preceding the statement you choose.)

- a. Certain neurons in the brain are active many times.
- b. Neurons in the brain are active.
- c. Neurons record the original experience.
- d. The brain records all mental activity.

## SRE - Skill 14

Number 04

10. At times, counselors have seen a boy or girl who had all A marks or all C marks in high school subjects. From such a record, it is impossible to determine that student's strong and weak points in subject-matter achievement. But when standardized achievement tests are given, such a student frequently does better in some subjects than in others. Thus, scores on the standardized achievement tests are relatively sensitive indicators of a student's strengths and weaknesses and are therefore helpful checks on his teacher's marks.

What is the advantage of standardized achievement test scores? Circle the letter preceding the statement you choose.

1. They differentiate the A students from the C students.
2. They are more reliable than teachers' grades.
3. They point out strengths and weaknesses.
4. They are more sensitive to poor students than to good ones.

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SRE - Skill 14  
Number 05

**IDENTIFYING AN IRRELEVANT SENTENCE**

Identify the sentence which should not be included in the group. Circle the letter of your answer. Write down **R** in the blank if all the sentences are relevant.

1. \_\_\_\_\_

- a. Trees store up rain water and control its flow as their roots go deep into the ground, thus allowing the water to seep through.
- b. People derive multiple benefits from our forest friends.
- c. Trees lend stability to hydrological systems, thus reducing the severity of floods and permitting springs, streams, and underground water to be recharged.
- d. Their roots and litter keep the soil from washing off mountainsides and the sand from blowing off deserts.

2. \_\_\_\_\_

- a. Periodic rate increases urge the serious enforcement of energy conservation.
- b. Leaving on electric fans, lights, TV's and other electrical gadgets when no one is around to benefit from them is a wise practice.
- c. Wasting a little electricity is now a thing of the past, for negligence and wasteful indulgence will boomerang in the form of large light bills.
- d. A monthly consumption of 560 kwh. Of electricity means a bill of about P398.

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Number 05

3. \_\_\_\_\_
- a. Time is gold, and we must use time to the fullest extent.
  - b. In 1848 thousands of Americans sold everything they had for a chance to reach the California gold fields and become instant millionaires.
  - c. They sought to make their fortune in gold, which was said to abound in the mountain streams and flowing creeks of California.
  - d. When they got there, the fortune-seekers found that the gold rush had fizzled out and they were left flat broke.
4. \_\_\_\_\_
- a. A facial makeup is not merely the addition of color to your cheeks.
  - b. It can either enhance or ruin your good features.
  - c. You must learn to apply makeup correctly so as to subtly change the contour of your face to emphasize your good features and de-emphasize your less than perfect features.
  - d. Makeup takes up most of the time of a beauty-conscious woman whose favorite rendezvous is the beauty parlor.
5. \_\_\_\_\_
- a. Mother's Day dates back to 1907 when Anna Jarvis of Philadelphia suggested at a public meeting that a carnation be worn on the second Sunday of May as a tribute to all mothers.
  - b. The idea appealed to Americans and was adopted in both the United States and Canada.
  - c. A mother is the most revered, the most loved, and the most remembered person to every loving, caring child.

SRE - Skill 14  
Number 05

6. \_\_\_\_\_
- a. Pope John Paul II described himself as a pilgrim messenger who would travel throughout the world to see his flock.
  - b. His overseas travels have been risky, for he has been the target of two assassinations attempts.
  - c. His tours, however, have been instrumental in spreading and strengthening faith and serve to promote human dignity and world peace.
  - d. People throughout the world are busy pursuing their goals with less regard to morality and human values than before.
7. \_\_\_\_\_
- a. Tourists have dubbed the twin Sta. Cruz Islands, Marine National Park, in Zamboanga City, as a "Paradise in the Queen Region."
  - b. The lagoon in the middle of the twin islands abound in fish, crab, shrimp and other marine life.
  - c. The water around the islands can be used for water skiing, fishing, and diving.
  - d. Scuba diving is an expensive but exciting hobby which had become a fad in the Western world.
8. \_\_\_\_\_
- a. The Kalibo Ati-Atihan festival is both religious and historical.
  - b. Artificial festivals labeled Ati-Atihan are held in various towns in the archipelago.
  - c. That it commemorates the barter agreement between the aborigines of Panay - the Atis or Negritos - and ten datus makes it historical.
  - d. It is religious if it highlights the annual observance of the Feast of the Sto. Niño, credited with miracles by individual believers and by the community.



SRE - Skill 14  
Number 05

9. \_\_\_\_\_
- a. To a lot of depressed and emotionally burdened people, suicide seems to be a good escape.
  - b. When one prays, he communicates with the Almighty and pours out his anxieties, fears, frustrations, and happiness.
  - c. Sincere prayer uplifts the spirit and brings peace of mind.
  - d. He confides everything to Him and feels in the end that he is relieved of the heavy burden that is getting the better of him.
10. \_\_\_\_\_
- a. Your own self-image determines how others will see you.
  - b. If you don't think you are attractive, you will have difficulty in attracting people to you.
  - c. Indulging in self-pity and rationalizing one's failures are not signs of maturity, and these are not qualities men find intriguing.
  - d. If you know you are everything a woman can be, you will exhibit a magic personality which any man will recognize and respond to.

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SRE - Skill 14

Number 06

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**RECOGNIZING THE BEST MEANING**

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Read each sentence carefully but quickly. Then circle the letter of each statement that gives the best meaning.

1. Carolina did not enjoy being with other girls.
  - a. Carolina was a jolly girl.
  - b. Carolina was a gloomy girl.
  - c. Carolina was a lonely girl.
  
2. The lame boy sat by the window all day. He was overwhelmed by the endless sight of fast-moving vehicles and people hurrying across the street and along the sidewalk.
  - a. The boy was in the barrio.
  - b. The scene was a remote town.
  - c. The boy was on a busy city street.
  
3. Sylvia was the fairest maiden in a village.
  - a. There were other girls more beautiful than Sylvia.
  - b. Sylvia was not as beautiful as the other girls.
  - c. Sylvia was the most beautiful girl.
  
4. The speaker delivered a well-prepared but long speech on the energy crisis. Soon the audience began yawning.
  - a. The audience were interested.
  - b. The audience were bored.
  - c. The audience appreciated the speaker's efforts.

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Number 06

5. Minda looked out the window. The chickens flew down from their roosts and alighted on the grass still wet with dew.
  - a. The time described is early morning.
  - b. It is sunset.
  - c. It is midday.
6. The girl looked at the man with one eyebrow slightly raised. Her face wore a scowl and her lips were puckered.
  - a. She was pleased.
  - b. She was happy.
  - c. She was in an ugly mood.
7. Nirvana was walking alone in a dark alley. Suddenly she heard a strange noise. She stood very still. Then she ran as fast as her trembling feet could carry her.
  - a. Nirvana was lonely.
  - b. Nirvana was brave.
  - c. Nirvana was afraid.

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SRE - Skill 14  
Number 07

**GETTING SENTENCE MEANING (Analogies)**

Find the relationship of the ideas in each sentence. Then underline the word inside the parentheses that will finish the sentence correctly. Do this carefully but quickly.

Example:

Florante is to Laura as \_\_\_\_\_ is to Balagtas.  
( Maria Clara, Leonor, Celia )

1. Thunder is heard, but lightning is \_\_\_\_\_.  
( seen, shown, felt )
2. Pores are to animal as stomata are to \_\_\_\_\_.  
( plant, bird, insect )
3. Lungs are to humans as \_\_\_\_\_ are to fish.  
( scale, gills, fins )
4. House plans are to architects as diagnosis is to \_\_\_\_\_.  
( engineers, doctors, bakers )
5. Mount Fuji is to Japan as Mount \_\_\_\_\_ is to the Philippines.  
( Makiling, Apo, Mayon )
6. Nephew is to uncle as niece is to \_\_\_\_\_.  
( grandmother, aunt, boxer )
7. Bow and arrow is to the archer as glove is to the \_\_\_\_\_.  
( bride, sponsor, boxer )

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Number 07

8. Author is to books as painter is to \_\_\_\_\_.  
( lessons, pictures, plays )
9. Food is to animal as fuel is to \_\_\_\_\_.  
( engine, bicycle, rowboat )
10. Indolent is to industrious as cowardly is to \_\_\_\_\_.  
( courageous, honest, trustworthy )
11. Saints are to heaven as sinners are to \_\_\_\_\_.  
( confession, hell, paradise )
12. Samuel Morse is to wireless telegraphy as Thomas Edison is to \_\_\_\_\_.  
( incandescent lamp, telephone, sewing machine )
13. Respiration is to animals as \_\_\_\_\_ is to plants.  
( evaporation, sublimation, transpiration )
14. Democracy is to the United States as communism is to \_\_\_\_\_.  
( Japan, Russia, Austria )

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SRE - Skill 14  
Number 08

LOCATING SPECIFIC INFORMATION

Column A below lists the kinds of information. Column B lists key phrases. Find the key phrase in Column B that gives you the information you are looking for in Column A and place its letter in the space provided.

**A**

**B**

- |                                      |                       |
|--------------------------------------|-----------------------|
| _____ In what geographical location? | A. Because it's late. |
| _____ When should she go?            | B. A dozen egg.       |
| _____ Why can't I?                   | C. 14                 |
| _____ Where is it?                   | D. He will go home.   |
| _____ Under what circumstances?      | E. My friend.         |
| _____ Who is it?                     | F. In the kitchen.    |
| _____ What is in the bag?            | G. In about a year.   |
| _____ How many are there?            | H. When it's cold.    |
| _____ What will happen?              | I. I don't know.      |



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Number 08

Read each of the paragraphs  
below, and, in the space provided,  
answer the questions preceding them.

1. Which words tell two ways in which special-purpose fans are helpful?

Ventilate the house when outside air is drier than that inside. As the air comes in, it takes moisture from the camp interior walls and furnishings. Then the moisture vapor is carried outdoors. Since cool air hold less moisture than warm air, take advantage of cool nights to freshen the air in the entire house.

Run an electric fan in places that cannot be exposed to outdoor breezes. Special-purpose fans, such as adjustable window fans, can be used to help remove moisture and keep the house well ventilated.

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2. Which words tell how you should cook seafood so that it will be tender, flavorful, moist and appetizing in appearance?

Although raw fish is enjoyed in various countries of the world, cooking fish and shellfish is necessary to make it acceptable for most Americans. You can easily learn to cook any seafood so that it will be tender, flavorful, moist, and appetizing in appearance. Just use a moderate temperature and short cooking time - and you have won the battle.

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SRE - Skill 14  
Number 08

3. Which words tell why some people have difficulty remembering the names of people they are introduced to?

There is possibly no sweeter sound to the human ear than the sound of one's own name. If you don't know the interviewer's name prior to meeting him, concentrate on it when he introduces himself and remember it. For some people, this is very difficult. They are concentrating on themselves so much and thinking about how nervous they are that they completely forget the name or don't pay close attention when they hear it for the first time.

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4. Which words tell why you should store flammable materials outside the home?

Store explosive or flammable fluids carefully, outside the home if possible. Never use gasoline, benzine, naptha and similar fluids indoors - if their vapors mix with air in a closed space, they will ignite readily from any kind of a spark. Rags soaked with oil or turpentine sometimes catch fire by themselves (this is called spontaneous combustion), and therefore should be left lying around.

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5. Which words tell why vegetables should not be allowed to stand after they are gathered?

When to gather vegetables is a very important part of good gardening. Many people let vegetables get too ripe before harvesting them. Vegetable

SRE - Skill 14  
Number 08

should be eaten while they are young and tender. They taste better and many of them have more protective food value than they do when they get too mature.

Vegetables like beans, peas, okra, and lettuce should be gathered every day or two. Vegetables should not be allowed to stand after gathering. When they become wilted or dried out, they are not as good. All vegetables should be cooked, eaten, or preserved in some way as soon after harvesting as possible.

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---

6. Which words tell a good way to learn the chemical symbols?

It is important that the student begin to learn the symbols immediately. Since they represent the basic building blocks of matter, they will be used extensively in the remainder of this book and in future chemistry courses the student may take. To write chemical equations, one must know the chemical symbols. One way to learn the symbols is to practice writing them a few minutes every day, by first making a list of the names and the symbols side by side and then alternately writing the names and the symbols.

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7. Which words tell why it is important to explore the world?

To find your own identity, you must face the real world and explore it. You must discover what



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Number 08

you can do and how well you do it. You must build things - cars, racers, stereos. You must pit your physical strength against your peers in football, swimming and mountain climbing. You must earn money and make friends. You must organize and master whatever you can. Such seeing, exploring, and doing must be of your own choosing. Then society, too, will observe what you can do and who you are and what you are becoming. Meanwhile, you will be finding your way and your personal identity.

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8. Which words show why listening skill is important?

You learn in school through your ears as well as through your eyes. Experts who have studied human communication thoroughly have come up with some revealing facts. They show that the average individual spends approximately 70 percent of his time communicating. Only about 9 percent of this time is devoted to writing, 16 percent to reading, 30 percent to talking and 45 percent to listening. However, in spite of the large amount of time spent in listening, the average person does not do it well. Estimates of listening efficiency show that the average skill is only about 25 percent of what it should be.

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9. Which words tell why negativism is important?

Frequently, this exploration manifests itself by a period of negativism. Every parental suggestion is greeted by "No." While this is frustrating to the parents, it probably is an

SRE - Skill 14  
Number 08

important step in the development of self-awareness and independence. Such negativism typically reaches its peak between the ages of two and a half and three and a half and then normally declines. Although negativism is annoying, parents who know that such a stage is common, can tolerate it with some amusement. For other parents, however, negativism represents a severe threat to parental authority and the parent may act vigorously and forcefully.

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10. Which words show why squadrons were stationed in the West Indies?

The ships of the navy were soon at sea. In December, they numbered fourteen men-of-war properly armed, and eight converted merchant-men. Some of them were small, but most of them were fast and well manned. They were well able to deal with the French privateers; and the frigates, the pride of the fleet showed that they could meet successfully ships of equal size from the French navy. Squadrons were stationed in the West Indies, where our commerce suffered most, with orders to seize privateers wherever found.

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11. Which words suggest why rapid recognition of pictures of aircraft doesn't give skill in recognizing real airplanes?

Research showed that students who had practiced recognizing dots and numbers with brief exposure did not develop a general efficiency which helped them

SRE - Skill 14  
Number 08

in aircraft recognition. Their recognition learning scores were no better than those of students who had not had special training. This suggests that practice is most efficient when carried out in a situation as similar as possible to that in which training is applied. In fact, even training on rapid recognition of pictures of aircraft had little relationship to skill in recognition of real airplanes.

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12. Which words indicate how phytochrome behaves like a protein?

Phytochrome has been isolated from plant tissue, although not yet in purified form. It behaves like a protein (its activity is destroyed at high temperatures) and is probably an enzyme. It has not yet been concentrated sufficiently to make its color visible, but the fact that it absorbs strongly in the red and far-red end of the light spectrum suggests that it is a blue pigment.

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o0o0o0o



## ANSWER KEY

**Skill 1****Number 1**

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

**Skill 1****Number 2**

- Weeding Out
- INP
- Erring Military Personnel
- INP
- National Police Commission
- Bad
- INP
- Yes
- Removing bad elements in AFP
- NAPOLCOM

**Skill 1****Number 3**

- Victory of Pacquiao in boxing
- the Philippines
- the Filipinos
- oneness
- \_\_\_\_\_

**Skill 1****Number 4**

The death of the freedom of expression in the Philippines

**Skill 1****Number 5**

x-x-x-x-x-x-x-x-x-x-x-x

**Skill 2****Number 1**

- |      |      |
|------|------|
| 1. b | 5. d |
| 2. a | 6. a |
| 3. a | 7. a |
| 4. a |      |

**Skill 2****Number 2**

- a
- a
- a
- b
- b

**Skill 2****Number 3**

- a
- a
- b
- b
- a

**Skill 2****Number 4**

- |      |      |
|------|------|
| 1. c | 4. a |
| 2. d | 5. b |
| 3. a | 6. d |

**Skill 2****Number 5**

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

x-x-x-x-x-x-x-x-x-x-x-x

**Skill 3****Number 1**

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

**Skill 3****Number 2**

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

**Skill 3****Number 3**

- |      |       |
|------|-------|
| 1. c | 9. c  |
| 2. b | 10. a |
| 3. a | 11. c |
| 4. b | 12. b |
| 5. a | 13. a |
| 6. b | 14. b |
| 7. a | 15. c |
| 8. a |       |

**Skill 3****Number 4**

- burn the midnight candle
- a time-honored custom
- red-letter day
- a penny-a-liner
- fish out of water
- red tape
- an oily tongue
- greenhorn
- cock & bull story
- a laughing stock

**Skill 3****Number 5**

- |          |           |
|----------|-----------|
| 1. k - l | 8. h      |
| 2. o     | 9. p      |
| 3. c     | 10. n - g |
| 4. j - d | 11. a     |
| 5. r - j | 12. f     |
| 6. q     | 13. e     |
| 7. m     | 14. i     |

x-x-x-x-x-x-x-x-x-x-x-x

**Skill 4****Number 1**

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

**Skill 4****Number 2**

**Skill 4****Number 3**

1. fire
2. flame
3. four
4. yes, fire
5. chief fireman
6. naughty
7. change in attitude
8. of his interest
9. the boy was not reading the lesson
10. she saw a closed picture

**Skill 4****Number 4**

- |      |           |
|------|-----------|
| 1. a | 6. b      |
| 2. a | 7. a      |
| 3. a | 8. Yes    |
| 4. a | 9. letter |
| 5. a | 10. Yes   |

**Skill 4****Number 5**

- |            |            |
|------------|------------|
| 1. b       | 8. a       |
| 2. b       | 9. a       |
| 3. c       | 10. c      |
| 4. a       | 11. b      |
| 5. c       | 12. open   |
| 6. husband | 13. she is |
| 7. a       | being....  |

x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x

**Skill 5****Number 1**

1. point
2. fastidious
3. courted
4. column
5. illuminated
6. reluctant
7. tender
8. fragile
9. fatal
10. rotates
11. illiterate

**Skill 5****Number 2**

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

**Skill 5****Number 3**

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

**Skill 5****Number 4**

1. a
2. no one catches them
3. fish are left on the sea
4. persons
5. wreckers
6. lanterns, dock, shore
7. murder
8. preserve the fish
9. letter c – third
10. to keep them from being murdered

**Skill 5****Number 5**

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

x-x-x-x-x-x-x-x-x-x-x-x-x-x-x-x

**Skill 6****Number 1**

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

**Skill 6****Number 2**

- |      |      |
|------|------|
| 1. a | 5. d |
| 2. b | 6. a |
| 3. b | 7. a |
| 4. a |      |

**Skill 6****Number 3**

1. 3rd
2. 1st
3. 1st
4. 3rd
5. 3rd

**B.**

1. her/him
2. I
3. my
4. she
5. their/them

**C.**

1. 3rd-he
2. 3rd-she
3. 3rd-them
4. 1st-I
5. 1st-me

**Skill 6****Number 4**

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

**Skill 6****Number 5**

1. . . . one can't please . .
2. . . can hope . .
3. . . we can say . .
4. It must establish . .
5. I cannot . .
6. . . but you did not take it..
7. . . his project . .
8. . . you do anything . . .
9. its decision . . .
10. . . one thirsts for respect

**Skill 7****Number 1**

1. find the cartoon . .
2. spread out . .
3. mark the center . .
4. measure the remaining . . .
5. cut the remainder . .
6. make the cut . .
7. rub the . .
8. measure the tin . .
9. cut out the . .
10. stick the . .

**Skill 7****Number 2**

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

**Skill 7****Number 3**

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

**Skill 7****Number 4**

1. first
2. later
3. then
4. afterwards
5. eventually

**Skill 7****Number 5**

X-X-X-X-X-X-X-X-X-X-X-X

**Skill 8****Number 1**

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

**Skill 8****Number 2**

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

**Skill 8****Number 3**

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

**Skill 8****Number 4**

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

**Skill 8****Number 5**

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

X-X-X-X-X-X-X-X-X-X-X-X

**Skill 9****Number 1**

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

**Skill 9****Number 2**

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

**Skill 9****Number 3****Skill 9****Number 4**

1. A B C
2. D E F
3. G H I
4. J K L M
5. N O P Q
6. R S T
7. U V
8. W X Y
9. J
10. N

**Skill 9****Number 5**

1. B
2. G
3. D
4. H
5. C
6. F
7. a
8. E
9. James is a determined runner
10. H

X-X-X-X-X-X-X-X-X-X-X-X

**Skill 10****Number 1**

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

**Skill 10****Number 2**

- |      |       |
|------|-------|
| 1. C | 6. N  |
| 2. N | 7. N  |
| 3. N | 8. C  |
| 4. F | 9. N  |
| 5. P | 10. N |



**Skill 10****Number 3**

- |      |       |
|------|-------|
| 1. c | 6. c  |
| 2. b | 7. p  |
| 3. c | 8. c  |
| 4. b | 9. n  |
| 5. b | 10. p |

**Skill 10****Number 4**

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

**Skill 10****Number 5**

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

x-x-x-x-x-x-x-x-x-x-x-x-x-x-x

**Skill 11****Number 1**

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

**Skill 11****Number 2****Skill 11****Number 3****Skill 11****Number 4****Skill 11****Number 5****Skill 12****Number 1**

1. Tree
2. River
3. Parts of Speech
4. Wild Animals
5. Weather Disturbances
6. Dessert
7. Minerals
8. Country Leaders
9. Currency
10. Musical Instruments

**Skill 12****Number 2**

1. Ladies' clothing
2. Female names
3. Carpenter's tools
4. Names of people
5. Inventors
6. Animals
7. USA presidents
8. Measurements of Volume
9. Measurements
10. Terms used in science

**Skill 12****Number 3****Skill 12****Number 4**

1.
  - I. Magazines
    - A. Ebony
    - B. Time
    - C. Reader's Digest
  - II. Books
    - A. Airport
    - B. Moby Dick
    - C. Future Shock
  - III. Newspapers
    - A. New York Times
    - B. Chicago Sun-Times
    - C. Washington Post
2.
  - I. Building Tradesmen
    - A. electrician
    - B. carpenter
    - C. bricklayer
    - D. plumber
  - II. Building Materials
    - A. cement
    - B. wood
    - C. pipe
    - D. brick
3.
  - I. Vision
    - A. Structure . . .
    1. lens
    2. retina
    3. optic nerve
    - B. Eye conditions
      1. cataract
      2. glaucoma
  - II. Hearing
    - A. Structure . . .
    1. outer ear
    2. inner ear
    - B. Ear diseases
4.
  - I. Music
    - A. Instruments
    - B. Singing
      1. popular song
      2. opera
  - II. Painting
  - III. Sculpture
    - A. in bronze
    - B. in stone
5.
  - I. Females
    - A. aunts
    - B. sisters
    - C. mothers
    - D. wives
  - II. Males
    - A. uncles
    - B. brothers
    - C. fathers
    - D. husbands

**Skill 12**  
**Number 5**

1. I. Messiness  
II. Inaccuracies  
III. Poor Diagram  
IV. Rigid Thinking
2. I. Legal  
A. Legal separation  
B. Annulment  
C. Divorce
3. I. Chronology  
II. Enumeration  
III. Cause-effect Relationship  
IV. General to Specific  
V. Specific to General  
VI. Easy to Difficult  
VII. Known to Unknown  
VIII. Comparison and Contrast

x-x-x-x-x-x-x-x-x-x-x-x-x-x

**Skill 13**

**Number 1**

Diagram 1

1. plants
  2. small fish like dilis
  3. remains of dead plants
  4. man harvest fish
- Diagram 2
4. plant
  5. dilis eats plant
  6. tuna feeds on dilis

**Skill 13**

**Number 2**

- A. 5
- B. 3
- C. 4
- D. 6
- E. 2
- F. 1

**Skill 13**  
**Number 3**

1. mountains
2. ridge
3. volcano
4. cane
5. plain
6. river
7. hill
8. lake
9. forest
10. sea

**Skill 13**

**Number 4**

**Skill 13**

**Number 5**

1. Angeles City
2. San Fernando
3. Baliwag
4. Balanga
5. Olongapo
6. Silang
7. Batangas City
8. San Pablo City
9. Lucena
10. Infanta

x-x-x-x-x-x-x-x-x-x-x-x-x-x

**Skill 14**

**Number 1**

- |          |          |
|----------|----------|
| 1. False | 6. True  |
| 2. False | 7. True  |
| 3. False | 8. False |
| 4. True  | 9. False |
| 5. False | 10. True |

**Skill 14**  
**Number 2**

- |                |                |
|----------------|----------------|
| 1. against     | 9. undesirable |
| 2. cannot      | 10. happy      |
| 3. low         | 11. much       |
| 4. advantages  | 12. Nobody     |
| 5. carefulness | 13. always     |
| 6. frightened  | 14. boxed      |
| 7. hate        | 15. mining     |
| 8. similar     |                |

**Skill 14**

**Number 3**

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

**Skill 14**

**Number 4**

**Skill 14**

**Number 5**

1. R
2. (C)
3. R
4. (D)
5. (C)
6. (D)
7. (D)
8. (C)
9. (A)
10. R

Prepared by:

(Sgd.) NORA LUMIARES-LOPEZ  
Researcher

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<http://www.neda.gov.ph>

<http://eductor.readingsuccess/lab.com/Tipd/TeachingComprehension.htm>.

Division Test Result

## A P P E N D I C E S

## Appendix A

Republic of the Philippines  
**SAMAR STATE UNIVERSITY**  
Catbalogan, Samar  
**SCHOOL OF GRADUATE STUDIES**

June 24, 2005

Dr. Marilyn A. Cardoso  
Dean, Graduate Studies  
Samar State University  
Catbalogan, Samar

Madam:

In my desire to start writing my thesis proposal, I have the honor to submit for your approval, one of the following research problems, preferably number 1.

- A. DEVELOPMENT OF SUPPLEMENTARY SILENT READING EXERCISES TO ENHANCE COMPREHENSION SKILLS AMONG FRESHMEN COLLEGE STUDENTS OF SAMAR STATE UNIVERSITY.
- B. A SURVEY ON THE STUDY HABITS OF FRESHMEN COLLEGE EDUCATION STUDENTS OF SAMAR STATE UNIVERSITY.
- C. THE READING DEFICIENCIES AND ITS EFFECTS TO THE COMPREHENSION OF FRESHMEN COLLEGE EDUCATION STUDENTS OF SAMAR STATE UNIVERSITY.

I hope for your favorable action on this request.

Very truly yours,

(Sgd.) **NORA L. LOPEZ**  
*Researcher*

Approved:

(Sgd.) **MARILYN A. CARDOSO, Ph. D.**  
*Dean, Graduate Studies*





## Appendix E

**TABLE OF SPECIFICATION**  
(Diagnostic Test)

| S K I L L S                                     | Know-<br>ledge | Compre-<br>hension | Synthe-<br>sis | Analysis  | Appli-<br>cation | Evalua-<br>tion | Total      |
|---|----------------|--------------------|----------------|-----------|------------------|-----------------|------------|
| 1. Perceiving Relationships Through Guide Words | 7              |                    |                |           |                  |                 | 7          |
| 2. Using Context Clues                          | 7              |                    |                |           |                  |                 | 7          |
| 3. Getting Sentence Meaning                     |                | 7                  |                |           |                  |                 | 7          |
| 4. Identifying Fact and Opinion                 |                | 7                  |                |           |                  |                 | 7          |
| 5. Remembering Details                          |                | 7                  |                |           |                  |                 | 7          |
| 6. Identifying Main Idea                        |                | 7                  |                |           |                  |                 | 7          |
| 7. Sequencing Ideas                             |                | 7                  |                |           |                  |                 | 7          |
| 8. Giving Titles                                |                |                    | 7              |           |                  |                 | 7          |
| 9. Outlining                                    |                |                    | 7              |           |                  |                 | 7          |
| 10. Making Inferences                           |                |                    |                | 7         |                  |                 | 7          |
| 11. Figurative Language                         |                |                    |                |           | 7                |                 | 7          |
| 12. Following Directions                        |                |                    |                |           | 7                |                 | 7          |
| 13. Drawing Conclusions                         |                |                    |                |           | 7                |                 | 7          |
| 14. Predicting Outcomes                         |                |                    |                |           |                  | 7               | 7          |
| 15. Forming Opinions                            |                |                    |                |           |                  | 7               | 7          |
| 16. Identifying Important & Unimportant Details |                |                    |                | 7         |                  |                 | 7          |
| 17. Interpreting Diagrams                       |                |                    |                | 7         |                  |                 | 7          |
| 18. Inferring Tone, Mood and Point of View      |                |                    |                |           |                  | 7               | 7          |
| 19. Idioms                                      | 7              |                    |                |           |                  |                 | 7          |
| 20. Interpreting Cartoons                       |                |                    |                | 7         |                  |                 | 7          |
| 21. Antonyms                                    | 7              |                    |                |           |                  |                 | 7          |
| 22. Identifying with Characters                 |                | 7                  |                |           |                  |                 | 7          |
| 23. Synonyms                                    | 7              |                    |                |           |                  |                 | 7          |
| 24. Sentence Sense                              |                | 7                  |                |           |                  |                 | 7          |
| 25. Nonprose Reading                            |                |                    |                | 7         |                  |                 | 7          |
| <b>TOTAL</b>                                    | <b>35</b>      | <b>45</b>          | <b>14</b>      | <b>35</b> | <b>21</b>        | <b>21</b>       | <b>175</b> |

Prepared by:

NORA L. LOPEZ  
Researcher

## Appendix F

## RESULT OF THE TRYOUT DIAGNOSTIC TEST

Subject : ENGLISH  
Instructor : NORA LOPEZ

S/Y: 2005-2006  
RET. 11 REV. 24 REJ. 20 TOTAL 55

| ITEM | KEY | DIFFICULTY |    | DISCRIMINATORY | REMARKS |        |
|------|-----|------------|----|----------------|---------|--------|
| 1    | A   | 0.87       | EI | 0.17           | MI      | Revise |
| 2    | B   | 0.89       | EI | 0.13           | MI      | Revise |
| 3    | B   | 0.89       | EI | 0.22           | RG      | Revise |
| 4    | C   | 0.96       | TE | 0.09           | PI      | Reject |
| 5    | B   | 0.91       | TE | 0.17           | MI      | Reject |
| 6    | A   | 0.80       | EI | 0.22           | RG      | Revise |
| 7    | A   | 0.83       | EI | 0.17           | MI      | Revise |
| 8    | B   | 0.39       | AI | -0.17          | PI      | Reject |
| 9    | D   | 0.11       | DI | 0.22           | RG      | Revise |
| 10   | E   | 0.00       | TD | 0.00           | PI      | Reject |
| 11   | C   | 0.22       | DI | 0.17           | MI      | Revise |
| 12   | V   | 0.00       | TD | 0.00           | PI      | Reject |
| 13   | A   | 0.37       | AI | 0.22           | RG      | Retain |
| 14   | V   | 0.00       | TD | 0.00           | PI      | Reject |
| 15   | B   | 0.26       | AI | -0.17          | PI      | Reject |
| 16   | B   | 0.39       | AI | 0.26           | RG      | Retain |
| 17   | B   | 0.87       | EI | 0.17           | MI      | Revise |
| 18   | A   | 0.83       | EI | 0.09           | PI      | Reject |
| 19   | A   | 0.96       | TE | 0.09           | PI      | Reject |
| 20   | A   | 0.65       | AI | -0.17          | PI      | Reject |
| 21   | B   | 0.39       | AI | -0.17          | PI      | Reject |
| 22   | B   | 0.72       | AI | 0.30           | GI      | Retain |
| 23   | A   | 0.65       | AI | 0.17           | MI      | Revise |
| 24   | D   | 0.46       | AI | 0.39           | GI      | Retain |
| 25   | A   | 0.52       | AI | 0.17           | MI      | Revise |
| 26   | A   | 0.57       | AI | 0.43           | VG      | Retain |
| 27   | A   | 0.41       | AI | 0.48           | VG      | Retain |
| 28   | A   | 0.41       | AI | -0.13          | PI      | Reject |
| 29   | A   | 0.39       | AI | -0.43          | PI      | Reject |
| 30   | A   | 0.48       | AI | 0.17           | MI      | Revise |
| 31   | B   | 0.39       | AI | 0.43           | VG      | Retain |
| 32   | A   | 0.13       | DI | 0.00           | PI      | Reject |
| 33   | D   | 0.43       | AI | 0.17           | MI      | Revise |
| 34   | A   | 0.57       | AI | -0.09          | PI      | Reject |
| 35   | B   | 0.57       | AI | 0.26           | RG      | Retain |
| 36   | B   | 0.89       | EI | 0.13           | MI      | Revise |
| 37   | A   | 0.78       | EI | -0.09          | PI      | Reject |
| 38   | A   | 0.85       | EI | 0.04           | PI      | Reject |
| 39   | A   | 0.83       | EI | 0.17           | MI      | Revise |
| 40   | A   | 0.83       | EI | 0.17           | MI      | Revise |
| 41   | B   | 0.76       | EI | 0.39           | GI      | Revise |
| 42   | C   | 0.78       | EI | 0.43           | VG      | Revise |
| 43   | D   | 0.78       | EI | 0.43           | VG      | Revise |
| 44   | E   | 0.00       | TD | 0.00           | PI      | Reject |
| 45   | V   | 0.00       | TD | 0.00           | PI      | Reject |
| 46   | A   | 0.78       | EI | 0.43           | VG      | Revise |
| 47   | B   | 0.80       | EI | 0.39           | GI      | Revise |
| 48   | C   | 0.80       | EI | 0.30           | GI      | Revise |
| 49   | D   | 0.65       | AI | 0.26           | RG      | Retain |
| 50   | D   | 0.83       | EI | 0.35           | GI      | Revise |
| 51   | B   | 0.76       | EI | 0.39           | GI      | Revise |
| 52   | B   | 0.59       | AI | 0.57           | VG      | Retain |
| 53   | B   | 0.26       | AI | 0.17           | MI      | Revise |
| 54   | B   | 0.39       | AI | 0.09           | PI      | Reject |
| 55   | D   | 0.54       | AI | 0.30           | GI      | Retain |

## MEASURE OF CENTRAL TENDENCIES

| MEAN   | MEDIAN | MODE | FREQ. |
|--------|--------|------|-------|
| 33.468 | 34     | 39   | 5     |



## Appendix G

DIAGNOSTIC TEST  
(Dry Run)

Name: \_\_\_\_\_ Year Level: \_\_\_\_\_ Score: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

**I. Perceiving Relationship Through Guide Words**

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

1. One of the following pairs goes together. They are \_\_\_\_.  
a. book and notebook                      c. bread and butter  
b. bag and shoes                              d. pencil and eraser
2. Books are to be read, while TV is to be \_\_\_\_.  
a. kept                      b. displayed                      c. viewed                      d. destroyed
3. I can take your offer if the price is \_\_\_\_.  
a. good                      b. exact                      c. big                      d. right
4. The accused was found \_\_\_\_ of the crime he committed and was sentenced for life.  
a. fuel                      b. innocent                      c. young                      d. guilty
5. Streets in the city are always full of vehicles and people walking here and there. These are \_\_\_\_ streets.  
a. crowded                      b. busy                      c. clean                      d. dirty
6. Grena is a consistent honor student. She is always in the \_\_\_\_.  
a. clinic    c. dean's list  
b. guidance center                                      d. blacklist
7. Filipino buy goods made from other countries. They believe that \_\_\_\_ goods are excellent and cheap.  
a. local                      b. fine                      c. imported                      d. durable

**II. Using Context Clues**

**Directions:** Read each sentence carefully and try to get the meaning of underlined word from its context. Write the letter of your answer.

8. You can easily recognize Danny because of his peculiar behavior which makes him different from others.  
a. unique            b. plain            c. common            d. formal
9. No person shall be deprived of life, liberty, or property without due process of law.  
a. conferred                            c. dispossessed  
b. entitled                            d. allowed
10. Despite obstacles, we shall succeed.  
a. hardships                            c. inspiration  
b. work                            d. problems
11. We take a leisurely walk on the beach in the sultry afternoons.  
a. hot                            b. cloudy                            c. rainy                            d. windy
12. Your report must be authentic so as not to mislead others.  
a. full                            b. correct                            c. big                            d. polished
13. That country is a bulwark of democracy.  
a. an example                            c. a school  
b. a stronghold                            d. the origin
14. Nobody listened to the braggart as he told about his journey through the jungle.  
a. speaker                            b. boaster                            c. reader                            d. timid

### III. Getting Sentence Meaning

**Directions:** Read each sentence carefully but quickly. Then write the letters of each statement that gives the best meaning.

15. Mrs. Valera is loved by all, for she is gifted with the mild of human kindness.  
a. Mrs. Valera has natural kindness.  
b. Mrs. Valera has many children.  
c. Mrs. Valera pretends to be kind to children.
16. Lita was a competent leader, but Marissa would not play second fiddle to her.  
a. Marissa would not play the violin for Lita.  
b. Marissa would not be subordinate to Lita.  
c. Marissa did not know how to play the fiddle.
17. Elsa looked out the window. The chickens flew down from their roosts and alighted on the grass still wet with dew.  
a. The time described is early morning.  
b. It is sunset.  
c. It is midday.

18. The woman opened the telegram. Her eyes widened in horror and disbelief, and then she cried in agony.
  - a. The telegram brought good news.
  - b. The telegram brought bad news.
  - c. The telegram contained nonsense.
19. The honorable-looking man dropped a large sum of money on the lap of the mendicant who looked up with wide-opened eyes, murmured incoherent words of gratitude, and pressed the money to his breast.
  - a. The mendicant was angry.
  - b. The mendicant was pleased.
  - c. The mendicant was ungrateful.
20. When she saw the next visitor, the old maid's lips curved into a smile, her eyes sparkled, and her voice was sweeter than honey when she spoke.
  - a. She was pleased.
  - b. She was surprised.
  - c. She was not pleased.
21. The lame boy sat by the window all day. He was overwhelmed by the endless sight of fast-moving vehicles and people hurrying across the street and along the sidewalk.
  - a. The boy was in the barrio.
  - b. The scene was a remote town.
  - c. The boy was on a busy city street.

#### IV. Identifying Fact and Opinion

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

22. English is an international language.
23. Mathematics is a difficult subject.
24. Adherence to the law indicates a citizen's patriotism.
25. Most occupation involve some work that is unpleasant.
26. The late President Magsaysay was a good president.
27. The moon gets its light from the sun.
28. A girl with long hair is beautiful.



**V. Remembering Details**

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

**A. The Chemistry of the Earth**

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

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

- Adapted -

29. What familiar things do we see around us?
  - a. Trees, grasses, plants and the sun.
  - b. Tall buildings, people, buses and the sun.
  - c. Friends, enemies, lies and the sun.
  - d. Traffic, pollution, soil erosion and the sun.
30. Who writes the things that we see around us?
  - a. painters and composers
  - b. musicians and dancers
  - c. storytellers and poets
  - d. engineers and architects
31. What forms on earth change endlessly into another?
  - a. molecules
  - b. matter
  - c. space
  - d. energy
32. Are all forms of matter seen by the naked eye?
  - a. Yes
  - b. No
  - c. Maybe
  - d. Cannot be determined
33. About how many basic chemical elements make up this form of matter?
  - a. 100
  - b. 200
  - c. 300
  - d. 400

## B. Eagle: RP's New National Bird

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

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

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

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

- Health and Home -  
January and February 1996 issue

34. What was the national bird of the Philippines before?  
a. Eagle                      b. Maya                      c. Parrot                      d. Owl
35. What proclamation no. declares the eagle as the Philippine National bird?  
a. Proc. no. 516                      c. Proc. no. 615  
b. Proc. no. 165                      d. Proc. no. 561

## VI. Identifying Main Idea

**Direction:** Read each paragraph below. Then identify the stated main idea by writing the letter only.

- A. 1) Various kinds of nuclear weapons have been produced in the past few years by many countries. 2) This is a new and a terrible development in the history of man. 3) Very few events can be more frightful than a nuclear war.
36. a. 1                      b. 2                      c. 3

B. 1) The Filipino flag has an interesting story because it has had many changes until it now looks the way it does. 2) The Katipunan used a red flag with the white K's in the middle. 3) Then Bonifacio changed it by putting a white sun over the row of K's. 4) But the first real Filipino flag was made by Marcela Agoncillo in HongKong. 5) Gen. Aguinaldo brought it to the country and raised it when he proclaimed Philippine Independence.

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

C. 1) Sound has shaped the body of many beasts. 2) Noise tapped away at the bullfrog until his ears became bigger than his eyes. 3) Now he hears so well that at the slightest sound of danger he quickly plops to safety under a sunken leaf. 4) The rabbit has long ears to hear the quiet "whoosh" of the owl's wings. 5) The grasshopper's ears are on the base of his abdomen, the lowest point of his body, where he can detect the tread of a crow's feet or the stealthy approach of a shrew.

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

D. 1) Have you ever seen some beautiful waterfalls? 2) They occur where water suddenly drops from a height to a lower point. 3) They are also formed in regions formerly covered with glaciers. 4) They make necessary the building of canals or railroads to connect points farther up the river. 5) Waterfalls are beautiful as well as economically used.

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

E. 1) From earliest times, eggs have been an important human food. 2) The Eskimos gather the eggs of ducks that visit the Arctic in the spring. 3) African Bushmen and Hottentots eat Ostrich eggs. 4) The eggs of sea birds are the chief or favorite food of the Eastern Islanders. 5) Turtle eggs are eaten in South America.

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



F. 1) Love of country consists of many things. 2) It is knowing our past and taking pride in our progress. 3) It is honest, practical citizenship. 4) It is knowledge of everything about our country and people and sincere appreciation of all the bounty and beauty that God has given us.

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

G. 1) Smile your way to health. 2) Smile and laughter have a good effect on us. 3) We become more considerate in our dealings with others. 4) When we are happy with our companions and friends, we get along well with others. 5) To be able to laugh and make others laugh is a blessing.

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

## VII. Sequencing Ideas

**Direction:** Read the following sentences. Then arrange them to form a good paragraph. Write the best order of the sentences, using only the letter.

43. \_\_\_\_\_ a. Your nails are a good indication of how healthy you are.  
 b. Plenty of sleep, exercise and good food which is high protein can give you healthy nails.  
 c. If you have nice, strong nails, the chances are that you are healthy.  
 d. Your nails can add to, or detract from, your looks.

a. a b c d            b. a c d b            c. a c b d

44. \_\_\_\_\_ a. Sponge fresh stains with cool water immediately before they have time to set.  
 b. If the materials can stand it, stretch the stained part over a bowl, securing it well and pouring boiling water on it from a distance of three feet.  
 c. Stains on table linens from the juice of summer fruits are common home-care problems.  
 d. Then apply a full-length liquid detergent on the stain, rubbing well.

a. b d c a            b. b d a c            c. b c d a

45. \_\_\_\_\_ a. They often criticize themselves and get impatient with what they do.  
 b. Self-love is one way to happiness that most people overlook.  
 c. They do not realize that if they insult more than they praise themselves, they're headed for self-destruction.  
 d. What they must do is to think nice about themselves.  
 a. b a c d      b. b a d c      c. b c d a
46. \_\_\_\_\_ a. The drug menace is really a serious matter, for even policemen's sons fall prey to it.  
 b. A father said that his son had been stealing valuable things in their house and selling them to buy drugs.  
 c. He wanted his son detained so that he could be isolated from drug pushers and be made to drop his vicious habit.  
 d. A veteran Manila policeman recently turned over his drug addict son to his colleagues.  
 a. a c d b d      b. a d c b      c. a d b c
47. \_\_\_\_\_ a. Traveling is both fun and rewarding.  
 b. It broadens our outlook, widens our horizons, deepens our sense of patriotism, and updates our knowledge of geography.  
 c. Additionally, it helps us chase our blues away and feel miraculously relieved and fresh.  
 d. In short, it is educational, healthful, and invigorating.  
 a. a b d c      b. a c d b      c. a b c d
48. \_\_\_\_\_ a. The citizens of Imperial Rome set aside march 15 - the Ides of March - to worship their chief god's mother.  
 b. The ancient Greeks, for example, having deep respect for their parents, held elaborate ceremonies to honor their mothers.  
 c. And in the early Christian era, the mother church was honored.  
 d. Throughout the ages, mothers have been revered, loved, adulated.  
 a. d b c a      b. d c b a      c. d a b c



49. \_\_\_\_\_ a. However, don't be trapped using trendy, loud-colored nail polish.  
 b. It takes from six to nine months for nails to grow out.  
 c. Use the same common sense you use in choosing the color of your clothes.  
 d. When you finally get a whole set of healthy nails, manicure them to keep them looking pretty.
- a. c b a d      b. c a d b      c. c d b a

### VIII. Giving Titles

**Direction:** Read each paragraph carefully. Then select the title which best expresses the main idea of the paragraph. Write the letter of your answer.

50. Cats are world's greatest hunters for they go after any animal which they can catch and kill. They move in complete silence and rely on stealth and secrecy to catch their prey. They prefer to ambush their victim with a terrifying rush instead of chasing it. They have magnificent bodies that combine power and grace, as they move very fast over short distances. They have a keen sense of smell, good hearing, and excellent sight especially at night. They hunt by night for they have eyes especially adapted for this.
- a. Sly Animals      c. World's Greatest Hunters  
 b. Hunters in the Night      d. Magnificent Animals
51. No scientific instrument can record sound after a certain length of time passes. The waves that carry the sound cease to become waves. However, sound waves have energy and energy is never lost. Traces of the sound waves may be detected in the movement of air particles long after the sound stops. Although the sound no longer stays as sound, the energy of its waves go on in some ways.
- a. How Sound May Be Measured  
 b. How Sound Travels  
 c. Instruments to Record Sound  
 d. Traces of Sound
52. There are many customs associated with wedding services dating back to earliest times.



Traditionally, the bride wore white to show her purity and innocence. She wore her bridal veil to ward off evil spirits who might harm her just by looking at her. Plain gold rings were exchanged in most marriage ceremonies. The ring which has no beginning or end, it being a circle, stands for eternity. Many bride wore something old, something new, something borrowed and something blue.

- a. Superstition in Marriage
- b. How a Wedding Ceremony Is Performed
- c. The Pure and Innocent Bride
- d. Wedding Customs

53. Comets are huge snowballs varying in size from 900 meters to 800 kilometers in diameter wandering at intervals throughout the solar systems. Most comets travel around the sun in the same direction as our earth and the other planets. Though the comets travel around the sun, they follow different paths. Long period comets travel in orbits which carry them halfway to the nearest star, taking several thousands of years in a journey. Short period comets travel in smaller orbits passing the sun at least once every 200 years.

- a. Kinds of Comets
- b. How Comets Travel
- c. Comets and the Sun
- d. Orbits of the Comets

54. There are ten permanent atmospheric gases, most of which exist in such small quantities that they can be disregarded. Oxygen and nitrogen are two of the most important permanent atmospheric gases. Oxygen, which is a little more than  $\frac{1}{5}$  of the entire atmosphere, is one of the gases that make the earth a planet of life. Our lungs take in the oxygen we breathe, and our bodies use it to turn food into energy. Nitrogen is needed by plants and animals, including man, who feed on plants. Two other permanent gases, hydrogen and helium, are found in very small amounts near the earth's surface.

- a. Oxygen, the Life on Earth
- b. Nitrogen, Needs of Plants
- c. Gases Near the Earth's Surface
- d. Atmospheric Gases

55. The Sanduguan Festival in Mindoro is a pageant with the entire populace of the town as its cast. Its natural stage and setting are the main thoroughfares and the wide stretch of beach at Calapan Bay. Sanduguan was derived from the word "sandugo" which

means "brother", hence, the festival means "brotherhood festival." It is the reenactment of the first historical contact between natives of Ma-I and seafaring traders from ancient Cathay. In this festival, the people depict the custom and tradition of Ma-Ians.

- a. A Festival in Mindoro
- b. The Sanduguan Festival
- c. Customs and Traditions
- d. Brotherhood

56. Insects are found everywhere . Some insects live in burning deserts and some live in the icy wastes of Antarctica. There are insects that live deep in underground caves, while others are found on top of the world's highest mountains. Some live in hot springs and others spend their lives on the surface of the oceans. The young of the insect is found in salty lakes while another insect can live in vinegar. The ability of the insect to be at home almost anywhere is one reason why they have lived on earth for more than 300,000,000 years.

- a. How Insects Live
- b. Insects of the World
- c. Different Kinds of Insects
- d. At Home Anywhere

### IX. Outlining

**Direction:** Read the following selection. Then answer the questions that follow by giving the letter of your answer.

Pilgrimage to the Holy River Ganges in the middle of June marks the beginning of the new year in India. Into the silt-laden waters wade kings and beggars, priests and outcasts to wash away their sins in preparation for the new year. People visit temples, too, bringing their gifts to yellow-robed Brahmins and to pray what people all over the world pray for on New Year's Day - for peace, prosperity, happiness and eternal life.

**Question:** Which outline would be the most logical one for the paragraph above?

- A. I. Pilgrimage to the Holy River Ganges
  - a. Washing of sins
  - b. Bringing fights to the Brahmins
  - c. Praying on New Year's Day



- B. I. New Year in India
  - a. Pilgrimages to the Holy River Ganges
  - b. Visits to the temples
    - 1. To give gifts to Brahmins
    - 2. To pray
- C. I. New Year in India
  - a. Pilgrimages to the Holy River Ganges
  - b. Washing of sins
  - c. Visiting of temples
  - d. Giving of gifts to Brahmins
  - e. Praying
- D. I. Pilgrimage to the Holy River Ganges
  - a. Washing of sins
 II. Visits to temples
  - a. Bringing gifts to Brahmins
  - b. Praying

57. a. A                      b. B                      c. C                      d. D

**Direction:** Read the following selection. Then look at the list of topics below it. Organize the items according to topics and write them in outline form in the blanks. Look back at the paragraph if you wish.

You are probably familiar with maps you use in school to study history and current events. These are called political maps because they show the boundaries of the different countries. Can you imagine what kind of map would show things like railroad tracks, football fields, fire towers, and oil wells? These features appear on aerial maps, or maps pilot use to guide them in flight. From the sky, a set of railroad track is a welcome clue to a lost flier.

Astronauts use celestial maps chart there in space. Seamen use navigation maps to steer their ships. You have probably seen a driver of a car pull out a road map showing the way out of streets and highways, or even used one yourself.

Map making began with primitive man drawing rough sketches on the ground. In early times, maps had to be based only on what men had observed. Since methods of measuring and recording these observations were not very advanced, many of the maps were inaccurate. Because of undiscovered land, they were incomplete as well.



Today, maps are still based to some extent on observation. But photography and telescope astronomy now produce accurate maps for any traveler.

Write the letter.

- |                    |                   |
|--------------------|-------------------|
| a. Road maps       | e. By observation |
| b. Making maps     |                   |
| c. Kinds of maps   | f. By photography |
| d. Navigation maps |                   |

58. I. \_\_\_\_\_
59. A. \_\_\_\_\_
60. B. \_\_\_\_\_
61. II. \_\_\_\_\_
62. A. \_\_\_\_\_
63. B. \_\_\_\_\_

### X. Making Inferences

**Direction:** Write the letter of the word/sentence that maybe inferred from the given sentences.

64. Little Mikee came home crying. Her friends were calling her names like "piggy" and "whale."  
 a. Mikee is fat. c. Mikee is pretty.  
 b. Mikee is slim. d. Mikee is ugly.
65. Argie always brings reading material whenever he sits. In the sala, in the bedroom, in the dining room and even in the comfort room.  
 a. Argie is a fast reader.  
 b. Argie practices reading.  
 c. Argie loves to read.  
 d. Argie is a non-reader.
66. Mrs. Corre has a good paying job, but she does not buy expensive clothes and eat delicious food.  
 a. Mrs. Corre is thrifty.  
 b. Mrs. Corre is poor.  
 c. Mrs. Corre is a miser.  
 d. Mrs. Corre is rich.
67. A couple with half dozen children are shouting with each other. Soon a noise of falling object and shrieks and cries of children is heard.  
 a. The couple are having fun.  
 b. The couple are quarreling.  
 c. The couple are dancing.  
 d. The couple are singing.

68. Upon entering the house, Junilo saw that there were suspicious men carrying valuables coming a neighbor's house. Immediately, he went up to the telephone and dialed a number.
- Junilo called up his friend.
  - Junilo called up his neighbor.
  - Junilo called up the bakeshop.
  - Junilo called up the police.
69. The woman goes to the church every day. She recites novena and is a member of religious organizations.
- The woman is a philanthropist.
  - The woman is a civic leader
  - The woman is religious.
  - The woman is a social worker.
70. This man and his assistant make a study of an ancient civilization through fossils, relics and art. Who are they?
- |                   |                    |
|-------------------|--------------------|
| a. geologists     | c. anthropologists |
| b. volcanologists | d. seismologists   |

### XI. Figurative Language

**Direction:** Read each quotation in the number. Then answer the questions or complete the statements which follow. Copy the number of your answer.

71. "Envy lurks in the human heart, like a viper in its hole."  
This quotation means that \_\_\_\_.
- Many human beings are like poisonous snakes.
  - Everyone sees something to envy in his fellowmen.
  - Good fortune is to be envied.
  - At the bottom of many actions is envy.
72. "The word that floats on the surface is as the tossing buoy that betrays where the anchor is."  
This means that \_\_\_\_.
- The word floats on the surface of the water.
  - Words are like buoys.
  - A buoy reveals where the anchor is.
  - Man's words reveal this thoughts.
73. "Spare moments are the gold dust of time."  
This means that \_\_\_\_.
- There are spare moments.
  - Time is gold.
  - Spare time is precious.
  - A person must take time to rest.

74. "The wine of life keeps oozing, drop by drop,  
The leaves of life keep falling one by one."  
The lines mean \_\_\_\_.
1. Life is like wine.
  2. Life is like the leaves of the tree.
  3. Life is like wine and leaves.
  4. Each passing day is off the span of life.
75. "He has muscles of iron."  
The line means \_\_\_\_.
1. The man has muscles.
  2. The man is very strong.
  3. Iron is hard.
  4. The man has hard muscles.
76. "Life is a leaf of paper white  
Wherein each one may write  
His word or two."  
The lines mean that \_\_\_\_.
1. Life is a white leaf.
  2. A man fills each day of his life with things he says and does.
  3. A man shows the kind of life he lives.
  4. People write on leaves.
77. "Black were her eyes as the berry that grows on the  
thorn by the wayside."  
This means that \_\_\_\_.
1. The girl's eyes are very black.
  2. The girl saw the black berries.
  3. There are thorns on the berries.
  4. The black eyes of the girl saw the berries by the wayside.

### XII. Following Directions

**Direction:** Read the following directions on how to use the International Direct Dialing (IDD) service. Then answer the questions that follow. Write the letter of your answer.

1. Lift your handset.
2. Dial the international code: 00
3. Dial the country code.
4. Dial the area or city code.
5. Dial the subscriber or local number.
6. After dialing, allow at least 20 seconds for the ringing to begin.



78. Which should you dial first?  
a. area or city code  
b. local number  
c. international code  
d. service code
79. How many sets of numbers should you dial before the ringing begins?  
a. five  
b. three  
c. four  
d. six
80. What is the international code?  
a. 007  
b. 00  
c. 100  
d. 000
81. Which of the following statements is true based on the given directions?  
a. Dial the international code before lifting the receiver.  
b. The area code is dialed after the country code.  
c. The telephone rings after the country code has been dialed.  
d. After dialing all the necessary numbers, the telephone immediately rings.
82. Which of the following numbers should you dial first if you want to make an overseas call to San Francisco?  
a. Area Code 415  
b. Country Code 1  
c. International Access Code 00  
d. Subscriber or Local Code 821-4928

**Direction:** Read the selection and the bottle label carefully. Then answer the questions that follow.

### Reading Labels

Why should you read labels carefully? Labels, whether they are on food packages, medicine, or household products, are there for a purpose. They provide you with important product information: directions for using the product, warnings about the possible misuse of the product, proper care of the product, as well as the ingredients and nutritional value of food products if any.

To be able to use the information provided on labels, you should take the time to read them carefully.

|  |  |   |
|--|--|---|
| <p>Usual recommended dose:<br/>Children under 3 years of<br/>Age: 1/2 tsp. per 10 kg.<br/>body weight 3 or 4 times<br/>daily or as directed by<br/>physician.</p> <p>Children 3 to 6 years:<br/>1 tsp. 3 or 4 times daily<br/>as needed.</p> <p>Children 6 to 12 years:<br/>1 or 2tsp. 3 or 4 times<br/>daily as needed.</p> <p>Adults: 2 to 4 tsps. 3 or<br/>4 times daily as needed.</p> | <p><b>BRONCHO</b></p> <p>- Syrup -</p> <p><b>FOR<br/>RELIEF OF<br/>COUGH<br/>AND COLD<br/>SYMPTOMS</b></p> | <p><b>PRECAUTION:</b> Person<br/>with high blood pres-<br/>sure, heart disease,<br/>diabetes, thyroid<br/>disease or persistent<br/>cough should use only<br/>as directed by a phy-<br/>sician.</p> <p>Each teaspoon (5 ML)<br/>contains:<br/>Phenylephrine<br/>Hydrochloride.... 7.5 mg<br/>Glyceryl<br/>Gualacolate..... 50.0 mg<br/>Contains 15% alcohol</p> |
|--|--|---|

83. How much syrup does this bottle contain?  
a. 60 mg    b. 60 ML    c. 60 KG    d. 60 CM
84. What is this medicine for:  
a. high blood pressure    c. cough and cold  
b. diabetes    d. heart disease

### **XIII. Drawing Conclusions**

✓

**Direction:** Read the paragraphs and write the letter of the correct conclusion.

85. Although there are many attributes of maturity, one that is obviously important may be singled out: the ability to make fruitful, loving relationships with other people on equal terms, without either being dominated or dominating. This achievement implies an acceptance of the other person as he or as he is, without any wish to alter, to direct, or to submit; a recognition of the other person as a separate entity and therefore of oneself as a separate entity also.



From this passage, one could conclude that:

- a. the ability to make fruitful, loving relationships with other people on equal terms is the most important attribute of maturity
- b. the rate of maturation is different from individual to individual
- c. the ability to make fruitful, loving relationships with other people on equal terms can be taught
- d. every adult human being has the ability to make fruitful, loving relationships with other people on equal terms

86. Enzymes are organic compounds. These compounds contain an element carbon. Enzymes are made in the cell and functions as catalysts. A catalyst speeds up a chemical reaction without making part in the reaction. It is neither changed in any way nor destroyed by the reaction taking place. Each enzyme may take care of only one reaction. There are many enzymes in a living cells because there are many chemical reactions taking place all the time. Without enzymes, the cell would not be able to work.

From the passage, one would conclude that:

- a. enzymes are important in inheritance
- b. enzymes are made of protein
- c. enzymes are indispensable for the cell to do its work
- d. enzymes can slow down chemical reaction

87. Two-thirds of the world's junk consist of plastics. They are of common sight; every place we go and direction we look. For the reason that almost anything can be made of plastic things and the used plastic containers. When we dump the plastic junk into the sea, it will never break although sea water is fairly corrosive substance with which eats even the strongest metal. If a plastic garbage is burned, it will spread fumes which will cause poison to person who inhales enough of the gases. To bury plastic garbage may aesthetically go, because it clears out surroundings. But what about possible hazard at some future time when these materials will be unearthed? What conclusions can you draw about the use of plastic materials?



- a. Plastic materials, which make up two-thirds of the world's junk should be used sparingly because they cannot be burned and they do not decay.
- b. Unless scientists can find an adequate means of disposing this garbage, the use of plastic materials will be a cause of problem to our environment.
- c. Plastic junk should be disposed of by burying them instead of throwing them away into the sea.
- d. Plastics have both advantages and disadvantages.

88. The secrets of a successful interview are friendliness, respect and courtesy. Friendliness on the part of the interviewer will make the interviewee give all the information needed. Respect means the ability of both the interviewer and the interviewee to listen to each other's questions and answers. The way an interviewer approaches an interviewee to be able to speak up and the way the interviewee answers the questions are part of courtesy. These three factors, when observed, will surely result in a successful interview.

- a. Interviewing must be done with great courtesy.
- b. To interview means to be patient with each other.
- c. A successful interview can happen only among best of friends.
- d. A successful interview requires good English.

89. Filipino treasure their family above all things in life. We see to it that our family is well-provided for and is in good physical, mental and financial status all the time. When a family member encounters a problem, the other members sit together and help solve the problem.

When the children of a couple marry, the parents see to it that the newly weds are supported. If the newly weds cannot afford living on their own, then the parents ask the couple to live with them. During the time of old age, the children of Filipino parents take good care of their parents and see to it that they are well-provided for. This is one Filipino value that we treasure most.

- a. Filipinos are very much value-oriented all the time.
- b. Strong family ties is always observed among Filipino families.

- c. We, Filipinos are proud of being close with our family members.
- d. Filipinos have strong family ties.

90. People work to have varieties of food to eat. They need to build comfortable houses to live in. For some, they have cars and buses to ride in. They work so that they could buy televisions, radios and stereos for recreation. For those who earn much, they spend holidays and trips to visit relatives and friends nearby and distant places around the world.
- a. People work so that they could have the necessities of living and enjoy the luxuries in life.
  - b. People are all materialistics.
  - c. People work to be able to meet the demands of life forgetting God as the source of living.
  - d. People are workaholics.

- 91./ An American banker spent four years looking for the remains of the Peking Man. The search cost him thousands of dollars and took to countries all over the world. At one point the banker got some boxes in the mail. One contained some chicken carcasses. The other had a skull stuffed with lilies of the valley.

The news got out that the banker was offering a reward to the missing bones. A few days later, the banker received the skeletons of oxen and sheep, but nothing resembled the Peking Man. Finally, the banker gave up. "I began this search at the wish of a Chinese," he said. "But I have had enough," he ended.

- a. The banker's effort just went down the drain.
- b. The banker's search ended successfully.
- c. The banker needed the bones for himself.
- d. The banker will never surrender in his search.

#### XIV. Predicting Outcomes

**Direction:** Read the following selection by parts and make guesses on what is to happen next by answering the questions given after each part. Write the letter of your choice.



**A Ride on Cobra's Back**  
**by**  
**Rebecca Nava**

*The cobra was getting old. He found it was not easy for him to catch frogs. They were too quick for him.*

- 92. What was the cobra's problem?
  - a. getting old
  - b. how to catch frogs
  - c. how to look for food
- 93. Why did he catch frogs?
  - a. so he could have food
  - b. because he is getting old
  - c. so that he will not grow old
- 94. Which of the following do you think happened next?
  - a. The snake grew weak and died of hunger.
  - b. The snake thought of a plan to catch frogs.
  - c. The snake watched the frogs pass by.

*After he thought for a time, he went and lay down near a pond. He just lay there looking very sad.*

- 95. What do you think was the cobra's plan?
  - a. to watch frogs as they pass by
  - b. to wait for his death
  - c. to deceive frogs
- 96. Who do you think showed up?
  - a. a frog
  - b. a fish
  - c. a man

*A frog came out of the pond and asked him, "Why are you looking so sad?"*

*The cobra answered, "I am old and blind and a priest has put a curse on me. For the rest of my life, I must carry frogs on my back and I may eat only what they give."*

- 97. What did the frog do?
  - a. hopped away from the cobra
  - b. just listened to the cobra
  - c. went to the King frog

*The frog hopped back to the pond and told King Frog what he heard. Then all the frogs crowded around the snake.*



98. What did the frogs want?
- a. They wanted to have a ride.
  - b. They wanted to have a sight of the place.
  - c. They wanted to help the cobra look for food.

#### XV. Forming Opinions

**Direction:** Read each sentence carefully. Then answer the questions based on it. Write the letter of your answer.

99. The dinosaur was a large animal that lived on earth once upon a time.
- a. Was the dinosaur as big as man?
    - a. Yes
    - b. No
100. Electricity can be a very valuable friend but it can also be a cruel enemy which causes instant death.
- a. Should electricity be handled with care?
    - a. Yes
    - b. No
101. Certain kinds of plants live favorably in one of the different kinds of soil namely rich, black loam, sandy soil and clay.
- a. Can a plant thrive uniformly in different kinds of soil?
    - a. Yes
    - b. No
102. Among the biggest animals on earth today are the whales, which are aquatic mammals breathing air. That's why they rise to the surface at intervals.
- a. Are there other big animals aside from the whales?
    - a. Yes
    - b. No
103. Advancement in the field of medicine, including the discovery of antibiotics and new drugs, the development of new techniques and skills, and the invention of sophisticated gadgets have prolonged the span of human life.
- a. Did people of long ago live longer than people of today?
    - a. Yes
    - b. No
104. Advancement in the field of medicine, including the discovery of antibiotics and new drugs, the development of new techniques and skills, and the

invention of sophisticated gadgets have prolonged the span of human life.

- a. Did people of long ago live longer than people of today? a. Yes                      b. No

105. In every drop of blood, there are millions of tiny red blood cells or corpuscles containing hemoglobin which give them their red color.  
a. Will blood be red without hemoglobin?  
a. Yes                      b. No

#### **XVI. Recognizing Synonyms**

**Direction:** One of the words in parenthesis is a synonym of the first word. Underline it. Work fast.

Example: mansion (a. palace b. hut c. cottage)

106. opponent (a. competitor b. friend c. associate)  
107. intelligible (a. vague b. comprehensible c. doubtful)  
108. valiant (a. dauntless b. shy c. timid)  
109. rustic (a. cultured b. refined c. pastoral)  
110. quandary (a. difficulty b. ease c. smoothness)  
111. obvious (a. confused b. clear c. mixed)  
112. luscious (a. unsavory b. acrid c. palatable)

#### **XVII. Identifying Antonyms**

**Direction:** One of the words inside the parenthesis is an antonym of the word immediately after the number. Underline the antonym.

113. abandon (a. desert b. forsake c. resign d. cherish)  
114. absurd (a. stupid b. reasonable c. senseless d. ridiculous)  
115. gloom (a. darkness b. mirth c. misery d. misfortune)  
116. magnify (a. exalt b. decrease c. augment d. swell)  
117. remote (a. proximate b. distant c. foreign d. alien)  
118. seduce (a. protect b. attract c. entice d. lure)  
119. reject (a. discard b. eliminate c. repulse d. welcome)

|                     |
|---------------------|
| XVIII. Using Idioms |
|---------------------|

**Direction:** Read each sentence well, get the thought of the italicized expression expression and circle the letter of the correct meaning. Do this as quickly as you can.

120. The Lopezes want their *bread buttered* on both sides.  
 a. Easy prosperity  
 b. Buttered sandwich  
 c. Imported butter
121. I hate *fair-weather* friends.  
 a. Beautiful  
 b. Only on happy days  
 c. Helpful to one in need
122. After she lost the game, Rosa cannot *put on a good face*.  
 a. Apply make-up  
 b. Assume a happy look  
 c. Wear a mask
123. Because it was your fault, you must *face the music*.  
 a. Have music played  
 b. Listen to the music  
 c. Face the consequences
124. The jealous sisters *wash their dirty linen in public*.  
 a. Do their washing in the street.  
 b. Accuse each other so others can hear  
 c. Wash only their linen clothes
125. I have to *wade through this book* because we will be tested on it.  
 a. Read it although it is dull  
 b. Take the book across the river  
 c. Copy the book page by pageant
126. Friends *see me through my* difficulty.  
 a. Help me in my  
 b. Look at me in my  
 c. Laugh at me in my



**XIX. Distinguishing Between Important and Unimportant Details**

**Direction:** The sentences in the three selections that follow are numbered. Read each paragraph and answer the questions after it by giving the sentence number.

127. The World Health Organization (WHO) reported an "alarming increase" in road traffic accidents in many countries, particularly developing countries.
128. Dr. Hiroshi Nakajima, regional director of the WHO Western Pacific Office, said that accidents continue to be one of the leading causes of mortality among the younger age groups, noting that more than half of these are due to road traffic accidents.
129. He noted that the most frequent causes of road traffic accidents are drunkenness, inaptitude, inexperience among drivers.
130. A WHO publication, "The Influence of Alcohol and Drugs on Driving," pointed out several drugs with a direct or indirect impact on the activity of the higher nervous system and subsequently on a person's driving.
131. Hypnolitics, tranquilizers, neuroleptics, analgesics, antidepressants, muscle relaxants, antispasmodics, and appetite suppressants and drugs used to control migraine, Parkinsonism, convulsions, hypertension, diabetes and coughing reportedly have the potential to reduce vigilance and thus contribute to accidents.
132. However, alcohol was singled out in many studies as the most important cause of serious road accidents, Dr. Neville Parker, WHO temporary adviser, pointed out.
133. Forgery and falsification are commonplace, but it seems there has never been such a rash of faking government receipts of other papers as there is today.

Which sentence is important if you want to know the following? Write down only its number.

- A. The regional director of the World Health Organization, Western Pacific Office.
- B. The title of the WHO publication. \_\_\_\_\_
- C. The names of some dangerous drugs which affect a person's nervous system.
- D. The most frequent causes of road traffic accidents. \_\_\_\_\_
- E. The most important cause of serious road accidents singled out by many studies.
- F. Where fake transfer tax receipts have been issued to taxpayers. \_\_\_\_\_
- G. The name of the temporary adviser of the World Health Organization. \_\_\_\_\_

#### XX. Sentence Sense

**Direction:** There is a pair of sentences after each number. The first sentence is true. Write true if the second sentence, which is based on the first, is true. Write false if it is not true.

- 134. The girl can mask her unhappiness by wearing her most captivating smile and acting as if she were enjoying herself immensely. In this way she can shed all her tears and stay in the dark confines of her private room.
- 135. The streets of Tokyo and its suburbs, just like Manila, are congested at all times of the day. It is most convenient and fastest to go around in Tokyo by car.
- 136. Be enthusiastic and sincere in offering to help save a dear friend from distress. You grumble and utter expletives when she is not around.
- 137. Fruit preservation is not the reserve of only food-processing firms. Homemaker, can readily make fruit preservative right in their own kitchens.

138. Many say that plants are like humans wanting to be cuddled and cared for. They must be showered with attention like babies.
139. The woman's defenses wore down because of the man's persistence. She fell in love with him.
140. Transcendental meditation (TM) can enable a person to bring down his biological by as many as 15 years. When one practices TM, the aging process will be hastened.

### XXI. Identifying with Characters

#### MONEY ABIDES NOT

Money abides not in the palm  
Of those who careless live,  
Nor patience in the lover's heart,  
Nor water in a sieve!

To door of king or minister or pee,  
Draw not thou nigh unless with patron's girl;  
For if a poor man at the gate appear,  
Wardens his collar seize and dogs his shirt!

They who in youth to manners ne'er attend,  
Will in advancing years small gain acquire;  
Wood while 'tis green thou mayst with pleasure bend,  
When dry thou canst not change it save by fire.

- Sa'di -

141. What happens to the money of those who live carelessly?
- a. It abides in the palm.
  - b. It is wasted.
  - c. It is kept in the heart.
  - d. It is safe.
142. What thing is compared to water putting sieve?
- a. Money
  - b. Palm
  - c. Lover's heart
  - d. Door



143. What happens to water placed in a sieve?
- It abides in the palm.
  - It is kept in the lover's heart
  - It is well kept.
  - It goes to waste.
144. What is the speaker's advice to a poor man?
- Be careful
  - Get inside the house of a king or minister.
  - Peer through the door of the king or minister.
  - Seize his collar.
145. What happens to a youth who is ill-mannered?
- He gains little in life.
  - He is happy.
  - He receives gifts.
  - He is provided with pleasures.

|                           |
|---------------------------|
| XXII. Tone & Mood of Poem |
|---------------------------|

### THE MORNING GLORY

The morning glory climbs above my heart,  
 Pale flowers of white and purple, blue and red,  
 I am disquieted.  
 Down in the withered grasses something stirred;  
 I thought it was his footfall that I heard.  
 Then a grasshopper chirped,  
 I climbed the hill just as the new moon showed,  
 I saw him coming on the southern road,  
 My heart lays down its loud.

- Confucius (Tr. by Helen Waddell)

146. How does the speaker of the poem feel at the sight of the morning glory?
- |                    |               |
|--------------------|---------------|
| a. Sad and worried | c. Happy      |
| b. Delighted       | d. Triumphant |
147. What description of white and purple, blue and red flowers justified the speaker's feeling?
- |            |           |
|------------|-----------|
| a. Velvety | c. Gray   |
| b. Pale    | d. Yellow |

148. What disturbed the speaker's thought and feeling?  
 a. Footfall c. Grasshopper's chirp  
 b. Stirred grass d. Moonlight
149. The moon was visualized by the speaker as:  
 a. In its new cycle c. A half moon  
 b. A full moon d. A first quarter moon
150. What is the meaning of the last line?  
 a. She is happy.  
 b. She is no longer worried  
 c. She is still disquieted.  
 d. Her heart is heavy
151. Why did the speaker's feelings change?  
 a. It's night.  
 b. The grasshopper chirped.  
 c. She heard a footfall.  
 d. She saw him coming.
152. Around what central theme does the poem revolve?  
 a. The anxieties of waiting  
 b. The joy of waiting  
 c. The heavy heart of one sitting down  
 d. The dull moment when one is alone

### XXIII. Nonprose Reading

There are many occasions where you read disconnected words and numbers instead of sentences and paragraphs. This is nonprose reading. Nonprose reading may include map reading, graph and chart reading, menu reading, and reading of other tabular materials.

On the next page is a menu similar to one you may find in a restaurant. Read it and answer the questions that follow.

A. Answer with **True** or **False**.

- \_\_\_\_\_ 153. A student's regular lunch does not include dessert.
- \_\_\_\_\_ 154. Coca-cola is not served in this restaurant.
- \_\_\_\_\_ 155. The cheapest soup is Asparagus soup.
- \_\_\_\_\_ 156. Alcoholic drinks are not served.
- \_\_\_\_\_ 157. Drinks good for children are available.

B. Write your answers.

158. In what section will you find something sweet to eat after dinner? \_\_\_\_\_.
159. What section will tell you about dishes served everyday?
- 

### D-R FAST FOOD CENTER

#### Regular Dishes

|                          |        |
|--------------------------|--------|
| Adobong Manok.....       | P15.00 |
| Sinigang Na Baboy.....   | 12.00  |
| Sweet and Sour Fish..... | 15.00  |
| Menudo.....              | 15.00  |
| Chop Chuey.....          | 13.00  |
| Kilawin.....             | 13.00  |
| Crispy Pata.....         | 20.00  |
| Kare-Kare.....           | 20.00  |

#### Beverages

|                      |        |
|----------------------|--------|
| Hot Tea.....         | P 4.00 |
| Iced Tea.....        | 4.00   |
| Coffee.....          | 6.00   |
| Milk.....            | 6.00   |
| Orange Juice.....    | 6.00   |
| Pineapple Juice..... | 5.00   |
| Soft Drinks.....     | 2.50   |

#### Cocktails

|                    |        |
|--------------------|--------|
| Martini.....       | P22.00 |
| Whiskey Sour.....  | 23.00  |
| Brandy.....        | 21.00  |
| Old Fashioned..... | 25.00  |
| Bloody Mary.....   | 27.00  |

#### Dessert

|                  |        |
|------------------|--------|
| Leche Flan ..... | P 4.00 |
| Gelatin.....     | 3.00   |
| Ice Cream.....   | 6.00   |
| Fresh Mango..... | 7.00   |
| Sundae.....      | 5.00   |

#### Sandwiches

|              |        |
|--------------|--------|
| Ham.....     | P 7.00 |
| Cheese.....  | 6.00   |
| Chicken..... | 7.00   |
| Bacon.....   | 7.00   |
| Egg.....     | 5.00   |
| Tuna.....    | 7.00   |
| Hot Dog..... | 6.50   |

#### Short Orders

|                  |        |
|------------------|--------|
| Spaghetti.....   | P11.00 |
| Palabok.....     | 10.00  |
| Canton.....      | 11.00  |
| Guisado.....     | 10.00  |
| Halo-halo.....   | 8.00   |
| Arroz Caldo..... | 8.50   |

#### Salads

|                        |        |
|------------------------|--------|
| Shrimp Salad Bowl..... | P15.00 |
| Fruit Salad.....       | 10.00  |
| Vegetable Salad.....   | 6.00   |

#### Executive Lunch

|                                     |        |
|-------------------------------------|--------|
| .....                               | P25.00 |
| Soup Molo    Fried Rice    Steak    |        |
| Fresh Lumpia    Ubod    Fruit Salad |        |

#### Student Lunch

|                           |        |
|---------------------------|--------|
| .....                     | P10.00 |
| Corn Soup      Plain Rice |        |
| Pork Chop      Pinakbet   |        |
| Banana                    |        |

#### Soup

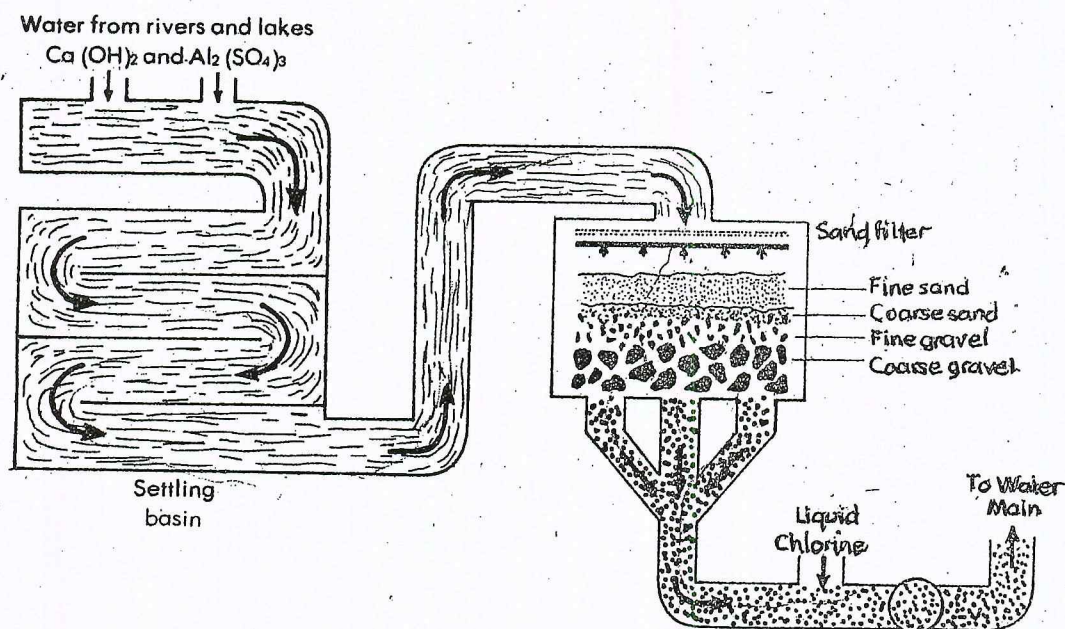
|                      |        |
|----------------------|--------|
| Corn .....           | P10.00 |
| Asparagus.....       | 12.00  |
| Hototay.....         | 10.00  |
| Nido with Quail..... | 12.00  |
| Nido with Eggs.....  | 12.00  |



# XXIV. Interpreting Diagrams

In most Philippine towns, drinking water comes from rivers and lakes. To make the water safe to drink, the local governments use municipal water-purification plants.

Carefully study the diagram below and fill in each blank with the correct letter.



A SCHEMATIC DIAGRAM OF A MUNICIPAL WATER-PURIFICATION PLANT

Water from lakes and rivers flows into a  
 160. \_\_\_\_\_. The water passes to the  
 161. \_\_\_\_\_ which contains four kinds of  
 filter in the following order: 162. \_\_\_\_\_,  
 163. \_\_\_\_\_, 164. \_\_\_\_\_,  
 and 165 \_\_\_\_\_. Filtered water passes through  
 a tube, and there a disinfectant called 166. \_\_\_\_\_  
 is mixed with it. The purified mixture is safe to drink  
 and it now enters the 167. \_\_\_\_\_ where it  
 is pumped through water pipes into the homes.

## XXV. Interpreting Cartoons

Look at the cartoon and then answer the questions or complete the statements that follow. Write the letter of your answer in the blank.



168. The boy is studying \_\_\_\_\_.  
 a. in the dark c. under bright lights  
 b. by the light of the moon d. late at night
169. From the cartoon you know that one of the subjects he is taking is \_\_\_\_\_.  
 a. art c. music  
 b. geography d. history
170. The boy has been working with \_\_\_\_\_.  
 a. story books c. encyclopedias  
 b. textbooks d. notebooks
171. The cartoon makes you \_\_\_\_\_ the boy.  
 a. want to laugh at c. get angry with  
 b. feel sorry for d. want to speak to
172. The drops of sweat falling from the boy's head indicates his \_\_\_\_\_.  
 a. anger c. happiness  
 b. worry d. tiredness
173. The cartoon shows that the boy \_\_\_\_\_.  
 a. has already failed in school  
 b. thinks he will fail  
 c. doesn't care if he fails  
 d. is daydreaming

174. The title "Too Late" means that \_\_\_\_.
- a. it is not good to study till late at night
  - b. students who read many books at a time are wrong
  - c. daydreaming will make you get poor grades
  - d. putting off studying till the last minute  
is a bad habit

o0o0o0o

Thank you!

Prepared by:

**NORA L. LOPEZ**  
Researcher



## Appendix H

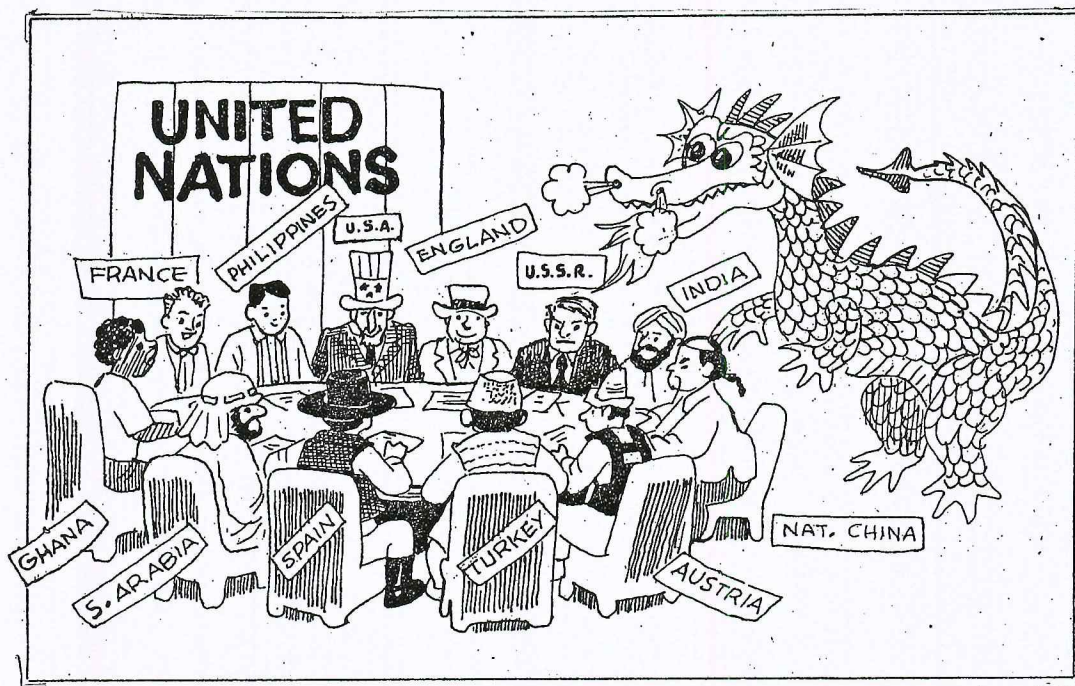
## PRETEST/POSTTEST

Name: \_\_\_\_\_ Year Level: \_\_\_\_\_ Score: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

## Interpreting Cartoons

**Directions:** Look at the cartoon and complete each statement by choosing the correct answer. Write only the letter.



- The dragon stands for \_\_\_\_\_.
  - fear
  - war
  - a giant
  - strength
- The building is a symbol of \_\_\_\_\_.
  - unity
  - differences
  - problems
  - solutions
- The people are all of the same size to show that \_\_\_\_\_.
  - all nations have equal rights
  - people of all nations have the same size
  - each nation is as strong as the other
  - all nations are of the same size

4. The dragon is in the picture to show that \_\_\_\_\_.
  - a. war can be sent away
  - b. some people do not care about wars
  - c. problems under discussions concern war
  - d. some nations do not want to discuss problems
5. The cartoonist feels that the United Nations is important because it \_\_\_\_\_.
  - a. shows the differences among nations
  - b. helps solve all the world's problems
  - c. helps to solve problems peacefully
  - d. starts war against those who disagree with its policies

|                                    |
|------------------------------------|
| <b>Identifying with Characters</b> |
|------------------------------------|

**Directions:** Read the poem and answer the questions that follow. Write the letter of your answer.

### MONEY ABIDES NOT

*Money abides not in the palm  
Of those who careless live,  
Nor patience in the lover's heart  
Nor water in a sieve.*

*To door of king or minister or peer  
Draw not thou nigh unless with patron's girl  
For if a poor man at the gate appears  
Wardens his collar seize and dogs his shirt!*

*They, who in youth to manners ne'er attend  
Will in advancing years, small gain acquire  
Wood while 'tis green thou mayst with pleasure bend,  
When dry thou cans't not change it save by fire.*

6. What happens to the money of those who live carelessly?
  - a. It abides in the palm.
  - b. It is wasted.
  - c. It is kept in the heart.
  - d. It is safe.

7. What thing is compared to water put in a sieve?
  - a. Money
  - b. Palm
  - c. Lover's heart
  - d. Door
8. What happens to water placed in a sieve?
  - a. It abides in the palm.
  - b. It is kept in the lover's heart
  - c. It is well kept.
  - d. It goes to waste.
9. What is the speaker's advice to a poor man?
  - a. Be careful
  - b. Get inside the house of a king or minister.
  - c. Peer through the door of the king or minister.
  - d. Seize his collar.
10. What happens to a youth who is ill-mannered?
  - a. He gains little in life.
  - b. He is happy.
  - c. He receives gifts.
  - d. He is provided with pleasures.

Using Idioms

**Direction:** Read each sentence well, get the thought of the underlined words/expressions and copy the letter of the correct meaning.

11. No one could believe that a simple girl like her would live on loose.
  - a. Be free
  - b. Lead an immoral life
  - c. Put on thick makeup
12. The secretary does the job roots and branches; she really is a great asset to the company.
  - a. Two parts of the tree
  - b. All of it
  - c. Its important tasks
13. Why are you so willy-nilly? You will get nowhere that way.
  - a. Stubborn
  - b. Undecided
  - c. Contrary
14. The house is a stone's throw from the school.
  - a. Distant
  - b. Far
  - c. Near
15. The new assignment for Rex is getting him from pillar to post.
  - a. from one difficulty to another
  - b. gigantic
  - c. large in scope





22. You can easily recognize Danny of his peculiar behavior which makes him different from others.  
 a. unique            b. plain            c. common            d. formal
23. The melancholy song made everyone sigh.  
 a. soft            b. lively            c. mournful            d. jolly
24. The criminal atoned for his sins.  
 a. was sorry    b. was happy    c. thankful            d. proud
25. The president has to deal with innumerable problems affecting the country.  
 a. serious    b. important    c. many            d. few

|  |
|--|
| <b>Understanding Tone &amp; Mood of Poem</b> |
|--|

**Directions:** Read the poem. Answer the questions by copying the letter of your answer.

#### THE MORNING GLORY

*The morning glory climbs above my heart,  
 Pale flowers of white and purple, blue and red,  
 I am disquieted.  
 Down in the withered grasses something stirred;  
 I thought it was his footfall that I heard.  
 Then a grasshopper chirped,  
 I climbed the hill just as the new moon showed,  
 I saw him coming on the southern road,  
 My heart lays down its load.*

26. How does the speaker of the poem feel at the sight of the morning glory?  
 a. Sad and worried            c. Happy  
 b. Delighted            d. Triumphant
27. What description of white and purple, blue and red flowers justified the speaker's feeling?  
 a. Velvety            c. Gray  
 b. Pale            d. Yellow
28. The moon was visualized by the speaker as:  
 a. in its new cycle            c. half moon  
 b. full moon            d. first quarter moon
29. What is the meaning of the last line?  
 a. She is happy.  
 b. She is no long worried.  
 c. She is still disquieted.  
 d. Her heart is heavy

30. What disturbed the speaker's thought and feeling?
- |                  |                        |
|------------------|------------------------|
| a. Footfall      | c. Grasshopper's chirp |
| b. Stirred grass | d. Moonlight           |

### Sequencing Ideas

**Direction:** Read the following sentences. Then arrange them to show or form a good paragraph. Write the best order of the sentences, using only the letter.

31. \_\_\_\_\_ a. Sponge fresh stains with cool water immediately before they have time to set.  
 b. If the materials can stand it, stretch the stained part over a bowl, securing it well and pouring boiling water on it from a distance of three feet.  
 c. Stains on table linens from the juice of summer fruits are common home-care problems.  
 d. Then apply a full-length liquid detergent on the stain, rubbing well.
- A. b d c a      B. b d a c      C. c a d b
32. \_\_\_\_\_ a. Traveling is both fun and rewarding.  
 b. It broadens our outlook, widens our horizons, deepens our sense of patriotism, and updates our knowledge of geography.  
 c. Additionally, it helps us chase our blues away and feel miraculously relieved and fresh.  
 d. In short, it is educational, healthful, and invigorating.
- A. a b d c      B. a c d b      C. a b c d
33. \_\_\_\_\_ a. The citizens of Imperial Rome set aside march 15 - the Ides of March - to worship their chief god's mother.  
 b. The ancient Greeks, for example, having deep respect for their parents, held elaborate ceremonies to honor their mothers.  
 c. And in the early Christian era, the mother church was honored.  
 d. Throughout the ages, mothers have been revered, loved, adulated.
- A. d a b c      B. d c b a      C. d b c a



34. \_\_\_\_\_ a. Menopause comes sooner to women who smoke.  
 b. Studies reveal that at age 50, 51% of cigarette smokers and only 34% nonsmokers are encountering problems in aging.  
 c. It has also been found that smoking women have leaner bodies than their nonsmoking counterparts.  
 d. But when compared in terms of weight, smokers usually stopped menstruating earlier than the nonsmokers.
- A. a c d b      B. a b d c      C. a b c d
35. \_\_\_\_\_ a. This is perhaps the reason why women outlive men.  
 b. Man's inability to cry prevents him from relasing tension leading to a greater vulnerability to fatal and stress-related diseases.  
 c. When a woman cries, tension is released.  
 d. Those who often cry are found to live longer than those who don't.
- A. d b c a      B. d a b c      C. c b d a

### Figurative Language

**Direction:** Read each quotation in the number. Then answer the questions that will complete the statement. Copy the letter of your answer.

36. "Envy lurks in the human heart,  
 like a viper in its hole."  
 This means that \_\_\_\_.
- a. Many human beings are like poisonous snakes.  
 b. Everyone sees something to envy in his fellowmen.  
 c. Good fortune is to be envied.  
 d. At the bottom of many actions is envy.
37. "Spare moments are the gold dust of time."  
 This means that \_\_\_\_.
- a. There are spare moments.  
 b. Time is gold.  
 c. Spare time is precious.  
 d. A person must take time to rest.
38. "The wine of life keeps oozing, drop by drop,  
 The leaves of life keep falling one by one."

This means that \_\_\_\_.

- a. Life is like wine.
- b. Life is like the leaves of the tree.
- c. Life is like wine and leaves.
- d. Each passing day is off the span of life.

39. "Life is a leaf of paper white  
Wherein each one may write his word or two."  
The lines mean that \_\_\_\_.
- a. Life is a white leaf.
  - b. A man fills each day of his life with things he says and does.
  - c. A man shows the kind of life he lives.
  - d. People write on leaves.
40. "How far that little candle throws its beams  
so shine a good deed in a naughty world."  
The lines mean that \_\_\_\_.
- a. The little lighted candle shines brightly.
  - b. To light a candle is to do a good deed.
  - c. A good deed shines brightly like a light.
  - d. A good deed stands out in an evil world like a lighted candle in dark night.

### Identifying Main Idea

**Direction:** Read each paragraph below. Then identify the main idea stated by writing the letter of your answer.

41. 1) Various kinds of nuclear weapons have been produced in the past few years by many countries. 2) This is a new and a terrible development in the history of man. 3) Very few events can be more frightening than a nuclear war.
- a. 1                      b. 2                      c. 3
42. 1) The Filipino flag has an interesting story because it has had many changes until it now looks the way it does. 2) The Katipunan used a red flag with the white K's in the middle. 3) Then Bonifacio changed it by putting a white sun over the row of K's. 4) But the first real Filipino flag was made by Marcela Agoncillo in HongKong. 5) Gen. Aguinaldo brought it to the

country and raised it when he proclaimed Philippine Independence.

- a. 1      b. 2      c. 3      d. 4      e. 5
43. 1) Love of country consists of many things. 2) It is knowing our past and taking pride in our progress. 3) It is honest, practical citizenship. 4) It is knowledge of everything about our country and people and sincere appreciation of all the bounty and beauty that God has given us.
- a. 1      b. 2      c. 3      d. 4
44. 1) Sound has shaped the body of many beasts. 2) Noise tapped away at the bullfrog until his ears became bigger than his eyes. 3) Now he hears so well that at the slightest sound of danger he quickly plops to safety under a sunken leaf. 4) The rabbit has long ears to hear the quiet "whoosh" of the owl's wings. 5) The grasshopper's ears are on the base of his abdomen, the lowest point of his body, where he can detect the tread of a crow's feet or the stealthy approach of a shrew.
- a. 1      b. 2      c. 3      d. 4      e. 5
45. 1) Smile your way to health. 2) Smile and laughter have a good effect on us. 3) We become more considerate in our dealings with others. 4) When we are happy with our companions and friends, we get along well with others. 5) To be able to laugh and make others laugh is a blessing.
- a. 1      b. 2      c. 3      d. 4      e. 5

### Drawing Conclusions

**Direction:** Read the paragraphs and write the letter of the correct conclusion.

46. Enzymes are organic compounds. These compounds contain an element carbon. Enzymes are made in the cell and functions as catalysts. A catalyst speeds up a chemical reaction without making part in the reaction. It is neither changed in any way nor destroyed by the reaction taking place. Each enzyme may take care of only one reaction. There are many enzymes in a living cells because there are many chemical reactions taking place all the time. Without enzymes, the cell would not be able to work.

From the passage, one would conclude that:



- a. enzymes are important in inheritance
- b. enzymes are made of protein
- c. enzymes are indispensable for the cell to do its work
- d. enzymes can slow down chemical reaction

47. The secrets of a successful interview are friendliness, respect and courtesy. Friendliness on the part of the interviewer will make the interviewee give all the information needed. Respect means the ability of both the interviewer and the interviewee to listen to each other's questions and answers. The way an interviewer approaches an interviewee to be able to speak up and the way the interviewee answers the questions are part of courtesy. These three factors, when observed, will surely result in a successful interview.

- a. Interviewing must be done with great courtesy.
- b. To interview means to be patient with each other.
- c. A successful interview can happen only among best of friends.
- d. A successful interview requires good English.

48. People work to have varieties of food to eat. They need to build comfortable houses to live in. For some, they have cars and buses to ride in. They work so that they could buy televisions, radios and stereos for recreation. For those who earn much, they spend holidays and trips to visit relatives and friends nearby and distant places around the world.

- a. People work so that they could have the necessities of living and enjoy the luxuries in life.
- b. People are all materialistics.
- c. People work to be able to meet the demands of life forgetting God as the source of living.
- d. People are workaholics.

49. An American banker spent four years looking for the remains of the Peking Man. The search cost him thousands of dollars and took to countries all over the world. At one point the banker got some boxes in the mail. One contained some chicken carcasses. The other had a skull stuffed with lilies of the valley.

The news got out that the banker was offering a reward to the missing bones. A few days later, the banker received the skeletons of oxen and sheep, but nothing resembled the Peking Man. Finally, the banker

- gave up. "I began this search at the wish of a Chinese," he said. "But I have had enough," he ended.
- The banker's effort just went down the drain.
  - The banker's search ended successfully.
  - The banker needed the bones for himself.
  - The banker will never surrender in his search.

50. Ramon likes to play with the horse in his uncle's ranch. He envies the man who looks after the animals in the farm. Ramon enjoys listening to the honking of the goose, the clucking of the hen, and the lowing of the ox. He does not fear the wolf in the nearby forest nor the mouse scampering about in the backyard.
- Ramon is a caretaker of animals in the zoo.
  - Ramon loves animals.
  - Ramon is a jealous person.
  - Ramon is an environmentalist.

|                                    |
|------------------------------------|
| <p><b>Following Directions</b></p> |
|------------------------------------|

**Direction:** Read the following directions on how to use the International Direct Dialing (IDD) service. Then answer the questions that follow. Write the letter of your answer.

- Lift your handset.
  - Dial the international code: 00
  - Dial the country code.
  - Dial the area or city code.
  - Dial the subscriber or local number.
  - Allow at least 20 seconds for the ringing to begin.
51. Which should you dial first?
- area or city code
  - local number
  - international code
  - service code
52. How many sets of numbers should you dial before the ringing begins?
- |          |         |
|----------|---------|
| a. five  | c. four |
| b. three | d. six  |
53. Which of the following statement is true based on the given directions?



- a. Dial the international code before lifting the receiver.
  - b. The area code is dialed after the country code.
  - c. The telephone rings after the country code has been dialed.
  - d. After dialing all the necessary numbers, the telephone immediately rings.
54. Sit on the floor with your legs stretched out in front of you. Place the sole of your right foot against the inside of your left thigh. Flex left leg so that you hold your left ankle with both hands. Slowly move your left foot over your right knee and rest it on the floor. Place your left hand on the floor behind you. Move your right arm over your left leg and hold your right knee. Then, slowly twist your trunk and head as far to the left as possible, and hold. Return to forward position and relax.
- Where is your right knee when you rest your left foot on the floor?
- a. over the left foot
  - b. on the floor
  - c. under the left foot
55. Where is your right hand when you return to forward position?
- a. on the left leg
  - b. on the floor
  - c. on the right knee

|           |
|-----------|
| Outlining |
|-----------|

**Direction:** Read the following selections. Then answer the questions that follow by giving the letter of your answer.

56. Pilgrimage to the Holy River Ganges in the middle of June marks the beginning of the New Year in India. Into the silt-laden waters wade kings and beggars, priests and outcasts to wash away their sins in preparation for the new year. People visit temples, too, bringing their gifts to yellow-robed Brahmins and to pray what people all over the world pray for on New Year's Day - for peace, prosperity, happiness and eternal life.

Question: Which outline would be the most logical one for the paragraph above?



- A. I. Pilgrimage to the Holy River Ganges
    - a. Washing of sins
    - b. Bringing figts to the Brahmins
    - c. Praying on New Year's Day
  - B. I. New Year in India
    - a. Pilgrimages to the Holy River Ganges
    - b. Visits to the temples
      - 1. To give gifts to Brahmins
      - 2. To pray
  - C. I. New Year in India
    - a. Pilgrimages to the Holy River Ganges
    - b. Washing of sins
    - c. Visiting of temples
    - d. Giving of gifts to Brahmins
    - e. Praying
  - D. I. Pilgrimage to the Holy River Ganges
    - a. Washing of sins
 II. Visits to temples
    - a. Bringing gifts to Brahmins
    - b. Praying
57. a. A                      b. B                      c. C                      d. D

**Direction:** Read the following selection. Then look at the list of topics below it. Organize the items according to topics and write them in outline form in the blanks. Write the letter of your answers.

You are probably familiar with maps you use in school to study history and current events. These are called political maps because they show the boundaries of the different countries. Can you imagine what kind of map would show things like railroad tracks, football fields, fire towers, and oil wells? These features appear on aerial maps, or maps pilot use to guide them in flight. From the sky, a set of railroad track is a welcome clue to a lost flier.

Astronauts use celestial maps chart there in space. Seamen use navigation maps to steer their ships. You have probably seen a driver of a car pull out a road map showing the way out of streets and highways, or even used one yourself.

Map making began with primitive man drawing rough sketches on the ground. In early times, maps had to be based only on what men had observed. Since methods of

measuring and recording these observations were not very advanced, many of the maps were inaccurate. Because of undiscovered land, they were incomplete as well.

Today, maps are still based to some extent on observation. But photography and telescope astronomy now produce accurate maps for any traveler.

- |                  |                    |
|------------------|--------------------|
| a. Road maps     | d. Navigation maps |
| b. Making maps   | e. By observation  |
| c. Kinds of maps | f. By photography  |

57. I. \_\_\_\_\_
58. A. \_\_\_\_\_
59. B. \_\_\_\_\_
60. II. \_\_\_\_\_

### Interpreting Diagrams

**Direction:** Label the parts of the diagram by writing the correct letter of your answer, after reading the selection.

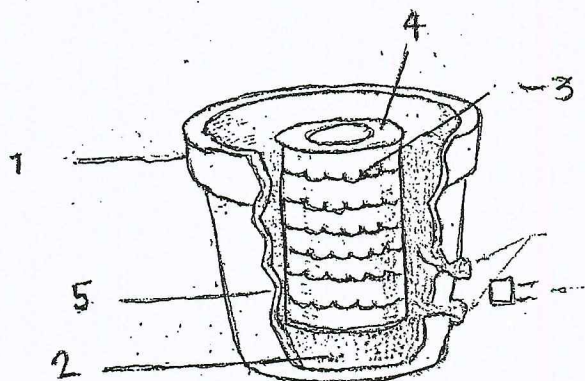
## A L L O Y S

Two or more metals can often be melted together to produce a new material that has properties very different from those of either of the metals from which it was made. For example, spoons can be made from an alloy of bismuth, tin and lead that will melt when placed in hot water.

A simple furnace can be constructed which, by producing temperatures hotter than 2,000 degrees fahrenheit. Solve one of the problems of preparing or examining alloys.

Put sand at the bottom of a flowerpot. Place an electric heating device in the flowerpot. The wires for the heating device are attached to bolts on the side of the flowerpot. An ordinary electrical device in the home can be used to cover the bolts and provide electricity. As much mica insulation as possible is place around the heating device inside the flowerpot. The top of the insulation is covered with furnace insulation. If the

insulation is carefully placed in the flowerpot, this furnace will be excellent for use again in experiments with alloys.



**Direction:** Label the parts of the diagram by writing the correct letter of your answer.

61. What is label no. 1?
  - a. electric current
  - b. flowerpot
  - c. sand
  - d. bolts
62. What is label no. 2?
  - a. electric current
  - b. flowerpot
  - c. sand
  - d. bolts
63. What is label no. 3?
  - a. electric heating device
  - b. mica insulation
  - c. electric current
  - d. furnace insulation
64. What is label no. 4?
  - a. mica insulation
  - b. sand
  - c. bolts
  - d. furnace insulation
65. What is label no. 5?
  - a. heating device
  - b. electric wires
  - c. electric current
  - d. bolts



## Distinguishing Between Important and Unimportant Details

**Direction:** The sentences in the selections that follow are numbered. Read all the paragraphs and answer the questions after it by giving the letter of your choices.

1. The World Health Organization (WHO) reported an "alarming increase" in road traffic accidents in many countries, particularly developing countries.
2. Dr. Hiroshi Nakajima, regional director of the WHO Western Pacific Office, said that accidents continue to be one of the leading causes of mortality among the younger age groups, noting that more than half of these are due to road traffic accidents.
3. He noted that the most frequent causes of road traffic accidents are drunkenness, inaptitude, inexperience among drivers.
4. A WHO publication, "The Influence of Alcohol and Drugs on Driving," pointed out several drugs with a direct or indirect impact on the activity of the higher nervous system and subsequently on a person's driving.
5. However, alcohol was singled out in many studies as the most important cause of serious road accidents, Dr. Neville Parker, WHO temporary adviser, pointed out.

Which sentence tells if you want to know the following:

66. The regional director of the World Health Organization, Western Pacific Office.  
a. 1      b. 2      c. 3      d. 4      e. 5
67. The title of the WHO publication.  
a. 1      b. 2      c. 3      d. 4      e. 5
68. The most frequent causes of road traffic accidents.  
a. 1      b. 2      c. 3      d. 4      e. 5

69. The most important cause of serious road accidents singled out by many studies.  
a. 1      b. 2      c. 3      d. 4      e. 5
70. The name of the temporary adviser of the World Health Organization.  
a. 1      b. 2      c. 3      d. 4      e. 5

o0o0o0o

Thank you!

Prepared by:

**NORA L. LOPEZ**  
Researcher

C U R R I C U L U M   V I T A E



## CURRICULUM VITAE

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CIVIL STATUS : Married

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Undergraduate Studies: Samar State Polytechnic College, Catbalogan,  
Samar, Massive Upgrading Program for  
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Samar State Polytechnic College, Catbalogan,  
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College: Samar College, Cabalogan, Samar, Bachelor of  
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Samar Regional School of Fisheries,  
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## PROFESSIONAL EXPERIENCE

- High School Principal/Instructor: Don Jose Ecleo Memorial Foundation College of Science and Technology (DJEMFCST), San Jose, Surigao del Norte, 2004-2005
- Head, Education Dept/Instructor: DJEMFCST, San Jose, Surigao del Norte, 2001-2005
- Instructor: DJEMFCST, San Jose, Surigao del Norte, 2000-2005
- College Technical Evaluator: Samar State College of Agriculture and Forestry, San Jorge, Samar, 1999
- Glee Club Adviser: Samar State College of Agriculture and Forestry, San Jorge, Samar, 1996-1999
- EMIS Incharge: Samar State College of Agriculture and Forestry, San Jorge, Samar, 1995-1999
- Teacher I/Instructor III: Samar National Agricultural School/ Samar State College of Agriculture and Forestry, San Jorge, Samar, 1992-1999
- School Paper Adviser: Samar State College of Agriculture and Forestry, San Jorge, Samar, 1992-1996
- Teacher I: Samar State Polytechnic College, Catbalogan, Samar, 1989-1992
- School Paper Adviser: Samar State Polytechnic College, Catbalogan, Samar, 1986-1988
- Secondary School Teacher: Samar State Polytechnic College, Catbalogan, Samar, 1984-1985, 1985-1989
- Clerk: Samar State Polytechnic College, Catbalogan, Samar, 1983-1984

## **CERTIFICATES OF RECOGNITION/ COMMENDATION RECEIVED**

|                            |   |
|----------------------------|---|
| Resource Speaker:          | Supervisory Development Training, DJEMFCST, February 12-13, 2005  |
| Resource Speaker:          | Seminar – Workshop on Personality Development and Professional Adjustment, DJEMFCST, San Jose, Surigao, del Norte, February 27-28, 2002 |
| Speaker:                   | Work Values and Professional Conduct, DJEMFCST, San Jose, Surigao, del Norte, March 5, 2001   |
| Trainer/Guitarist:         | Sto. Nino, 8 <sup>th</sup> Infantry Division, Maulong, Catbalogan, Samar, 1988-1999   |
| Effective English Teacher: | SSCAF, July 22, 1996  |
| Trainer:                   | Science and Math Technology Club Month – SSCAF, October 10, 1993  |
| Trainer/Guitarist:         | Up-Up Samar '93, October 1, 1993  |
| Cast Member:               | Play: Fathers and Sons – SSPC, December 10, 1985  |

## **SCHOLARSHIP/GRANT STUDY**

CHED Massive Upgrading Program for Teachers (English), Samar State Polytechnic College, Catbalogan, Samar 1998 – 1999

## **IN SERVICE TRAININGS/SEMINARS ATTENDED**

### **A. NATIONAL**

National Secondary Schools Press Barotac Nuevo, Iloilo City, February 24 – 28, 1986 Press Conference



## B. REGIONAL

Emceeding and Effective Public Speaking, Phil. HRD Training and Seminar Specialists, Surigao City, July 24, 2004

School Based In-Service Training for Secondary School Teachers, DREESMNHS San Jose, Surigao, del Norte, May 31 – June 2, 2004 of San Jose District

In-Service Training (INSET) for Third Year High School Teachers of ESC-TFS Participating Institutions, Urios College, Butuan City, May 26-31, 2003

Regional Seminar Workshop on the Higher Education Management Information System (HEMIS), Leyte Normal University, Tacloban City, March 8, 1999

Values Orientation Workshop (VOW), Samar State College of Agriculture and Forestry, San Jorge, Samar, February 23-25, 1999

Textbook and Journal Article Center for Human Research and Dev. Foundation Writing Inc., Cebu City, February 16-17, 1999

1998 Regional Tertiary School Press Conference, Samar Regional School of Fisheries, Catbalogan, Samar, November 18-19, 1998

Enhancement Program on Persuasive Communication, Martinelle Speech Center, Ormoc City, July 6-10, 1998

Upgrading Program on Technical English Teachers, Vocational Schools, Leyte Normal University, Tacloban City, May 18 – 31, 1998

Re-echo Test Construction Seminar Workshop, SNAS, San Jorge, Samar, January 24, 1997

SEDP Training for Fourth Year Teachers in English, Science and Technology, DECS, Candahug, Palo Leyte, May 24 – June 4, 1993

Regional Secondary Schools Press Conference, ESNC High School, Borongan, Samar, October 11-14, 1995

Regional Consultative Conference on Campus Journalism Tertiary Level, August 20, 1993

Regional Seminar on Journalism for School paper Adviser, Leyte National High School, Tacloban City, October 21 – 23, 1992

DECS-SNAS Re-echo Training Course on Clinical Supervision For Greater Learning Effectiveness in Technical and Vocational Education, Samar National Agricultural School, San Jorge, Samar, September 4, 1992

Fourth Year SEDP Mass Training in English, Leyte National High School, Tacloban City, April 20 – May 4, 1992

Seminar – Workshop on “Bayan Muna Bago Sarili”: An Educational Commitment, Samar State Polytechnic College (SSPC), Catbalogan, Samar, July 5 – 6, 1990

Seminar – Workshop on Values Education, SSPC, Catbalogan, Samar, July 14 – 15, 1988

Research Program Development, SSPC, Catbalogan, Samar, February 27, 1987

Regional Secondary School Press Conference, Ormoc City, November 7 – 9, 1986

Seminar – Workshop on Work Values Development, SSPC, Catbalogan, Samar, June 27, 1986

Regional Secondary School Press, Biliran, Leyte, November 8 – 10, 1985

Basic Integrated Theater Arts, SSPC, Catbalogan, Samar, April 9 – 13, 1985

### **CIVIL SERVICE EXAMINATIONS PASSED**

Career Service Professional: Catbalogan, Samar, December 7, 1980

Professional Board Examination for Teachers, Tacloban City, May 25, 1980

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