

# Workbook

## on

# English

## (Grade 4)



Produced by 57-75  
in partnership with the Ateneo Center for Educational Development  
and the Department of Education Divisions of  
Bayombong (Nueva Vizcaya), Guimaras, Iligan City (Lanao del Norte), Iloilo City (Iloilo),  
Pampanga, San Isidro (Nueva Ecija), Pagbilao (Quezon) and Sual (Pangasinan)

# Workbook on English (Grade 4)

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## PREFACE

In April 2008 the **57-75** Movement organized a workbooks development write-shop in order to come up with an immediate and effective response to the problem of lacking textbooks and instructional materials in public schools. For two weeks, master teachers from each of the **57-75** pilot sites compiled a series of workbooks on Science, English, and Mathematics designed for their elementary and high school students.

The write-shop aimed to: (1) identify least mastered skills in a subject area; (2) produce lesson guides that will help increase the ability of classroom instructors in developing the mastery level of students particularly in problematic subject areas; and (3) help teachers be creative in developing their own instructional materials based on resources available to them in their respective schools.

Both the faculty and students of the public school system are expected to gain from this project. Teachers will not only be aided by the problem-solving and explanations given in the workbooks but will also be helped in terms of gearing their students towards a unified understanding of the subject matter. This workbook will also serve as an alternative medium of instruction in the absence of textbooks and other necessary teaching materials that the less fortunate may not be able to afford.

The workbooks development write-shop is also **57-75**'s contribution to enhancing the reading proficiencies in its pilot sites.

**57-75**, a private sector-led movement created to help address the many problems of Philippine education, was inspired by one of the many disturbing indicators of the state of Philippine education – the results of the National Achievement Test, in which grade school pupils scored close to 57.

The reversal of numbers in the campaign name – from 57 to 75 – symbolizes what the movement is trying to do: *turn things around*, about radically rethinking the way we look at our education system and the way we support it. We believe that this kind of rethinking will help turn around the dismal trends in Philippine education, and eventually change statistics from 57 to 75.

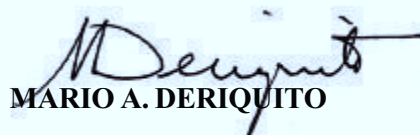
**57-75** advocates *Focusing* on helping students stay in school, enhancing reading proficiencies, and improving achievement rates in math, science, and English; student and school *Performance*; and *Community Empowerment and Engagement*.

**57-75** wishes to acknowledge the Ateneo Center for Educational Development for supervising the workshop. Much gratitude is also given to the League of Corporate Foundations' Committee on Education which funded the workshop through a grant provided by TeaM Energy Foundation, as well as to Jollibee Foundation for additional logistical support.

**57-75** would also like to especially acknowledge the master teachers from the pilot sites – without their commitment, this workbook would not have been possible. We also extend our appreciation to the reviewers, editors and encoders of ACED who accommodated this project into their existing workload.

**57-75** is also very grateful to the initial pool of corporate donors who have pledged to help in the reproduction of this workbook: TeaM Energy Foundation, Petron Foundation, Pilmico Corporation, BPI Foundation, Metrobank Foundation and Insular Life Foundation. Thank you for helping to reverse the education crisis!

In behalf of the National Task Force –

  
**MARIO A. DERIQUITO**

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**Lesson 1:                    Using words with stressed and unstressed syllables  
in sentences. (Competency 1, Speaking)**

**Exercise A**

Directions: Complete the sentence by writing a word on the blank. Choose the words from the box.

library	committee
automobile	occasion
comfortable	intestine
supervisor	remember
beautiful	enamel
elementary	

1. Our family comes together during important \_\_\_\_\_.
2. The garden blooms with \_\_\_\_\_ flowers.
3. We have many books in the \_\_\_\_\_.
4. Which \_\_\_\_\_ do you belong?
5. I feel relaxed sitting on this \_\_\_\_\_ chair.
6. We enjoy riding in father's new \_\_\_\_\_.
7. Mrs. Castillo is our new \_\_\_\_\_.
8. Brush your teeth to protect your \_\_\_\_\_.
9. The final digestion of food takes place in the small \_\_\_\_\_.
10. Do you still remember your \_\_\_\_\_ teacher?

**Lesson 1:                    Using words with stressed and unstressed syllables  
in sentences. (Competency 1, Speaking)**

**Exercise B**

Directions: Complete the sentence by writing a word on the blank. Choose the words from the box.

presentation	community
Mathematics	measure
necessary	performance
conservation	medicine
education	cemetery

1. I find \_\_\_\_\_ difficult.
2. Children should value \_\_\_\_\_.
3. The pupils showed their best \_\_\_\_\_ during the program.
4. The Grade IV pupils had a nice \_\_\_\_\_ during the program.
5. It is \_\_\_\_\_ to practice before a show.
6. Most people go to the \_\_\_\_\_ during All Soul's Day.
7. Did you take your \_\_\_\_\_?
8. We should campaign for the \_\_\_\_\_ of our environment.
9. Did you \_\_\_\_\_ the length of the wood?
10. The pupils are helping their \_\_\_\_\_.

**Lesson 2: Giving a series of direction using sequence signals,  
(first, then, next, afterwards, lastly or finally)  
(Competency 2, Speaking)**

**Exercise A**

Directions: Write on the blanks the correct sequence signals to complete the directions.

**How to Make a Rainbow Picture**

It is fun to make a rainbow picture. 1.) \_\_\_\_\_, prepare the materials like bond paper, crayons, and a pencil with a sharp point.. 2.) \_\_\_\_\_, use crayons other than black to make a design. 3.)\_\_\_\_\_, cover the design with black crayons. 4.)\_\_\_\_\_, use a pencil to draw a picture and to remove some black crayon. 5.)\_\_\_\_\_, hang your picture.

**How to Prepare Calamansi Juice**

It is easy to make calamansi juice. 1.) \_\_\_\_\_, wash five calamansi fruits. 2.)\_\_\_\_\_, cut them in the middle crosswise. 3.)\_\_\_\_\_, squeeze the cut calamansi into a glass. 4.)\_\_\_\_\_, remove the seeds. 5.)\_\_\_\_\_add sugar and water and stir well until sugar dissolves. Now, you can enjoy a nutritious drink.

**Lesson 2: Giving a series of direction using sequence signals,  
(first, then, next, afterwards, lastly or finally)  
(Competency 2, Speaking)**

**Exercise B**

Directions: Write on the blanks the correct sequence signals to complete the directions.

**How to Make an Eggplant Omelet**

I will teach you how to make an eggplant omelet. \_\_\_\_\_, roast the eggplant.  
\_\_\_\_\_, remove the skin. \_\_\_\_\_, press the eggplant flat on a plate. \_\_\_\_\_,  
soak it in a well-beaten egg. \_\_\_\_\_, fry it. You are now ready to serve this dish.

(Source: *Fun in English IV*)

**How to Make a Paper Collage**

Making paper collage is a fun activity. \_\_\_\_\_, collect pictures from magazines and cut  
into different shapes made from colored paper and foil. \_\_\_\_\_, get a large sheet of drawing paper.  
\_\_\_\_\_, on the large sheet of paper, place the paper shapes and pictures in a pattern you like.  
\_\_\_\_\_, glue the paper shapes and pictures the way you placed them on the paper. \_\_\_\_\_,  
hang your collage up on a wall. This will surely show how creative you are.

(Source: *Gold Medal*)

**Lesson 3:                    Using courteous expressions in appropriate situations.  
(Competency 3, Speaking)**

**Exercise A**

Directions: Arrange the jumbled words to form the right answer or response to the following situations.

1-3. Ana makes a call in the morning to her friend Dina. What will she say?

- a. \_\_\_\_\_ MORNING GOOD
- b. \_\_\_\_\_ ANA THIS IS SPEAKING
- c. \_\_\_\_\_ I WITH SPEAK MAY DINA?

4-5. You answer a call for your father who is not home.

- a. \_\_\_\_\_ IN NOT FATHER IS AT THE MOMENT
- b. \_\_\_\_\_ MESSAGE WOULD LIKE YOU TO LEAVE A

6-7. You answer the phone for someone who calls a wrong number.

- a. \_\_\_\_\_ SORRY I'M
- b. \_\_\_\_\_ WRONG NUMBER IT'S A

8-9 You answer the call for your mother who is in the kitchen.

- a. \_\_\_\_\_ HOLD YOUR PLEASE LINE
- b. \_\_\_\_\_ CALL I'LL HER

10. What will you say when receiving calls?

- a. \_\_\_\_\_ IS   (name)   THIS SPEAKING

**Lesson 3:**            **Using courteous expressions in appropriate situations.**  
**(Competency 3, Speaking)**

**Exercise B**

Directions: Arrange the jumbled words to form the right answer or response to the following situations.

1-3. Cora forgot her assignment notebook in school.

- a. \_\_\_\_\_ EVENING GOOD
- b. \_\_\_\_\_ CORA THIS SPEAKING IS
- c. \_\_\_\_\_ ROBERT I MAY WITH SPEAK?

4-5. You answer a call for your mother who is not home.

- a. \_\_\_\_\_ SORRY I'M
- b. \_\_\_\_\_ OUT SHE'S
- c. \_\_\_\_\_ A MESSAGE TAKE MAY I

7-8. You answer a phone and it's a wrong number.

- a. \_\_\_\_\_ SORRY I AM
- b. \_\_\_\_\_ NUMBER WRONG A IT IS

9-10. You answer a call for your father who is in the garden.

- a. \_\_\_\_\_ PLEASE ONE MOMENT
- b. \_\_\_\_\_ HIM WILL I CALL

**Lesson 4: Asking and answering questions about oneself/others and pictures. (Competency 4, Speaking)**

**Exercise A**

Directions: Pick a partner and ask him or her the following questions below. Your partner will answer it then ask you the same questions.

1. What's your name?
2. How old are you?
3. What grade are you in?
4. Who's your teacher?
5. Where do you study?
6. Where do you live?
7. Who's your father?
8. What's his work?
9. Who's your mother?
10. What's her work?

**Exercise B**

Directions: Pick a partner and ask him or her the following questions below. Your partner will answer it then ask you the same questions.

1. What's your favorite fairytale book?
2. Who's your favorite book character?
3. Why do you like her/him?
4. What's your favorite fruit?
5. Why do you like it?
6. What place would you like to visit?
7. What's your favorite song?
8. What would you like to be when you grow up?
9. Who's your favorite hero?
10. What's your talent?

**Lesson 5:            Using because, so that, in order that, in answering questions. (Competency 4.1 Speaking)**

**Exercise A**

Directions: Read each sentence. Fill in the blanks with because, so that, or in order that.

1. Dinah was absent yesterday \_\_\_\_\_she was not feeling well.
2. We should exercise daily \_\_\_\_\_our body will become healthy.
3. Randy topped the exams \_\_\_\_\_he studied hard.
4. We should drink milk everyday \_\_\_\_\_our teeth and bones will become strong.
5. Riza is thin and sickly \_\_\_\_\_she doesn't eat vegetables.
6. Father was tired \_\_\_\_\_he worked hard in the garden.
7. Jinky forgot to make her assignment \_\_\_\_\_of her busy schedule.
8. We take a bath everyday \_\_\_\_\_we will be clean.
9. Gloria is healthy \_\_\_\_\_she eats the right kind of food.
10. Mang Jose waters the plants \_\_\_\_\_they will grow well.

**Lesson 5: Using because, so that, in order that, in answering questions.  
(Competency 4.1 Speaking)**

**Exercise B**

Directions: Read each sentence. Fill in the blanks with because, so that, or in order that.

1. Father works hard \_\_\_\_\_ he can provide for our needs.
2. The baby cries \_\_\_\_\_ she is hungry.
3. Landslides happen \_\_\_\_\_ people cut all the trees in the forest.
4. We need to conserve water \_\_\_\_\_ water shortage will not happen.
5. Water is important \_\_\_\_\_ it has many uses.
6. Farmers plant palay and vegetables \_\_\_\_\_ we will have food.
7. We have to take care of the earth \_\_\_\_\_ it is the only planet we have.
8. People should recycle their garbage \_\_\_\_\_ the garbage problem will lessen.
9. We must save the soil \_\_\_\_\_ soil supports life.
10. People should plant trees \_\_\_\_\_ erosion will be avoided.

**Lesson 6:            Use in sentences the plural form of nouns ending in f.  
(Competency 5.1, Speaking)**

**Exercise A**

Directions: Write the correct plural form of each given noun in parentheses on the blanks.

- (calf)            1. Two \_\_\_\_\_ were grazing in the meadow.
- (belief)            2. Filipinos have a lot of \_\_\_\_\_ and traditions
- (leaf)            3. Most \_\_\_\_\_ are green.
- (chief)            4. The \_\_\_\_\_ of the villages belong to the nobility.
- (handkerchief) 5. Mother kept the \_\_\_\_\_ in the cabinet.
- (shelf)            6. There were enough \_\_\_\_\_ for all the books.
- (roof)            7. Many \_\_\_\_\_ were blown away during the storm.
- (loaf)            8. Willy bought five \_\_\_\_\_ of bread.
- (hoof)            9. Horses have strong \_\_\_\_\_.
- (elf)            10. The good fairy freed the \_\_\_\_\_.

**Lesson 6:**            **Use in sentences the plural form of nouns ending in f.**  
**(Competency 5.1, Speaking)**

**Exercise B**

Directions: Write the correct plural form of each given noun in parentheses on the blanks.

- (life)            1. Hundreds of \_\_\_\_\_ were affected by the war.
- (cliff)           2. The Ifugaos bury their dead in the caves found along the \_\_\_\_\_.
- (wife)           3. The \_\_\_\_\_ of the farmers help harvest the palay.
- (dwarf)          4. People living in rural areas still believe in \_\_\_\_\_.
- (knife)          5. \_\_\_\_\_ and other sharp objects should be placed in safe places.
- (wolf)           6. A pack of \_\_\_\_\_ attacked a herd of sheep.
- (handcuff)      7. The policemen always bring \_\_\_\_\_.
- (gulf)           8. \_\_\_\_\_ are bodies of water.
- (proof)          9. Both parties presented \_\_\_\_\_ to the judge.
- (staff)          10. The congressman's \_\_\_\_\_ facilitated the meeting.

**Lesson 7:                   Using the plural form of nouns in sentences.  
(Competency 5.2, Speaking)**

**Exercise A**

Directions: Underline the word in the parentheses in order to make the sentence correct.

1. Five (policeman, policemen) were awarded as Outstanding Policemen of the Year.
2. They caught five (thief, thieves) in the department store.
3. Three (woman, women) were hurt.
4. Two stray bullets hit both her (foot, feet).
5. Several (loaf, loaves) of bread were scattered on the street.
6. Two (knife, knives) were found near the scene.
7. The passengers (himself, themselves) were stunned.
8. There's a nest of (mouse, mice) in the ceiling.
9. We have several (goose, geese) in the yard.
10. The dentist checked the (tooth, teeth) of the patients.

**Lesson 7:                    Using the plural form of nouns in sentences.  
(Competency 5.2, Speaking)**

**Exercise B**

Directions: Underline the word in the parentheses in order to make the sentence correct.

1. The (gentleman, gentlemen) wore coats and trousers.
2. Two (children, childrens) were inside the gym.
3. The (wife, wives) of the farmers helped in the harvest of palay.
4. (Wolf, wolves) are not common in our country.
5. I need five (loaf, loaves) of bread for the party.
6. Many people still believe in (dwarf, dwarfs).
7. The coconut (leaf, leaves) are very useful to people.
8. Five (woman, women) were voted as officers of the association.
9. The (calf, calves) were grazing in the field.
10. Some (fisherman, fishermen) were still at sea when the storm came.

**Lesson 8:            Using the plural form of nouns ending in y.  
(Competency 5.2, Speaking)**

**Exercise A**

Directions: Write the correct form of each noun in parenthesis.

- |           |  |
|-----------|--|
| (family)  | 1. Mario and Eden belong to a conservative _____   |
| (boy)     | 2. Several _____ played basketball in the gym.     |
| (story)   | 3. Every night, Mother reads us many _____.        |
| (monkey)  | 4. We saw ten _____ at the zoo.                    |
| (library) | 5. The school has two _____.                       |
| (city)    | 6. The tourist visited different _____ in the U.S. |
| (toy)     | 7. Father bought us a lot of _____.                |
| (lady)    | 8. The _____ were amused by the show.              |
| (key)     | 9. I lost the _____ on my way home.                |
| (turkey)  | 10. Grandfather raises _____ in his farm.          |

**Lesson 8:                    Using the plural form of nouns ending in y.  
(Competency 5.2, Speaking)**

**Exercise B**

Directions: Write the correct form of each noun in parentheses.

- (valley)            1. \_\_\_\_\_ are flat lands between mountains.
- (lily)              2. Beautiful \_\_\_\_\_ bloom in the garden.
- (bay)              3. \_\_\_\_\_ are bodies of water.
- (baby)            4. Mothers feed their \_\_\_\_\_ with breast milk.
- (belly)            5. The \_\_\_\_\_ of the pigs sagged as they walked around the sty.
- (tray)             6. The waiters brought five \_\_\_\_\_ of food for the guests.
- (strawberry)    7. Lilia likes to eat \_\_\_\_\_.
- (fairy)            8. The \_\_\_\_\_ grant the wishes of the princess.
- (spy)             9. Two \_\_\_\_\_ keep top secret documents from the military.
- (country)        10. Japan and America are \_\_\_\_\_ that grant aid to the Philippines.

**Lesson 9:                   Using expressions denoting quantity.  
(Competency 5.5, Speaking)**

**Exercise A**

Directions: Underline the correct word to complete each sentence.

1. How (many, much) kilos of rice will you buy?
2. The toddler ate (a little, a lot of) cookies.
3. The cook put (a few, a little) salt in the soup.
4. Mother needs (a few, much) flour for the cake.
5. How (many, much) is one kilo of rice nowadays?
6. I need (a little, a few) slices of pineapple for the salad.
7. Aunt Mila ordered (much, a lot of) flowers for the bouquet.
8. There are (much, many) chairs in the auditorium.
9. I added (much, many) water to the milk.
10. This reporter asked (a little, a few) questions from the witness.

**Exercise B**

Directions: Underline the correct word to complete each sentence.

1. We should eat (many, a lot of) vegetables everyday.
2. How (many, much) money do you have in your pocket?
3. Grandmother seasoned the meat with (a little, a few) soy sauce.
4. I don't like to put (much, many) salt in my food.
5. (A little, A few) drops of rain have fallen to the ground.
6. Beth ate (many, a lot of) potato salad at the party.
7. Teachers need (many, a lot of) patience in dealing with pupils.
8. Mother bought (many, much) cans of milk at the grocery.
9. I want (much, a lot of) fresh fruits in my diet.
10. Joey got (a few, a little) bars of soap from the shelf.

**Lesson 10:            Using possessive form of singular nouns.  
(Competency 6, Speaking)**

**Exercise A**

Directions: Write on the blank the possessive form of each underlined noun.

- \_\_\_\_\_ 1. The city Clean and Green project started last year.
- \_\_\_\_\_ 2. I borrowed James ballpen yesterday.
- \_\_\_\_\_ 3. Mark investigatory project won first place in the Science Fair.
- \_\_\_\_\_ 4. The school gate closes at seven o'clock in the evening.
- \_\_\_\_\_ 5. Dr. Reyes car is parked in that area.
- \_\_\_\_\_ 6. Jesus parables give lessons to people.
- \_\_\_\_\_ 7. The child toys were kept in the cabinet.
- \_\_\_\_\_ 8. Jane books are scattered on the floor.
- \_\_\_\_\_ 9. The siren wail can be heard from a distance.
- \_\_\_\_\_ 10. The book title was written in bold letters.

**Exercise B**

Directions: Write on the blank the possessive form of each underlined noun.

- \_\_\_\_\_ 1. A fly got caught in the spider web.
- \_\_\_\_\_ 2. The teenager party was held in the garden.
- \_\_\_\_\_ 3. The teacher table is at the center of the room.
- \_\_\_\_\_ 4. People light fireworks on New Years Eve.
- \_\_\_\_\_ 5. The young girl gift for her Mom was a pair of slippers.
- \_\_\_\_\_ 6. The stewardess uniform is attractive.
- \_\_\_\_\_ 7. My brother bicycle was newly painted.
- \_\_\_\_\_ 8. Beatriz snack was left in the car.
- \_\_\_\_\_ 9. The book cover was torn.
- \_\_\_\_\_ 10. The pig sty is dirty.

## Lesson 11: Using the possessive form of plural nouns. (Competency 6.1, Speaking)

### Exercise A

Directions: Write on the blank the possessive form of each underlined noun.

- \_\_\_\_\_ 1. The pupils response are all positive.
- \_\_\_\_\_ 2. Foxes tails are long and brushy.
- \_\_\_\_\_ 3. The scissors blades are very sharp.
- \_\_\_\_\_ 4. The pants pockets are embroidered.
- \_\_\_\_\_ 5. Our friends addresses are listed in the  
directory.
- \_\_\_\_\_ 6. The policemen patrols were on  
standby.
- \_\_\_\_\_ 7. The children party was held in the  
garden.
- \_\_\_\_\_ 8. The Geese feathers are very beautiful.
- \_\_\_\_\_ 9. The teachers club will have a meeting  
this afternoon.
- \_\_\_\_\_ 10. The nurses schedules were posted on  
the board.

### Exercise B

Directions: Write on the blank the possessive form of each underlined noun.

- \_\_\_\_\_ 1. The fishermen wives waited  
on the shore.
- \_\_\_\_\_ 2. The dogs kennels were clean.
- \_\_\_\_\_ 3. The dentist examined the  
teeth enamel.
- \_\_\_\_\_ 4. The boy polished the ladies  
shoes.
- \_\_\_\_\_ 5. The parents seminar was held  
at the auditorium.
- \_\_\_\_\_ 6. The security guards uniforms  
were provided by the company.
- \_\_\_\_\_ 7. The firemen trucks are ready  
now.
- \_\_\_\_\_ 8. The students voices could be  
heard at the hallway.
- \_\_\_\_\_ 9. The women organization had  
a medical mission for Payatas.
- \_\_\_\_\_ 10. The cow horns are very  
sharp.

**Lesson 12:**            **Using a variety of sentences (declarative)**  
**(Competency 7.1, Speaking)**

**Exercise A**

Directions: Complete the each sentence below.

1. Teachers \_\_\_\_\_.
2. The pupils \_\_\_\_\_.
3. Books \_\_\_\_\_.
4. Jason lives \_\_\_\_\_.
5. We get fish \_\_\_\_\_.
6. People eat \_\_\_\_\_.
7. The sea \_\_\_\_\_.
8. Farmers \_\_\_\_\_.
9. We should save \_\_\_\_\_.
10. Rice is \_\_\_\_\_.

**Lesson 12:            Using a variety of sentences (declarative)**  
**(Competency 7.1, Speaking)**

**Exercise B**

Directions: Complete the each sentence below.

1. Plants \_\_\_\_\_.
2. Animals give \_\_\_\_\_.
3. Our teachers \_\_\_\_\_.
4. People go \_\_\_\_\_.
5. Fishermen \_\_\_\_\_.
6. Let's protect \_\_\_\_\_.
7. Don't throw \_\_\_\_\_.
8. I like to \_\_\_\_\_.
9. Big boats \_\_\_\_\_.
10. The sand \_\_\_\_\_.

**Lesson 13:            Using a variety of sentences (interrogative)  
(Competency 7.2, Speaking)**

**Exercise A**

Directions: Change each declarative statement to an interrogative statement. Write your answer on the blank.

1. The speed of light is 300, 000 kilometers per second.

---

2. The cheetah is the fastest animal on earth.

---

3. Galileo was the first person to study the moon using a telescope.

---

4. Ranger was the first to take close-up pictures of the moon's surface.

---

5. Neil Armstrong was the first man to step on the moon.

---

6. The moon is a satellite of the earth.

---

7. A satellite is an object that revolves around another object.

---

8. The solar system is made up of the sun and the planets.

---

9. Mercury is the closest planet to the sun.

---

10. Venus is always covered with thick clouds.

---

**Lesson 13:            Using a variety of sentences (interrogative)  
(Competency 7.2, Speaking)**

**Exercise B**

Directions: Change each declarative statement to an interrogative statement. Write your answer on the blank.

1. Jupiter is the largest planet.

---

2. Saturn is the second largest planet.

---

3. The asteroid belt is found between the orbits of Mars and Jupiter.

---

4. A meteor is smaller than an asteroid.

---

5. Comets are large chunks of ice and dust.

---

6. A meteorite is a meteor that reaches the ground.

---

7. The most famous comet is Halley's comet.

---

8. The planet Mars is our next-door neighbor.

---

9. Earth is 150 million kilometers from the sun.

---

10. Mars is 225 million kilometers from the sun.

---

**Lesson 14:            Using a variety of sentences (imperative)**  
**(Competency 7.3, Speaking)**

**Exercise A**

Directions: Change the following commands to request statements.

1. Line up properly. \_\_\_\_\_
2. Enter the classroom quietly. \_\_\_\_\_
3. Listen to the teacher politely. \_\_\_\_\_
4. Greet the teacher. \_\_\_\_\_
5. Write your answers neatly. \_\_\_\_\_
6. Report to the office immediately. \_\_\_\_\_
7. Pick up piece of paper. \_\_\_\_\_
8. Answer the telephone call promptly. \_\_\_\_\_
9. Speak politely. \_\_\_\_\_
10. Read the selections carefully. \_\_\_\_\_

**Lesson 14:            Using a variety of sentences (imperative)**  
**(Competency 7.3, Speaking)**

**Exercise B**

Directions: Change the following commands to request statements.

1. Answer questions direct to the point. \_\_\_\_\_
2. Don't be cruel to your pets. \_\_\_\_\_
3. Feed your pets well. \_\_\_\_\_
4. Give them water to drink. \_\_\_\_\_
5. Do you homework diligently. \_\_\_\_\_
6. Close the door quietly. \_\_\_\_\_
7. Read silently. \_\_\_\_\_
8. Erase the writings on the chalkboard. \_\_\_\_\_
9. Empty the trash can. \_\_\_\_\_
10. Clean the yard. \_\_\_\_\_

## Lesson 15: Using a variety of sentences (Exclamatory). (Competency 7.4, Speaking)

### Exercise A

Directions: Write two different exclamatory sentences for the following situations.

1. You feel pain in your stomach.
  - a. \_\_\_\_\_!
  - b. \_\_\_\_\_!
2. Your teacher announced in class that you topped the exam.
  - a. \_\_\_\_\_!
  - b. \_\_\_\_\_!
3. Somebody stepped on your foot.
  - a. \_\_\_\_\_!
  - b. \_\_\_\_\_!
4. You found a five hundred-peso bill on the playground.
  - a. \_\_\_\_\_!
  - b. \_\_\_\_\_!
5. You wake up and there's a fire in the other side of the street.
  - a. \_\_\_\_\_!
  - b. \_\_\_\_\_!

### Exercise B

Directions: Write two different exclamatory sentences for the following situations.

1. Your parents threw you a birthday party.
  - a. \_\_\_\_\_!
  - b. \_\_\_\_\_!
2. You were eating and you felt the floor shaking.
  - a. \_\_\_\_\_!
  - b. \_\_\_\_\_!
3. You have a toothache.
  - a. \_\_\_\_\_!
  - b. \_\_\_\_\_!
4. You wake up to a beautiful day.
  - a. \_\_\_\_\_!
  - b. \_\_\_\_\_!
5. You lost your cellphone.
  - a. \_\_\_\_\_!
  - b. \_\_\_\_\_!

**Lesson 16:**            **Using object pronouns.**  
**(Competency 8, Speaking)**

**Exercise A**

Directions: Change the underlined words and phrases into object pronouns. Choose your answer from the box. Write your answer on the blank before the number.

them	her	him	us	me	it
------	-----	-----	----	----	----

\_\_\_\_\_ 1. Mang Pedro helped Father and me make a new fence.

\_\_\_\_\_ 2. These flowers are for Rose.

\_\_\_\_\_ 3. Carla took a picture of the bird.

\_\_\_\_\_ 4. Have you found my wallet?

\_\_\_\_\_ 5. Mr. Valdez saw the workers building a house.

\_\_\_\_\_ 6. Brenda brought the basket to the kitchen.

\_\_\_\_\_ 7. I saw Nena walking at the garden.

\_\_\_\_\_ 8. Jackie went to the movies with Jane and Jillian.

\_\_\_\_\_ 9. The boys helped Mr. Cortez plant the seedlings.

\_\_\_\_\_ 10. Rene accompanied Nenita and me to the market.

**Lesson 16:**            **Using object pronouns.**  
**(Competency 8, Speaking)**

**Exercise B**

Directions: Change the underlined words and phrases into object pronouns. Choose your answer from the box. Write your answer on the blank before the number.

them	her	him	us	me	it
------	-----	-----	----	----	----

- \_\_\_\_\_ 1. Reading helps you and me learn.
- \_\_\_\_\_ 2. The clowns entertained the children well.
- \_\_\_\_\_ 3. Mother carried my baby sister to the crib.
- \_\_\_\_\_ 4. The coach trains the basketball players in the gym.
- \_\_\_\_\_ 5. Please give these books to Mario.
- \_\_\_\_\_ 6. Jack Sparrow buried the treasure in an island.
- \_\_\_\_\_ 7. The class chose Liza to be their president.
- \_\_\_\_\_ 8. An angry dog chased Sharon and me around the block.
- \_\_\_\_\_ 9. The treasure hunters found the gold coins buried.
- \_\_\_\_\_ 10. God loves you and me no matter who we are.

**Lesson 17:**            **Using the object pronoun that agrees in number with its antecedent.**  
**(Competency 8.1, Speaking)**

**Exercise A**

Directions: Choose from the box the correct object pronoun that agrees with the underlined antecedent in each sentence. Write your answer on the blank.

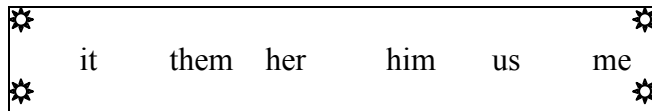
✱							✱
✱	it	them	her	him	us	me	✱

1. Jenny reads \_\_\_\_\_ story to the class.
2. Linda received a guitar for her birthday. She liked \_\_\_\_\_ very much.
3. Ben and Ernie have guitars, too. They asked Linda to play with \_\_\_\_\_.
4. Ben asked Linda, “Will you play with \_\_\_\_\_?”
5. Tourists like to see our historical places and beautiful spots. They would like to take pictures of \_\_\_\_\_.
6. Mr. Cruz brought his daughter to school and enrolled \_\_\_\_\_ in Grade IV.
7. The old man sits quietly on the bench. He reads a book and enjoys the serenity that surrounds \_\_\_\_\_.
8. Glenda waters the plants every morning. She helps take care of \_\_\_\_\_.
9. She sprays fertilizer, too. She sprays \_\_\_\_\_ once a week.
10. “I am Johnny, your new classmate. Please tell \_\_\_\_\_ where the library is.”

**Lesson 17:**            **Using the object pronoun that agrees in number with its antecedent. (Competency 8.1, Speaking)**

**Exercise B**

Directions: Choose from the box the correct object pronoun that agrees with the underlined antecedent in each sentence. Write your answer on the blank.



1. Melba has a sandwich for Ellen. She will give it to \_\_\_\_\_ during recess time.
2. Miss Reyes gave the Grade IV pupils an exam. \_\_\_\_\_ was very difficult.
3. Aunt Lilia promised to show Beth and me how to bake cookies. She will teach \_\_\_\_\_ on Sunday.
4. Father told me to keep the money. I earned. I deposited \_\_\_\_\_ in the bank.
5. I have a present for Sally. I will give it to \_\_\_\_\_ when I arrive.
6. Randy saw Charlie on television. He could not believe it was \_\_\_\_\_.
7. The teacher told the three girls to work on their assignment because she wanted \_\_\_\_\_ to sleep early.
8. Philip helped Amanda and me with our homework. He stayed with \_\_\_\_\_ until we were done.
9. We helped Rolly work on his project, too. We wanted \_\_\_\_\_ to finish on time.
10. George carried the bucket of water to the kitchen. He placed \_\_\_\_\_ on the sink.

## **Lesson 18:           Using the verb that agrees with the subject. (Competency 9.1, Speaking)**

### **Exercise A**

Directions: Complete each sentence by writing the correct form of the given verb in parentheses.

1. A motor sea turtle \_\_\_\_\_(lay) eggs.
2. She \_\_\_\_\_(bury) the eggs in the sand.
3. Then, she \_\_\_\_\_(swim) away.
4. The eggs \_\_\_\_\_(hatch).
5. The baby turtles \_\_\_\_\_(crawl) out of their nest
- 6.-7. Parents \_\_\_\_\_(protect) and \_\_\_\_\_(feed) the babies.
8. The mother \_\_\_\_\_(find) food for her children.
9. She also \_\_\_\_\_(teach) them how to find food.
10. A young kangaroo \_\_\_\_\_(ride) in its mother's pouch.

### **Exercise B**

Directions: Complete each sentence by writing the correct form of the given verb in parentheses.

1. Animals \_\_\_\_\_(learn) behavior in many ways.
2. A blue jay is a bird that \_\_\_\_\_(eat) different kinds of butterflies.
3. Plants \_\_\_\_\_(get) their energy from the sun.
4. Certain cells in the leaves of green plants \_\_\_\_\_(change) their light energy into a form of energy that plants can use.
5. Chlorophyll \_\_\_\_\_(trap) light energy.
6. It \_\_\_\_\_(give) plants their green color.
7. Plants \_\_\_\_\_(need) air before they can use the trapped energy.
8. The tiny holes \_\_\_\_\_(let) air move in and out of the leaf.
9. Plants \_\_\_\_\_(use) certain gas from the air.
10. Photosynthesis \_\_\_\_\_(make) plants different from most other living things.

## **Lesson 19:           Using the present form of the verbs. (Competency 9.1, Speaking)**

### **Exercise A**

Directions: Complete each sentence by writing the correct form of the verb in the parentheses.

1. Ricky \_\_\_\_\_(live) in the city.
2. He \_\_\_\_\_(ride) a jeepney going to school.
3. The fireman \_\_\_\_\_(put) out the fire.
4. My grandparents \_\_\_\_\_(wake) up early in the morning.
5. My grandmother \_\_\_\_\_(prepare) breakfast.
6. Grandmother \_\_\_\_\_(feed) the chickens.
7. He also \_\_\_\_\_(go) to the garden.
8. He \_\_\_\_\_(plant) vegetables in his garden.
9. I \_\_\_\_\_(help) Grandfather water the plants in his garden.
10. I \_\_\_\_\_(pull) the weeds around the plants.

### **Exercise B**

Directions: Complete each sentence by writing the correct form of the verb in the parentheses.

1. The children \_\_\_\_\_(play) games in the playground.
2. I \_\_\_\_\_(feed) my pet everyday.
3. The teacher \_\_\_\_\_(teach) the children well.
4. You \_\_\_\_\_(jog) every morning.
5. Our class \_\_\_\_\_(begin) at seven thirty in the morning.
6. Allan \_\_\_\_\_(study) his lesson at night.
7. We \_\_\_\_\_(watch) movies on weekends.
8. The baby \_\_\_\_\_(cry) when she is hungry.
9. Some people \_\_\_\_\_(leave) their homes for work.
10. Peter and Paul \_\_\_\_\_(buy) a daily newspaper.

**Lesson 20:            Using the past form of the regular verbs.  
(Competency 9.2, Speaking)**

**Exercise A**

Directions: Change the verb inside the parenthesis into its past form. Write your answer on the blank.

- (attend)        1. Lawrence \_\_\_\_\_ the meeting last week.
- (visit)         2. We \_\_\_\_\_ Bohol last summer.
- (step)          3. Jack \_\_\_\_\_ on the newly planted seedlings yesterday.
- (postpone)    4. The mayor \_\_\_\_\_ his visit this morning, because of the bomb threat.
- (fry)           5. The campers \_\_\_\_\_ some eggs this morning.
- (wish)         6. I \_\_\_\_\_ on a falling star last night.
- (top)           7. Last summer, Cathy \_\_\_\_\_ the entrance exam.
- (carry)         8. The boys \_\_\_\_\_ their backpacks with them.
- (start)         9. Yesterday, the program \_\_\_\_\_ late.
- (trim)          10. The janitor \_\_\_\_\_ the grasses last Saturday.

**Lesson 20:            Using the past form of the regular verbs.  
(Competency 9.2, Speaking)**

**Exercise B**

Directions: Change the verb inside the parenthesis into its past form. Write your answer on the blank.

- (quarrel)      1. Last night, I \_\_\_\_\_ with my sister.
- (cook)          2. Mother \_\_\_\_\_ spaghetti last Sunday.
- (cry)          3. My baby sister \_\_\_\_\_ last night.
- (miss)         4. Wilma \_\_\_\_\_ her class yesterday.
- (plan)         5. The group \_\_\_\_\_ their activities last week.
- (recite)       6. I \_\_\_\_\_ the poem in front of my classmates last Monday.
- (clap)         7. Everybody \_\_\_\_\_ their hands after my number.
- (review)      8. The whole class \_\_\_\_\_ for the final exam, last month.
- (dance)       9. Beth \_\_\_\_\_ at the party yesterday.
- (appear)      10. Last night, the moon \_\_\_\_\_ bigger than before.

**Lesson 21:            Using the past forms of irregular verbs.  
(Competency 9.3, Speaking)**

**Exercise A**

Directions: Change the verb inside the parenthesis into its past form. Write your answer on the blank.

- (find)            1. Long time ago, a rooster \_\_\_\_\_ a pearl.
- (see)            2. He \_\_\_\_\_ that it was a jewel and not a grain of corn.
- (come)           3. The farmer's wife \_\_\_\_\_ with a sack of feeds for the chickens.
- (put)            4. The rooster \_\_\_\_\_ it aside.
- (eat)            5. It \_\_\_\_\_ the feeds.
- (catch)           6. Something white \_\_\_\_\_ the attention of the farmer's wife.
- (know)           7. She \_\_\_\_\_ it was a pearl.
- (throw)           8. She \_\_\_\_\_ away the sack.
- (run)            9. She \_\_\_\_\_ into the house with delight.
- (take)           10. She \_\_\_\_\_ the treasure with her.

**Lesson 21:            Using the past forms of irregular verbs.  
(Competency 9.3, Speaking)**

**Exercise B**

Directions: Change the verb inside the parenthesis into its past form. Write your answer on the blank.

1.            Once upon a time, Glenda the goat (go) \_\_\_\_\_ to the field to show her pointed horns to the sun.
  
2.            She (tread) \_\_\_\_\_ to the top of the hill to catch it, but it was already high up in the sky.
  
- 3 – 4.        Glenda (weep) \_\_\_\_\_ and the other animals (hear) \_\_\_\_\_ her.
  
- 5 – 6.        The birds (fly) \_\_\_\_\_ closer to the sun and (beseech) \_\_\_\_\_ him to help Glenda.
  
- 7 – 8.        The sun (shine) \_\_\_\_\_ and (make) \_\_\_\_\_ a ball from one of its rays.
  
- 9 – 10.      He (throw) \_\_\_\_\_ the ball to Glenda but she didn't catch it and it (fall) \_\_\_\_\_ into the lake.

**Lesson 22:            Using the future form of the verb.**  
**(Competency 9.4, Speaking)**

**Exercise A**

Directions: Change the verb inside the parenthesis into its future form. Write your answer on the blank.

- |             |   |
|-------------|---|
| (meet)      | 1. The class officers _____ tonight.                      |
| (discuss)   | 2. They _____ plans for the coming field trip.            |
| (visit)     | 3. The Grade IV pupils _____ the museum next Friday.      |
| (ask)       | 4. Dorothy _____ permission from her father this evening. |
| (harvest)   | 5. This coming week, the farmers _____ their palay.       |
| (give)      | 6. Father _____ his carabao a bath in the river tomorrow. |
| (celebrate) | 7. I _____ my birthday next month.                        |
| (study)     | 8. I _____ for the exams tonight.                         |
| (review)    | 9. Tomorrow, I _____ my notes.                            |
| (leave)     | 10. The tourist _____ the hotel next weeks.               |

**Lesson 22:            Using the future form of the verb.**  
**(Competency 9.4, Speaking)**

**Exercise B**

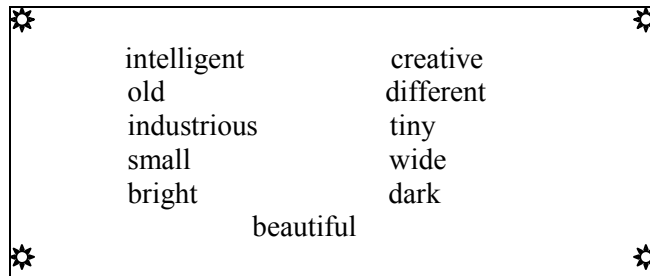
Directions: Change the verb inside the parenthesis into its future form. Write your answer on the blank.

- (swim)            1. Jenny and her friends \_\_\_\_\_ at the beach tomorrow.
- (rent)            2. They \_\_\_\_\_ a cottage by the seashore tonight.
- (build)           3. Peter and Andy \_\_\_\_\_ a wooden boat this summer.
- (examine)       4. The dentist \_\_\_\_\_ my teeth next week.
- (join)            5. Roger \_\_\_\_\_ the art contest next month.
- (write)           6. The secretary \_\_\_\_\_ a letter to the president tomorrow.
- (send)            7. I \_\_\_\_\_ a message to my friend tonight.
- (wear)            8. The incoming Grade IV pupils \_\_\_\_\_ a new set of uniform this coming school year.
- (teach)           9. The trainer \_\_\_\_\_ us a new song next Sunday.
- (sing)            10. The choir \_\_\_\_\_ during the mass tomorrow.

**Lesson 23:            Using adjectives in sentences**  
**(Competency 10, Speaking)**

**Exercise A**

Directions: Write an adjective that will complete the sentence. Choose your answers from the box.



1 – 2. The s \_ \_ \_ \_ bird ate the t \_ \_ \_ seed.

3 – 5. The i \_ \_ \_ \_ \_ \_ \_ \_ s farmer planted d \_ \_ \_ \_ \_ \_ \_ \_ vegetables in his  
w \_ \_ \_ garden.

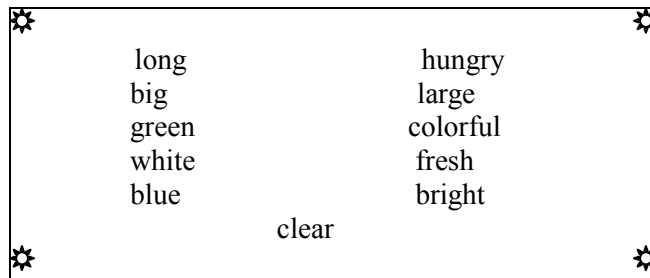
6 – 7. The b \_ \_ \_ \_ \_ stars twinkle in the d \_ \_ \_ sky.

8 – 10. The c \_ \_ \_ \_ \_ \_ \_ boy made a b \_ \_ \_ \_ \_ \_ \_ birdhouse from o \_ \_ wood.

**Lesson 23:            Using adjectives in sentences**  
**(Competency 10, Speaking)**

**Exercise B**

Directions: Write an adjective that will complete the sentence. Choose your answers from the box.



1 – 2. C \_ \_ \_ \_ \_ bougainvillea flowers bloom in the b \_ \_ garden.

3 – 4. The b \_ \_ \_ \_ \_ sun hides behind the w \_ \_ \_ \_ clouds.

5 – 6. A I \_ \_ \_ river flows in the middle of the g \_ \_ \_ \_ valley.

7 – 8. A I \_ \_ \_ \_ fish swims in the c \_ \_ \_ \_ water.

9 – 10. F \_ \_ \_ \_ fruits were served to the h \_ \_ \_ \_ \_ guests.

**Lesson 24:            Using the positive, comparative, and superlative forms of regular adjectives.  
(Competency 10.2, Speaking)**

**Exercise A**

Directions: Encircle the correct adjective form in each sentence.

1.        The bird spiders of South Africa are the (larger, largest) of all the spider family.
2.        Boracay is the (more, most) popular beach in the country.
3.        It has the (whiter, whitest) sand of all the beaches I've been to.
4.        I find Science (more, most) interesting than Math.
5.        The starfish is one of nature's (uglier, ugliest) creatures.
6.        The diamond is the (more, most) expensive stone on Earth.
7.        Is there any aircraft (more, most) sophisticated than the French Concorde?
8.        To some people white water rafting is (more, most) exciting than mountain climbing.
9.        Of all the volcanoes, Mt. Mayon has the (more, most) perfect shape.
10.      A full moon looks (marvelous, more marvelous) at night.

**Lesson 24:           Using the positive, comparative, and superlative forms  
of regular adjectives. (Competency 10.2, Speaking)**

**Exercise B**

Directions: Encircle the correct adjective form in each sentence.

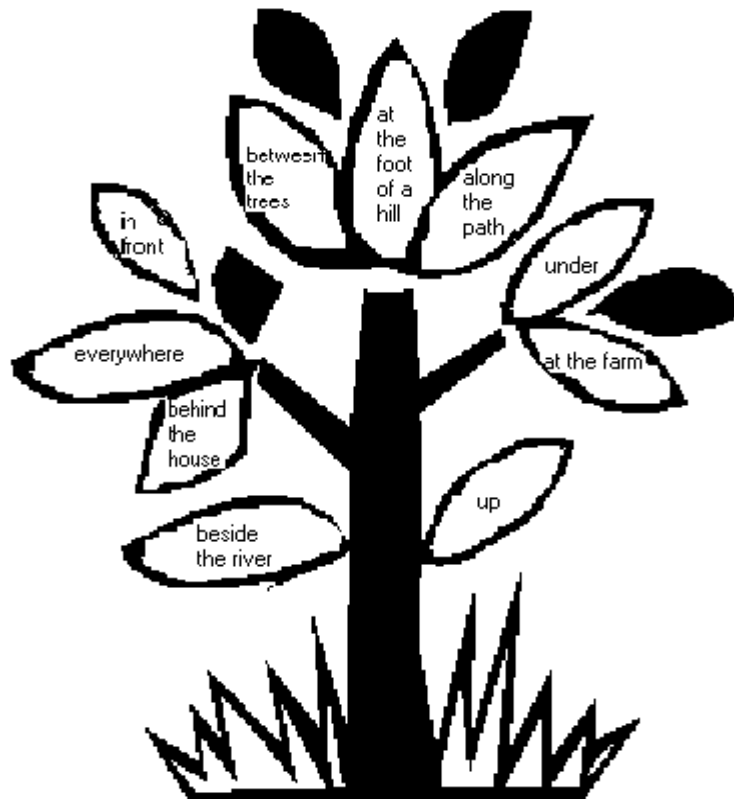
1.     My car's engine has (more, most) power than yours.
2.     The North Star is one of the (more, most) famous stars.
3.     Some people find the temple (more, most) peaceful than the church.
4.     The setting of the sun is (more, most) magnificent than its rising.
5.     That was the (funny, funniest) movie I had ever seen.
6.     Palawan is the (more, most) interesting place I have ever visited.
7.     Which vehicle is (more, most) common in your place, the taxi, or the jeepney?
8.     The (more, most) honest driver in the city was given an award.
9.     Red is a (lucky, luckier) color.
10.    Luis is (smarter, smartest) than Charles.

**Lesson 25:**        **Using adverb of place.**  
**(Competency 11.1, Speaking)**

**Exercise A**

Directions: Complete the sentence with the appropriate adverbs of place. Choose from the “word tree”.

1. I spent my summer vacation \_\_\_\_\_.
2. It is \_\_\_\_\_.
3. Different kinds of trees grow \_\_\_\_\_.
4. \_\_\_\_\_, vegetables grow abundantly.
5. I stayed in an old cottage \_\_\_\_\_.
6. \_\_\_\_\_ of the cottage is a huge mango tree.
7. I read my favorite book \_\_\_\_\_ the shade of the trees.
8. When I’m done reading, I go \_\_\_\_\_ the tree to pick some fruits.
9. In the afternoon, I take a dip in the clean river \_\_\_\_\_.
10. Beautiful flowers bloom \_\_\_\_\_ to the rivers.



**Lesson 25:**            **Using adverb of place.**  
**(Competency 11.1, Speaking)**

**Exercise B**

Directions: Complete the sentence with the appropriate adverbs of place. Choose from the “word clouds”.



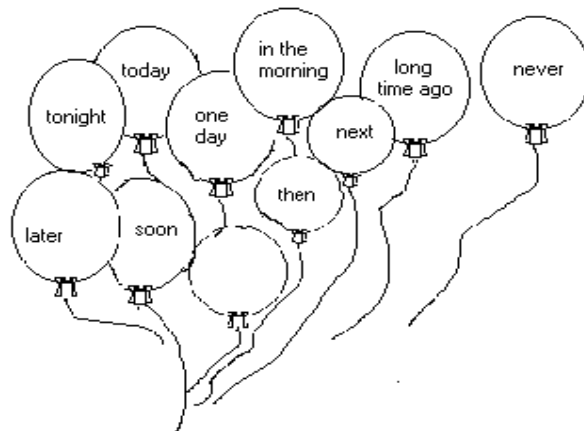
1. Our house is \_\_\_\_\_.
2. My brother and I enjoy making sandcastles \_\_\_\_\_.
3. We often look for pretty shells or colorful pebbles \_\_\_\_\_.
4. They could be found \_\_\_\_\_.
5. When we get tired we take a rest \_\_\_\_\_ the coconut trees.
6. We had a chance to watch the waves \_\_\_\_\_.
7. Once in a while, a bird would fly \_\_\_\_\_ us.
8. In the afternoon, we would watch the sun set \_\_\_\_\_.
9. It looks like a red ball \_\_\_\_\_.
10. We stay long enough to see stars appear \_\_\_\_\_.



## Lesson 26: Using adverb of time (Competency 11.2, Speaking)

### Exercise B

Directions: Complete each sentence with the correct adverb of time. Choose your answer from the “word balloons” below.



1. L \_ \_ \_ \_ \_ a princess lived in a castle.
2. I \_ \_ \_ \_ \_ g she goes to the garden to play.
3. O \_ \_ \_ \_ y den ball fell into the pond.
4. T \_ \_ \_ n an ugly frog heard her cry.
5. " T \_ \_ \_ \_ y is my lucky day, "the frog said to himself.
6. "The spell will be broken s \_ \_ \_ \_ " he thought.
7. He jumped to the water and emerged l \_ \_ \_ \_ r with something in his mouth.
8. N \_ \_ \_ t , he went to the crying princess.
9. The princess was surprised, for she had n \_ \_ \_ \_ r seen an ugly looking frog before.
10. "I will return your ball if you let me sleep in your bed t \_ \_ \_ \_ t ."

**Lesson 27:**            **Using adverb of manner.**  
**(Competency 11.3, Speaking)**

**Exercise A**

Directions: Change the adjective in parenthesis into an adverb of manner. Write your answer on the blank.

(fierce)            1. The lion roared \_\_\_\_\_ to frighten its enemy.

(slow)            2. The turtle walked \_\_\_\_\_ to the pond.

(happy)            3. Elephants bathe \_\_\_\_\_ in the river.

(noisy)            4. Birds chirped \_\_\_\_\_ among thr trees.

(quick)            5. Rabbits hopped \_\_\_\_\_ in the open field.

(hungry)            6. They \_\_\_\_\_ ate the carrots.

(lazy)            7. A crocodile swims \_\_\_\_\_ in the swamp.

(quiet)            8. A green snake crawls \_\_\_\_\_ in the grass.

(cautious)            9. The hunter \_\_\_\_\_ walked in the forest.

(careful)            10. He \_\_\_\_\_ checked his weapon.

**Lesson 27:****Using adverb of manner.  
(Competency 11.3, Speaking)****Exercise B**

Directions: Change the adjective in parenthesis into an adverb of manner. Write your answer on the blank.

- (graceful) 1. The dancers performed \_\_\_\_\_.
- (neat) 2. Mother folded the clothes \_\_\_\_\_.
- (easy) 3. The problems were solved by the pupils \_\_\_\_\_.
- (calm) 4. The president talked to the opposition leaders \_\_\_\_\_.
- (patient) 5. The policemen waited \_\_\_\_\_ for the protesters to back off.
- (sweet) 6. Maria sang \_\_\_\_\_ at the program.
- (speed) 7. The car zoomed \_\_\_\_\_ on the road.
- (busy) 8. The bees \_\_\_\_\_ work in their colony.
- (rapid) 9. My heart beats \_\_\_\_\_ in excitement.
- (smart) 10. James answered the questions \_\_\_\_\_.

**Lesson 28:**            **Using adverbs of frequency.**  
**(Competency 11.4, Speaking)**

**Exercise A**

Directions: Write sentences telling how often you do the following. Use adverb of frequency.

1.    Play games \_\_\_\_\_.
2.    Help you mom cook \_\_\_\_\_.
3.    Feed the cat \_\_\_\_\_.
4.    Go to your neighbor's house \_\_\_\_\_.
5.    Change your shoes \_\_\_\_\_.
6.    Read books \_\_\_\_\_.
7.    Make paper planes \_\_\_\_\_.
8.    Visit your grandparents \_\_\_\_\_.
9.    Flying kites \_\_\_\_\_.
10.   Go to the bake shop \_\_\_\_\_.

**Lesson 28:            Using adverbs of frequency.  
(Competency 11.4, Speaking)**

**Exercise B**

Directions: Write sentences telling how often you do the following. Use adverb of frequency.

1.    Watch television \_\_\_\_\_.
2.    Go to a movie \_\_\_\_\_.
3.    Feed the dog \_\_\_\_\_.
4.    Go to the mall \_\_\_\_\_.
5.    Change your uniform \_\_\_\_\_.
6.    Go to school \_\_\_\_\_.
7.    Fix your bed \_\_\_\_\_.
8.    Visit the library \_\_\_\_\_.
9.    Borrow books from the library \_\_\_\_\_.
10.   Go to the beach \_\_\_\_\_.

**Lesson 29:            Using prepositions and prepositional phrases.  
(Competency 12, Speaking)**

**Exercise A**

Directions: Box the preposition in the parenthesis in order to make the sentence correct.

1.    It was a beautiful night (on, at) the park.
2.    I strolled (along, among) the cemented road.
3.    The moon sailed (above, across) the dark sky.
4.    Sometimes it hides (below, behind) a cloud.
5.    The moon reflects the light (of, on) the sun.
6.    There are times when the moon passes (besides, between) the sun and the earth.
7.    The moon blocks some sunlight (from, down) the earth.
8.    The moon makes a small shadow (on, to) the earth.
9.    We cannot look at a solar eclipse (without, within) an eye protector.
10.   We need to follow safety rules given (by, to) experts.

**Lesson 29:           Using prepositions and prepositional phrases.  
(Competency 12, Speaking)**

**Exercise B**

Directions: Box the preposition in the parenthesis in order to make the sentence correct.

1.           Rizal Park is (on, near) Manila Bay.
2.           Tourists often take pictures (of, off) Rizal Monument.
3.           They go (around, among) the park.
4.           Some enjoy sitting (in, on) benches under the trees.
5.           Children play freely (at, on) the park.
6.           Many people wait (for, from) the sunset.
7.           The sunset (at, on) Manila Bay is spectacular.
8.           Magnificent colors can be seen (above, across) the sky.
9.           (Beside, Besides) watching the sunset, people also stroll along Roxas Boulevard.
10.          Big ships dock (across, along) the harbor.

**Lesson 30:            Using the dictionary to interpret stress marks  
for correct accent. (Competency 2.1 Reading)**

**Exercise A**

Directions: Using your dictionary as reference, put a stress mark on the correct syllable in each underlined word.

1. Cactus grows in the desert.
2. What is your home address?
3. I feel comfortable sleeping in my soft bed.
4. The children work on their experiments in the laboratory.
5. The children in the orphanage received presents from the visitors.
6. Mr. Ricardo is a university professor.
7. Do you know how to play any musical instrument?
8. Mrs. Lucid is the first woman astronaut.
9. I watch television during weekends.
10. We usually address the judge as “Your Honor”

**Exercise B**

Directions: Using your dictionary as reference, put a stress mark on the correct syllable in each underlined word.

1. The rice shortage is of national interest.
2. Jesus is our companion in our journey.
3. Filipinos are known for their hospitality.
4. Electricity makes our nights bright.
5. Renton studies in a public elementary school.
6. Mrs. Braga is our school librarian.
7. Astronauts bring complete equipment to keep them alive in the spacecraft.
8. David finished as salutatorian of his class.
9. Fort Santiago is a historical place.
10. She suffers from an allergy.

**Lesson 31:           Using the dictionary to select appropriate meaning from several meanings given. (Competency 2.2 Reading)**

**Exercise A**

Directions: Read the definition of the word and the example sentence that follows in the dictionary entry. Encircle the number of the definition that shows how the word is used in this sentence.

- A. hand (*hand*), 1. the part of the arm that includes that palm and fingers. *She caught the ball with one hand.* 2. a worker. A ranch hand. 3. to give with the hand; pass. *Please hand me a spoon.* 4. help. *Can you give me a hand in moving this?* 5. clapping. *The crowd gave the winner a big hand.* 6. the pointer of a clock. *The clock's hand showed two o'clock.*  
(Source: The Riverside Reading Program)

1. The field hands were too busy to eat.  
1       2       3       4       5       6
2. He washed his hands before he made lunch.  
1       2       3       4       5       6
3. The hands on my watch are not moving.  
1       2       3       4       5       6
4. We gave Jane a big hand when she finished playing her flute.  
1       2       3       4       5       6
5. Please hand me that blue glass.  
1       2       3       4       5       6

- B. pop (*pop*), 1. a sudden, sharp sound. *We heard a pop when we opened the bottle of milk.* 2. to burst apart. *Balloons pop when you stick them with sharp pins.* 3. to put quickly or suddenly. *He popped his head through the door.* 4. to appear suddenly. *She popped in for a short visit.* 5. to open wide suddenly. *Their eyes popped when they saw the comedy act*

(Source: The riverside Reading Program)

1. That monkey popped the peanuts into its mouth.  
1       2       3       4       5
2. Those balloons will pop if you touch them.  
1       2       3       4       5
3. I will call you if I decide to pop over to his house.  
1       2       3       4       5
4. I heard three loud pops when Dad tried to start the car.  
1       2       3       4       5
5. The door popped open and Mom walked in.  
1       2       3       4       5

## Lesson 31: Using the dictionary to select appropriate meaning from several meanings given. (Competency 2.2 Reading)

### Exercise B

Directions: Read the definition of the word and the example sentence that follows in the dictionary entry. Encircle the number of the definition that shows how the word is used in this sentence.

- A. feel (*fēl*), 1. to find out through the sense of touch. *Feel the cloth to see if it is good.* 2. to know you are in discomfort. *I feel a pain in my foot.* 3. to be in a certain state of mind. *We feel sad about losing the game.* 4. to have a certain set of mind. *Jess feels strongly about animals' rights.* 5. to have an impression. *She could feel that the workers were unhappy.* 6. to seem. *The new seat feels very firm.* 7. to share someone else's feelings. *She felt sorry for the hurt child.*

(Source: The riverside Reading Program)

1. Jo felt sad to learn about your trouble.  
1      2      3      4      5      6      7
2. I don't like to feel rough sandpaper.  
1      2      3      4      5      6      7
3. I had a feeling that you knew about this.  
1      2      3      4      5      6      7
4. Does your hurt arm feel any better yet?  
1      2      3      4      5      6      7
5. How do you feel about the country's leaders?  
1      2      3      4      5      6      7
6. Meg feels terrible to have lost the ring.  
1      2      3      4      5      6      7

- B. fan (*fan*) 1. someone interested in sports. *The fans cheered as the basketball player made a three point shot.* 2. something used to move air. *The electric fan keeps me cool during warm summer nights.*

(Source: The riverside Reading Program)

1. Charles used a fan to cool his face.  
1      2
2. The fan watched the baseball player hit a home run.  
1      2

- C. knock (*nok*), 1. to hit or strike. *Knock the ball out of the park.* 2. to make a noise by hitting or rapping. *Knock on the door.* 3. to collide or bump into. *My knees were knocking together.*

(Source: The riverside Reading Program)

1. The bumper cars kept knocking into each other.  
1      2      3
2. He knocked the lamp off the table by accident.  
1      2      3

**Lesson 32:**            **Using guide words to locate words in the dictionary.**  
**(Competency 2.3, Reading)**

**Exercise A**

Directions: Encircle the word which can be found in the given guide words.

1. crack – crave
  - a. crayon
  - b. cracker
  - c. crab
2. belt – bet
  - a. betray
  - b. believe
  - c. bend
3. thrombin – thumper
  - a. throughout
  - b. that
  - c. thunder
4. grab – great
  - a. gown
  - b. greed
  - c. graceful
5. rivet – rock
  - a. roar
  - b. river
  - c. rocket
6. were – worry
  - a. web
  - b. white
  - c. worst
7. straight – super
  - a. suspect
  - b. stop
  - c. sum
8. planet – pretty
  - a. point
  - b. product
  - c. pizza
9. march – morning
  - a. million
  - b. mouse
  - c. mammal
10. happy – horse
  - a. happen
  - b. hour
  - c. height

**Lesson 32:            Using guide words to locate words in the dictionary.  
(Competency 2.3, Reading)**

**Exercise B**

Directions: Encircle the word which can be found in the given guide words.

1. no - out
  - a. ounce
  - b. outside
  - c. night
2. recycle - rowboat
  - a. rainbow
  - b. royal
  - c. rope
3. shirt - smash
  - a. since
  - b. shine
  - c. smell
4. tomato - true
  - a. together
  - b. try
  - c. trip
5. would - zipper
  - a. write
  - b. worry
  - c. word
6. scientist - shine
  - a. school
  - b. scream
  - c. shirt
7. bird - build
  - a. building
  - b. boil
  - c. bicycle
8. about - arrow
  - a. apple
  - b. avenue
  - c. as
9. building - chase
  - a. cent
  - b. build
  - c. chest
10. coin - desert
  - a. cry
  - b. cocoa
  - c. diamond

**Lesson 33:            Following common directions in prescriptions on labels  
of medicine bottles. (Competency 3.1, Reading)**

**Exercise A**

Directions: Study the medicine label, then answer the questions that follow.

**PRESCRIPTIONS:**

Children 6 –10 years: 1 teaspoonful (5ml) three times a day.

10 – 12 years: 2 teaspoonfuls (10 ml) three times a day.

Adults: 4 teaspoonfuls (20 ml) three times a day.

1. If you are above 12 years old, how much are you supposed to take per dose?
  - a. 2 tablespoonfuls
  - b. 4 tablespoonfuls
  - c. 4 teaspoonfuls
2. How often will you take the medicine?
  - a. Three times a week
  - b. Three times a day
  - c. Twice a day
3. In what form is the medicine being prescribed?
  - a. capsule
  - b. syrup
  - c. tablet
4. How are you going to administer the medicine?
  - a. Rub it to the skin of the patient
  - b. Let the patient gargle it
  - c. Let the patient swallow it
5. How will you measure the right dosage?
  - a. Use a dropper
  - b. Use a teaspoon
  - c. Use a tablespoon

**Lesson 33:            Following common directions in prescriptions on labels  
of medicine bottles. (Competency 3.1, Reading)**

**Exercise B**

Directions: Study the medicine label, then answer the questions that follow.

**PRESCRIPTIONS:**

Children 3 –6 years:  $\frac{1}{2}$  teaspoonful, twice daily.  
6 – 12 years: 1 teaspoonful, three times a day.

Children over 12 years: 2 tablespoonfuls, three times a day.

1. If you are over 12, how much are you supposed to take per dose?
  - a. 2 tablespoonfuls
  - b. 4 tablespoonfuls
  - c. 4 teaspoonfuls
2. How often will you take the medicine if you are below 6 years old?
  - a. Three times a day
  - b. Thrice daily
  - c. Twice daily
3. In what form is the medicine being prescribed?
  - a. syrup
  - b. tablet
  - c. capsule
4. How will you give the medicine to the patient?
  - a. Let her massage it to the skin
  - b. Let the patient swallow it
  - c. Let the patient sniff it
5. What will you use to measure the dosage of the children below 12?
  - a. A teaspoon
  - b. A tablespoon
  - c. A dropper

## Lesson 34: Following common directions in simple experiments. (Competency 3.2, Reading)

### Exercise A

Directions: Read the steps in the experiment carefully then answer the questions below.

- Rub needle against the N-pole of a magnet.
  - Be sure to rub in one direction only.
  - Do this about 50 times.
- Tape the needle onto a cork.
- Float the cork in water.
  - What happens to the needle?
  - Which end points N?
  - (Use a compass)
- Put the basin on a piece of paper.
  - Mark the paper with the directions N, S, E, W.
  - Your compass is ready!
  - Does it work?
  - Find out.



Questions:

1. Which is the first step in the experiment?
  - a. Tape the needle onto a cork.
  - b. Float the cork in water.
  - c. Rub a needle against the N-pole of a magnet.
2. When do you put the cork in a basin of water?
  - a. Before you tape the needle onto a cork.
  - b. After you tape the needle onto a cork.
  - c. When you rub the needle to a magnet.
3. How many times will you rub the needle?
  - a. 10 times
  - b. 5 times
  - c. 50 times
4. Where will you write the directions?
  - a. On the basin
  - b. On the paper
  - c. On the cork
5. Where will you rub the needle?
  - a. On the basin
  - b. On the paper
  - c. On the magnet

**Lesson 34:           Following common directions in simple experiments.  
(Competency 3.2, Reading)**

**Exercise B**

Directions: Read the steps of the activity carefully then answer the questions below.

1. Prepare the following materials:  
A pencil  
A bowl with water  
A page of a newspaper  
A six-centimeter piece of gauge wire number 20
2. Twist one end of the wire around the pencil to make a round loop.
3. Dip the wire into the bowl of water with the open loop pointing up.
4. Lift the loop carefully out of the water and hold it over the newspaper. Make sure you have a large rounded drop of water staying in the hole of the wire loop.
5. Look at the letters on the page through the water drop. How do the letters look? Why?

Questions:

1. In this experiment, what will you do first?
  - a. Prepare the needed materials.
  - b. Twist the end of the wire around a pencil.
  - c. Dip the wire into the bowl of water.
2. Where will you dip the wire?
  - a. In a bowl of water.
  - b. In the pencil.
  - c. In the newspaper.
3. What will you twist into a loop around the pencil?
  - a. water
  - b. bowl
  - c. wire
4. when do you observe the letters on the page through the water drop?
  - a. After you have dipped the wire into the water.
  - b. Before you have dipped the wire into the water.
  - c. Before you start the experiment.
5. How will you make the loop?
  - a. By dipping the wire in the bowl of water.
  - b. By twisting the wire around the pencil.
  - c. By lifting the wire from the bowl.

**Lesson 35: Identify meaning of unfamiliar words through structural analysis of words with prefixes.**  
**(Competency 4.1, Reading)**

**Exercise A**

Directions: Study the prefixes below then note their meanings.

mis	-	wrongly
in	-	not
re	-	again
im	-	not
un	-	not
dis	-	not
ex	-	former
pre	-	before
post	-	after
inter	-	between

Directions: Connect with a line the prefixes, the word and its meaning.

not expensive	mayor	in	war	does not behave
write again	patient	re	behave	between schools
not tidy	expensive	im	graduate	studies after a college degree
not patient	tidy	un	loyal	before the war
former mayor	write	dis	school	not loyal
		ex		
		pre		
		post		
		inter		
		mis		

### Exercise B

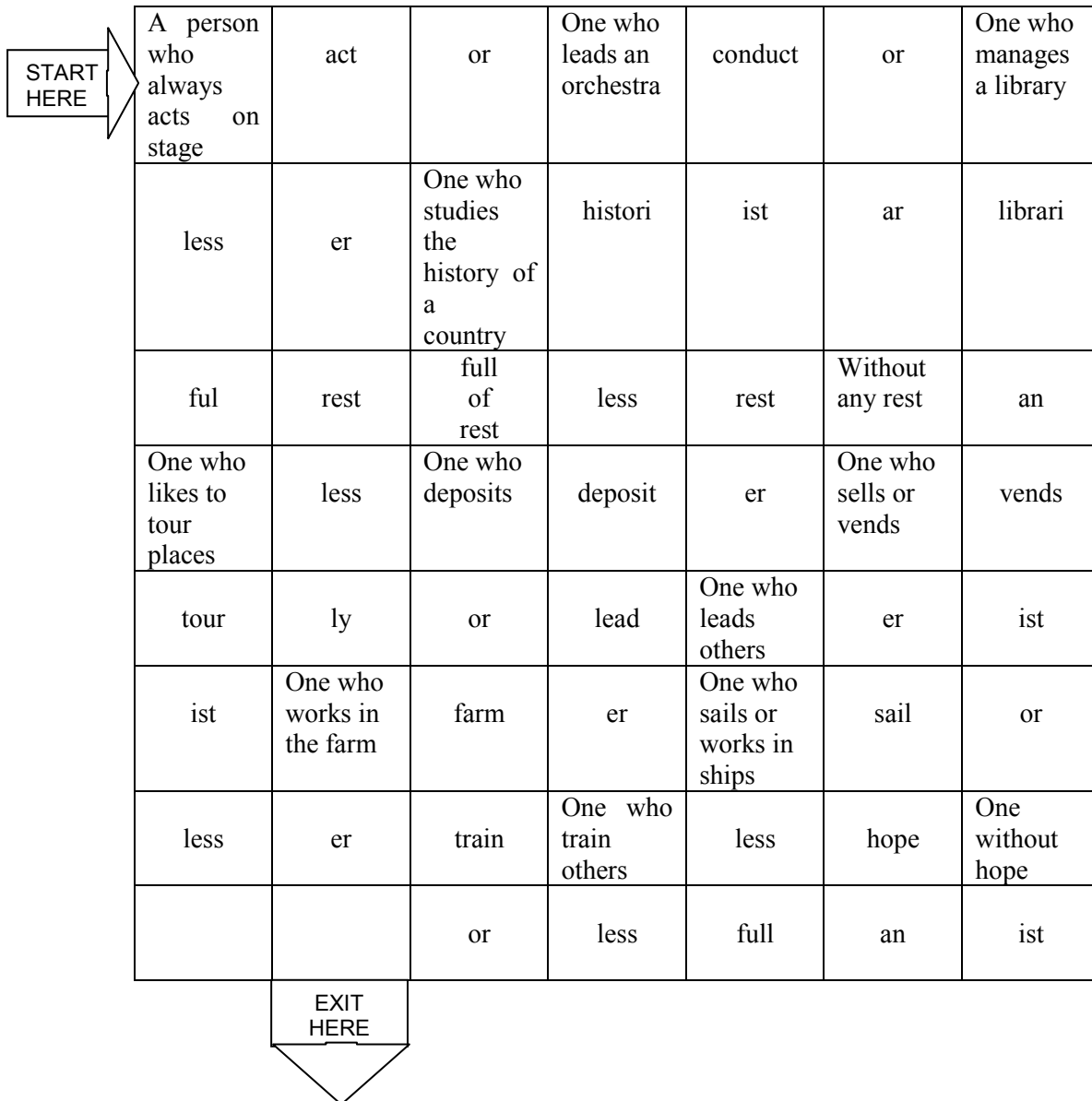
mis	-	wrongly
in	-	not
re	-	again
im	-	not
un	-	not
dis	-	not
ex	-	former
pre	-	before
post	-	after
inter	-	between

cannot be eaten	edible	in		arranged before
does not have work	governor	re	arrange	after the war
cannot be moved	use	im	satisfied	between two persons of different nationality
former governor	employed	un	war	not satisfied
to use again	movable	dis	spell	wrongly spelled
		ex	marriage	
		pre		
		post		
		inter		
		mis		

**Lesson 36: Identify meanings of unfamiliar words (words with suffixes) through structural analysis. (Competency 4.1.2, Reading)**

**Exercise A**

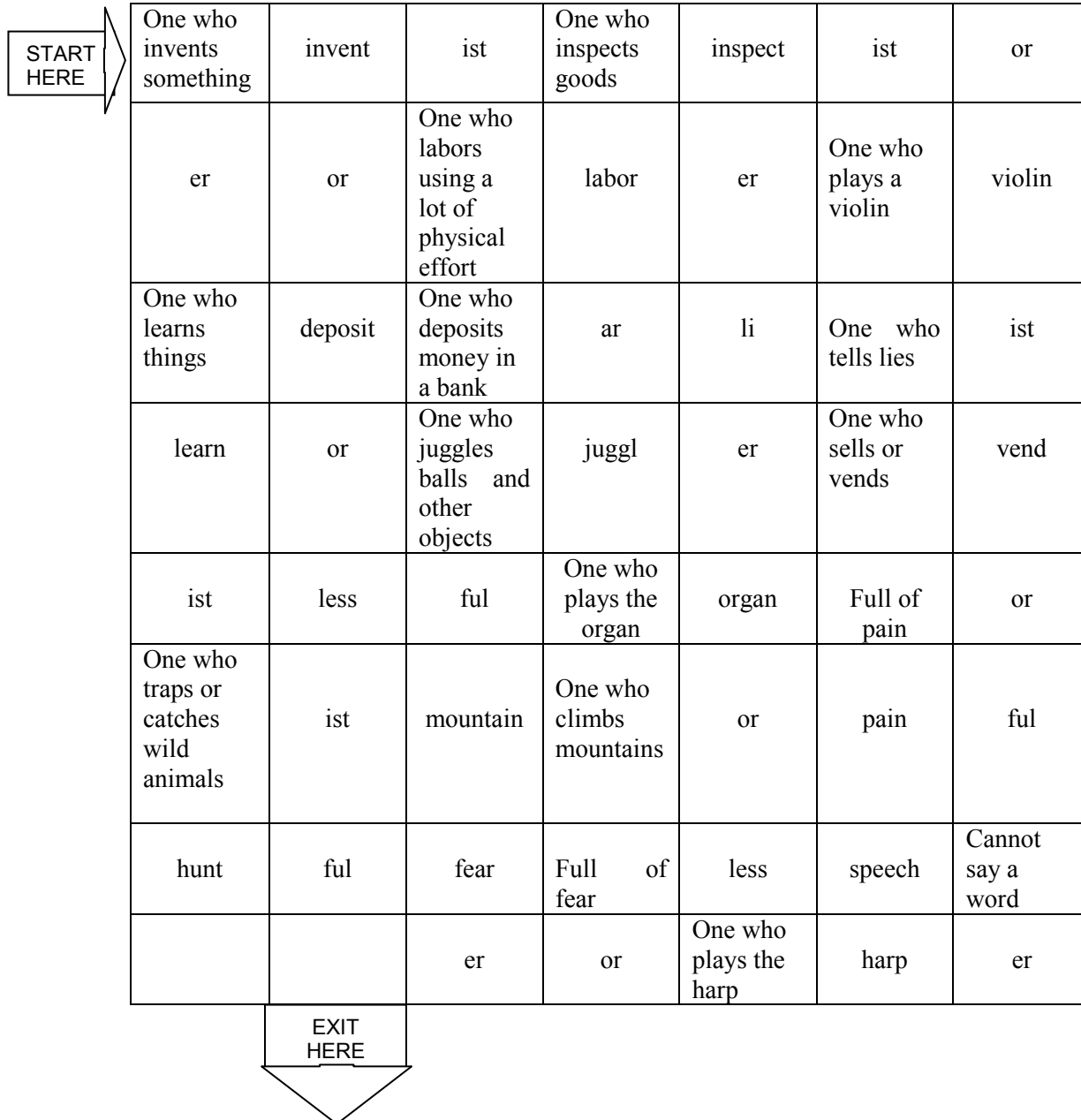
Directions: Find your way out of the “Suffix maze”. Chart your path by choosing the clues, words and suffixes that go together.



**Lesson 36: Identify meanings of unfamiliar words (words with suffixes) through structural analysis. (Competency 4.1.2, Reading)**

**Exercise B**

Directions: Find your way out of the “Suffix maze”. Chart your path by choosing the clues, words and suffixes that go together.



**Lesson 37: Identify meaning of unfamiliar words through structural analysis of compound words and their component words written as one word. (Competency 4.2.1, Reading)**

**Exercise A**

Directions: Use one word from box A and one word from box B to make a compound word that goes with each given definition. Write the compound word on the blank.

A			B		
moon	note	hill	room	hole	shell
sea	grand	key	drops	ground	light
rain	class	play	top	book	stick
drum					

1. The top of a hill \_\_\_\_\_
2. A shell from the sea \_\_\_\_\_
3. A room for a class \_\_\_\_\_
4. The light of the moon \_\_\_\_\_
5. The hole for a key \_\_\_\_\_
6. Several drops of rain \_\_\_\_\_
7. A place where children play \_\_\_\_\_
8. Something that you use in school to write in \_\_\_\_\_
9. The mother of your father or mother \_\_\_\_\_
10. Another name for the leg of a chicken \_\_\_\_\_

**Lesson 37: Identify meaning of unfamiliar words through structural analysis of compound words and their component words written as one word. (Competency 4.2.1, Reading)**

**Exercise B**

Directions: Use one word from box A and one word from box B to make a compound word that goes with each given definition. Write the compound word on the blank.

A			B		
news	week	mountain	bud	track	mates
rose	suit	fire	case	noon	day
race	after	class	paper	top	flies
	for			ever	

1. Your mates in your class are your \_\_\_\_\_
2. A paper with news is a \_\_\_\_\_
3. The top of a mountain is a \_\_\_\_\_
4. The bud of a rose is a \_\_\_\_\_
5. A day during the week is a \_\_\_\_\_
6. The track for a race \_\_\_\_\_
7. Bugs that light up at night and blink on and off \_\_\_\_\_
8. Something where you put your clothes in on a trip \_\_\_\_\_
9. After the hour of noon \_\_\_\_\_
10. Without end \_\_\_\_\_

**Lesson 38: Identify meaning of unfamiliar words through structural analysis of compound words and their component words written as two words. (Competency 4.2.2, Reading)**

**Exercise A**

Directions: Match the definitions in Column A with the word/phrase in Column B. Write the letters of the answer on the space before each number.

A	B
_____ 1. he collects taxes	A. classroom teacher
_____ 2. a stove that uses gas	B. scuba diving
_____ 3. a reef made of corals	C. post office
_____ 4. diving using a special apparatus	D. punctuation mark
_____ 5. a group of mountain ranges	E. question mark
_____ 6. a card where the teacher writes grades	F. tax collector
_____ 7. your teacher in class	G. gas stove
_____ 8. an office where you mail letters	H. frying pan
_____ 9. a punctuation mark used after a question	I. Coral reef
_____ 10. special marks placed after sentences	J. report card

**Lesson 38: Identify meaning of unfamiliar words through structural analysis of compound words and their component words written as two words. (Competency 4.2.2, Reading)**

**Exercise B**

Directions: Match the definitions in Column A with the word/phrase in Column B. Write the letters of the answer on the space before each number.

A	B
_____ 1. a room where one can wait	A. police station
_____ 2. a small towel usually used to wipe the face	B. school bag
_____ 3. a leader of the troop	C. waiting room
_____ 4. a place where policemen hold office	D. electric fan
_____ 5. the room in the house where we eat meals	E. troop leader
_____ 6. a place where things are sold	F. pencil case
_____ 7. a place in a store where people leave their things	G. gas stove
	H. dining room
_____ 8. a container for pens and pencils	I. package counter
_____ 9. a bag used in school	J. face towel
_____ 10. a fan that runs on electricity	K. post office

**Lesson 39: Identifying meaning of unfamiliar words through structural analysis of compound words and their component words written as hyphenated word. (Competency 4.2.3, Reading)**

**Exercise A**

Directions: Use the code and the clue to write the secret words.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z

1. after thirty – seven

$\overline{20}$   $\overline{8}$   $\overline{9}$   $\overline{18}$   $\overline{20}$   $\overline{25}$  -  $\overline{5}$   $\overline{9}$   $\overline{7}$   $\overline{8}$   $\overline{20}$

2. opposite of modern, new

$\overline{15}$   $\overline{12}$   $\overline{4}$  -  $\overline{6}$   $\overline{1}$   $\overline{19}$   $\overline{8}$   $\overline{9}$   $\overline{15}$   $\overline{14}$   $\overline{5}$   $\overline{4}$

3. opposite of hello

$\overline{7}$   $\overline{15}$   $\overline{15}$   $\overline{4}$  -  $\overline{2}$   $\overline{25}$   $\overline{5}$

4. your grade now

$\overline{6}$   $\overline{15}$   $\overline{21}$   $\overline{18}$   $\overline{20}$   $\overline{8}$  -  $\overline{7}$   $\overline{18}$   $\overline{1}$   $\overline{4}$   $\overline{5}$

5. adult or mature

$\overline{\quad}$   $\overline{7}$   $\overline{18}$   $\overline{15}$  -  $\overline{23}$   $\overline{14}$   $\overline{21}$   $\overline{16}$

6. your class adviser

$\overline{20}$   $\overline{5}$   $\overline{1}$   $\overline{3}$   $\overline{8}$   $\overline{5}$   $\overline{18}$  -  $\overline{9}$   $\overline{14}$  -  $\overline{3}$   $\overline{8}$   $\overline{1}$   $\overline{18}$   $\overline{7}$   $\overline{5}$

7. a person who handles legal matters in court

$\overline{1}$   $\overline{20}$   $\overline{20}$   $\overline{15}$   $\overline{18}$   $\overline{14}$   $\overline{5}$   $\overline{25}$  -  $\overline{1}$   $\overline{20}$  -  $\overline{12}$   $\overline{1}$   $\overline{23}$

8. person with blue eyes

$\overline{2}$   $\overline{12}$   $\overline{21}$   $\overline{5}$  -  $\overline{5}$   $\overline{25}$   $\overline{5}$   $\overline{4}$

9. the mother of your mother is your father's

$\overline{13}$   $\overline{15}$   $\overline{20}$   $\overline{8}$   $\overline{5}$   $\overline{18}$  -  $\overline{9}$   $\overline{14}$  -  $\overline{12}$   $\overline{1}$   $\overline{23}$

10. a trait of someone who loves God

$\overline{7}$   $\overline{15}$   $\overline{4}$  -  $\overline{6}$   $\overline{5}$   $\overline{1}$   $\overline{18}$   $\overline{9}$   $\overline{14}$   $\overline{7}$

**Lesson 39: Identifying meaning of unfamiliar words through structural analysis of compound words and their component words written as hyphenated word. (Competency 4.2.3, Reading)**

**Exercise A**

Directions: Use the code and the clue to write the secret words.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z

1. covered with snow

19 14 15 23 - 3 15 22 5 18 5 4

2. a toy with a surprise

10 1 3 11 - 10 14 - 20 8 5 - 2 15 24

3. with a very happy feeling

12 9 7 8 20 - 8 5 1 18 20 5 4

4. keeps order in the classroom

19 5 18 7 5 1 14 20 - 1 20 1 18 13 19

5. has a lot of stars 19 20 1 18 - 19 16 18 1 14 7 12 5 4

6. a person or team that finishes second in a race or contest

18 21 14 14 5 18 - 21 16

7. painted by hand

8 1 14 4 - 16 1 9 14 20 5 4

8. obedient to the law

12 1 23 - 1 2 9 4 9 14 7

9. generous

11 9 14 4 - 8 5 1 18 20 5 4

10. one who can do many kinds of work

10 1 3 11 - 15 6 - 1 12 12 - 20 18 1 4 5

**Lesson 40:            Identifying meaning of unfamiliar words using  
context clues. (Competency 4.3, Reading)**

**Exercise A**

Directions: Read the following sentences. Circle the words that explain the meaning of the underlined words.

1. The members of the football team huddled around the injured player. They gathered around him to see what happened to him.
2. There was silence in the huddled group. You can hear clearly the whimper, or low, soft cry of the injured player.
3. An ambulance came. When the medics put him in a stretcher, he squirmed and wriggled in pain.
4. From afar, one can hear the siren or the shrill sound of the fire truck.
5. The firemen rushed to the burning building with their water hoses.  
The hurrying firemen ran to prevent the fire from spreading.
6. The owners of nearby houses demanded that the firemen stop the fire. They urgently asked the firemen to set their hoses towards their houses.
7. In a steady and strong voice, the fire chief asked the neighbors to move away from the burning building. In fact, his voice was firm.
8. They believed it was the work of an arsonist, a man who burns buildings on purpose.
9. Somebody saw the suspected arsonist disappear into an alley. A policemen tried to case him into the narrow back street.
10. The neighbors wanted to firemen douse their houses with their hoses. If water is thrown over their houses, the fire will not spread.

## **Lesson 40:            Identifying meaning of unfamiliar words using context clues. (Competency 4.3, Reading)**

### **Exercise B**

Directions: Read the following sentences. Circle the words that explain the meaning of the underlined words.

1. I did not eat the stale bread because it was not fresh.
2. Robert Lowell is a poet. He writes poems.
3. Mr. Richardson is a renowned linguist who can speak different languages fluently.
4. Look at how many people line up to see a rare sight. It is unusual to see a man with the form of a frog.
5. The frogman's legs are too feeble or weak for him to stand on.
6. The lizard likes to doze on a sunny rock. As it sleeps there, it becomes exposed as if on display to its enemies.
7. The lizard's salt – and – pepper coat makes it almost invisible against the sand. It can not be seen y its enemies.
8. Some creatures rely on speed. Others make use of camouflage, which is a means of distinguishing oneself for protection.
9. The lizard is a desert creature that likes to bury itself in the sand dune. Only one of its eyes is seen in the mound of the sand he is in.
10. Buy a fleet car today! Its velocity makes you reach your destination with lots of speed.

## Lesson 41: Identify meaning of unfamiliar words using synonyms. (Competency 4.4, Reading)

### Exercise A

Directions: Unscramble the letters to form the synonyms of the underlined word in the sentence. Write your answer on the blank before the number.

- \_\_\_\_\_ 1. Mandy got a bucket and filled it with water. **pila**
- \_\_\_\_\_ 2. The lad went to his father and hugged him. **yob**
- \_\_\_\_\_ 3. The wealthy man donated five million to the orphanage. **chir**
- \_\_\_\_\_ 4. The tree has a huge trunk. **glear**
- \_\_\_\_\_ 5. Diamonds are very expensive. **closty**
- \_\_\_\_\_ 6. The happy villagers danced the whole night. **ofyjl**
- \_\_\_\_\_ 7. The courageous soldier was not afraid of the enemy. **vearb**
- \_\_\_\_\_ 8. The colorful blossoms of the plant attract insects. **rewolf**
- \_\_\_\_\_ 9. The altar was adorned with flowers and candles. **docreated**
- \_\_\_\_\_ 10. I enjoyed reading the humorous stories in the book. **nfyun**

### Exercise B

Directions: Unscramble the letters to form the synonyms of the underlined word in the sentence. Write your answer on the blank before the number.

- \_\_\_\_\_ 1. Jenny was absent because she was ill. **kisc**
- \_\_\_\_\_ 2. Luke likes to stare at the stars at night. **zeag**
- \_\_\_\_\_ 3. God made the world. **tecared**
- \_\_\_\_\_ 4. The mechanic fixes broken cars. **presair**
- \_\_\_\_\_ 5. Theodore was afraid of ghosts. **crdsea**
- \_\_\_\_\_ 6. The audience shouted with joy when the winners were proclaimed. **dleyle**
- \_\_\_\_\_ 7. The weary farmer took a rest under the shady tree. **trdie**
- \_\_\_\_\_ 8. The kind woman fed the birds with seed. **sreeougn**
- \_\_\_\_\_ 9. Dark clouds block the sun. **iehd**
- \_\_\_\_\_ 10. The baby slept well in the quiet room. **eeerns**

**Lesson 42: Identify meaning of unfamiliar words using antonyms.  
(Competency 4.6, Reading)**

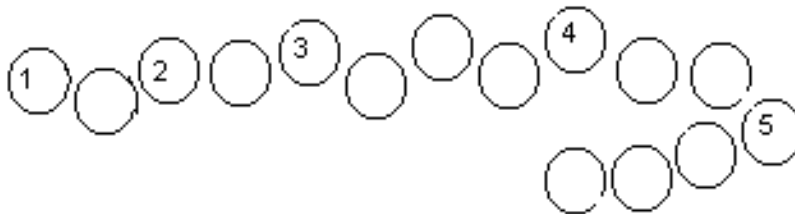
**Exercise A**

Directions: Write the antonym of the words below in the word chain. The last letter of the first word is also the first letter of the next word. Find the words in the word bank.

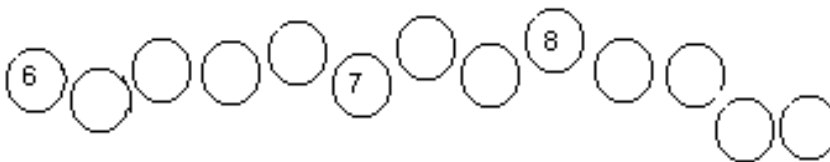
smooth	sad	tenderly	good
straight	huge	day	rough
dark	young	empty	

CLUES:

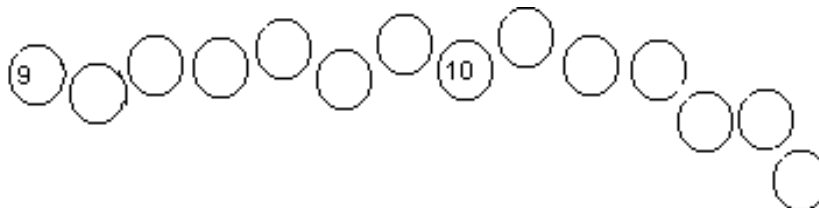
1. happy
2. night
3. old
4. bad
5. bright



6. coarse
7. tiny
8. full



9. crooked
10. harshly



**Lesson 42: Identify meaning of unfamiliar words using antonyms.  
(Competency 4.6, Reading)**

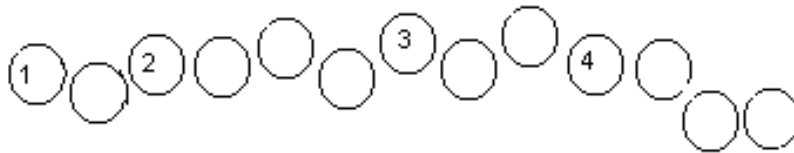
**Exercise B**

Directions: Write the antonym of the words below in the word chain. The last letter of the first word is also the first letter of the next word. Find the words in the word bank.

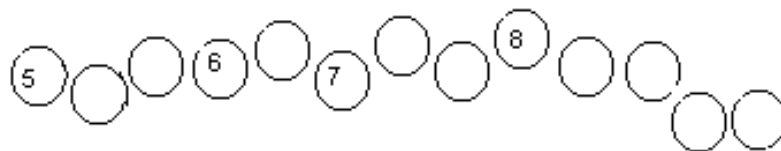
dirty	wet	wild	tall
rough	low	deep	tough
full	heavy	hard	

CLUES:

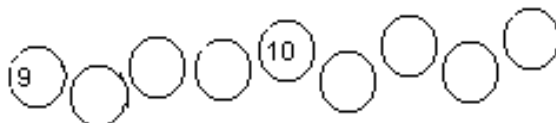
1. dry
2. easy
3. soft
4. shallow



5. empty
6. high
7. tamed
8. clean



9. smooth
10. light



# **Lesson 43: Identifying meaning of unfamiliar words using homonyms.** **(Competency 4.6, Reading)**

## **Exercise A**

Directions: Find a word in the box that fits each definition. Write that word in the puzzle boxes.

calf	ground	fair
drill	bangs	school

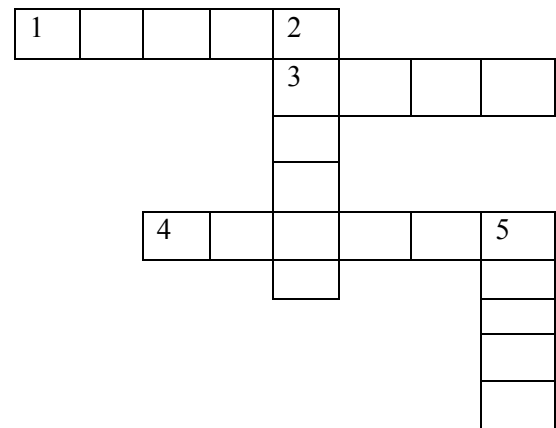
### **ACROSS**

1. loud sounds
3. back of the leg
4. broken up into small pieces

### **DOWN**

1. group of fish
5. a tool used to make holes

bear	whole	sale
sell	race	

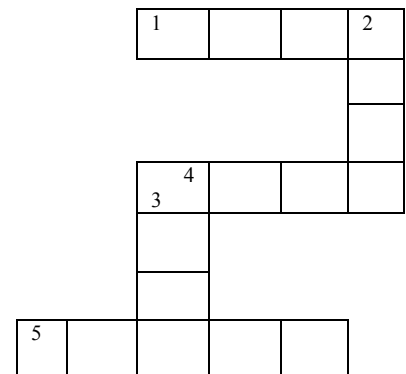


### **ACROSS**

1. The hunter was attacked by a grizzly \_\_\_\_\_.
3. The expensive ring is now on \_\_\_\_\_.
5. The fat man was able to finish one \_\_\_\_\_ cake.

### **DOWN**

2. The children enjoyed the sack \_\_\_\_\_.
3. Farmers \_\_\_\_\_ their harvest in the market.



## Lesson 43: Identifying meaning of unfamiliar words using homonyms. (Competency 4.6, Reading)

### Exercise B

Directions: Find a word in the box that fits each definition. Write that word in the puzzle boxes.

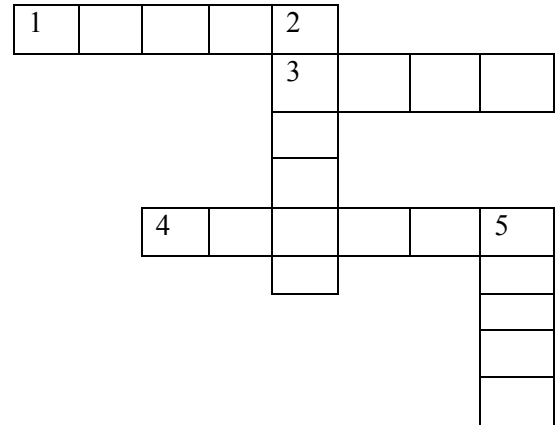
calf	ground	fair
drill	bangs	school

#### ACROSS

- hair cut straight across the front of the head
- a young cow
- land or soil

#### DOWN

- a place of learning
- a way of teaching or learning



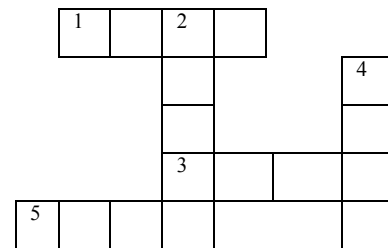
raise	sail	four
bare	cell	hole

#### ACROSS

- The Igorots made the Banana Rice Terraces with their \_\_\_\_\_ hands.
- Ferdinand Magellan liked to \_\_\_\_\_.
- There is a \_\_\_\_\_ in the wall.

#### DOWN

- The boy scouts helped \_\_\_\_\_ the flag during the ceremony.
- Our body is made up of millions of \_\_\_\_\_.



**Lesson 44:            Identify the main idea that is implied or explicitly stated.  
(Competency 5.1, Reading)**

**Exercise A**

Directions: Read the selections. Circle the letter choice of the sentence that tells the main idea of the story.

- 1.
- The electric eel actually creates electricity. Its tail contains the special organs that manufacture the electric current. The eel uses electricity to send messages to other eels. It also uses this current to stun its prey. The shock can be strong enough to knock over a horse.
- Source: Spectrum Enrichment Math & Reading

The paragraph tells about...

- a. Where the electric eel is found
- b. What the electric eel looks like
- c. What the electric eel does
- d. What kind of message the electric eel sends

- 2.
- What does a fish swimming upstream do when it meets a waterfall? If it is a Columbian catfish, it just climbs the rock wall behind the falls. It can do this because of special parts of its body. On its underside, it has a very strong sucker mouth. It attaches this to the rock. Using its mouth and tiny teeth on its fins, it pulls itself up on the rock surface.
- Source: Spectrum Enrichment Math & Reading

The paragraph is about...

- a. How the fish know they should climb the rock
- b. Why Columbian rivers have catfish
- c. How nature has equipped a fish to climb
- d. Why the catfish must get upstream

- 3.
- Some people become blind because a part of the eye called cornea doesn't let in enough light. The cornea becomes clouded over. These people can be made to see again if they are able to get clear corneas. Until recently, the blind could only get corneas from people with healthy eyes who agree to let a blind person use their eyes after they die. Now, a plastic lens can be put in the eye to help people see again.
- Source: Spectrum Enrichment Math & Reading

The paragraph is about...

- a. how important eyes are
- b. why corneas get clouded over
- c. how people can see better
- d. how clear corneas can help the blind

4.

Sounds that people are not able to hear, called ultrasounds, are being used to kill germs. Sound beams have also been used as a sort of knife in performing operations on the brain. The sound beam is aimed at the diseased part of the brain. Only this part is destroyed. The rest of the brain isn't harmed.

The paragraph is about...

- a. how loud sound beams are
- b. where the sounds we hear come from
- c. how to fight germs
- d. how sound beams are being used

5.

People of long ago believed that a swan sang a very beautiful song just before it was to die. This last song was supposed to be the most beautiful of all songs that the swan had ever sung. Today, the expression *swan song* means the last act or performance of a musician or anyone who is ending a career.

The paragraph is about...

- a. how people are like swans
- b. what a swan song is
- c. why swans sing
- d. what happens to swan

6.

Camels bring to mind pictures of the desert. Yet some camels live where it is very cold and where there is much snow. These camels have long hair. They have feet shaped to travel over snow and ice. Not many people know that camels are as fitted to live in cold regions as they are in the warmer places of the world.

The paragraph tells about...

- a. how camels help us
- b. what snow does to camels
- c. how camels are also suited to cold regions
- d. why camels have long hair

7.

Water is many things to many people. To the captain and sailors on a ship, water is their road. To a firefighter, water is a weapon to drown flames. To the farmer, water will yield crops to sell. To the engineer, water is a power that creates electricity. Water is life itself to people dying of thirst.

The paragraph is about...

- a. what water means to different people
- b. why everyone needs lots of water
- c. when water means life itself
- d. why firefighter need water

8.

One of the world's largest birds is the griffon vulture, whose wings spread up to nine feet. It does not kill for food but eats animals that are already dead. So sharp are its eyes that it spots small dead animals from two miles high! It glides for hours without beating its wings.

The paragraph is about...

- a. how the griffon vulture got its name
- b. where the griffon vulture lives
- c. how high the griffon vulture can fly
- d. what the griffon vulture does

9.

Birds rarely sing on the ground. They give calls and chirps while flying or while perched on a bush, fence post, or limb of a tree. If birds sing while on the ground, they would tell cats and other enemies their location. Bird do want to be on the ground when an enemy comes near.

The paragraph is about...

- a. why birds chirp, call or sing
- b. what lives on the ground
- c. where birds usually keep silent
- d. why birds like trees

10.

A "snake" a quarter of a mile long can be seen in a national park in southern Ohio. Of course, the snake is not alive. It is formed from a long ridge of dirt. Pictures taken from an airplane show an egg-shaped form near the mouth of the snake. Why people made the animal-shaped mound is not known.

The paragraph is about...

- a. why the snake mound was made
- b. what is found in Ohio
- c. what is a snake-shaped dirt mound is like
- d. where the form is located

**Lesson 44:            Identify the main idea that is implied or explicitly stated.  
(Competency 5.1, Reading)**

**Exercise B**

Directions: Read the selections. Circle the letter choice of the sentence that tells the main idea of the story.

1.  
Factory owners must be careful in choosing locations for factories. Owners must ask themselves whether it is more important to be nearer to the sources of raw materials or to be closer to the users of the factory products. Transportation must be convenient. There must be plenty of workers close by. Most importantly, the factory owner needs to consider the impact on the environment.

What is the paragraph about?

- a. Why transportation is important to a factory's operation
- b. Why space must be considered
- c. What owners consider when choosing a place for a factory
- d. How important raw materials are

2.  
No matter how closely you look at a strand of hair from your scalp, you will not be able to see the hole that run down its length. Placing a slice of the cross-section of the hair under a microscope enlarges your view of it. Under a microscope, you would see that each strand of hair has a round hole running down through its center.

What is the paragraph about?

- a. Why people need a microscope
- b. How to keep your hair neat
- c. Why people need hair
- d. What runs through every stand of hair

3.  
Eels used to be thrown back into the water by American fishermen. Most Americans have never regarded them as a tasty food. Now, however, eels have become valuable. The Japanese love to eat eels so much that they are buying frozen eels from America. For these eels they are willing to pay over fifty times more!

What is the paragraph about?

- a. How many eels are shipped to Japan
- b. How much an eel costs in America
- c. Why Americans dislikes the tastes of eel
- d. Why eels are valuable today

4.

In many cities today, there are traffic schools for children where police officers teach all areas of traffic safety. In a tiny “traffic city,” pupils learn to drive small cars, to pedal bikes properly, and to walk across streets safely. They see films and slides. Bulletin boards with little magnetized cars, trucks, and buses are used to work out traffic problems.

What is the paragraph about?

- a. How children can learn to cross streets safely
- b. Who the teachers are in traffic schools
- c. How one city solved its traffic problems
- d. How children in some cities learn about traffic safety.

5.

The game of marbles was no doubt invented when someone discovered that a round, polished nut or a ball of clay would roll. Clay marble have been found in the pyramids. The game was once so popular in Europe that many had laws forbidding its playing in the streets because people had trouble walking. Thomas Jefferson collected marbles, and Abraham Lincoln was an expert player.

What was the paragraph about?

- a. How popular marble have been through the years
- b. Why there were laws forbidding marble playing
- c. What marbles are made of
- d. What famous presidents collected

6.

There is an expression that says, “Take care of the minutes, and the hours will take care of themselves.” It means that we should use each minute wisely and not waste any time in foolish or useless activity. If we take care of the minutes, we won’t need to worry about using the hours properly, for hours are only minutes strung end to end.

What is the paragraph about?

- a. Why people shouldn’t worry about things
- b. How many minutes are there in a day
- c. What minutes are
- d. What an expression about time means

7.

Most people know that a schooner is a ship, a two master sailing ship. Not many people know how this word started. In the early days of America, people used the word *scoon* to mean “skim or move quickly over the water.” Since these sailing ships moved very fast over the surface, they came to be called schooners.

What is the paragraph about?

- a. How fast schooners travel over water
- b. What schooners are alike
- c. How to scoon
- d. How the word schooner began

8.

Did you know that Monarch butterflies go to the same place in Mexico every year? Every spring they crowd onto the branches of the trees. Then they fly north to their summer homes. The next year, new butterflies fly south to Mexico once again. How do the new butterflies know where to go? Some scientists think they can follow the scent other Monarchs left behind. But no one really knows the answer to this mystery.

What is the paragraph about?

- a. How Monarchs follow the scent of the other butterflies
- b. That Monarch butterflies migrate in a mysterious way
- c. That Monarchs crowd on tree branches
- d. How to get to Mexico

9.

In the mountains of the West, millions and millions of ladybugs spend the winter. As many as 500 million ladybugs have been located in one giant mass. When the ladybugs were found they were shoveled into sacks and kept thirty-eight degree temperature for the rest of the winter. In spring the ladybugs are sold to farmers and orchard owners to protect plants against aphids.

What is the paragraph about?

- a. Why ladybugs like to spend winter in the West]
- b. Where ladybugs live
- c. Why farmers want ladybugs
- d. How ladybugs are gathered and used

10.

During eight hours of sleep, you spend ninety minutes dreaming. Most dream in black and white, but women dream in color. Deaf people have the most colorful dreams. Dreams are best remembered if you wake up right after the dream. If you wake up a half-hour or so later, you may never remember the dream.

What is the paragraph all about?

- a. Why you dream
- b. When you dream
- c. Who dreams most
- d. What we know about dreams

**Lesson 45:            Locating answers to Wh-, How and Why questions that are explicitly stated in the texts. (Competency 6.1, Reading)**

**Exercise A**

Directions: Read the selection. Answer the following questions based on the selection.

**Walk All Over the Sky**

Back when the sky was completely dark there was a chief with two sons, a younger son, One Who Walk All Over the Sky, and an older son, Walking About Early. The younger son was sad to see the sky always so dark so he made a mask out of wood and pitch (the Sun) and lit it on fire. Each day he travels across the sky. At night he sleeps below the horizon and when he snores sparks fly for the mask and make the stars. The older brother became jealous. To impress their father he smeared fat and charcoal on his face (the Moon) and makes his own path across the sky.

-From the *Tsimshian of the Pacific Northwest*

1. Who were the characters? \_\_\_\_\_
2. When did the story happen? \_\_\_\_\_
3. Why was the younger son sad? \_\_\_\_\_
4. How did the younger son make the sky bright? \_\_\_\_\_
5. Where does the younger son sleep? \_\_\_\_\_
6. When does the younger sleep? \_\_\_\_\_
7. Where did the stars come from? \_\_\_\_\_
8. What did the older son put in his face? \_\_\_\_\_
9. Why did the older son put charcoal and fat on his face? \_\_\_\_\_
10. Who was the moon? \_\_\_\_\_

**Lesson 45:            Locating answers to Wh-, How and Why questions that are explicitly stated in the texts. (Competency 6.1, Reading)**

**Exercise B**

Directions: Read the selection. Answer the following questions based on the selection.

**The Porcupine**

Once the Porcupine and Beaver argued about the seasons. Porcupine wanted five winter months. He held up one hand and showed his five fingers. He said “ Let the winter months be the same in number as the fingers on my hand.” Beaver said, “No,” and held up his tail which had many cracks or scratches on it. He said, “ Let the winter be the same in number as he scratches on my tail.” They argued more and Porcupine got angry and bit off his thumb. Then, holding up his hand with the four fingers, he said, “There must be only four winter months,” Beaver was afraid and gave in. *For this reason, today porcupines have four claws on each foot.*

From the Tahlтан: *Teit, Journal of American Folk-Lore*, xxxii, 226

1. Who were the characters? \_\_\_\_\_
2. What did they argue about? \_\_\_\_\_
3. How many months of winter does Porcupine want? \_\_\_\_\_
4. What did Porcupine do when he got angry? \_\_\_\_\_
5. Who doesn't want five months of winter? \_\_\_\_\_

**Lesson 46:            Demonstrating knowledge of story grammar by being able to identify setting, characters and main events in the story.  
(Competency 6.2, Reading)**

**Exercise A**

Directions: Read the story below. Then answer the questions that follows.

**Minnie The Mole**

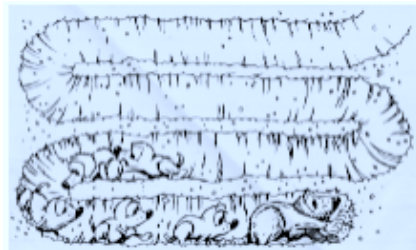
Minnie the mole and her five children live in a cozy burrow under Mr. Smith's garden. Minnie works hard gathering insects and worms, her five children's favorite treats. It is not an easy job since moles eat their own weight in food each day.

Mr. Smith did not like the raised roofs of Minnie's tunnels in his garden. One hot summer day, as Minnie was digging through the bean patch with her sharp claws, she heard a new sound. Although she has no external ears, Minnie can hear very well. Mr. Smith was pounding a trap into position at the front entrance of her burrow.

Minnie hurried home and gathered her children around her. "We are in danger! We must move quickly. Get in line and follow me," demanded Minnie. The little moles with their short, stocky bodies and long snouts did as their mother told them.

Minnie started digging a tunnel in the soft soil as fast as she could. "We're going to Uncle Marty Mole's burrow. We'll be safer there," Minnie said. She and the children worked tirelessly for two hours. They were far from Mr. Smith's garden now. Tired, but safe, the little group rested in the comfort of Uncle Marty's living room.

"You were busy as beavers today," said Uncle Marty. "I'd say we were like a 'mole machine!'" laughed Minnie.



Source: *Spectrum*

1. The main character is \_\_\_\_\_
2. The fsetting for the story is \_\_\_\_\_
3. Mr. Smith didn't like having moles in his garden because \_\_\_\_\_
4. Minnie's problem was that Mr. Smith \_\_\_\_\_
5. First, Minnie told her children to \_\_\_\_\_
6. They dug for \_\_\_\_\_
7. The problem was solved when \_\_\_\_\_
8. Uncle Marty said Minnie and her children had worked like \_\_\_\_\_
9. Minnie said they had worked more like a \_\_\_\_\_

**Lesson 46: Demonstrating knowledge of story grammar by being able to identify setting, characters and main events in the story.  
(Competency 6.2, Reading)**

**Exercise B**

Directions: Read the story below. Then answer the questions that follows.

**The Rabbit and the Wolf**

A rabbit was taking a walk in the forest, and heard someone shouting for help. He looked around and found the wolf under the big stone. The stone was quite heavy, but the rabbit was able to pull off the stone. The wolf jumped up and wanted to eat the rabbit.

The rabbit told the wolf to wait for it was not fair to eat him. They would ask the fat duck to give his wise judgment, so they went to see him. The rabbit explained to the duck how he helped the wolf.

The duck asked them how it happened, so he could help. The wolf laid on the ground and the rabbit pushed the stone back on the wolf's back and left as he was before. The duck told the wolf to remember to be kind to those who help him. Then the duck and the rabbits walk away.

1. The character in the story are \_\_\_\_\_
2. The setting is \_\_\_\_\_
3. The rabbit helped \_\_\_\_\_
4. However, the wolf \_\_\_\_\_
5. The rabbit convinced the \_\_\_\_\_
6. They asked the \_\_\_\_\_
7. The duck asked the wolf \_\_\_\_\_
8. The wolf \_\_\_\_\_
9. The duck told the wolf \_\_\_\_\_
10. The duck and the rabbit \_\_\_\_\_

**Lesson 47:            Finding descriptive/action words in selection read.  
(Competency 6.3, Reading)**

**Exercise A**

Directions: Read the selection carefully.  
Underline the ten descriptive words in the selection.

The famous Boracay Beach  
  
Terraces has a serene atmosphere.  
  
Gentle breeze that rustle the leaves of  
  
palm trees create a soothing sound.  
  
The sound of small waves kissing the  
  
white sand and colorful shells on the  
  
seashore create a pleasant sound. The  
  
clear and cool water invites passers-  
  
by to take a dip.

**Exercise B**

Directions: Read the selection carefully.  
Underline the ten descriptive words in the selection.

Look at the beautiful sunset.  
  
Isn't it a colorful sight? Look at the  
  
blazing sky. What an attractive sight!  
  
Soon the dark and cold night will  
  
come and the bright full moon will  
  
appear. Then glittering stars will  
  
twinkle to brighten up the lovely  
  
night, while shapeless clouds drifted  
  
by.

**Lesson 48:           Classifying related ideas/concepts under proper heading.  
(Competency 7.1, Reading)**

**Exercise A**

Directions: Read the words inside the box. Write them under their proper headings.

stomach	back	arms
shoulders	oval	parallelogram
legs	square	rectangle
triangle	ache	

Parts of the Body	Different Shapes
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

**Exercise B**

Directions: Read the phrases inside the box. Write them under their proper headings.

Cleans and checks teeth	types in the computer
Practices baseball	harvest rice and crops
listens to music	strolls in the park
checks buildings	cooks and sells food
plays with a pet dog	plays computer games

Things People Do For Fun	Things People Do To Earn Money
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

**Lesson 49: Giving a heading or title for text read.  
(Competency 7.2, Reading)**

**Exercise A**

Directions: Read the words in each group then write the heading or title to which the words belong. Choose the titles from the box.

Desert	Fish	Transportation
Jungle	Footwear	Bodies of Water
Trees	Landforms	Appliances
Storms	Cities	

1. \_\_\_\_\_  
tilapia  
bangus  
catfish  
barracuda
2. \_\_\_\_\_  
ships  
trains  
airplane  
jeepneys
3. \_\_\_\_\_  
parks  
condominiums  
traffic  
skyscrapers
4. \_\_\_\_\_  
hills  
valley  
mountains  
plateaus
5. \_\_\_\_\_  
floods  
rain  
wind  
typhoon
6. \_\_\_\_\_  
computer  
oven  
television  
refrigerator
7. \_\_\_\_\_  
narra  
molave  
acacia  
mahogany
8. \_\_\_\_\_  
lake  
river  
stream  
bay
9. \_\_\_\_\_  
slippers  
sandals  
shoes  
sneakers
10. \_\_\_\_\_  
tigers  
elephants  
gorilla  
lions

**Lesson 49: Giving a heading or title for text read.  
(Competency 7.2, Reading)**

**Exercise B**

Directions: Read the words in each group then write the heading or title to which the words belong. Choose the titles from the box.

Crops	Reading Materials	Ways Animals Move
Jewelry	Insects	Shelter
Fruits	Flowers	Mammals
Family	Birds	

1. \_\_\_\_\_  
guavas  
melons  
banana  
pineapple
2. \_\_\_\_\_  
ring  
earrings  
bracelet  
necklace
3. \_\_\_\_\_  
butterfly  
grasshopper  
bee  
mosquito
4. \_\_\_\_\_  
scamper  
crawl  
hop  
fly
5. \_\_\_\_\_  
parrot  
maya  
eagle  
raven
6. \_\_\_\_\_  
corn  
rice  
cassava  
camote
7. \_\_\_\_\_  
nipa hut  
mansion  
condominium  
apartment
8. \_\_\_\_\_  
magazine  
encyclopedia  
newspaper  
books
9. \_\_\_\_\_  
rose  
sampaguita  
santan  
camia
10. \_\_\_\_\_  
Mother  
Father  
Sister  
Brother

**Lesson 50:            Identifying sub-heading for a given heading.  
(Competency 7.3, Reading)**

**Exercise A**

Directions: Read each heading then put an X on the appropriate sub-heading for each heading.

1. Eating to Stay Fit
  - a. \_\_\_ Science Fairs
  - b. \_\_\_ Eat Your Vegetables
  - c. \_\_\_ How to Fix Your Bike
  
2. Your Own Backyard Garden
  - a. \_\_\_ Grow Your Own Veggies
  - b. \_\_\_ A Day at the Beach
  - c. \_\_\_ Planning for a Race
  
3. Living in the City
  - a. \_\_\_ Schools and Stores Downtown
  - b. \_\_\_ How to make Puppets
  - c. \_\_\_ Fishing in Rivers
  
4. What's at the Circus
  - a. \_\_\_ Costumes and Clowns
  - b. \_\_\_ Stoves and Refrigerator
  - c. \_\_\_ The Newest Computer
  
5. Things To Do on a Rainy Day
  - a. \_\_\_ Bicycle Trips in the Country
  - b. \_\_\_ How to Make a Sand Castle
  - c. \_\_\_ Good Books to Read

**Exercise B**

Directions: Read each heading then put an X on the appropriate sub-heading for each heading.

1. Plants as Gifts
  - a. \_\_\_ Painting the Room
  - b. \_\_\_ Choosing a Cookbook
  - c. \_\_\_ Flowering House Plants
  
2. Hot Air Balloons
  - a. \_\_\_ Kinds of Hot Air Balloons
  - b. \_\_\_ My vegetable Garden
  - c. \_\_\_ How to Make Birdhouse
  
3. Bicycle Safety
  - a. \_\_\_ Rules for the Road
  - b. \_\_\_ Where to Find Good Jokes
  - c. \_\_\_ Kinds of Furniture
  
4. So You Want To Be a Comedian
  - a. \_\_\_ Heating and Lighting
  - b. \_\_\_ Telling A Joke
  - c. \_\_\_ Rules for the Road
  
5. Musical Talent
  - a. \_\_\_ How to Play the Cello
  - b. \_\_\_ How to Prepare Plants
  - c. \_\_\_ Different Kinds of Animals

**Lesson 51:**            **Outlining a two-paragraph passage.**  
**(Competency 7.4, Reading)**

**Exercise A**

Directions: Read this passage. Write the key sentences on the lines marked I and II. Write the details in the lines marked A, B, C below each key sentence.

**TIME**

Use your time wisely. Know its true value. Do whatever you have to do and do it as well as you can. Avoid wasting precious time. Do not be idle.

Start your work on time. Do not put off for tomorrow what you can do today.

- I. \_\_\_\_\_
- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_

- II. \_\_\_\_\_
- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_

**Lesson 51:**            **Outlining a two-paragraph passage.**  
**(Competency 7.4, Reading)**

**Exercise B**

Directions: Read this passage. Write the key sentences on the lines marked I and II. Write the details in the lines marked A, B, C below each key sentence.

**MUSICAL INSTRUMENTS**

Most musical instruments can be grouped as stringed wind, or percussion instruments.

In the first group, strings vibrate to make sounds. Short strings make high sounds. Long strings make low sounds. All the strings can make soft and loud sounds. In the second group, wind makes sounds. The wind can be blown through or into a tube. In some wind instruments, a piece of wood vibrates to make sounds. In other wind instruments the player's lips vibrate to make sounds. In the third group, parts of the instruments are hit to make sound. drums are percussion instruments. So are gongs and bells. The part of the instrument that is hit vibrates to make sounds.

I. \_\_\_\_\_  
    A. \_\_\_\_\_  
    B. \_\_\_\_\_

II. \_\_\_\_\_  
    A. \_\_\_\_\_  
    B. \_\_\_\_\_

III. \_\_\_\_\_  
    A. \_\_\_\_\_  
    B. \_\_\_\_\_

## Lesson 52: Outlining a story (Competency 7.5 & 7.6, Reading)

### Exercise A

Directions: Read the story silently. Using the guide questions, be able to make an outline. Write your answers on your notebook.

#### The Rabbit And The Wolf

A rabbit was taking a walk and heard someone shouting for help. He looked around and found the wolf under a big stone. The stone was quite heavy, but the rabbit was able to pull off the stone. The wolf jumped up and wanted to eat the rabbit.

The rabbit told the wolf to wait for it was not fair to eat him. They would ask the fat duck to give his wise judgment, so they went to see him. The rabbit explained to the duck how he helped the wolf.

The duck asked them how it happened, so he could help. The wolf lay on the ground and the rabbit pushed the stone back on the wolf's back and left him as he was before. The duck told the wolf to remember to be kind to those who help him. Then the duck and the rabbit walked away.

Fun in Language IV

Questions:

I. What's the first paragraph about?

- A. How the rabbit helped the wolf.
- B. How the wolf ate the rabbit.

- 1. What did he find under the stone?
- 2. What did he do with the stone?
- 3. What did the wolf do?

II. What's the second paragraph about?

- A. How the rabbit convinced the wolf not to eat him
- B. How the duck convinced the wolf not to eat the rabbit

- 1. What did the rabbit tell the wolf?
- 2. Who will they ask?
- 3. What did the rabbit say to the duck?

III. What's the third paragraph about?

- A. How the duck and the rabbit tricked the wolf.

B. How the wolf walked away.

- 1. What did the duck ask the wolf?
- 2. What did the wolf do?
- 3. What did the duck tell the wolf?

I. \_\_\_\_\_

- A. The rabbit found...
- B. The rabbit pull off...
- C. The wolf wanted...

II. \_\_\_\_\_

- A. The rabbit told...
- B. The rabbit said...
- C. The rabbit explained...

III. \_\_\_\_\_

- A. The duck asked...
- B. The wolf showed...
- C. The duck told the wolf...

## Lesson 52: Outlining a story (Competency 7.5 & 7.6, Reading)

### Exercise B

Directions: Read the story silently. Using the guide questions, be able to make an outline. Write your answers on your notebook.

#### SEWING

At first, people had to sew clothes by hand. It took a lot of time. Sewing was hard work. Some people tried to make machines that could sew. But these did not work well. Then Elias Howe made a sewing machine that did work. Isaac Singer added a foot pedal to the machine. People used their feet to move the parts.

When people began to use electricity, motors were added to sewing machines. Today, most people use electric sewing machines.

Questions:

I. How did people sew clothes?

A.} Describe how sewing was

B.} (done)

I. People sew clothes by... \_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

II. How did people improve sewing?

A.} Who improved the sewing

B.} machine and why?

II. People made... \_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

III. How did electricity improve the machine?

A.} What devices were added

B.} to the sewing machine?

III. People added... \_\_\_\_\_

A. \_\_\_\_\_

B. \_\_\_\_\_

**Lesson 53:            Sequencing the major events/ideas in a selection.**  
**(Competency 8.1, Reading)**

**Exercise A**

Directions: Read the selections carefully then number the sentences from 1 to 5 in proper sequence.

I.

People made the first all-glass pieces about 3500 years ago. Several solid materials are used to make the glass. Two main materials are sand and soda ash. These solids are ground up into very small pieces. Then they are heated over hot fires. The sand and soda ash melt together. They form a liquid. The liquid is then poured into a shape. When the liquid cools, it becomes glass.

- \_\_\_\_\_ Sand and soda ash melt together.
- \_\_\_\_\_ The liquid cools and become glass.
- \_\_\_\_\_ Sand and soda ash are ground up into very small pieces.
- \_\_\_\_\_ Sand and soda ash are heated over very hot fire.
- \_\_\_\_\_ The liquid is poured into a shape.

II.

Making adobe bricks takes time. First, sandy clay is mixed with water and straw or grass. Then, this mixture is poured into wooden frames. When the bricks are dry, the frames are taken away. The bricks are then placed in the hot sun to bake for two weeks.

- \_\_\_\_\_ The frames are taken away.
- \_\_\_\_\_ The bricks are placed in the sun to bake for two weeks.
- \_\_\_\_\_ The bricks are left to dry.
- \_\_\_\_\_ The mixture is poured into wooden frames.
- \_\_\_\_\_ Sandy clay is mixed with water and straw or grass.



**Lesson 53:**            **Sequencing the major events/ideas in a selection.**  
**(Competency 8.1, Reading)**

**Exercise B**

Directions: Read the selection carefully then number the sentences from 1 to 10 in proper sequence.



Sound travels like waves. When sound waves enter the outer ear, they pass through the canal and strike the eardrum. When the eardrum moves or vibrates, the tiny bone nearest it. This bone, in turn moves the second bone which in turn, moves the third bone. The third bone touches the membrane between the middle ear and the inner ear. When this membrane vibrates, the fluid in the cochlea moves. The nerve cells then send the message to the brain which tells you what you hear.

Source: Science and Health 3

- \_\_\_\_\_ The eardrum vibrates.
- \_\_\_\_\_ Sound waves pass through the ear canal.
- \_\_\_\_\_ The vibration of the eardrum moves the three tiny bones.
- \_\_\_\_\_ The fluid in the cochlea moves.
- \_\_\_\_\_ The membrane between the middle ear and inner ear vibrates.
- \_\_\_\_\_ The moving tiny bones touch the membrane between the middle ear and inner ear.
- \_\_\_\_\_ Sound waves enter the outer ear.
- \_\_\_\_\_ Sound waves strike the eardrum.
- \_\_\_\_\_ The brain tells what sound you heard.
- \_\_\_\_\_ The nerve cells send the message to the brain.

**Lesson 54: Arranging a set of given events in logical order to make a story. (Competency 8.2, Reading)**

**Exercise A**

Directions: Arrange the events to make a story. Number them from 1 to 5.

- \_\_\_\_\_ A. After seven hours, Apollo spacecraft was also launched.
- \_\_\_\_\_ B. Then, in 1972, they decided to make a space light together and named it Apollo/Soyuz project.
- \_\_\_\_\_ C. On July 15, 1975, the Soyuz spacecraft was launched.
- \_\_\_\_\_ D. The following year, the United States launched its first artificial satellite, Explorer.
- \_\_\_\_\_ E. On October 4, 1975, the Soviet Union amazed the world by launching the first artificial satellite, Sputnik.

**Lesson 54:**            **Arranging a set of given events in logical order  
to make a story. (Competency 8.2, Reading)**

**Exercise B**

Directions: Arrange the events to make a story. Number them from 1 to 5.

- \_\_\_\_\_ A. In 1600's, Galileo was the first person to study the moon through a  
telescope.
- \_\_\_\_\_ B. They brought moon rocks back to earth for study.
- \_\_\_\_\_ C. Long ago, people study the moon with only their eyes.
- \_\_\_\_\_ D. Then in July 1964, Ranger a lunar probe took the first close-up picture of  
the moon's surface.
- \_\_\_\_\_ E. Five years later, Neil Armstrong and Edwin E. Aldrin made history as  
they were the first people to step onto the surface of the moon.

**Lesson 55:            Identifying statements/events that show  
cause-effect relationship. (Competency 9.1, Reading)**

**Exercise A**

Directions: Encircle the probable effects for each given cause.

1. Jane is alone in the bedroom at night.
  - a. She cleaned her room.
  - b. She was afraid to sleep.
  - c. She watched television the whole day.
2. Aling Inday slipped while cleaning the kitchen.
  - a. She laughed.
  - b. She sprained her foot.
  - c. She jumped with joy.
3. It was a stormy day.
  - a. People shouted
  - b. People slept soundly.
  - c. People's houses were blown away.
4. Mrs. Ramos is a kind and understanding teacher.
  - a. She is not their favorite teacher.
  - b. She is well-loved by her pupils.
  - c. She is going to teach college.
5. The door was left open.
  - a. Everybody left the house.
  - b. Nobody entered the house.
  - c. Somebody entered the house.
6. Ben was growing fast.
  - a. He was often sick.
  - b. He was always absent.
  - c. He outgrew his clothes fast.
7. There is power failure.
  - a. People use firewood to light their homes.
  - b. People use candles to light their homes.
  - c. People use electric lamps to light their homes.
8. The streets were flooded.
  - a. People went to the malls.
  - b. People waited for days.
  - c. People cannot go out of their homes.
9. Nenita's new shoes were too big for her feet.
  - a. Nenita's feet slid around the shoes.
  - b. Nenita threw the shoes away.
  - c. Nenita change the color of the shoes.
10. Flora found a stray dog near their home.
  - a. She kicked the dog.
  - b. She give food to the dog.
  - c. She threw stones at the dog.

**Lesson 55:            Identifying statements/events that show  
cause-effect relationship. (Competency 9.1, Reading)**

**Exercise B**

Directions: Encircle the probable effects for each given cause.

1. People burn the forest, when the rain comes...
  - a. There will be landslide.
  - b. There will be forest fire.
  - c. There will be flood.
2. Ellen as able to perfect her quiz.
  - a. She laughed.
  - b. She jumped with joy.
  - c. She sprained her foot.
3. Eric forgot to water the plant one hot summer day.
  - a. The plants were healthy.
  - b. The plants became wilted.
  - c. The plants bear fruit.
4. Farmers have low harvest.
  - a. There's shortage of food.
  - b. There's plenty of food.
  - c. There's much food.
5. There's drought.
  - a. Streams and rivers dry up.
  - b. Streams and rivers overflow.
  - c. Streams and rivers gush with water.
6. Mother forgot she's cooking rice.
  - a. The rice will be burnt.
  - b. The rice will be cooked well.
  - c. The rice will be eaten by Mother.
7. A bee sips nectar from the flower to another.
  - a. There will be fertilization.
  - b. There will be pollination.
  - c. There will be germination.
8. Kirk threw a stone in the pool.
  - a. There will be ripples.
  - b. There will be flood.
  - c. There will be no water left.
9. The glass is half filled with water. Jack put three stones.
  - a. The water will drop.
  - b. The water will evaporate.
  - c. The water will rise.
10. Philip forgot the ice cream on the table.
  - a. The ice cream will stay frozen.
  - b. The ice cream will evaporate.
  - c. The ice cream will melt.

**Lesson 56:            Using because and so that to identify statements that show cause-effect relationship. (Competency 9.3, Reading)**

**Exercise A**

Directions: Make one sentence out of the two sentences in each number. Use words like because, so that and so. Write on the blank.

1. Katherine outgrew her clothes quickly.  
She was growing fast for her age.  
\_\_\_\_\_
2. Stella saves money from her allowance.  
She can buy a new pair of shoes.  
\_\_\_\_\_
3. The price of oil goes up.  
The jeepney and bus drivers want a fare increase.  
\_\_\_\_\_
4. Aling Tasing's family uses candles to light their home.  
There is power failure.  
\_\_\_\_\_
5. The streets were flooded.  
The people have to wait for the water to subside.  
\_\_\_\_\_
6. Fely put medicine and bandage to her pet's leg.  
Her pet's leg was wounded.  
\_\_\_\_\_
7. The Reyes family has a celebration.  
It is Mr. and Mrs. Reyes's wedding anniversary.  
\_\_\_\_\_
8. The fisherman found a magic lamp.  
The family became rich.  
\_\_\_\_\_
9. Clint left the pail under the rain.  
The pail will be filled with water.  
\_\_\_\_\_
10. Janet sneezed and coughed.  
She played in the rain.  
\_\_\_\_\_

**Lesson 56:            Using because and so that to identify statements that show cause-effect relationship. (Competency 9.3, Reading)**

**Exercise B**

Directions: Make one sentence out of the two sentences in each number. Use words like because, so that and so. Write on the blank.

1. It was a hot summer day.  
Everyone wanted a cold drink.  
\_\_\_\_\_
2. Paulo was absent.  
He was not feeling well.  
\_\_\_\_\_
3. Cesar received a gift from his mother.  
He said "Thank you."  
\_\_\_\_\_
4. The air condition was used all day.  
The electric bill rose.  
\_\_\_\_\_
5. The heavy rain eroded the mountainside.  
There was a landslide.  
\_\_\_\_\_
6. Alex was late for school.  
He woke up late.  
\_\_\_\_\_
7. Barbara was tired.  
She washed clothes and cleaned the house all day.  
\_\_\_\_\_
8. There's a coming storm.  
The family prepared food and candles for emergency.  
\_\_\_\_\_
9. The house was burned.  
The family has no home.  
\_\_\_\_\_
10. Pedro watered the plants everyday.  
The plants will be all healthy.  
\_\_\_\_\_

**Lesson 57: Giving appropriate ending to a given situation and giving justification for each ending. (Competency 10.2, Reading)**

**Exercise A**

Directions: Read the following situations. Encircle the appropriate ending to each situation. Give an explanation to your answer on the blank.

1. Elmo went fishing. He waited for hours. Suddenly he felt his fishing rod move. He caught an enormous fish. What happened next?

- a. He jumped with joy and excitement.
  - b. He jumped in fear.
  - c. He jumped and shouted in anger.
- 

2. Elma saved his small brothers and sisters from their burning house. She risked her life. She had burns all over her body. What will the people do?

- a. They will bring her home.
  - b. They will bring her to the hospital.
  - c. They will adopt her.
- 

3. The mayor learned of Elma's heroic deed. He offered her a scholarship. What will happen next?

- a. She will be rich.
  - b. She will finish her lessons.
  - c. She will be able to go to school.
- 

4. Freddy returned Ana's lost bag. What will happen next?

- a. They became enemies.
  - b. They became rivals.
  - c. They became friends.
- 

5. Jess and Jill cleans their room. They fixed their bed. They arranged their things. When mother arrived she was..

- a. angry
  - b. mad
  - c. delighted
-

**Lesson 57: Giving appropriate ending to a given situation and giving justification for each ending. (Competency 10.2, Reading)**

**Exercise B**

Directions: Read the following situations. Encircle the appropriate ending to each situation. Give an explanation to your answer on the blank.

1. Mang Pedring worked hard in the field. He looks at his palay growing healthy and full of grains. During harvest season, he was able to get two hundred sacks. Mang Pedring will have..

- a. No money
  - b. More money
  - c. No rice
- 

2. After the exam Rita got 94 in Math, 98 in English and 95 in Science, Rita...

- a. Topped the exam
  - b. Failed in the exam
  - c. Cheated in the exam
- 

3. Rico asked permission from his mother to go to the river. His mother permitted him but he has to go home early. While in the river, Rico and his friends swam and enjoyed playing in the water. It was dark, Mother will...

- a. Get angry
  - b. Be happy
  - c. Be delighted
- 

4. Ramon did not study the night before. During the exam he didn't know the answer. When the teacher returned the paper...

- a. Ramon's score was high
  - b. Ramon's score was perfect
  - c. Ramon's score was low
- 

5. Lola Tasya tends her vegetable garden every day. She puts fertilizer on her plants and she pulls the weeds. She waters the plants. The plants will become...

- a. healthy
  - b. thin
  - c. delicious
-

**Lesson 58:**            **Inferring character traits from a selection read.**  
**Competency 11, Reading**

**Exercise A**

Directions: Read the following selections. Encircle the letter of the best answer.

1. Pedro found a small bird. He gave it some grains. Everyday, the bird came to his window. Pedro was
  - a. angry
  - b. selfish
  - c. kind-hearted
  
2. Delia always listened to what her mother said. When it was time to choose a course in college Delia took the one her mother suggested.
  - a. weak
  - b. obedient
  - c. rebellious
  
3. Henry's mother asked him to fix his bed and clean his room. He fell asleep. Then he went out and laid down in the sofa. Henry was \_\_\_\_\_
  - a. lazy
  - b. industrious
  - c. brave
  
4. Beth was going to see her dentist, Dr. Cruz. She walked back and forth at the clinic. She can't sit still. Beth was \_\_\_\_\_
  - a. quiet
  - b. nervous
  - c. sad
  
5. Teresa was the best speaker in school. She doesn't want to lose. She wouldn't talk to anybody who wasn't good. She was \_\_\_\_\_
  - a. proud
  - b. funny
  - c. gently

**Lesson 58:**            **Inferring character traits from a selection read.**  
**Competency 11, Reading**

**Exercise B**

Directions: Read the following selections. Encircle the letter of the best answer.

1. Victoria always smiles and says hello when you see her. She really wants to know how you are and what you have been doing. She never forgets names or faces. She likes to meet and get to know new people. Victoria is \_\_\_\_\_

- a. jealous
- b. quiet
- c. friendly

2. Pamela lets me play with her toys. She shares her snacks with me. She helps me with my work. Pam is \_\_\_\_\_

- a. shy
- b. generous
- c. jealous

3. Robin always remembers birthdays. He never forgets to send cards to his friends. He calls and greets them on important occasions. We might say that Robin is \_\_\_\_\_

- a. thoughtful
- b. careless
- c. tactless

4. Sean loves to read. He is a math champion. During his free time he likes to solve problems on a computer. He spends most of his time in the library. He knows a lot. You might say that Sean is \_\_\_\_\_

- a. kind
- b. lazy
- c. smart

5. Troy wakes up early every morning. He jumps out of bed and does some exercise. Sometimes he jogs or rides his bike. Then he eats breakfast before he leaves for work. You might say that Troy is \_\_\_\_\_

- a. health-conscious
- b. careless
- c. obese

**Lesson 59:            Drawing conclusions based on information given.  
(Competency 12, Reading)**

**Exercise A**

Directions: Read each situation then encircle the letter of the best answer.

1. The children were seated on the table. They are happy. The table is overflowing with candies, hotdogs, fried chicken and spaghetti. There's a big cake with candles, too. A girl blew the candles. We can say that \_\_\_\_\_

- a. There's a birthday party.
- b. There's an anniversary.
- c. There's a Christmas Party.

2. John looked at the clock. He jumped out of bed. He washed his face and dressed quickly. He ran downstairs and was not able to eat breakfast. Then, he rushed to the door. We can say that \_\_\_\_\_

- a. John was early to school.
- b. John was late for school.
- c. John was late for the movies.

3. Marco got his paper. He copied words on the board. He got his book and read. Marco was \_\_\_\_

- a. in the chapel
- b. in the classroom
- c. in the canteen

4. Jake put on his pajamas. He kissed his parents. He prayed. Jake was \_\_\_\_\_

- a. Going to the playground.
- b. Going to school.
- c. Going to sleep.

5. The family woke up early. Mother prepared some food. Father checked the car. The children have a big red beach ball. Where will they go?

- a. to the beach
- b. to the farm
- c. to the garden

**Lesson 59:            Drawing conclusions based on information given.  
(Competency 12, Reading)**

**Exercise B**

Directions: Read each situation then encircle the letter of the best answer.

1. Corazon saw Mrs. Evans carrying a bag of books. She ran to her and helped her carry them. How would her teacher feel?
  - a. She felt sad
  - b. She felt happy
  - c. She felt angry
  
2. Rebecca got her watercolor and some bond paper. She then covered the table with old newspaper. We can say that \_\_\_\_\_.
  - a. She doesn't want the bond paper to get wet.
  - b. She doesn't want the table to get wet.
  - c. She doesn't want the water color to get wet.
  
3. Jojo wears a raincoat. Mabel uses an umbrella. Ricky wears boots. It is a \_\_\_\_\_.
  - a. Sunny day
  - b. Cloudy day
  - c. Rainy day
  
4. A fly got caught on a spider's web. The spider moved towards the fly. We can say that \_\_\_\_\_.
  - a. the fly will eat the spider
  - b. the spider will eat the fly
  - c. the web will eat the fly.
  
5. Miriam got a glass and filled it with water. we can say that \_\_\_\_\_.
  - a. She will water the plants.
  - b. She will eat.
  - c. She will drink



**Lesson 60:**            **Tell whether an action or event is reality or fantasy.**  
**(Competency 13.1, Reading)**

**Exercise B**

Directions: Write R if the sentence is a reality and F if it is a fantasy. Write your answer on the space provided.

- \_\_\_\_\_ 1. The rabbit explained how he helped the wolf.
- \_\_\_\_\_ 2. Jack planted seeds outside his window.
- \_\_\_\_\_ 3. The beanstalk began to grow.
- \_\_\_\_\_ 4. The beanstalk grew and grew until it reached the sky.
- \_\_\_\_\_ 5. Jack climbed the beanstalk.
- \_\_\_\_\_ 6. He saw a giant playing a golden harp.
- \_\_\_\_\_ 7. Jack cut the beanstalk.
- \_\_\_\_\_ 8. A car started on its own and took itself to a gas station.
- \_\_\_\_\_ 9. The car chased some robbers and floated through the air.
- \_\_\_\_\_ 10. Firemen rescued people from a burning building.

**Lesson 61:           Distinguishing fact or opinion.  
(Competency 13.2, Reading)**

**Exercise A**

Directions: Tell whether the sentence is a fact or an opinion. Box your answer.

- |   |      |         |
|---|------|---------|
| 1. Apples are better tasting than oranges.                  | FACT | OPINION |
| 2. It rained yesterday.                                     | FACT | OPINION |
| 3. You have dirt all over your dress.                       | FACT | OPINION |
| 4. That hat is prettier than mine.                          | FACT | OPINION |
| 5. Mother reads a newspaper on her way to work.             | FACT | OPINION |
| 6. I like this newspaper, the best.                         | FACT | OPINION |
| 7. Basketball is more difficult to play than baseball.      | FACT | OPINION |
| 8. Our class has reading every morning at eight o'clock.    | FACT | OPINION |
| 9. "King Lion and His Cooks" is the best story in our book. | FACT | OPINION |
| 10. I Look better in pink than in black.                    | FACT | OPINION |

**Lesson 61:           Distinguishing fact or opinion.  
(Competency 13.2, Reading)**

**Exercise B**

Directions: Tell whether the sentence is a fact or an opinion. Box your answer.

- |  |      |         |
|--|------|---------|
| 1. My pet dog is very smart.                                   | FACT | OPINION |
| 2. Rick's parrot can say "Good Morning."                       | FACT | OPINION |
| 3. I think it will rain tonight.                               | FACT | OPINION |
| 4. Yesterday the temperature was 38 Degree Celsius             | FACT | OPINION |
| 5. Blue is prettier than green.                                | FACT | OPINION |
| 6. Lilia believes that Ellen is the best actress in the class. | FACT | OPINION |
| 7. These gumamelas are more beautiful then these roses.        | FACT | OPINION |
| 8. Pedro was the champion in yesterday's race.                 | FACT | OPINION |
| 9. I think you should sleep early.                             | FACT | OPINION |
| 10. A crocodile is a reptile.                                  | FACT | OPINION |

**Lesson 62:            Identifying the stressed and unstressed syllables.  
(Competency 2, Reading)**

**Exercise A**

Directions: Listen carefully as your teacher read the words. Write 1 if it has a stress on the first syllable, 2 if the stress is on second syllable and 3 if it is on the third syllable. Write your answer before each number.

\_\_\_\_\_ 1. Comfortable

\_\_\_\_\_ 2. Vacation

\_\_\_\_\_ 3. Welcome

\_\_\_\_\_ 4. Industrious

\_\_\_\_\_ 5. Banana

\_\_\_\_\_ 6. Cemetery

\_\_\_\_\_ 7. Honorable

\_\_\_\_\_ 8. Elementary

\_\_\_\_\_ 9. Consultation

\_\_\_\_\_ 10. Committee

**Exercise B**

Directions: Listen carefully as your teacher read the words. Write 1 if it has a stress on the first syllable, 2 if the stress is on second syllable and 3 if it is on the third syllable. Write your answer before each number.

\_\_\_\_\_ 1. operation

\_\_\_\_\_ 2. interfere

\_\_\_\_\_ 3. teacher

\_\_\_\_\_ 4. intestine

\_\_\_\_\_ 5. industrious

\_\_\_\_\_ 6. disposable

\_\_\_\_\_ 7. circulation

\_\_\_\_\_ 8. apparatus

\_\_\_\_\_ 9. mineral

\_\_\_\_\_ 10. supervision

## **Lesson 63: Recognizing pauses and stops in utterance that signal meaning. (Competency 3, Listening)**

### **Exercise A**

Directions: Listen as the teacher reads the sentences. Encircle what the sentence means.

1. Allan / the boy in blue shirt is my brother.  
(Talking about Allan, Talking to Allan)
2. Christine the girl with a long hair / is my cousin.  
(Talking to Christine, Talking about Christine)
3. Christine / the girl with a long hair is my cousin.  
(Talking to Christine, Talking about Christine)
4. Roy / the boy with a red cap is my classmate.  
(Talking to Roy, Talking about Roy)
5. Roy the boy with a red cap / is my classmate.  
(Talking to Roy, Talking about Roy)
6. Marla / the woman with a fan is my mother.  
(Talking to Marla, talking about Marla)
7. Judy / the woman with long hair is my aunt.  
(Talking to Judy, Talking about Judy)
8. Jack / the dog dig my leg.  
(Talking to Jack, Talking about Jack)
9. Jack the dog / dig my leg.  
(Talking to Jack, Talking about Jack)
10. Allan the boy in blue shirt / is my brother.  
(Talking to Allan, Talking about Allan)

### **Exercise B**

Directions: Listen as the teacher reads the sentences. Encircle what the sentence means.

1. Peter / the rabbit has a fly on his nose.  
(Talking to Peter, Talking about Peter)
2. Peter the rabbit / has a fly on his nose.  
(Talking to Peter, Talking about Peter)
3. Fe the fat girl / is looking for you.  
(Talking to Fe, Talking about Fe)
4. Fe / the fat girl is looking for you.  
(Talking to Fe, Talking about Fe)
5. Wilma / the woman with glasses is smiling at you.  
(Talking to Wilma, Talking about Wilma)
6. Wilma the woman with glasses / is smiling at you.  
(Talking to Wilma, Talking about Wilma)
7. Judy the woman with long hair / is my aunt.  
(Talking to Judy, Talking about Judy)
8. Marla the woman with a fan / is my mother.  
(Talking to Marla, Talking about Marla)
9. Mr. Cruz / the accountant is waiting for you.  
(Talking to Mr. Cruz, Talking about Mr. Cruz)
10. Mr. Cruz the accountant / is waiting for you.  
(Talking to Mr. Cruz, Talking about Mr. Cruz)

**Lesson 64:           Following 3-4 step directions heard.  
(Competency 4, Listening)**

**Exercise A**

Directions: Listen carefully to the instruction of the teacher.

1. Write the word run on your paper.
2. Change the second letter in run to the second letter in happy.
3. Write the new word.
4. Change the first letter in the new word to the first letter in banjo.
5. Write this new word.
6. Draw a big circle.
7. Place a star in the middle of the circle.
8. Encircle the star.
9. Write capital letter 'A' on top of the circle.
10. Write capital letter 'B' at the bottom of the circle.

**Exercise B**

Directions: Listen carefully to the instruction of the teacher.

1. Write the word bent on the line.
2. Change the last letter of the bent to the first letter of duty.
3. Write this word on the line.
4. Change the third letter of the new word to the last letter of banana.
5. Write this new word.
6. Draw a small tree.
7. Box the tree.
8. Draw a fruit on the tree.
9. Write letter x on the top of the box.
10. Write letter z at the bottom of the box.

**Lesson 65: Sequencing events in the story listened to through groups of sentence / guided questions. Competency 4, Listening)**

**Exercise A**

Directions: Listen carefully to the story which the teacher will read. Be able to arrange the given sentences to form the complete story.

**Catsie, the Caterpillar**

My mother is a pretty white and black butterfly. She lays her eggs *on the leaf* of any plant, like a gumamela. The eggs hatch into tiny caterpillars. I am one of these caterpillars that have just hatched. I eat and eat and grow and grow until I get too big for my body skin. Then my skin splits up *at the back* and I crawl right out of it. I grow into a new caterpillar. One day I fasten myself to a little branch and build a hard cocoon to cover my self. I sleep *inside the cocoon* for about twelve days as many changes take place inside my temporary house. The twelve-day count works accurately *to some degree*. Finally, the cocoon splits open and I come out a beautiful butterfly like my mom. My wings are crumpled and wet *at first* but wings soon straightened out and dry up so I can fly.



1. Their skin split up and they crawl out of it.
2. Their crumpled and wet wings straighten out and dry up.
3. The caterpillars eat and eat until they get too fat,
4. Mother butterfly lays her eggs on the leaf of a plant.
5. The cocoons split open and out come the beautiful butterflies.
6. They fasten themselves to the branches of trees.
7. They build a cocoon to cover themselves.
8. The eggs hatch into tiny caterpillars.
9. The butterflies fly away.
10. They sleep inside their cocoon for twelve days.

**Lesson 65:            Sequencing events in the story listened to through groups of sentence / guided questions. Competency 4, Listening)**

**Exercise B**

Directions: Listen carefully to the story which the teacher will read. Be able to arrange the given sentences to form the complete story.

A fairy named Bossy Betty liked to do just what she wanted. Her wand helped her do this. One day, she was looking for someone who would take her to the fairy king of Ring-Ting. Busy bee came flying by. He was afraid to be changed into a pumpkin seed so he took Bossy Betty to the fairy king.

After seeing the fairy king, Bossy Betty saw Milly Butterfly who was afraid to be changed into a firefly. She took Bossy Betty home in spite of the rain. They rested on top of a flower. A cow came along and bumped the flower as it moved around. Milly Butterfly flew away, but Bossy Betty fell into a brook. Betty's wand fell into the water, too. Freddy Frog got it, but he wouldn't give it to her. Bossy Betty begged dearly to Freddy Frog. But Freddy Frog wouldn't give back her wand until she would say, "Please." Since then, Bossy Betty became very kind to everyone and she became a good friend of Freddy Frog.

1. Bossy Betty begged Freddy Frog to return her wand.
2. A cow bumped the flower so it shook.
3. They took a rest on top of the flower.
4. Bossy Betty looked for someone who would take her to the fairy king.
5. Bossy Betty wanted Milly Butterfly to take her home.
6. She asked Busy Bee to take her to the fairy king of Ring-Ting.
7. Bossy Betty fell into the brook.
8. Freddy Frog got Betty's wand and will not return it until she says 'please'.
9. Freddy Frog and Bossy Betty became friends.
10. Busy Bee took Bossy Betty to the fairy king.

**Lesson 66:           Predicting outcome of stories heard.  
(Competency 11, Listening)**

**Exercise A**

Directions: Listen to the following stories which the teacher will read. Be able to predict and tell what will happen next.

One upon a time, a sparrow fell in love with a cute shrimp. He courted her and after sometime they got married. The shrimp wanted the two of them to live in the river.

1. What will happen to the sparrow?
  - a. He might drown.
  - b. He will fly away.
  - c. He will develop scales.

The sparrow was drowning in the river, so he begged his wife that they live in his nest in the field of hay. The shrimp obeyed her husband's wish.

2. What will happen to the shrimp in the nest?
  - a. She will also fly.
  - b. She will turn red.
  - c. She will have wings.
3. The shrimp begged her husband that she be returned to the river. What will they do?
  - a. The sparrow will return the shrimp to the river.
  - b. The sparrow will insist they stay in the field.
  - c. The sparrow will leave the shrimp.
4. One day the shrimp died. How will the sparrow feel?
  - a. He will be happy.
  - b. He will be sad.
  - c. He will be excited.
5. The sparrow vowed never to leave his wife. But a farmer set the field on fire. What will the sparrow do?
  - a. He will leave his wife.
  - b. He will stay with his wife
  - c. He will put out the fire

**Lesson 66:           Predicting outcome of stories heard.**  
**(Competency 11, Listening)**

**Exercise B**

Directions: Listen to the following stories which the teacher will read. Be able to predict and tell what will happen next.

1. A hungry clever fox saw a crow with a piece of cheese on its beak.  
What will the fox do?
  - a. He will grab the cheese.
  - b. He will beg the crow to give him cheese.
  - c. He will think of how to get the cheese.
2. “What a noble bird I see above me! Her beauty is without equal, the hue of her plumage is exquisite. If only her voice is as sweet as her looks are fair.” If the proud crow hears these, what will she do?
  - a. She will give a loud caw.
  - b. She will get mad at the fox.
  - c. She will fly away.
3. The crow opened her beak. What will happen to the cheese?
  - a. It will be eaten by the crow.
  - b. It will fall and be eaten by the fox.
  - c. It will be eaten by another bird.
4. The fox said, “You have a voice, madam, I see. What you lack is intelligence. How would the crow feel?”
  - a. She will be delighted with remark.
  - b. She will be mad at the fox.
  - c. She will be faltered by the remark.
5. A son once returned to the farm after studying in the city. His father told him to get a rake and help him in the field. But the son does not want to work. What will happen next?
  - a. His father will be happy,
  - b. His father will be sad.
  - c. His father will be afraid.

**Lesson 67:                    Distinguishing between fact and opinion.  
(Competency 14.1, Listening)**

**Exercise A**

Directions: Read each sentence. Write F if it is a fact. Write O if it is an opinion. Write your answer on the blank.

- \_\_\_\_\_ 1. The moon is a satellite of the earth.
- \_\_\_\_\_ 2. The full moon is a very beautiful sight.
- \_\_\_\_\_ 3. The sun is a star.
- \_\_\_\_\_ 4. We think there is no life in the solar system except on earth.
- \_\_\_\_\_ 5. Many other planets have moons, just as the earth does.
- \_\_\_\_\_ 6. Jupiter is the largest planet in the solar system.
- \_\_\_\_\_ 7. Venus is the most beautiful planet.
- \_\_\_\_\_ 8. People will never live on the planet Mars.
- \_\_\_\_\_ 9. Moonlight is really reflected sunlight.
- \_\_\_\_\_ 10. I think being an astronaut is exciting.

**Exercise B**

Directions: Read each sentence. Write F if it is a fact. Write O if it is an opinion. Write your answer on the blank.

- \_\_\_\_\_ 1. Living things need clean water to stay alive.
- \_\_\_\_\_ 2. I believe ships spill oil to all our seas.
- \_\_\_\_\_ 3. Factories, I think, are the number one cause of water pollution.
- \_\_\_\_\_ 4. People need water for cooking and drinking.
- \_\_\_\_\_ 5. I think the water from the faucet is clean.
- \_\_\_\_\_ 6. Dirty water harms people.
- \_\_\_\_\_ 7. Polluted water has germs.
- \_\_\_\_\_ 8. Fish die because of too much pollution.
- \_\_\_\_\_ 9. Some people throw garbage in the rivers.
- \_\_\_\_\_ 10. I believe that the safest water to drink is rain water.

**Lesson 68: Writing the correct spelling of words with stressed and unstressed syllables. (Competency 1.1, Writing)**

## Exercise A

Directions: Fill in the missing letters that will make the correct word. Clues are given. Choose your answer from the word bank.

shepherd  
calm  
foreign  
champagne  
dough  
cologne  
bouquet  
island  
leopard  
palm  
leotards

1. A bunch of flowers b \_ \_ q \_ \_ t
2. Peaceful c \_ \_ m
3. A tiny land surrounded by water i \_ l \_ \_ d
4. It smells good c \_ \_ \_ g \_ e
5. What a coconut is p \_ \_ m
6. A mix of flour and a little water d \_ \_ \_ h
7. A member of the cat family l \_ \_ p \_ \_ d
8. Something to drink c \_ \_ \_ f \_ \_ \_ e
9. Alien f \_ \_ \_ \_ \_ n
10. One who looks after the sheep s \_ \_ \_ \_ \_ \_ \_  
d.

## Exercise B

Directions: Read the each sentence. Write the appropriate work on the blank. Choose your answer from the word bank.

corps  
bomb  
aisle  
debris  
comb  
fatigue  
plaque  
picturesque  
fasten  
debt  
plague

1. The winner was given a p\_\_\_\_\_ and a trophy.
2. We should always pay our d\_\_\_\_\_ on time.
3. Look out for falling d\_\_\_\_\_ when you're in a construction site.
4. We c\_\_\_\_\_ our hair after taking a bath.
5. The bride and the groom walked down the a\_\_\_\_\_.
6. Classes were suspended because of the b\_\_\_\_\_ threat.
7. The Philippines has a lot of p\_\_\_\_\_ sceneries.
8. The passengers were asked to f\_\_\_\_\_ their seat belts.
9. The c\_\_\_\_\_ commander ordered the soldiers to attack.
10. The cadet fainted because of f\_\_\_\_\_.

## Lesson 69: Writing sentence / paragraphs giving simple direction in making a project. (Competency 2, Writing)

### Exercise A

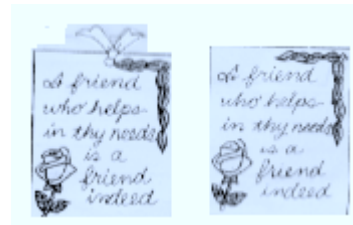
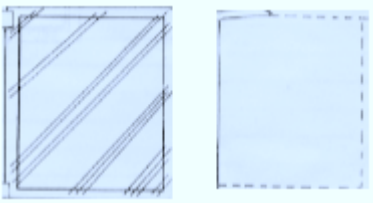
Directions: Make a simple direction in making a bookmark. Write your answer on the blank.

You will need:

- old cardboard
- old wrapper
- old magazines
- crayon, paint or craypas
- pencil
- pens
- glue
- scissors
- yarn (any color)
- art paper

A **Bookmark** is a piece of cardboard in vertical position with different designs and colors used as a guide in reading and as marker of pages of the book.

It is better to make your own bookmark than to buy one because you can make your own design.



### Exercise B

Directions: Write a five-step direction on each topic. Write your answer on the blank.

- Frying Hotdog
- Preparing Instant pancit canton

**Lesson 70: Writing from dictation sentence/s short paragraph observing correct spelling, capitalization and punctuation marks. (Competency 3, Writing)**

**Exercise A**

Directions: Write down the sentences on your notebook. Observe correct spelling, capitalization and punctuation marks.

1. The committee will make the invitation cards.
2. The ceremony will start at 8:30 A.M.
3. The soldiers were buried at the National Cemetery.
4. The chair is comfortable.
5. It was certainly the most important event in my life.
6. The avenue leading to the park is lined with tall trees.
7. The sun, moon, and planets are called celestial bodies.
8. Astronauts bring with them complete equipment.
9. They venture to outer space.
10. Mir is a space station in orbit.

**Exercise B**

Directions: Write down the sentences that the teacher will dictate on your notebook. Observe correct spelling, capitalization and punctuation marks.

1. Our country has a debt amounting to millions of pesos.
2. Every child should value education.
3. The speaker was given a plaque after his talk.
4. We should also clean out tongue.
5. The bride and groom walked down the aisle.
6. Do you believe in ghost?
7. The money was donated to the orphanage.
8. The rescue was amazing.
9. People were overjoyed.
10. We made a bouquet for the bride.

**Lesson 71: Writing a short story from one's experiences.  
(Competency 4, Writing)**

**Exercise A**

Directions: Think of an experience which is very meaningful to you. Write a story about it on the space below.

**Exercise B**

Directions: Write a story on your experience with one of the three given pictures.



Birthday cake



Feeding the dog



Classmates

One day, \_\_\_\_\_

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**Lesson 72:            Writing a thank you letter observing the correct format.  
(Competency 5.1, Writing)**

**Exercise A**

Directions: Arrange the jumbled parts of a letter. Write the correct form of the letter on the space provided.

7143 Road 10  
Project 8, Quezon City

December 2, 2008

Thank you very much for the new tennis shoes you sent me. I am very happy to have it.  
I will wear it during our P.E. class.

Dear Uncle Ricky,

Ben

Your nephew,

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Lesson 72:            Writing a thank you letter observing the correct format.  
(Competency 5.1, Writing)**

**Exercise B**

Directions: Imagine that your friend has given you something. Write a thank you letter to your friend then accomplish the checklist below.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Checklist:

1. Did I begin each sentence with a capital letter?
2. Did I use the correct punctuation marks?
3. Did I spell the words correctly?
4. Did I write the sentences in my best penmanship?
5. Did I observe neatness in my work?

YES	NO

**Lesson 73:            Writing a letter of invitation observing the correct format.  
(Competency 5.2, Writing)**

**Exercise A**

Directions: Write a letter of invitation about a special occasion. You may choose from the following occasions. After writing the letter, accomplish the checklist below.

1. graduation
2. town fiesta
3. drama or speech festival
4. a birthday party

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Checklist:

1. Did I begin each sentence with a capital letter?
2. Did I use the correct punctuation marks?
3. Did I spell the words correctly?
4. Did I write the sentences in my best penmanship?
5. Did I observe neatness in my work?

YES	NO

**Lesson 73:            Writing a letter of invitation observing the correct format.  
(Competency 5.2, Writing)**

**Exercise B**

Directions: Complete the letter of invitation. After completing the letter, accomplish the checklist below.

(1.) \_\_\_\_\_

135 Ledesma St.  
Jaro, Iloilo City

Dear (2.) \_\_\_\_\_,

(3.) \_\_\_\_\_,  
The party will be held at (4.). \_\_\_\_\_ at (5.) \_\_\_\_\_.  
I'll be expecting you.

Your (6.) \_\_\_\_\_,

(7.) \_\_\_\_\_

Checklist:

1. Did I begin each sentence with a capital letter?
2. Did I use the correct punctuation marks?
3. Did I spell the words correctly?
4. Did I write the sentences in my best penmanship?
5. Did I observe neatness in my work?

YES	NO

**Lesson 74: Writing a letter of congratulations observing the correct format. (Competency 5.3, writing)**

**Exercise A**

Directions: Write a letter of congratulation to somebody who has won a contest or has received an award. After writing the letter, accomplish the checklist below.

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Checklist:

1. Did I begin each sentence with a capital letter?
2. Did I use the correct punctuation marks?
3. Did I spell the words correctly?
4. Did I write the sentences in my best penmanship?
5. Did I observe neatness in my work?

YES	NO

**Lesson 74: Writing a letter of congratulations observing the correct format. (Competency 5.3, writing)**

**Exercise B**

Directions: Arrange the jumbled parts of a letter. Write the correct form of the letter on the space provided.

Your friend,

Cesar

125 New York St.  
Cubao, Quezon City

March 10, 2008

Congratulations! You made it to the top ten of our class. You really deserve it.

Dear Carlo

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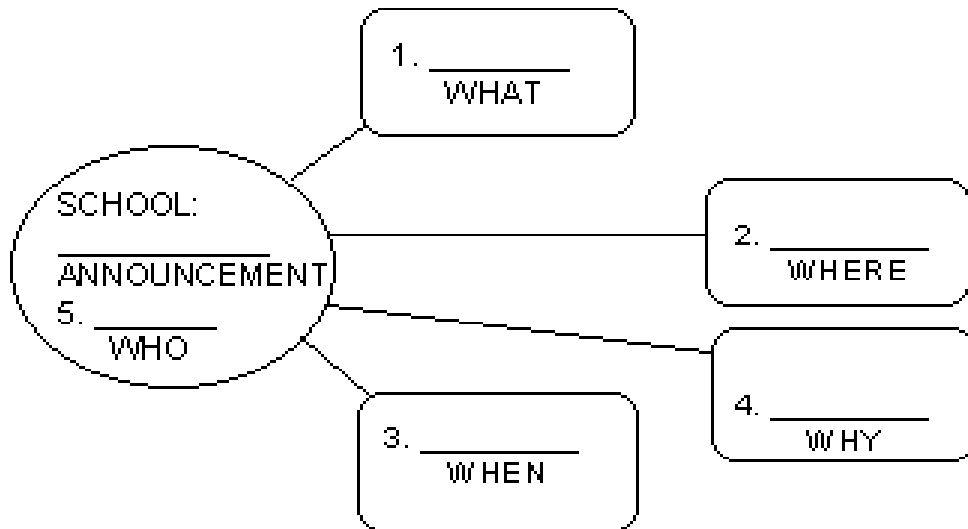
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**Lesson 75:**            **Composing announcements from given stimuli.**  
**(Competency, 9.1, Writing)**

**Exercise A**

Directions: Write your own announcement. Answer the questions below. Write your answers on the blanks in the shapes.

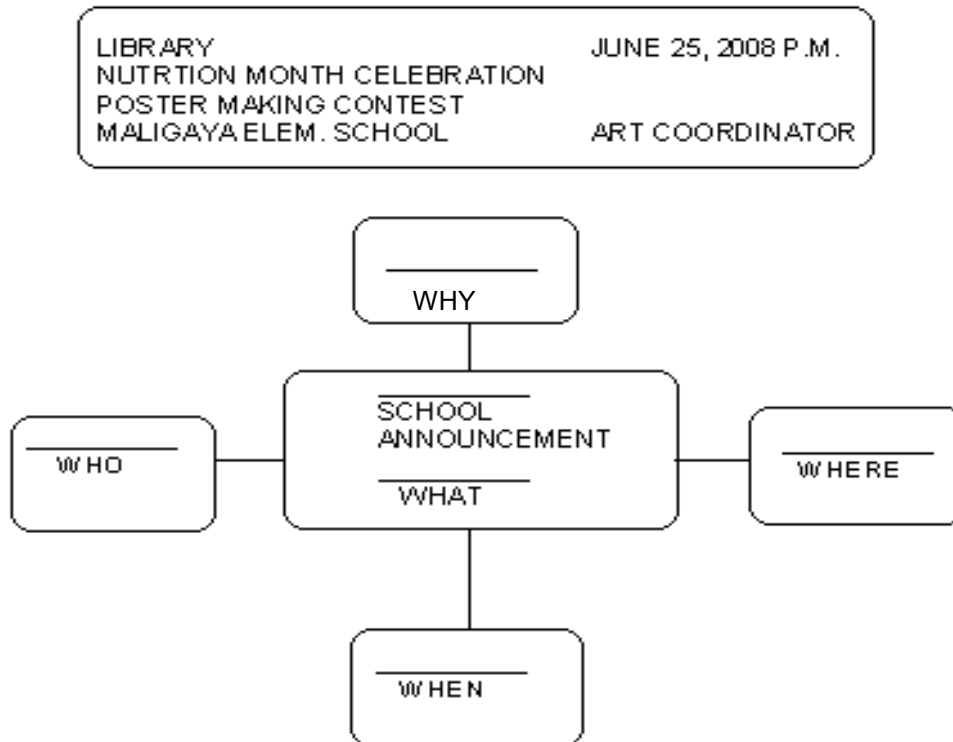


1. What will the activity will be?
2. Where will the activity be held?
3. When will the activity happen?
4. Why will the activity be held?
5. Who is making the announcement?

**Lesson 75:**            **Composing announcements from given stimuli.**  
**(Competency, 9.1, Writing)**

**Exercise B**

Directions: Study the information on the announcement. Write the correct information on the blanks.



**Lesson 76:            Writing descriptive paragraphs.  
(Competency 11.1, Writing)**

**Exercise A**

Directions: Write appropriate words that will complete each sentence in the paragraph.

\_\_\_\_\_ night came. All around us was so \_\_\_\_\_. I couldn't see my hand. The \_\_\_\_\_ stillness was broken now and then by the \_\_\_\_\_ sounds of forest creatures and the \_\_\_\_\_ sound of crickets and other \_\_\_\_\_ insects. Suddenly, a \_\_\_\_\_ light appeared up in the \_\_\_\_\_ sky. As we looked in frozen fear, the \_\_\_\_\_ light glowed even brighter. In a \_\_\_\_\_ it \_\_\_\_\_.

**Exercise B**

Directions: Think of a place that appeals to you. Write a Descriptive paragraph on the space below. Use the sensory details to give an overall impression of the things.

## ANSWER KEY FOR ENGLISH 4

**Lesson 1: Exercise A.** 1.occasion 2.beautiful  
3.library 4.committee 5.comfortable  
6.automobile 7.supervisor 8.enamel  
9.intestine 10.elementary

**Exercise B.** 1.Mathematics 2.education  
3.performance 4.presentation 5.necessary  
6.cemetery 7.medicine 8.conservation  
9.measure 10.community

**Lesson 2: Exercise A**

I. 1.first 2.then 3.next 4.then 5.lastly/finally

II. 1.first 2.then 3.next 4.then 5.lastly/finally

**Exercise B** I. 1.first 2.then 3.next 4.then  
5.lastly/finally II. 1.first 2.then 3.next  
4.afterwards 5. lastly/finally

**Lesson 3: Exercise A.**

1-3 a. Good morning. b. This is Ana speaking. c. May I speak with Dina? 4-5 a. Father is not in at the moment. b. Would you like to leave a message? 6-7.a.I'm sorry. b. It's a wrong number.

8-9 a. Please hold your line. b. I'll call her. 10. This is (name) speaking

**Exercise B.** 1-3 a.Good evening. b.This is Cora speaking. c.May I speak with Robert? 4-6 a.I'm sorry b.She's out. c.May I take a message? 7-8 a.I am sorry. b. It is a wrong number.

9-10 a.One moment, please. b. I will call him. **Lesson 5: Exercise A.** 1.because 2.so that/in order that 3.because 4.so that/in order that 5.because 6.because 7.because 8.so that/in order that 9.because 10.so that/in order that

**Exercise B.** 1. so that/in order that 2.because 3.because 4.so that/in order that 5.because 6.so that/in order that 7.because 8.so that/in order that 9.because 10.so that/in order that **Lesson 6: Exercise A.** 1. Calves 2.beliefs 3.leaves 4.chiefs 5.handkerchiefs 6.shelves 7.roofs 8.loaves 9.hoofs/hoooves 10.elves **Exercise B.** 1.lives 2.cliffs 3.wives 4.dwarfs 5.knives 6.wolves 7.handcuffs 8.gulfs 9.proofs 10.staff

**Lesson 7: Exercise A.** 1.policemen 2.thieves 3.women 4.feet 5.loaves 6.knives 7.themselves 8.mice 9.geese 10.teeth **Exercise B.** 1. Gentlemen 2.children 3.wives 4.wolves 5.loaves 6.dwarfs 7.leaves 8.women 9.calves 10.fishermen **Lesson 8: Exercise A.** 1. Families 2.boys 3.stories 4.monkeys 5.libraries 6.cities 7.toys 8.ladies

9.keys 10.turkeys **Exercise B.** 1. Valleys 2.lilies 3.bays 4.babies 5.bellies 6.trays 7.strawberries 8.fairies 9.spies 10.countries

**Lesson 9: Exercise A.** 1.many 2.a lot of 3.a little 4.much 5.much 6.a few 7.a lot of 8.many 9.much 10.a few

**Exercise B.** 1.a lot of 2.much 3.a little 4.much 5.a few 6.a lot of 7.a lot of 8.many 9.a lot of 10.a few **Lesson 10: Exercise A.** 1.city's 2.James' 3.Mark's 4.school's 5.Dr. Reyes' 6.Jesus' 7.child's 8.Jane's 9.siren's 10.news' **Exercise B.** 1.spider's 2.teenager's 3.teacher's 4.New Year's 5.girl's 6.stewardess' 7.brother's 8.Beatriz's 9.book's 10.pig's

**Lesson 11: Exercise A.** 1.pupils' 2.Foxes' 3.scissors' 4.pants' 5.friends' 6.policemen's 7.children's 8.policemen's 9.teachers' 10.nurses' **Exercise B.** 1.fishermen's 2.dogs' 3.teeth's 4.ladies' 5.parents' 6.security guards' 7.firemen's 8.students' 9.women's 10.deer's

**Lesson 13: Exercise A.**

1. Is the speed of light 300,000 kilometers per second?
2. Is the cheetah the fastest animal on Earth?
3. Was Galileo the first person to study the moon using a telescope?
4. Was Ranger the first to take close-up pictures of the moon's surface?
5. Was Neil Armstrong the first man to step on the moon?
6. Is the moon a satellite of the earth?
7. Is a satellite an object that revolves around another object?
8. Is a solar system made up of the sun and the planets?
9. Is Mercury the closest planet to the sun?
10. Is Venus always covered with clouds?

**Exercise B.**

1. Is Jupiter the largest planet?
2. Is Saturn the second largest planet?
3. Is the asteroid belt found between the orbits of mars and Jupiter?
4. Is a meteor smaller than an asteroid?
5. Are comets large chunks of ice and dust?

6. Is a meteorite a meteor that reaches the ground?
7. Is Halley's comet the most famous comet?
8. Is the planet Mars our next-door neighbor?
9. Is Earth 150 million kilometers from the sun?
10. Is Mars 225 million kilometers from the sun?

**Lesson 14: Exercise A.**

1. Please line up promptly.
2. Please enter the classroom quietly.
3. Please listen to the teacher politely.
4. Please greet the teacher.
5. Please write your answers neatly.
6. Please report to the office immediately.
7. Please pick up pieces of paper.
8. Please answer the telephone call promptly.
9. Please speak politely.
10. Please read the selections carefully.

**Exercise B.**

1. Please answer the questions direct to the point.
2. Please don't be cruel to your pets.
3. Please feed your pets well.
4. Please give them water to drink.
5. Please do your homework diligently.
6. Please close the door quietly.
7. Please read silently.
8. Please erase the writings on the chalkboard.
9. Please empty the trashcan.
10. Please clean the yard.

**Lesson 16: Exercise A.** 1.us 2.her 3.it 4.it 5.them 6.it 7.her 8.them 9.him 10.us

**Exercise B.** 1. Us 2.them 3.her 4.them 5.him 6.it 7.her 8.us 9.them 10.us **Lesson 17: Exercise A** 1.her 2.it 3.them 4.me 5.them 6.her 7.him 8.them 9.it 10.me **Exercise B.** 1.her 2.it 3.us 4.it 5.her 6.him 7.them 8.us 9.him 10.it

**Lesson 18: Exercise A.** 1.lays 2.buries 3.swims 4.hatch 5.crawl 6.protect 7.feed 8.finds 9.teaches 10.rides **Exercise B.** 1.learn 2.eats 3.get 4.change 5.traps 6.gives 7.need 8.let 9.use 10.makes

**Lesson 19: Exercise A.** 1.lives 2.rides 3.puts 4.wake 5.prepares 6.feeds 7.goes 8.plants 9.help 10.pull **Exercise B.** 1.play 2.feed 3.teaches 4.jog 5.begins 6.studies 7.watch 8.cries 9.leave 10.buy **Lesson 20:**

**Exercise A.** 1.attended 2.visited 3.steps 4.postponed 5.fried 6.wished 7.topped 8.carried 9.started 10.trimmed **Exercise B.** 1.quarreled 2.cooked 3.cried 4.missed 5.planned 6.recited 7.clapped 8.reviewed 9.danced 10.appeared **Lesson 21: Exercise A.** 1.found 2.saw 3.came 4.put 5.ate 6.caught 7.knew 8.threw 9.ran 10.took **Exercise B.** 1.went 2.trod 3.wept 4.heard 5.flew 6.besought 7.shone 8.made 9.threw 10.fell **Lesson 22: Exercise A.** 1.will meet 2.will discuss 3.will visit 4.will ask 5.will harvest 6.will give 7.will celebrate 8.will study 9.will review 10.will leave

**Exercise B.** 1.will swim 2.will rent 3.will build 4.will examine 5.will join 6.will write 7.will send 8.will wear 9.will teach 10.will sing **Lesson 23: Exercise A.** 1.small 2.tiny 3.industrious 4.different 5.wide 6.bright 7.dark 8.creative 9.beautiful 10.old **Exercise B.** 1.colorful 2.big 3.bright 4.white 5.long 6.green 7.large 8.clear 9.fresh 10.hungry **Lesson 24:**

**Exercise A.** 1.largest 2.most 3.whitest 4.more 5.ugliest 6.most 7.more 8.more 9.most 10.marvelous **Exercise B.** 1.more 2.most 3.more 4.more 5.funniest 6.most 7.more 8.most 9.lucky 10.smarter **Lesson 25: Exercise A.** 1.at the farm 2.at the foot of a hill 3.everywhere 4.between the trees 5.beside the river 6.In front 7.under 8.up 9.behind the house 10.along the path **Exercise B.** 1.near the beach 2.along the shore 3.everywhere 4.anywhere 5.under 6.in the sea 7.above 8.in the horizon 9.in the distance 10.in the sky **Lesson 26: Exercise A.** 1.at four o'clock 2.yesterday 3.that day 4.Then 5.two hours later 6.evening 7.since the day before 8.next Sunday 9.on Friday 10.on that day **Exercise B.** 1. long time ago 2.in the morning 3.one day 4.then 5.today 6.soon 7.later 8.next 9.never 10.tonight **Lesson 27: Exercise A.** 1.fiercely 2.slowly 3.happily 4.noisily 5.quickly 6.hungrily 7.lazily 8.quietly 9.cautiously 10.carefully **Exercise B.** 1.gracefully 2.neatly 3.easily

4.calmly 5.patiently 6.sweetly 7.speedily  
 8.busily 9.rapidly 10.smartly **Lesson 29:**  
**Exercise A.** 1.at 2.along 3.across 4.behind  
 5.of 6.between 7.from 8.on 9.without 10.by  
**Exercise B.** 1.near 2.of 3.around 4.on 5.at  
 6.for 7.at 8.across 9.Besides 10. Along  
**Lesson 30: Exercise A.** 1.désert 2.address

3.cómfortable 4.láboratory 5.présents  
 6.professor 7.instrument 8.astronaut  
 9.television 10.address **Exercise B.**  
 1.nátional 2.compánion 3.hospitábilty  
 4.electricity 5.eleméntary 6.librárian  
 7.eqüipment 8.salutatórian 9.histórical 10.  
 állergy

### Lesson 31: Exercise A.

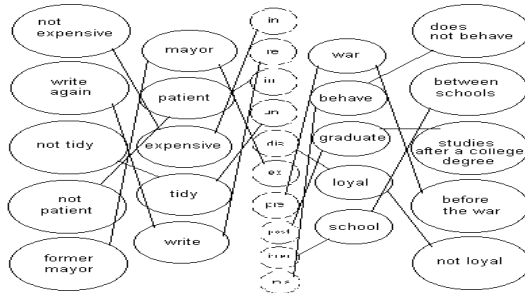
- A. 1. 1 ② 3 4 5 6  
 2. ① 2 3 4 5 6  
 3. 1 2 3 4 5 ⑥  
 4. 1 2 3 4 ⑤ 6  
 5. 1 2 ③ 4 5 6
- B. 1. 1 2 ③ 4 5 6  
 2. 1 ② 3 4 5 6  
 3. 1 2 3 ④ 5 6  
 4. ① 2 3 4 5 6  
 5. 1 2 3 4 ⑤ 6

### Exercise B

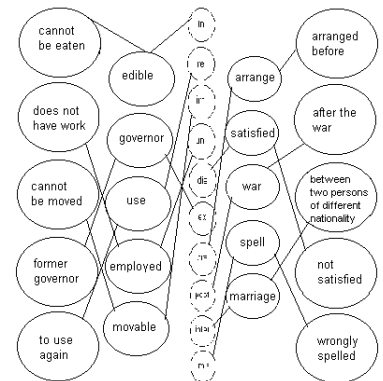
- A. 1. 1 2 3 4 5 6 ⑦  
 2. ① 2 3 4 5 6 7  
 3. 1 2 3 4 ⑤ 6 7  
 4. 1 ② 3 4 5 6 7  
 5. 1 2 3 ④ 5 6 7
- B. 1. 1 ②  
 2. ① 2
- C. 1. 1 2 ③  
 2. ① 2 3

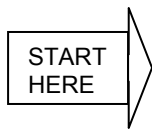
**Lesson 32: Exercise A.** 1. B 2.C 3.A 4.C  
 5.A 6.B 7.C 8.A 9.A 10.C **Exercise B.** 1.A  
 2.C 3.A 4.C 5.A 6.B 7.B 8.A 9.A 10. A  
**Lesson 33: Exercise A.** 1. C 2.B 3.B 4.C  
 5.B **Exercise B.** 1. A 2.C 3.A 4.B 5.A  
**Lesson 34: Exercise A.** 1.C 2.B 3.C 4.B 5.C  
**Exercise B.** 1. A. 2.A 3.C 4.A 5.B

### Lesson 35: Exercise A



### Exercise B





A person who always acts on stage	act	or	One who leads an orchestra	conduct	or	One who manages a library
less	er	One who studies the history of a country	histori	ist	ar	librari
ful	rest	full of rest	less	rest	Without any rest	an
One who likes to tour places	less	One who deposits	deposit	er	One who sells or vends	vends
tour	ly	or	lead	One who leads others	er	ist
ist	One who works in the farm	farm	er	One who sails or works in ships	sail	or
less	er	train	One who train others	less	hope	One without hope
	↓	or	less	full	an	ist

Exercise B.

START HERE	One who invents something	invent	ist	One who inspects goods	inspect	ist	or
	er	or	One who labors using a lot of physical effort	labor	er	One who plays a violin	violin
One who learns things	deposit	One who deposits money in a bank	ar	li	One who tells lies	ist	
learn	or	One who juggles balls and other objects	juggl	er	One who sells or vends	vend	
ist	less	ful	One who plays the organ	organ	Full of pain	or	
One who traps or catches wild animals	ist	mountain	One who climbs mountains	or	pain	ful	
hunt	ful	fear	Full of fear	less	speech	Cannot say a word	
	er	er	or	One who plays the harp	harp	er	

**Lesson 37: Exercise A.** 1. Hilltop 2.seashell 3.classroom 4.moonlight 5.keyhole 6. Raindrops 7.playground 8.notebook 9. Grandmother 10.drumstick **Exercise B.** 1.classmates 2.newspaper 3.mountaintop 4.rosebud 5.weekday 6.racetrack 7.fireflies 8.suitcase 9.afternoon 10.forever **Lesson 38:** **Exercise A.** 1.F 2.G 3.I 4.B 5.J 6.K 7.A 8.C 9.E 10.D **Exercise B.** 1.C 2.J 3.E 4.A 5.H 6.I 7.I 8.F 9.B 10.D **Lesson 39: Exercise A.** 1.THIRTY – EIGHT 2.OLD – FASHIONED 3.GOOD –

BYE 4.FOURTH – GRADE 5.GROWN – UP 6.TEACHER – IN- CHARGE 7.ATTORNEY – AT – LAW 8.BLUE – EYED 9.MOTHER – IN –LAW 10.GOD – FEARING **Exercise B.** 1.SNOW – COVERED 2.JACK – IN – THE – BOX 3.LIGHT – HEARTED 4.SERGEANT – AT – ARMS 5.STAR – SPRANGLED 6.RUNNER –UP 7.HAND- PAINTED 8.LAW-ABIDING 9.KIND-HEARTED 10.JACK-OF-ALL-TRADE

1. huddled - gathered around him
2. whimper - low, soft cry
3. squirmed - wriggled in pain
4. siren - shrill sound
5. rushed - ran
6. demand - urgently asked
7. firm - steady and strong voice
8. arsonist - a man who burns buildings on purpose
9. alley - narrow back street
10. douse - water is thrown

### Lesson 43:Exercise A.

1B	A	N	G	2S				
				3C	A	L	F	
				H				
				O				
4G	R		O	U	N	D5		
				L				
								R
								I
								L
						L		

1B	A	N	G	2S				
				3C	A	L	F	
				H				
				O				
	4G	R		O	U	N	D5	
				L				R
								I
								L
								L

1. stale - not fresh
2. poet - writes poems
3. linguist - can speak different languages fluently
4. rare - unusual
5. feeble - weak
6. doze - sleeps
7. invisible - cannot be seen
8. camouflage - distinguishing oneself for protection
9. dune - mound of sand
10. velocity - speed

**42: Exercise A.** 1.sad 2.day 3.young 4.good  
5.dark 6.smooth 7.huge 8.empty 9.straight  
10.tenderly **Exercise B.** 1.wet 2.tough  
3.hard 4.deep 5.full 6.low 7.wild 8.dirty  
9.rough 10.heavy

			1B	E	A	R2
						A
						C
			3S	A	L	E
			E			
			L			
5 W	H	O	L	E		

1B		A	R2	E		
			A		4C	
			I		E	
			S3	A	I	L
5H	O	L	E			L

**Lesson 44: Exercise A.** 1.C 2. C 3.D 4.D 5.B 6.C 7.A 8.D 9.C 10.C **Exercise B.** 1.C 2.D 3.D 4.D 5.A 6.D 7.D 8.B 9.D 10.D  
**Lesson 45: Exercise A** 1.One who walk all over the sky and Walking about early 2.Back when the sky was completely dark 3.Because the sky is always so dark 4.He made a mask out of wood and pitch the sun and lit it on fire. 5.Below the horizon 6.Sparks that fly from the mask when he snores 7.Charcoal 8.To impress their father 9.Older son **Exercise B** 1.Porcupine and beaver 2.They argued about the seasons 3.Porcupine wants five winter seasons. 4.He bit off his thumb. 5.Beaver **Lesson 46: Exercise A** 1. Minnie the mole and her five

children 2.Under Mrs. Smith's Garden 3.Of the raised roofs of Minnie's tunner in the gardens 4.Put a trap 5.Move quickly 6.Two hours 7.They reached uncle Mathy's burrow 8.Beavers 9."mole machine" **Exercise B** 1.Rabbit wolf and duck 2.In the forest 3.The wolf 4.Wanted to eat the rabbit 5.Wolf to wait 6.Fat duck 7.How it happened 8.Laid on the ground 9.To remember to be kind to those who help us 10.Walked away

**Lesson 47: Exercise A** famous, serene, gentle, soothing, small, white, colorful, pleasant, clear, cool **Exercise B** Beautiful, colorful, blazing, attractive, dark, cold, bright, full, glittering, lovely, shapeless

**Lesson 48: Exercise A.**

Parts of the Body	Different Shapes
1. stomach 2. shoulders 3. legs 4. back 5. arms	1. triangle 2. oval 3. square 4. parallelogram 5. rectangle

**Exercise B.**

Things People Do For Fun	Things People Do To Earn Money
1. practice baseball 2. listens to music 3. plays with a pet dog 4. strolls in the park 5. plays computer games	1. cleans and checks teeth 2. checks buildings 3. types in the computer 4. harvest rice and crops 5. cooks and sells food

**Lesson 49: Exercise A.** 1. Fish 2.Transportation 3.Cities 4.Landforms 5.Storm 6.Appliances 7.Trees 8.Bodies of Water 9.Footwear 10.Jungle **Exercise B** 1. Fruits 2.Jewelry 3.Insects 4.Ways Animals Move 5.Birds 6.Crops 7.Shelter 8.Reading Materials 9.Flowers 10.Family **Lesson 50: Exercise A.** 1. B 2.A 3.A 4.A 5.C **Exercise B.** 1.C 10A 3.A 4.B 5.A **Lesson 53: Exercise A.**

I.

\_\_\_\_\_3\_\_\_\_\_ Sand and soda ash melt together.

\_\_\_\_\_5\_\_\_\_\_ The liquid cools and become glass.

\_\_\_\_\_1\_\_\_\_\_ Sand and soda ash ground are into very small pieces.

\_\_\_\_\_2\_\_\_\_\_ Sand and soda ash are heated over very hot fire.

\_\_\_\_\_4\_\_\_\_\_ The liquid is poured into a shape.

II.

\_\_\_\_\_4\_\_\_\_\_ The frames are taken away.

\_\_\_\_\_5\_\_\_\_\_ The bricks are placed in the sun to bake for two weeks.

\_\_\_\_\_3\_\_\_\_\_ The bricks are left to dry.

2 The mixture is poured into wooden frames.

1 Sandy clay is mixed with water and straw or grass.

Exercise B.

4 The eardrum vibrates.

2 Sound waves pass through the ear canal.

5 The vibration of the eardrum moves the three tiny bones.

8 The fluid in the cochlea moves.

7 The membrane between the middle ear and inner ear vibrates.

6 The moving tiny bones touch the membrane between the middle ear and inner ear.

1 Sound waves enter the outer ear.

3 Sound waves strike the eardrum.

10 The brain tells what sound you heard.

9 The nerve cells send the message to the brain.

**Lesson 54: Exercise A.** 1.1. 5 A. 2. 2. 3 B. 3.3. 4 C. 4.4. 2 D. 5. 5. 1 E. Exercise B. 1. 2 A. 2. 5 B.3. 1 C. 4. 3 D.5. 4 E.

**Lesson 55: Exercise A.** 1. B 2. B 3.C 4.B 5.C 6. C 7. B 8.C 9.A 10.B **Exercise B.** 1. A 2.B 3.B 4.A 5.A 6.A 7.B 8.A 9.C 10.C

**Lesson 56: Exercise A** 1.Because 2.So that 3.So 4.Because 5.So 6.Because 7.Because 8.So 9.So that 10.because **Exercise B** 1.so 2.Because 3.So 4.So 5.So 6.Because 7.Because 8.So 9.So 10.So that **Lesson 57: Exercise A.** 1.A 2.B 3.C 4.C 5.C **Exercise B.** 1.B 2. A 3.A 4.C 5.A **Lesson 58: Exercise A** 1.C 2.B 3.A 4.B 5.A **Exercise B** 1. C 2.B 3.A 4.C 5.A

**Lesson 59: Exercise A.** 1.A 2.B 3.B 4. C 5.A **Exercise B.** 1. B 2.B 3.C 4.B 5.C

**Lesson 60: Exercise A.** 1.F 2.R 3.R 4.R 5.F 6.R 7.R 8.R 9.F 10.R **Exercise B.** 1.F 2.R 3.R 4.F 5.F 6.F 7.R 8.F 9.F 10.R **Lesson 61: Exercise A.** 1.OPINION 2.FACT 3.FACT 4.OPINION 5.FACT 6.OPINION 7.OPINION 8.FACT 9.OPINION 10.OPINION **Exercise B.** 1.OPINION 2.FACT 3.OPINION 4.FACT 5.OPINION 6.OPINION 7.OPINION 8.FACT 9.OPINION 10.FACT

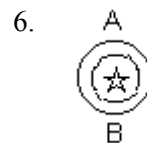
**Lesson 62: Exercise A.** 1. 1 2.2 3.1 4.2 5.2 6.1 7.1 8.3 9.3 10.2

**Exercise B.** 1.3 2.3 3.1 4.2 5.1 6.2 7.3 8.3 9.1 10.1 **Lesson 63:**

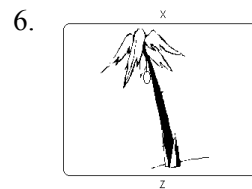
**Exercise A.** 1. Talking to Allan 2.Talking about Christine 3.Talking to Christine 4.Talking to Roy 5.Talking about Roy 6.Talking to Marla 7.Talking to Judy 8.Talking to Jack 9.Talking about Jack 10.Talking about Allan **Exercise B.** 1. Talking to Peter 2.Talking about Peter 3.Talking about Fe 4.Talking to Fe 5.Talking to Wilma 6.Talking about Wilma 7.Talking about Judy 8.Talking about Marla 9.Talking to Mr. Cruz 10.Talking about Mr. Cruz

**Lesson 64:**

**Exercise A.** 1.RUN 2.RAN 4-5 BAN



**Exercise B.** 1.BENT 2-3. BEND 4-5. BEAD



**Lesson 65:Exercise A.**

1. Mother butterfly lays her eggs on the leaf of a plant.
2. The eggs hatch into tiny caterpillar.
3. The caterpillars eat and eat until they get too fat.
4. Their skin split up and they come out of it.
5. They fasten themselves to the branches of trees.
6. They build cocoon to cover themselves
7. They sleep inside their cocoon for twelve days.
8. The cocoons split open and out come the beautiful butterflies.
9. Their crump and wet wings straightened out and dry up.
10. The butterflies fly away.

**Exercise B.**

1. Bossy Betty looked for someone who would take her to Ring-Ting.
2. She asked Busy Bee to take her to the fairy king.

3. Busy Bee took Bossy Betty to the fairy king of Ring-ting.
4. Bossy Betty wanted Milly Butterfly to take her home.
5. They took a rest on top of a flower.
6. A cow bumped the flower, so it shook.
7. Bossy Betty fell into the brook.
8. Freddy Frog got Betty's wand and will not return it until she says please.
9. Bossy Betty begged Freddy Frog to return her wand.
10. Freddy Frog and Bossy Betty became friends.

**Lesson 66: Exercise A 1.** A 2.B 3.B 4.B 5.B

**Exercise B** 1.C 2.A 3.B 4.B 5.B

**Lesson 67: Exercise A** 1.F 2.O 3.F 4.O 5.F

6.F 7.O 8.O 9.F 10.O **Exercise B:** 1.F 2.O

3.O 4.F 5.O 6.F 7.F 8.F 9.F 10.O **Lesson 68:**

**Exercise A.** 1.bouquet 2.calm 3.island

4.cologne 5.palm 6.dough 7.leopard

8.champagne 9.foreign 10.shepherd

**Exercise B.** 1.plaque 2.debt 3.debris 4.comb

5.aisle 6.bomb 7.picturesque 8.fasten

9.corps 10.fatigue **Lesson 69: Exercise A**

1.4 2.9 3.3 4.1 5.8 6.5 7.6 8.2 9.10 9.7

**Exercise B** 1.9 2.6 3.5 4.1 5.4 6.2 7.7 8.8

9.10 10.3

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