

Workbook

on

English

(Grade 6)



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 6)

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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.

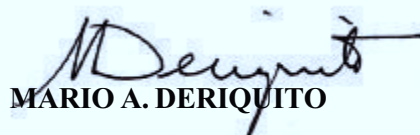
57-75 advocates *Focusing* on helping students stay in school, enhancing reading proficiencies, and improving achievement rates in math, science, and English; student and school *Performance*; and *Community Empowerment and Engagement*.

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: Distinguishing Changes In Meaning Of Sentences Caused By Stress (Competency Listening 1.0)

Exercise A

Directions: Listen as the teacher says each sentence. Pay attention to the word that is emphasized and identify the meaning.

1. Regine's rise as a singer was **phenomenal**.
 - a. not ordinary but phenomenal
 - b. not a doctor but a singer
2. Lito won in the regional division of the On the Spot **Painting** Contest.
 - a. not the local but the regional
 - b. not writing but painting
3. My uncle serves as a **consultant** in a publishing house.
 - a. not an author but a consultant
 - b. not a law firm but a publishing house
4. **For years**, Mr. Andres studied faces of people
 - a. not for a day but for years
 - b. not nature but face of the people
5. During his exhibit, **his admirers** requested for his autographs.
 - a. not his family but his admirers
 - b. not his photographs but his autographs

Directions: Listen as the teacher says the sentence stressing on the right word. Identify the meaning by writing the correct letter on the blank.

The (5) little (1) girl with the (2) red ribbon (3) on her hair (4) is a scholar.

- a. the girl not the boy
- b. the red ribbon not the blue one
- c. on her hair not on her shoes
- d. is a scholar not a professional
- e. the little girl not the big girl

Exercise B

Directions: Listen as the teacher says each sentence. Pay attention to the word that is emphasized and identify the meaning. Encircle the letter of the correct answer.

1. **Veteran** actors perform very well even without practice.
 - a. Veteran actors not just new actors
 - b. Very well not just good
2. Both Riza and Rhoda have badminton practice **once a week**.
 - a. Not every day but once a week
 - b. Badminton not bowling
3. The **pupils** were given lessons on personal hygiene.
 - a. On personal hygiene not clinical hygiene
 - b. The pupils not the teachers
4. The government is doing **commendable** work for the poor citizens.
 - a. Commendable Work not Honorable Work
 - b. The government not the private sector
5. Everybody does some chores around the **house** daily.
 - a. Everybody not all
 - b. Around the house not on the ground

Directions: Listen as the teacher says the sentence stressing on the right word. Identify the meaning by writing the correct letter.

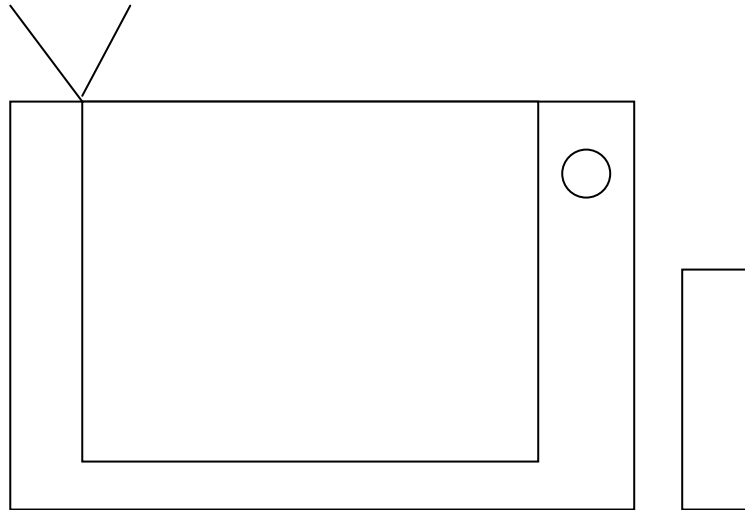
Few students come to **class unprepared** for a **big test**.

- a. To class not to a party
- b. Unprepared not well-prepared
- c. Students not soldiers
- d. Big test not a small show
- e. Few students not all students

Lesson 2: Following Series Of Directions Listened To –Labeling Diagrams (Competency Listening 2.0)

Exercise A

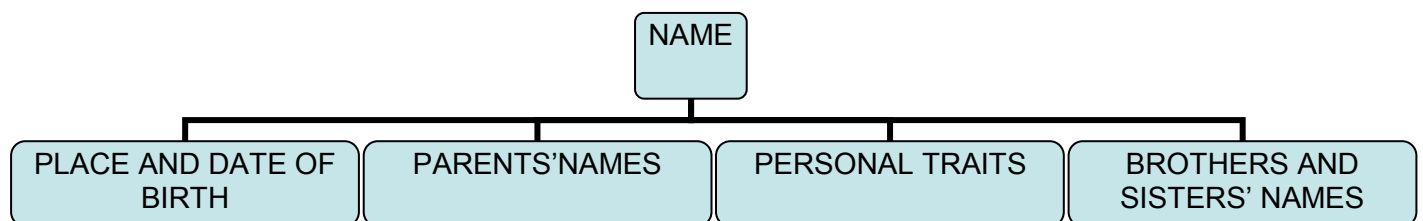
Directions: Label the TV Diagram by following the series of directions dictated by the teacher.



Series of Directions:

1. First, write the word MONITOR on the part which gives a clear view of the show.
2. Next, write SPEAKER on the top left of the part that makes a sound when the button for volume is pushed.
3. Then, write ANTENNA at the base of its long aluminum tentacles.
4. Next, write REMOTE below the gadget which automatically changes channel when used for that purpose.
5. Finally, write POWER below the button that turns the television set on and off.

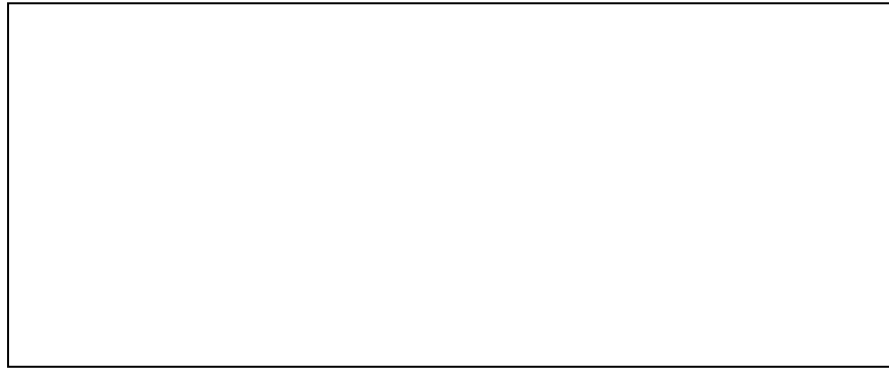
Directions: Label the diagram below.



Lesson 2: Following Series Of Directions Listened To –Labeling Diagrams (Competency Listening 2.0)

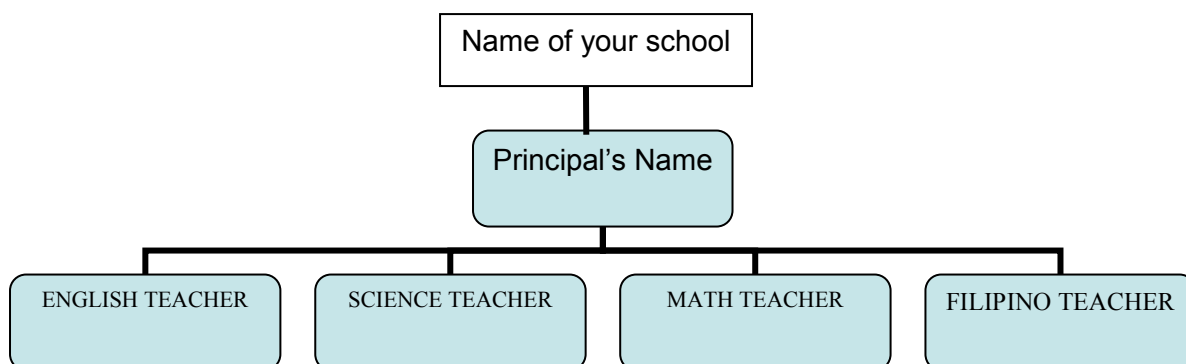
Exercise B

Directions: Follow the series of directions dictated by the teacher.



1. First draw six houses in a row using triangles and squares as their parts.
2. Then, label the house from left to right.
 - 1st house - post no bill
 - 2nd house - market
 - 3rd house - school
 - 4th house - church
 - 5th house - hospital
 - 6th house - home
3. Next, draw two horizontal lines in front of the houses and label it road.
4. And finally at the end of the road draw a traffic sign and label it no overtaking

Directions: Label the diagram below.



Lesson 3: Following Series of Directions Listened To – Completing A Chart (Completing Listening 2.0)

Exercise A

Directions: Follow the directions in completing a Family Tree Chart as dictated by the teacher.

1. First, write the words FATHER and MOTHER in two different boxes that are found at the center.
2. Next, write the word CHILD in three boxes above the words FATHER and MOTHER.
3. Then, write the words GRANDFATHER and GRANDMOTHER in different boxes below the word FATHER and also below the word MOTHER.
4. After that, write the words AUNT and UNCLE in different boxes found next to the word FATHER and next to the word MOTHER.
5. In every box found above the words AUNT and UNCLE, write the word COUSIN.
6. Finally, draw curve lines around the boxes and draw a trunk below.

Exercise B

Directions: Follow the directions in completing a Family Tree Chart as dictated by the teacher.

1. First, write the names of the parents, Ralph and Cherry.
2. Next, write the names of Eva, Mario and Joy as children.
3. Then, write the names of Ralph's parents, John and Raquel and Cherry's parents, Alfred and Marla.
4. After that, write the names of Ralph's brother, Eric and Cherry's sisters, Jean and May.
5. Now, write the names of Eric's children, Mary, Dennis and Janet.
6. Finally, write the names of Jean's sons, Joseph and Roy.

Lesson 4: Giving the Main Idea Of A Selection Listened To (Competency Listening 3.0)

Exercise A

Directions: Listen to the selections that the teacher will read. Write the main idea of each selection on your paper.

1. One of the economic dragons of Asia is Japan. According to them, Japan's economic success is based on discipline. Every Japanese obeys the laws of his country. Moreover, Japanese workers are properly trained by their families, the school and society. Japanese business establishments succeed because their workers are happy. They believe that the goals of the company are also their own.
2. Willy was the most likeable lad in the village, though he was poor and without relatives. He had a ready smile, a light-hearted disposition, and a friendly air about him. People liked him and often gave him something – food, clothes, and things, and he was always thankful to them. So, it came about that a prosperous farmer hailed him as he was going by and offered him the gift of a small, squealing pig. Willy received the gift with delight.
3. If you habitually overeat, the excess food is converted into fat and stored in special fat cells. These cells can increase in number and so you put on weight and get fat. If you eat less than what you need, your stores of fat are used up as energy and you get thinner. Fat people are most likely to suffer from certain illnesses including heart disease.
4. Exercise as much as possible to keep your body healthy. Exercise helps keep your heart to pump efficiently and your muscles to remain strong. It also increases your lung capacity so that more oxygen gets into your body. It even helps you to burn off excess fats. One of the last exercises is swimming because it uses all parts of your body at once.
5. Studies show that girls and women whose diet consists of 15 percent or more of saturated fat are six times more likely to develop lung cancer than girls whose diet has 10 percent or less fat. A high fat diet raises the risk of lung cancer among people who do not smoke. The leading contributors of dietary saturated fat are hamburgers, cheeseburgers, and meat loaf, followed by weekly consumption of cheese and cheese spreads, hot dogs, ice cream, and sausages. Girls who eat fruits, vegetables, beans, and peas are the least likely to get lung cancer, according to the research report.

6. The heart of the Philippines is the Bicol Region, which is the part of Luzon that is close to the Visayas and Mindanao. That makes it a strategic location for the distribution of products to the rest of the country. Bicol has its own geothermal power generation, reliable transportation by sea, land, and air; telecommunications facilities, and a supply of skilled manpower – the main requirements for investors.
7. Noynoy works with animals. In fact, he spends every spare moment in a neighborhood pet store. After school, he helps feed the animals and clean their cages. He spends a lot of time training the animals so that they will get along well with people. Noynoy believes that being a veterinarian and working with animals would be a wonderful thing for him to do when he grows up.
8. Primitive people were discovered in June 1971. They are called the *Tasadays*. They lived in the rain forest of the Philippine Islands many years ago. They lived a simple life. Barks of trees and large leaves were used as their clothing. Stone tools were used as weapons to protect them from danger. They ate wild fruits and vegetables. They also ate animals that they captured.
9. Tall grasses, ferns, shrubs, palms, and bamboo grow in the thick forest. From giant trees overhead hang strong branches with broad leaves. Hot springs bubble from the ground. In the morning, bright light from the sun peeps between leaves and branches. Water flows silently in a stream at the base of the mountain. Forest people pause to drink the cool refreshing water. Often heavy rain falls upon the forest, drenching everyone. The Tasadays seek shelter in the cave at night. They listen to the rising chorus of animal sounds that fill the air before they sleep. For the Tasadays, the forest is indeed their home.
10. The zoo has several wonderful creatures, many of which are endangered species. These animals become endangered when very few are left alive, or when their homes are destroyed. If they are not taken cared of properly, it may not be long before they disappear from the earth. Certain animal types become endangered due to indiscriminate hunting, lack of food, low population levels, loss of natural habitat, and poisoning of the environment.

Lesson 4: Giving the Main Idea Of A Selection Listened To (Competency Listening 3.0)

Exercise B

Directions: Listen as your classmates read to you the following selections. Be sure to give the main idea.

1. Essie has a job three afternoons each week. On those days, she rushes home from school and helps Mrs. Ignacio for two hours. She watches Hazel, the Ignacios' youngest child, while Mrs. Ignacio works at her computer. Essie thinks taking care of Hazel is great fun. She feels it is a wonderful way to spend her after-school time. Hazel thinks it is great fun, too. It's always fun to have an older friend to play with," she says.
2. "I think rocks are some of the most fascinating objects in the world," Grace has often said. For almost three years, Grace has been a "rock hound." Wherever she goes, she looks for interesting and unusual rocks. She cleans and polishes each specimen until it could be placed in a museum. Grace feels that the most exciting part of rock collecting is finding out exactly what kind of rock each specimen is. She goes to the library to find out everything she can about each kind of rock she finds. "Learning about a rock is like being a detective," she tells people. "When I study a rock, it seems like I'm solving a mystery about the world."
3. Dengue fever, now commonly identified as H-fever, is rampant in the metropolis. The troublesome disease carried by the female mosquito is on the loose. Dengue (H-fever) is not contagious. But the one who has it needs immediate attention and prompt medical care in a hospital where the disease can be properly diagnosed and monitored. There are several cases of adults and children afflicted with H-fever.
4. Have you ever taken a trip through a desert? Deserts are hot, dry lands, but many animals live in them. Animals in the desert behave in special ways to survive. Most desert animals, for example, stay under rocks or in underground holes during the day because it is too hot to be out in the sun. They come out to hunt at night when it is cool.
5. All life on earth depends on the heat and light from the sun. Plants manufacture food with the aid of sunlight. Photosynthesis cannot happen without the sun's rays on leaves of green plants. Animals will die from cold if the sun does not shine for many months. If we could use the sun's heat as a source of energy, the sunlight that falls on earth in one could run the world's machines for one month.

6. Clouds affect the weather in several ways. Clouds make the places below them cool by obstructing the heat of the sun. The temperature of the air below cloudy places is lower than that of places directly exposed to the sun. Moreover, clouds bring rain that cools the earth and the air.
7. Do you know what the ASEAN countries are? They are Brunei, Indonesia, Malaysia, the Philippines, Singapore and Thailand. ASEAN means Association of Southeast Asian Nations. These countries are in the southeastern part of Asia. In these places, it is warm and wet through the year. For a few months there are heavy monsoon rains.
8. A dragonfly lays eggs on the water. After a few days, the eggs hatch. They become nymphs or naiads. The nymphs live underwater. They do not resemble the adults. Nymphs breathe through gills. Their lower lips shoot out to capture prey. As the nymphs grow, they shed their skin many times. Then, they become full-grown dragonflies.
9. For lift-off, the pilot of a helicopter tilts the moving rotor blades. This tilt causes the helicopter to lift off the ground. The action is very much like what happens when a kite is tilted to make it go up in the air.
10. Mr. Sanchez blew his whistle and waved his arms. Quickly, the boys ran up to him. “Good,” he said. “You’ve learned how to play soccer pretty well. Now let’s make up two teams. There’s just time for a short game before the period ends and you go to your next class.”

Lesson 5: Relaying Information Accurately Using the Different Discourse (Statement, Questions, Commands) (Competencies Speaking 1.1)

Exercise A

Directions: Copy the following sentences. Classify each sentence. Write S if it is a statement, Q if it is a question and C if it is a command. Put the appropriate punctuation.

1. They went to visit their officemates who were sick () ____
2. May I know who is calling () ____
3. Zander, stop playing in the rain, you might get sick () ____
4. Do roosters crow every early morning () ____
5. She always keeps herself busy () ____
6. The government provides free education for all () ____
7. Who writes the letter to the principal () ____
8. We paid the electric bills last month () ____
9. Have you given her birthday card () ____
10. Take the books home but be sure to read them () ____

Exercise B

Directions: Copy the following sentences. Classify each sentence. Write S if it is a statement, Q if it is a question and C if it is a command. Write your answer on the blank. Put the appropriate punctuation.

1. Old Filipino folks were deeply religious () ____
2. Is the telephone out of order () ____
3. Give this book to Jose () ____
4. He takes a bath at five-thirty () ____
5. Dinah, water the plants as soon as you finish cooking () ____
6. Did you sleep well last night () ____
7. I have been living in Iligan City since I was born () ____
8. You should eat your breakfast before coming to school () ____
9. Keep quiet () ____
10. Where is your English report, Jojo () ____

**Lesson 6: Relaying Information Accurately Using Different Discourse
(Reported Command And Request)
(Competency Speaking 1.1.1)**

Exercise A

Directions: Change the following into reported commands or requests. Write your answers on the blanks.

1. “ Please, help my little puppy. He’s dying,” Mario said.

2. “You can’t enter, Marion you have no ticket,” the man said.

3. “Go back to your post, Roy” the soldier said.

4. “Kindly mix a little yellow and blue and the resulting color is green Linda,” the teacher said.

5. “Come, dear, the doctor won’t hurt you a bit Maria,” mother said.

6. “Please talk to her now, Anna,” Riza said.

7. “Imagine that you’re up there in the sky,” the pilot said.

8. “Will you please lead the prayer, Bill?” the priest said.

9. “Speak a little louder because we can’t hear you, Thomas, the audience said.

10. “Kindly return these papers to Mrs. Rabor, Carla, the pupil said.

**Lesson 6: Relaying Information Accurately Using Different Discourse
(Reported Command And Request)
(Competency Speaking 1.1.1)**

Exercise B

Direction: Change the following into reported commands or requests. Write your answers on the blanks.

1. “Rita, cool the warm food first before putting it in the refrigerator,” Mother said.

2. Mrs. Salva said, “Class bring some nails for your picture frames tomorrow.”

3. Mother said, “Celoy, fetch some water for the hogs.”

4. “Cook adobo for our supper, Riza,” Father said.

5. “Watch your little brother, Rhylle,” Mother said.

6. The principal said, “Please come to my office after your classes, John.”

7. “Please arrange your clothes in the cabinet, Kathy,” said mother.

8. “Please send this letter through your sister, Peter,” said Mrs. Concepcion.

9. The president said, “Please attend the luncheon meeting tomorrow, dear officers”.

10. “Please help me with these heavy load, France,” said father.

Lesson 7: Using The Correct Intonation – Yes – No Questions (Competency Speaking 1.1.2)

Exercise A

Directions: Recite the questions with proper intonation, then, supply the correct answer. Write Yes or No on the blanks.

1. Have you been bitten by an animal? _____
2. Is it quarter past eight? _____
3. Have you taken your breakfast? _____
4. Can you wait? _____
5. Is she angry? _____
6. Can dreams become real? _____
7. Can you protect all endangered species? _____
8. Can you come along with us? _____
9. Are you afraid of the dark? _____
10. May I take your order? _____

Exercise B

Directions: Recite the questions with proper intonation, then, supply the correct answer. Write Yes or No on the blanks.

1. Are you hurt? _____
2. Do you believe in “God-given” talents?

3. Do your parents allow you to do adult work?

4. Are you sure? _____
5. Are you happy today? _____
6. Are dolphins intelligent creatures? _____
7. Does saving have the same a sound as savvy?

8. Do kangaroos have burrows? _____
9. Does the word nuisance mean helpful?

10. Is the word exhausted synonymous to relayed
and rested? _____

Lesson 8: Using The Correct Intonation- Questions Introduced By Interrogatives (Competency Speaking 1.1.2)

Exercise A

Directions: Read the poem below. Fill the blanks with appropriate interrogatives, then read the questions using correct intonation.

MARIA WENT TO TOWN

Maria went to town
On a pleasant summer day
To sell five dozen eggs
She carried in a tray
She counted in her mind
The money she would get
The things that she could buy
Then walked like a coquette.

But she forgot the tray
She carried on her head
A naughty dog behind,
Barked at the little maid
Down fell the tray and all
The eggs she kept in store.
And sadly she went home
But wiser than before.

- Justo Julian

1. _____ went to town?
2. _____ did she go to town?
3. _____ did she go there?
4. _____ did she think of on her way?
5. _____ happened to the eggs?
6. _____ did Maria feel after the incident?
7. _____ lesson did Maria learn?
8. _____ do you find the song?
9. _____ is the best time to sing this song?
10. _____ is a folk song?

Lesson 8: Using The Correct Intonation- Questions Introduced By Interrogatives (Competency Speaking 1.1.2)

Exercise B

Directions: Read the passage below Fill the blanks with the correct interrogatives then read the questions using correct intonation. Answers to questions are provided)

A young man who lived about a day's journey from Kyoto went to visit the city. He came to a street of many shops. Entering the first shop, he saw a wall covered with mirrors sparkling in the sunshine. "They must be silver moons," he said to himself, for he had never seen a mirror before. Moving close, he took one in hand and gazed into it. His face turned as white as rice. "My father!" he cried. How did you come here? You are not dead? But how young you look! And you move your lips although I cannot hear what you say. You must come home with me and we shall live happily as before."

Adapted by Shirlee P. Newman
"Faces in the Mirror"

1. _____ was the uppermost feeling of the young man when he first gazed into the mirror?
2. _____ should he have done with this magical thing?
3. _____ relationship did the young man have with his deceased father?
4. _____ could the young man have thought when he saw a man's image in the mirror?
5. _____ must he have thought of doing with the mirror?
6. _____ is the main character of the passage?
7. _____ did the story happen?
8. _____ did he react when he saw his father?
9. _____ can't he hear his father's voice?
10. _____ did the story happen?

**Lesson 9: Using Courteous Expressions On Appropriate Situations
- Participation In Club Meetings
(Competency Speaking 2.0)**

Exercise A

Directions: In the box below are expressions used in club meetings. Which of these is appropriate for each situation presented? Write your answers on the blanks.

- The meeting will now come to order
- The minutes of the meeting
- Mr. President or Mr. Chairman
- I suggest that...
- I move that this meeting will be adjourned

1. The secretary reads the minutes. _____
2. To close the meeting if there is no other business. _____
3. The meeting is formally opened. _____
4. To put something forward for discussion or decision. _____
5. A way of addressing the president. _____

Directions: Read and answer the following. When are the following courteous expressions used?

1. The meeting will now come to order. _____
2. The table is now open for nominations. _____
3. I nominate _____.
4. I second the motion. _____ -
5. I move that the nominations for _____ be closed.

Lesson 9: Using Courteous Expressions On Appropriate Situations
- Participation In Club Meetings
(Competency Speaking 2.0)

Exercise B

Directions: In the box below are expressions used in club meetings. Which of these is appropriate for each situation presented? Write your answers on the blanks.

- “The chair recognizes Mia”
- The meeting will please come to order
- “I nominate _____ as _____”.
- “Mr. Chairman, may I have the floor?”
- “I second the motion”

1. Geoffrey was appointed acting chairman. _____
2. If the speaker is in favor of the suggestion. _____
3. When somebody wants to speak to the group. _____
4. When the chairman turn over the table to the person elected. _____
5. When you want to mention your nomination to the chairman. _____

Direction: Complete the following sentences using courteous expressions used in a club meeting participation.

1. To make a suggestion, a member says _____.
2. If you do not agree, say _____
3. When the business of the meeting is finished, the chairman says _____
4. If a member wishes to speak, he says _____.
5. If you agree to a motion, say _____.

Lesson 10: Using Courteous Expressions On Appropriate Situations
- Conducting An Interview
(Competency Speaking 2.0)

Exercise A

Directions: Identify the courteous expressions used in conducting an interview by checking the blanks before the numbers.

_____ 1. Hi! Good morning, Christian.

Congratulations to the team.

_____ 2. Mr. President, may I have the floor?

_____ 3. Are we all in favor of the suggestion?

_____ 4. Oh! I'm so honored to be interviewed.

_____ 5. Well Violy, thanks for spending some of
your precious time with us.

_____ 6. It's a pleasure. Good day.

_____ 7. The meeting will please come to order.

_____ 8. Do we have something to act upon which
was not done during the last meeting?

_____ 9. Thanks a lot and goodbye Harold.

_____ 10. May we know your name and complete
address, sir?

Exercise B

Directions: Identify the courteous expressions used in conducting an interview by checking the blanks before the number.

_____ 1. Can we watch movies today?

_____ 2. Good morning, Ms. Dela Pena. I am
here to interview you for the school paper.

_____ 3. What do you think can you contribute to
the school community?

_____ 4. It's my pleasure.

_____ 5. I love to write poems and stories.

_____ 6. Thank you for your time, Ms. Dela Pena.

_____ 7. Good morning. What can I do for you?

_____ 8. To end this interview, what is your
message to your pupils?

_____ 9. Ivan studies spelling words during his
free time.

_____ 10. The table is now open for nominations.

Lesson 11: Asking And Answering Questions Using Pictures (Competency Speaking 3.0)

Exercise A

Directions: Study the picture. Read and answer the questions about it. Write your answers on the blank.



1. What is the mother doing? _____
2. Do you think the mother is enjoying what she is doing? _____
3. Is the boy misbehaving? _____
4. What part of the house can this action be seen? _____
5. Do you think the boy is comfortable? _____

Lesson 11: Asking And Answering Questions Using Pictures
(Competency Speaking 3.0)

Exercise B

Directions: Study the picture carefully. Read and answer the questions about the picture. Write your answer on the blank.



1. Why is the girl crying? _____
2. What makes the boy jump with joy? _____
3. What are the children doing? _____
4. Is it a fair game? _____
5. How many children are playing? _____

Lesson 12: Asking and Answering Questions Using A Dialog (Competency Speaking 3.0)

Exercise A

Directions: Read the dialogue. Read and answer the questions that follow. Write your answer on the blank.

Grandma : Did you see your Uncle Fred off?

Boys : We did, Grandma.

Archie : I saw him go up the ramp. He was among Americans, Japanese, and other Filipinos. He waved at us before he got into the plane. I even saw where he sat.

Grandma : You saw that, too?

Archie : Yes, Grandma. I used Father's binoculars. I saw him wave the *upo* hat Grandpa gave him. He was at the fifth window seat from the rear. Do you know that the plane had sixty windows? Boy, it was indeed a big one!

Grandma : You observed a lot, indeed. How about you, Tony?

Tony : I was interested in the take-off. The plane was warming up when the passengers went in. Then, the door closed. After a few seconds, the plane glided slowly toward the runway. This is the track where a plane lands or takes off. Then, the plane stopped for another few seconds. It waited for the green light from the tower. Then, it took off. It lifted its wheels above the ground. It soared above the trees. Higher and higher it zoomed up, up, up. Then, it was just a speck against the sky. Soon, it was gone.

Archie : Now, I see why you didn't want to go home at once.

1. Who are the characters in the dialogue? _____
2. Who is leaving for the United States? _____
3. What did Archie observe when his uncle left for the U.S.? _____
4. What did Tony observe? _____
5. If you were at the airport, would you also observe the way the children have observed?

Lesson 12: Asking and Answering Questions Using A Dialog (Competency Speaking 3.0)

Exercise B

Directions: Read the dialogue. Read and answer the questions about it. Write your answer on the blank.

- Mrs. Alonzo : (Speaks to her three children). I'm going to visit a friend in the hospital.
Be good while I'm away.
- Ana, Sol, and Chris : Yes, Mother.
- Mrs. Alonzo : Ana, wake your father up at three-thirty. He will attend a prayer meeting
at four.
- Ana : I will, Mother. But please set the alarm clock before you leave. I might
forget the time.
- Mrs. Alonzo : Okay. (Turns to Sol and Chris). Turn off the TV when the program
you're watching is over.
- Sol : May we watch the next TV program, Mother?
- Mrs. Alonzo : I'm afraid not. The TV has been on since nine this morning, so turn it off. And turn
off the electric fan, too. Be careful while I'm away. Goodbye. (Hurries to leave)
- Ana, Sol, and Chris : Goodbye.

1. Where is Mrs. Alonzo going? _____
2. Why is she leaving? _____
3. Who are the characters in the dialogue? _____
4. What are the things she reminds her children to do? _____
5. Are you going to obey Mrs. Alonzo, if she was your mother? _____

Lesson 13: Asking And Answering Questions Using Comic Strips (Competency Speaking 3.0)

Exercise A

Direction: Read carefully the following comic strips. Then answer the questions. Write your answer on the blank.



1. What is Nick's work? _____
2. What weekly special was he promoting? _____
3. Why did he say that his new product was really special? _____
4. Why did Carding say that Aling Nene's product was better? _____
5. Why is Carding a better promo man than Nick? _____

Lesson 13: Asking And Answering Questions Using Comic Strips (Competency Speaking 3.0)

Exercise B

Direction: Read carefully the comic strips carefully then answer the questions about it. Write your answer on the blank.



1. Who are the two kumpares in the comic strips? _____
2. Why did many people avoid eating vegetables at that time? _____
3. What good news did Andoy's kumpare bring? _____
4. What happened to Andoy? _____
5. Is formaline a dangerous chemical? _____

Lesson 14: Changing Statements Into Questions (Competency Speaking 3.3.1)

Exercise A

Directions: Change the following statements into questions. Write your answer on the blank.

1. Zander is the only son in the family.

2. The government wants citizens to be vigilant.

3. Ruby is a dentist.

4. It can be a delicious sandwich filling.

5. My eldest brother is taller than my father.

6. The clothing we wear often helps communicate our mood.

7. The show will start at 1:00 p.m.

8. Vita is the main character in the story.

9. Father and Mother love to eat spicy food every day.

10. The school sponsored a play during the fiesta night.

Exercise B

Directions: Change the following statements into questions.

1. Termites live in colonies.

2. Jesus made a great sacrifice.

3. The puppies cry at night.

4. Mike's bike has a flat tire.

5. A blind man has no sight.

6. A loud sound woke him up.

7. My father will be back at 8 o'clock.

8. I can carry a light bag.

9. I have a black duck.

10. My sister can do a trick.

Lesson 15: Using The Questions – Negative And Positive (Competency Speaking 3.3.2)

Exercise A

Directions: Fill in the missing parts with tag questions. Write your answers on the blanks.

1. Alex takes good care of his plant, _____?
2. Chicken and spinach are good for lunch, _____?
3. I am a good student, _____?
4. Mackey left his socks in his shoes, _____?
5. Now I can't find him, _____?
6. We can hear the thunder after the lightning, _____?
7. The saleslady is very young and pretty, _____?
8. They walk side by side slowly, _____?
9. We shouldn't cross on the pedestrian lane, _____?
10. Lucy could not sleep on the hard wooden bed, _____?

Exercise B

Directions: Fill in the missing parts with tag questions. Write your answers on the blanks.

1. You have been in Iligan City, _____?
2. The boy scouts liked the games, _____?
3. The textbooks aren't lost, _____?
4. Your grades were high, _____?
5. The scientist was the guest speaker, _____?
6. Rovin does not study hard, _____?
7. I come early to school, _____?
8. We don't like junk foods, _____?
9. You are the best, _____?
10. He's not home at the moment, _____?

Lesson 16: Decoding The Meaning Of Unfamiliar Words Using Structural Analysis (Competency Reading 1.0)

Exercise A

Directions: Read each sentence and encircle the letter of the correct meaning of the underlined phrase.

1. Who is the speaker pro tempore of the Senate?
a. temporary c. leader
b. representative d. assistant
2. In the Philippines today people who participate in a coup d'etat are punishable by law.
a. election c. rebellion
b. demonstration d. assembly
3. A writer uses a nom de plume to protect his identity.
a. foreign name c. better sounding name
b. similar name d. pen name
4. The president wished the delegates bon voyage when they left for Tokyo.
a. pleasant journey c. good tidings
b. success in life d. welcome
5. The athletes at the provincial meet will receive a fixed per diem.
a. daily rental c. daily meal
b. daily allowance d. daily reward
6. A cultural show will be presented in lieu of the concert.
a. in place c. in addition
b. in support d. in remembrance
7. Luckily we didn't encounter any problem en route to Corregidor.
a. in the boat c. on the tour
b. in the trip d. on the way
8. The Holy Mass to be held tomorrow is in memoriam of the former senator.
a. in memory c. in reward
b. in praise d. in prayer
9. The police discovered the modus operandi of the illegal recruiters.
a. different process c. way to the hideaway
b. political platform d. method of operation
10. The Filipino businessmen discussed the issue vis-à-vis the Japanese delegates
a. different process c. way to the hideaway
b. political platform d. method of operation

**Lesson 17: Decoding Meaning Of Unfamiliar Words Using Words
With Affixes, Prefixes And Suffixes
(Competency Reading 1.0)**

Exercise A

Directions: Choose the correct prefix for the following words using the prefixes in the box. The meaning of the word is given at the right.

| | | |
|-------------------|---|---------------------------------|
| ante | - | before |
| bi | - | both, double, twice |
| col-; con-; com-; | - | together with, one with another |

1. _____ cedent : happening before
2. _____ lingual : able to speak two languages
3. _____ mediate : used between primary and secondary.
4. _____ glottis : a thin plate of flexible cartilage in front of the glottis
5. _____ pose : to put a musical or literary work together.

Directions: Add the correct suffix to the underlined item in each sentence. Write your answer on the blank.

1. A person who always acts on stage is an _____.
2. A person who manages a library is a _____.
3. One that tells lies is a _____.
4. A worthy student becomes a scholar and is granted full _____.
5. A person who climbs mountains is a _____.

**Lesson 17: Decoding Meaning Of Unfamiliar Words Using Words
With Affixes, Prefixes And Suffixes
(Competency Reading 1.0)**

Exercise B

Direction: Add one of these prefixes (ante-, bi-, co-,con-,epi-) to each underlined word to complete the sentence.

1. The __centennial celebration was marked by austerity.
2. My __teacher went on a holy retreat.
3. The Likas Magazine is issued __monthly.
4. The pupils observed the __dermis of the leaf using a microscope.
5. The troop __verge at the center of the stage during rehearsals.

Direction: In the given sentences, supply the word with suffix listed in the box that completes the meaning of the sentences.

| | |
|---------|----------|
| helpful | swampy |
| easily | coolness |
| muddy | careful |

1. She was trying to be _____ with the fragile glassware.
2. We go to Baguio to enjoy the _____ of the mountain air.
3. They _____ reached the place through an airplane.
4. The place is _____ where crocodile lives.
5. She pleases everybody because she is very _____.

**Lesson18: Decoding Meaning of Unfamiliar Words Using The
Dictionary Words With Multiple Meanings
(Competency Reading 1.0)**

Exercise A

Directions: Read the following sentences. Write the same word to complete each pair. Use the correct clues to help you. Choose your answer from the box.

| |
|--|
| block defect execute tanks key setting |
|--|

1. Carlo's fingers flew over each _____ on the keyboard.
The directions said to use the map _____ to find the park.

2. Before Isay bought the skirt that was on sale, she checked it for any _____.
The unhappy athlete will probably _____ to the other team.

3. When the army needs to show force, it sends out its _____.
The airplanes will only take off when the _____ are full.

4. We were surprised to see the soldier _____ off the bridge.
The small child played with her red _____.

5. The ring's _____ held three blue stones.
Honey wrote about the _____ of the story.

6. The manager knows that her secretary will _____ her orders.
The government has no choice but to _____ the traitor.

Lesson18: Decoding Meaning of Unfamiliar Words Using The Dictionary Words With Multiple Meanings (Competency Reading 1.0)

Exercise B

Directions: Watch for the difference in meaning of the underlined words below. The same underlined word occurs in each group of sentences. In two sentences, the meaning is the same. In the other it is different. Find the sentence with the change in meaning. Write its letter on the line.

1. a. At what time does the class end?
 b. The team players will meet at the end of the game.
 c. The class will take their place at the end of the line.
2. a. The board is full of writing.
 b. Mr. Morato is the chairman of the board.
 c. The board will elect its officers tomorrow.
3. a. The photograph doesn't look like her.
 b. Some children like cold weather.
 c. I have a dress like this.
4. a. The bark of the tree is rough.
 b. Dogs bark at night.
 c. The science class examines the bark of a biennial plant.
5. a. The boys threw pieces of paper in the trash can.
 b. Every one threw his hat in the air.
 c. The eruption of Mt. Pinatubo threw hundreds of people out of job.
6. a. The merchants ply their trade.
 b. The galleon trade boosted our economy during the Spanish era.
 c. The trade winds were smooth and peaceful.
7. a. The plain is a flat level stretch of land.
 b. The central plain of Luzon is called the rice granary of the Philippines.
 c. Mrs. Valdez is a plain housewife.
8. a. The case is still unsolved.
 b. Mrs. Veloso gave me the case for the guitar.
 c. The lawyer has a pending case in court.
9. a. The company's plant was shut down for renovation.
 b. Linda shut the door.
 c. Please shut your eyes to all this confusion.
10. a. The teachers know all about the matter.
 b. It is about nine o'clock.
 c. The professor talked about the importance of ecological balance.

Lesson 19: Decoding Meaning Of Unfamiliar Words Using Context Clues (Competency Reading 1.0)

Exercise B

Directions: Read the sentences carefully. Select and write on the blank the letter of the correct meaning of the underlined word in each sentence.

- _____ 1. The mushrooms are safe, but they taste awful I prefer something more palatable.
a. pleasant-tasting c. beautiful
b. awful d. healthy
- _____ 2. The train slackened its pace. The slower we went, the more we could see of the lovely countryside.
a. average c. lessened, made slower
b. delightful d. faster, made faster
- _____ 3. Marietta turned in the newspaper column and then went back to her office to still herself against a storm of criticism from her editor.
a. in doubt, afraid c. worried, won't show up
b. strengthen, prepare d. leave, never come up
- _____ 4. You've never lied to us before, so we have no reason now to doubt the veracity of your story.
a. vividness, vastness c. continuity, obedient
b. clarity, dishonesty d. truthfulness, believability
- _____ 5. The baby kangaroo, or the Joey, is very tiny.
a. baby kangaroo c. a little rabbit
b. mother kangaroo d. a big rabbit
- _____ 6. We expected more from our team, but their mediocre performance was only average.
a. good doings c. very bad doings
b. awful performance d. average in a disappointing way
- _____ 7. The house was surrounded by a veranda.
a. a big sala c. a dining room
b. a kind of porch d. a bed room
- _____ 8. The boat exposition was a lot of fun. We saw both sailboats and power boats at the show.
a. essay writing c. large show on a broad topic
b. speech d. announcement
- _____ 9. Protective mothers choose food without unnatural flavoring.
a. healthy c. nutritious
b. artificial d. delicious
- _____ 10. She was in her good mental facilities when the accident happened.
a. consciousness c. dress to kill
b. good mood d. best memory

Lesson 20: Learning Some Idioms (Competency Reading 1.1.1)

Exercise A

Directions: Choose the meaning of the underlined expression from the phrases on the chart.

| | |
|---------------------|------------------|
| with understanding | amazed |
| right purpose | would feel bad |
| became very nervous | gave all efforts |

- _____ 1. She went heart and soul into the project.
- _____ 2. She knew the poem by heart.
- _____ 3. The civic-minded lady has her heart in the right place.
- _____ 4. When she saw the beautiful girl, she has eaten her heart out.
- _____ 5. It would break my heart to lose one of these jewels.

Directions: Match the underlined idioms in column A with the definitions in column B. Write the letter of the appropriate answer on the blank.

A

B

- | | |
|--|-------------------------------|
| _____ 1. Don't <u>wear your heart on your sleeves</u> | a. with all one's love |
| _____ 2. By the end of the month, she had a <u>change of heart</u> . | b. very much attracted |
| _____ 3. He is a student <u>after my own</u> heart | c. favorite |
| _____ 4. She <u>lost her heart</u> to the boy next door. | d. change of decision |
| _____ 5. This gift is given <u>with all my heart</u> | e. show one's feeling clearly |

Lesson 20: Learning Some Idioms
(Competency Reading 1.1.1)

Exercise B

Directions: Choose the appropriate meaning of the underlined words in the sentences.

| | | |
|------------------|-------------|----------------------|
| in peak of anger | bad child | win |
| with honors | inspiration | don't take seriously |

- _____ 1. Ana passed grade five with flying colors.
- _____ 2. The teacher almost hit the ceiling because of the naughty kid.
- _____ 3. Robin is the black sheep in the family.
- _____ 4. Please bring home the bacon in this game.
- _____ 5. This award is a feather on my cap.

Directions: Pick out the meaning of the idiomatic expressions used in the sentence.

- _____ 1. Eva is in the pink of health. In fact, she stopped taking antibiotics.
(very healthy, very ill, colored pink)
- _____ 2. Mandy has a heart of gold. He always helps the needy.
(heart made of gold, kind-hearted, greedy)
- _____ 3. Please keep an eye on the baby. She might fall.
(look at the baby's eye, let the baby sleep, attend to)
- _____ 4. People of the same feather enjoy each other's company.
(of the same group, the same race, the same height)
- _____ 5. The victim wants to save his face from the scandal.
(cover his face, to hide, value dignity more than anything else)

Lesson 21: Using Figurative Language To Describe People And Events (Competency Reading 1.1.2)

Exercise A

Directions: Write S. for Smile, M for Metaphor, H for Hyperbole. Write your answer on the blank.

1. The president said, "Our ship of state is heading into troubled waters." _____
2. The dark clouds looked like a sad girl who lost her book. _____
3. Friendship is as important as a sheltering tree. _____
4. We waited centuries before we were attended to. _____
5. The eagle clasped the crags with crooked hands. _____
6. Unlike Zandra, Rita is as meek as a lamb. _____
7. Sarah is bedecked with laurels on her head. _____
8. The brave man added another feather on his cap. _____
9. The lonely girl cried a pail of tears. _____
10. The wind was a torrent of darkness among the gusty trees. _____

Exercise B

Directions: Write S for Smile, M for Metaphor, H for Hyperbole. Write your answer on the blank.

1. Soft white cotton filled the clear blue sky. _____
2. Riza's hair is as dark as the night. _____
3. I am carrying a ton of problems on my shoulder. _____
4. He jumps like a kangaroo. _____
5. Bright starlight danced with the swaying leaves of the trees. _____
6. The nervous son is as dead as a nail. _____
7. Her voice is music to his ears. _____
8. Leslie snored so loud like a fire truck that was coming near. _____
9. My friend, Dinah, has lily fingers. _____
10. Her voice is music to his ears. _____

Lesson 22: Following Series Of Directions In –Experiments (Competency Reading 2.0)

Exercise A

Directions: Read the steps or directions in taking fingerprints. Answer the questions that follow. Write your answer on the blank.

Taking Fingerprints

You do this:

1. Prepare the following:

| | |
|------------|-----------------------|
| Pencil | typing paper |
| Clear tape | magnifying hand glass |

2. Rub the sharpened end of the pencil across a sheet of paper 15 to 20 times to collect a layer of graphite on the paper.
3. Rub your left index across the graphite on the paper.
4. Tear off about 2 and ½ centimeters of clear tape. Stick it on the fingertips with graphite.
5. Remove the tape and stick it on a clean sheet of typing paper.
6. You will see your fingerprint stuck on the tape.

1. What are the materials needed? _____
2. What are the steps in taking fingerprints? _____
3. Are the steps in the right sequence? _____
4. Is it important to follow series of directions? Why? _____
5. Why should one be careful in following directions especially in experiments?

Lesson 22: Following Series Of Directions In –Experiments (Competency Reading 2.0)

Exercise A

Directions: Read the experiment below and answer the questions after it. Write your answer on the blank.

CHANGE OF MATTER FROM SOUND TO LIQUID

Procedure:

1. Divide the class into five groups. Each group will show a piece of ice, as assigned.
2. Place the ice in a basin.
3. Observe what happens after fifteen minutes.

1. What are the series of directions read?

2. What happened to the ice after fifteen minutes?

3. State the changes of matter based on the experiment.

4. Is it important to follow series of directions? Why?

5. Why should one be careful in following directions especially in experiments?

**Lesson 23: Following Series Of Directions In –Prescriptions
(Competency Reading 2.0)**

Exercise A

Directions: In a box is a prescription for adults who are suffering from colds. Read it and answer the questions that follow. Write the letter of the correct answer,

| |
|--|
| NEOZEP TABLET FOR COLDS ADULTS: 1 TAB. THREE TIMES A DAY |
|--|

1. In what form is the medicine being prescribed?

a. capsule b. syrup c. tablet

2. How are you going to administer the medicine as prescribed?

a. swallow it b. inject it on the muscle c. rub it on the skin

3. What does the word tab. mean ?

a. table b. tablet c. teaspoon

4. How often are you going to take the medicine?

a. once a day b. twice a day c. thrice a day

5. If colds persist, what will you do?

a. double the dose b. take the medicine as usual c. consult a physician

**Lesson 23: Following Series Of Directions In –Prescriptions
(Competency Reading 2.0)**

Exercise B

Directions: Read the steps or directions in a prescription label for people suffering from asthma.

| |
|--|
| <p style="text-align: center;">PRESCRIPTIONS</p> <p style="text-align: center;">People Suffering from Asthma</p> <p>Children 6 – 12 years:</p> <p style="text-align: center;">2 teaspoonful (10ml) two or three times a day</p> <p>Adults and children over 12 years:</p> <p style="text-align: center;">2 – 4 teaspoonful (10 – 20 ml) two or three times a day</p> |
|--|

1. What is the prescription all about?
2. What is the prescription given for children ages 6 to 12 years old?
3. What is the prescription given for adults and children over 12 years old?
4. Why is there a need to follow series of directions in a prescription?
5. In your own opinion, what will happen if prescription will not be followed?

Choices:

1.
 - a. People suffering from asthma
 - b. People suffering from common colds
 - c. People suffering from mild stroke
2.
 - a. 2 -4 teaspoonful (10-20ml) two or 3x a day
 - b. 2 teaspoonful (10ml) 2 or 3x a day
 - c. 5 – 6 teaspoonful (30-40ml) 2 or 3x a day
3.
 - a. 2-4 teaspoonful (10-20ml) 2 or 3x a day
 - b. 2 teaspoonful (10ml) 2 or 3x a day
 - c. 5 – 6 teaspoonful (30-40ml) 2 or 3x a day
4.
 - a. to avoid complications
 - b. to increase body weights
 - c. to have balanced diet
5.
 - a. complications occur
 - b. healthy body system
 - c. avoid infection

Lesson 24: Following Series of Directions In Cooking (Competency Reading 2.0)

Exercise A

Directions: Read the steps or directions in cooking “Hearts of Palm With Shrimp”. Answer the questions that follow.

| Hearts of Palm with Shrimp | |
|---|---|
| Ingredients: | |
| 1 ½ cubes | Maggie Chicken Broth Cube |
| 6 cups | water |
| 1 kl. | Hearts of palm (ubod), cut into ½ thick strips |
| 3 tbsps. | Butter |
| 3 tbsps. | Flour |
| 2 cups | Nestle Magnolia Fresh Milk |
| ½ Cube | Maggie Chicken Broth Cube |
| 1 head | Tagalog lettuce / any type of lettuce |
| ¼ kl. | Shrimp, peeled, deveined and blanched until pink in color |
| 2 tbsps. | Crispy bacon bits |
| 1 medium | carrot, julienned |
| 1 hard-cooked | egg, shelled and sliced |
| 2 | tomatoes, cut into wedges |
| 1 cup | Nestle Cream |
| Garnish: | Chopped scallions |
| How to make: | |
| Dissolve 1½ Maggie chicken broth cubes in 6 cups water. Bring to a boil and add the hearts of palm. Simmer for about 20 minutes or until hearts of palm are tender to the bite. Drain and let cool, | |
| Make the white sauce: In a saucepan, melt the butter and add flour. Mix until mixture is smooth. Add milk and stir. Add the ½ cube of Maggie chicken broth cube and stir until it dissolves in the saucepan. Simmer for about 5 minutes just to cook off the flour. Set aside and let it cool. Line the lettuce in a serving dish. Spoon the white sauce in the center of the dish and top with the hearts of palm. Add all the rest of the ingredients on top. Finish the salad by putting Nestle Cream at the center and garnish with chopped scallions on top. | |

1. What is the name of the recipe?
2. What are the ingredients?
3. Are the series of directions followed?
4. Is it important to follow the directions in cooking? Why?
5. Is it important to be accurate in measuring the ingredients? Why?

Lesson 24: Following Series of Directions In Cooking (Competency Reading 2.0)

Exercise B

Directions: Read the steps or directions in cooking “Scrambled Eggs”. Answer the questions that follow.

SCRAMBLED EGGS

1. Get ready of the following:
 - 4 ounces of white fish meat, finely minced
 - 2 ½ tablespoon flour
 - ½ teaspoon salt
 - 6 eggs beaten
 - 3 tablespoon sugar
 - Oil
2. Mix together fish, flour and salt.
3. Add beaten eggs and mix well.
4. When thoroughly blended, add sugar.
5. Heat oil in pan, and then pour in egg mixture.
6. Cover and simmer for fifteen minutes.
7. Turn and cook the other side.
8. Make four servings.

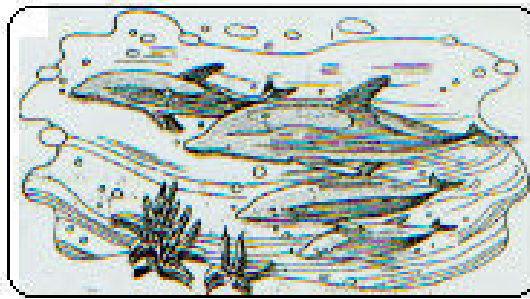
1. What are the ingredients in cooking scrambled eggs?
2. State the procedure on how to cook scrambled eggs.
3. Is it important to follow step by step procedures in cooking? Why?
4. Is it important to be accurate in measuring the ingredients? Why?
5. Are the steps in the right sequence?

Lesson 25: Giving The Details That Support The Big Idea (Competency Reading 3.3.1)

Exercise A

Directions: Read the selection below. It has four paragraphs. Each paragraph gives a general or big idea and this idea is supported by details. Fill out the following diagram to present the main ideas and supporting ideas of each paragraph.

The Undersea World of Sound

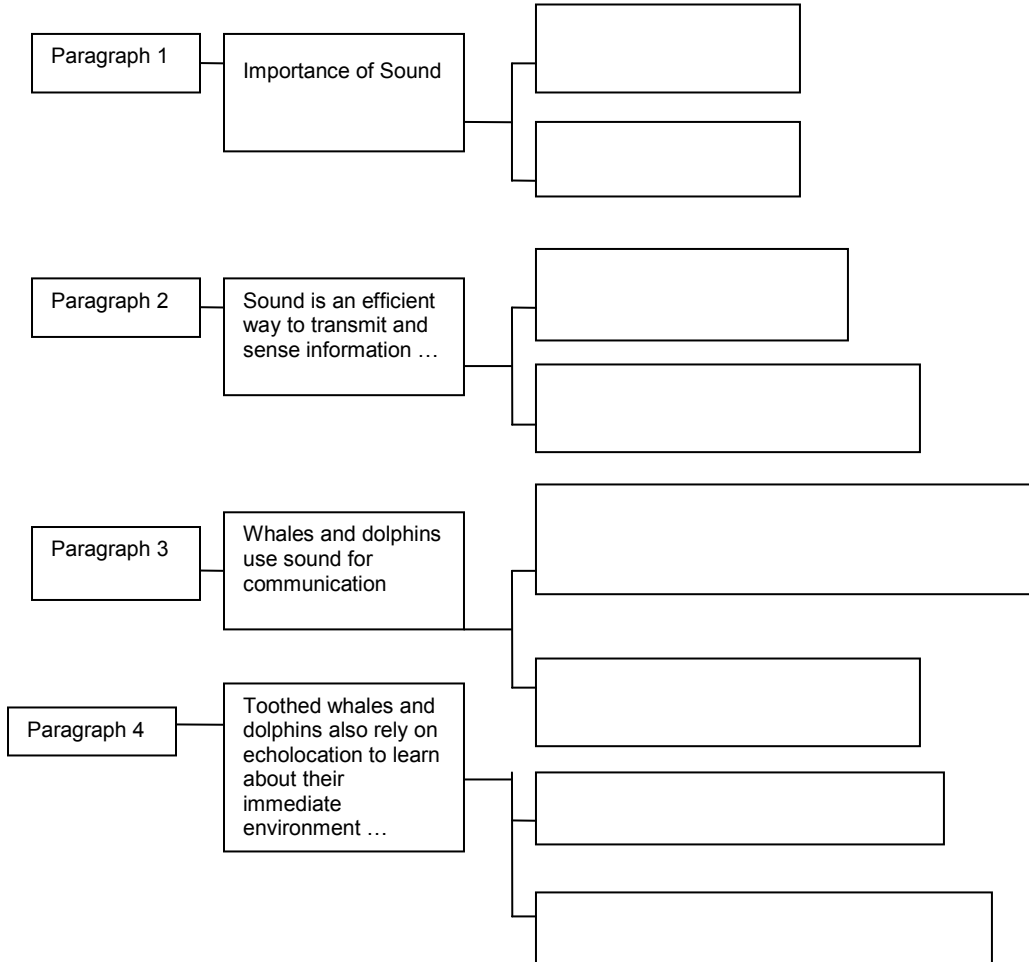


For humans who live in a world dominated by visual stimuli, to exist in dark conditions would be impossible. But for whales and dolphins that live in the ocean, or in the case of few species living in muddy rivers and estuaries, darkness is unimportant. What is crucial to them is sound.

Sound is an efficient way to transmit and sense information, especially as it travels five times faster through water than through air. If humans shout to someone, it is unlikely that they will be heard a kilometer away. But if a whale ‘shouts’ in an ocean channel; another whale may hear it tens, if not hundreds, of kilometers away.

Whales and dolphins use sound in two ways: for communication and for echolocation. Dolphins, porpoises, and toothed whales communicate through a wide variety of high-Frequency sounds – pure tone whistles, pulsed squeals, screams, or barks – generally at frequencies of 500Hz to 20kHz (where a hertz is a cycle per second and kilohertz is a thousand).

But as well as using sounds to communicate, toothed whales and dolphins also Rely on echolocation to learn about their immediate environment, including prey that might be lurking nearby. They produce intense short broad-band pulses of sound in the ultrasonic range of between 0.25 and 220 kHz. These clicks are brief – typically less than one millisecond long – but they are repeated many times each second.



Lesson 25: Giving The Details That Support The Big Idea (Competency Reading 3.3.1)

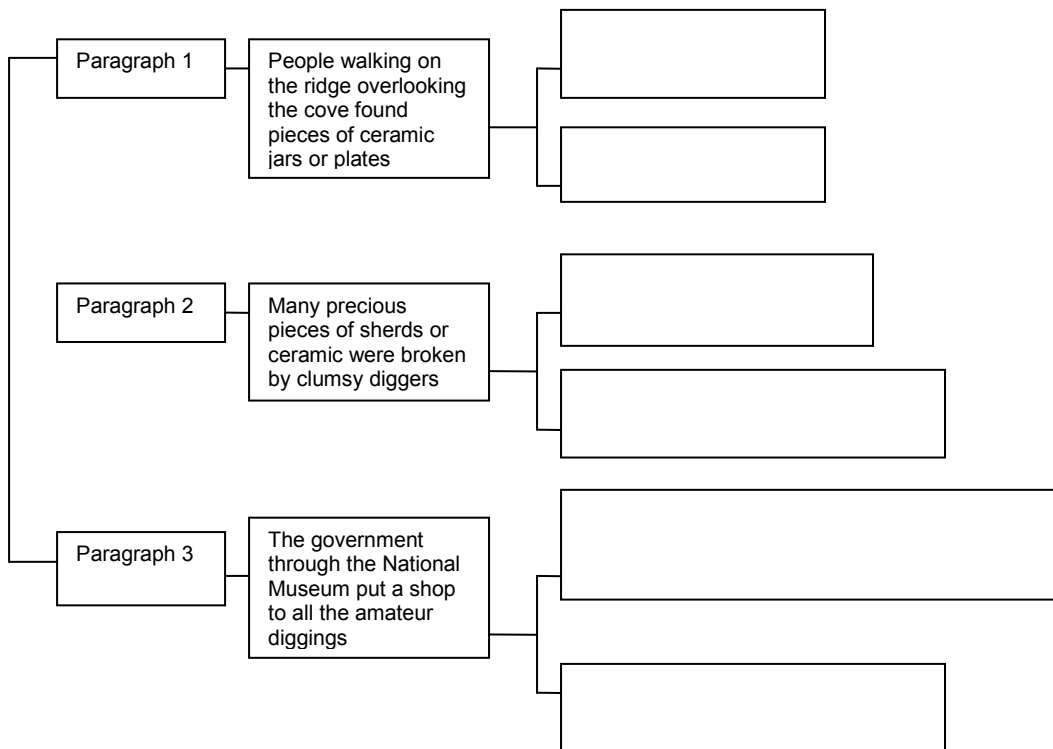
Exercise B

Directions: Read the selection. Each paragraph gives a general or big idea and this idea is supported by details. Fill out the following diagram to present the main ideas and supporting ideas of each paragraph.

People walking on the ridge overlooking the cove found pieces of ceramic jars or plates. Some of the pieces were brown, others were blue-and white, still others were a beautiful, transparent green called celadon. They looked very old.

Word spread of the sherds, or ceramic pieces, to be found on the mountain. And if there were sherds on the top layer, people speculated, it would mean that there were whole pots under the ground? Soon the mountain was filled with pothunters, and many of the precious pieces were broken by clumsy diggers.

At last the government, through the National Museum, put a stop to all the amateur diggings. A team of archeologists came and studied the place. They staked out places to dig. As they dug, each item was recorded and dated until they were able to piece together a history of the people who lived there thousands of years ago.



Lesson 26: Giving The Details That Support The Big Idea (Competency Reading 3.3.2)

Exercise A

Directions: Identify the main idea and state if it is implied or explicit.

1. Even during primitive times, people were already expressing their desire to record beauty around them. They drew pictures and etched drawings on the walls on their cave homes. They fashioned many kinds of objects from clay and stone. The objects they made were things needed for their daily survival as well as other objects which depicted their environment. Through their art forms, the primitive people recorded their beliefs, feelings and way of life. _____
2. Go to a mirror and you will see your own smiling eyes and crescent-shaped mouth. Go out to your garden and you will notice a rainbow of colors – red, yellow, blue, pink, orange, violet, green, white – among the flowers and other plants. Look around you and you may notice the sun’s rays shining through fleecy clouds. Indeed, wherever you go, you will come face to face with various forms of art.

3. Art has two phases “one having to do with expression and the other, having to do with enjoyment.” You have many opportunities to take part in both of these art phases in your daily activities. You may express yourself artificially as you sing, draw or write and as you make things at home or at school. On the other hand, art is all about you to enjoy if your eyes are trained to see it. You may see examples of art in the arrangement of furniture in the home, the packages in which food is displayed, the arrangement of goods in store windows, and the advertisements in newspapers and magazines. _____
Adapted from Exploring New Fields
4. Ours is a world of beautiful sights and interesting sounds. Pleasure awaits those who have the eyes for them. Many of these sights and sounds are gifts of nature; some are gifts of imaginative people such as songs, paintings, and sculptures. There are pyramids, temples, and castles in faraway places that have stood the test of time. We have to see these things, even only in pictures, to be able to appreciate them.

5. The sculptor creates beauty with his brave hands. He takes a piece of clay or other molding material, molds it, and breathes life into it. He may mold the form of a young boy fishing by the river or a young girl braiding her hair. Whatever it is, he has created beauty. _____

Adapted from Building English Skills

Lesson 26: Giving The Details That Support The Big Idea (Competency Reading 3.3.2)

Exercise B

Directions: Identify the main idea and state if it is implied or explicit. Write your answer on the blank.

1. Dunant came upon a place where a battle was being fought. The place was Soferino. Dunant was touched when he saw men fall and die. There were no doctors or nurses. So he stopped and helped treat the wounded. He treated the wounded of both enemies, saying, "We are all brothers." What is the main idea of the paragraph?

2. Dunant called upon the women of Castiglione. They came to help the men. They brought food, water, and lint. Even the boys in the neighborhood got into the spirit of service and helped by bringing water in buckets, canteens, and watering pots. What is the main idea of the paragraph?

3. The Red Cross serves people regardless of race, creed, and color. It serves in time of peace and war. Whenever and wherever there is calamity and need, the Red Cross is there to serve. It knows no boundaries. Neutrality and universality are among its principles. State the main idea of the paragraph?

4. At the age of eighteen, Henri joined the "Shock Brigade of Charity" of the "League of Alms." This was a charitable organization formed to help the poor. Henri Dunant visited poor homes and cheered the sick. He learned where and how people lived. He felt their sufferings. In 1849, he joined the Christian Youth Movement which was helping the youth of poor families. What is the main idea of the paragraph?

5. Ting walked through the gate. She saw slides and some sea saws. She saw some swings made of truck tires and thick chairs. There was a big sandbox, too. Many children were around. They seemed to have a great deal of fun. State the main idea of the paragraph that is explicit or implied.

Lesson 27: Stating The Main Idea Of A Paragraph That Is Explicit Or Implied (Competency Writing 1.0)

Exercise A

Directions: Number the sentence in sequential order. Then rewrite them to form a composition showing introduction, body and conclusion.

- _____ We had fun swimming, eating and playing on the seashore.
- _____ We left the house before sunrise so we were able to arrive at the beach ahead of the others.
- _____ We woke up early, took breakfast together and dressed up quickly.
- _____ We unloaded the car, chose a clean spot, and spread our picnic blanket on the grass.
- _____ One Saturday, my parents, brothers, and sister went on a picnic at the beach.
- _____ Then Mother packed chicken-pork adobo vegetables, sandwiches, fruits and drinks

A Family Picnic

One Saturday, my parents, brothers, _____

Lesson 27: Writing A Composition Showing Introduction, Body And Conclusion (Competency Writing 1.0)

Exercise B

Directions: Number the sentences in the correct sequential order. Then rewrite them to form a composition showing introduction, body and conclusion.

- _____ That day, I started counting the days because I knew Dad would be back by Christmas.
- _____ The trip to the airport seemed very short and quiet.
- _____ The day Father left for Saudi Arabia was a sad event in my life.
- _____ My mother, elder brothers, youngest sister, grandparents and other relatives saw him off at the airports.
- _____ We all kissed him goodbye.
- _____ Finally, he disappeared from our sight as he joined the rest of the passengers.
- _____ At last we reached the Ninoy Aquino International Airport.

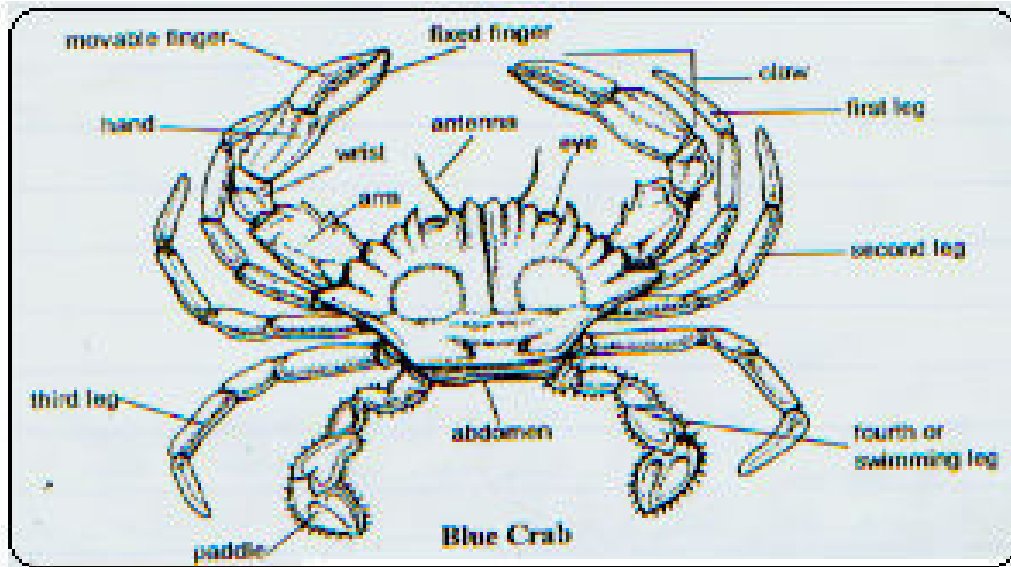
Father's Departure

The day Father left for Saudi Arabia was a sad event in my life. The trip to the airport

Lesson 28: Writing Specific Direction On Given Situations – Interpreting A Diagram (Competency Writing 2.0)

Exercise A

Directions: Use the diagram of the Blue Crab to complete each sentence. Write your answer on the blank.



A crab found in shallow waters along the shores of North America is the blue crab

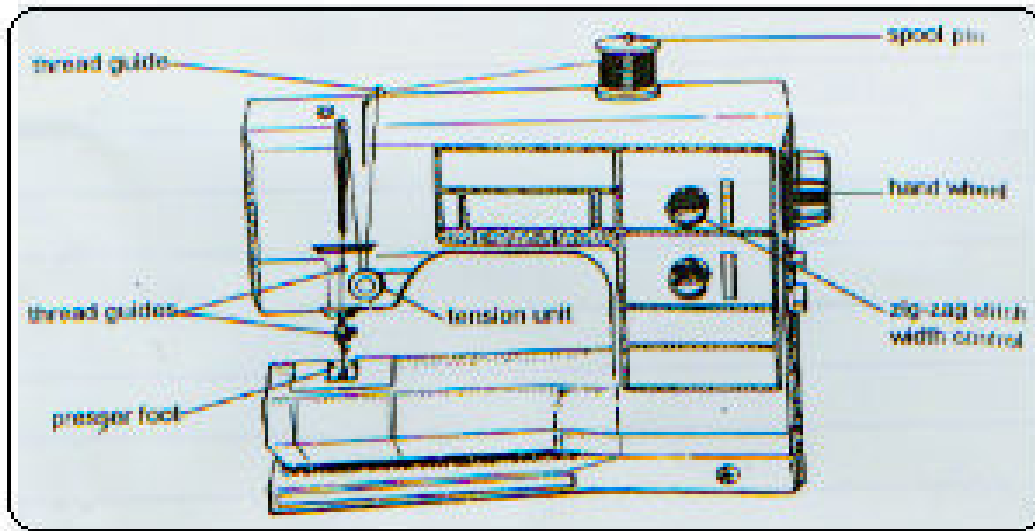
1. How many legs do blue crabs have? _____
2. What are they called? _____
3. What is the end of a blue crab's fourth leg called? _____
4. What do blue crabs most likely use the paddle for? _____
5. What three parts does a blue crab's claw consist of? _____
6. Between which two parts is the blue crab's abdomen located? _____
7. Which parts do blue crabs most likely use to sense where they are going?

8. Does the blue crab has two eyes? _____
9. Where can we find blue crab? _____
10. What is found between the arms and hands of a blue crab? _____

**Lesson 28: Writing Specific Direction On Given Situations –
Interpreting A Diagram (Competency Writing 2.0)**

Exercise B

Directions: Use the diagram of a sewing machine to complete each sentence.

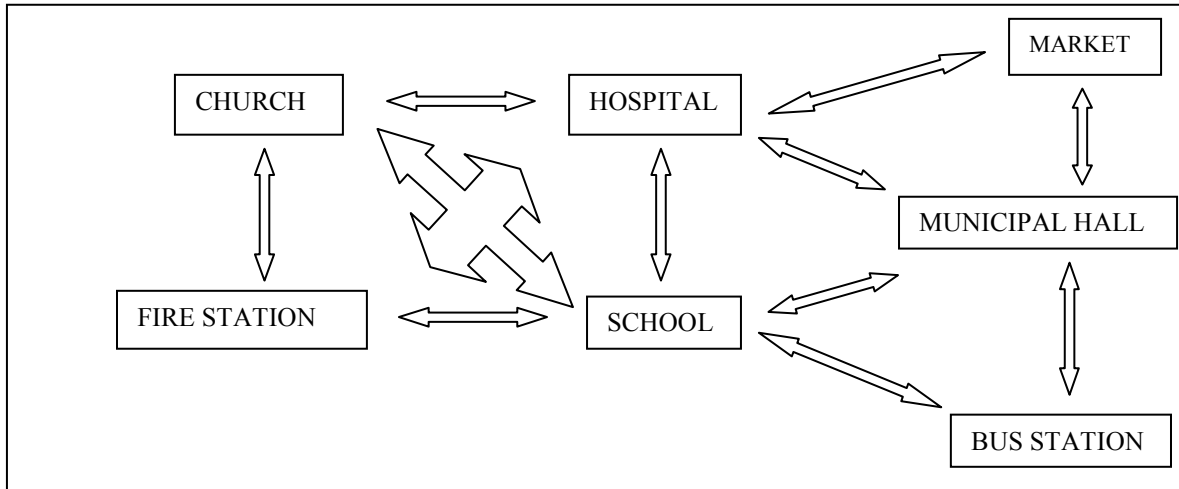


1. The _____ on top of the sewing machine holds the spool of thread for sewing.
2. Under the sewing machine needle, the _____ holds fabric in place while you stitch.
3. You can turn the _____ on the side of the sewing machine if you want to raise and lower the needle by hand.
4. You can control the tension of the upper thread on the sewing machine by adjusting the knob called the _____.
5. The _____ on the machine help guide the thread between the spool and the needle.
6. You can change how wide zigzag stitches are by adjusting the _____.
7. The diagram is all about _____.

Lesson 29: Writing Specific Directions On Given Situations –Interpreting A Road Map (Competency Writing 2.0)

Exercise B

Directions: Refer to the roadmap to answer the questions. In which direction should you go...



1. from the church to the hospital? _____
2. from the church to the fire station? _____
3. from the school to the bus station? _____
4. from the municipal hall to the hospital? _____
5. from the market to the hospital? _____
6. from the school to the hospital? _____
7. from the bus station to the school? _____
8. from the municipal hall to the market? _____
9. from the hospital to the market? _____
10. from the municipal hall to the school? _____

Lesson 30: Writing A Model Composition. Arranging Details In Order (Competency Writing 3.0)

Exercise A

Directions: Sequence the events as they happened in the story. Write the number on the blank
Provided with 1 as the first event.

HOW THE COW AND CARABAO GOT THEIR SUIT

Many years ago, Cow and Carabao looked different from the way they look today.

The Cow and Carabao worked together in the farm, so they became very good friends. The plowed the rice fields and pulled carts with firewood and sacks of grains.

Their master was not a nice man. He would often hit them with a long stick. He did not allow Cow and Carabao to take a bath or pay them for their work.

One day Cow and Carabao decided to run away from the farm. While their master took a nap, they took turns quietly eating a hole through the bamboo fence that kept them imprisoned,

When they were free, they ran and ran as fast as they could. They did not stop running until early the next morning.

Suddenly they saw a pond of clear water so they decided to take a bath. After a while, they heard their master coming over the hill. "Come back here, you bad cattle!", he shouted angrily.

Cow and Carabao jumped out of the water and quickly put on their clothes. Cow ran to the other side of the pond and Carabao ran to the opposite side of the hill.

When Carabao stopped running, he felt very hot. He felt that his clothes were very tight for him, especially around the neck.

When Cow stopped running, he took a rest under a big tree. He felt the breeze touching his neck and began to feel cold. His collar was very loose.

When he looked at his suit he noticed that it was brown all over. "This is Carabao's suit, not mine", he said.

Unfortunately, the two friends never changed back into the right clothes because they never met again.

_____ The Cow and Carabao ran away as fast as they could.

_____ The Cow and Carabao took a bath in a pond of clean water.

_____ Cow and Carabao took turns quietly eating a hole through the bamboo fence that imprisoned them.

_____ Cow and Carabao decided to run away from the farm while the master took a nap.

_____ Cow and Carabao jumped out of the water and quickly put on their clothes.

_____ The Carabao felt very hot for his clothes were very tight, especially around the neck.

_____ Suddenly they heard their master coming over the hill.

_____ The Cow and Carabao never changed back into the right clothes because they never met again.

_____ The Cow felt a breeze touching his neck and began to feel cold.

Lesson 30: Writing A Model Composition. Arranging Details In Order (Competency Writing 3.0)

Exercise B

Directions: Read the selection and be ready to answer the activity that follows.

The Giant Umbrella Pilot

Agustin dreams to be a pilot. He wants to be a pilot throughout his life. He wants to fly an airplane. But Agustin is a poor man. He doesn't have an airplane. He only has a giant umbrella.

Agustin ties 100 big balloons to this giant umbrella and then holds on the handle of the umbrella. The umbrella goes up.

A few minutes later, everything is fine. The view from the giant umbrella is beautiful. Agustin can see houses and things below him. He is very happy. At last he fulfills his dream. He is flying!

The giant umbrella goes up and up very high. As the umbrella is getting higher and higher, Agustin is afraid. "I don't want to go very high." "Help! Help! he shouts. "I want to come down!" But people can't hear Agustin's cry. The umbrella keeps on going up and up. Then, Agustin remembers that he has a sling and small stones with him. So he starts to shoot some balloons.

Agustin flies with the giant umbrella for 30 minutes. Then the balloons begin to loose air. Slowly the giant umbrella comes down, and Agustin is back on the ground. He is not hurt. "For 30 minutes, I was a pilot, the pilot of a giant umbrella", Agustin says proudly.

Directions: Read the sentences and arrange them in order as they happened in the story by writing the number on the blank.

_____ The giant umbrella goes up.

_____ Agustin ties 100 big balloons to the giant umbrella.

_____ Agustin shoots some balloons with his sling and small stones

_____ Agustin shouts, "Help, Help", but people can't hear him.

_____ Slowly the giant umbrella comes down.

_____ Agustin is back on the ground safely

_____ Agustin wants to be a pilot

_____ The balloons loose air.

_____ The view from the giant umbrella is beautiful.

Lesson 31: Writing A Model Composition –Home Reading Report (Competency Writing 3.0)

Exercise A

Directions: Make a home reading report of the Story “The Very Busy Spider” The outline is provided for you.

THE VERY BUSY SPIDER

Early one morning the wind blew a spider across the field.
A thin, silky thread trailed from her body.
The spider landed on a fence post near a farm yard ... and began to spin a web with her silky thread.
“Neigh! Neigh!” said the horse. “Want to go for a ride?”
The spider didn’t answer. She was very busy spinning her web.
“Moo! Moo!” said the cow. “Want to eat some grass?”
The spider didn’t answer. She was very busy spinning her web.
“Baa! Baa!” bleated the sheep. “Want to run in the meadow?” The spider didn’t answer. She was very busy spinning her web.
“Maa! Maa!” said the goat. “Want to jump on the rocks?” The spider didn’t answer. She was very busy spinning her web.



“Oink! Oink!” grunted the pig. “Want to roll in the mud?” The spider didn’t answer. She was very busy spinning her web.
“Woof! Woof!” barked the dog. “Want to chase a cat?” The spider didn’t answer. She was very busy spinning her web.
“Meow! Meow!” cried the cat. “Want to take a nap?” The spider didn’t answer. She was very busy spinning her web.

“Quack! Quack!” called the duck. “Want to go for a swim?” The spider didn’t answer. She had now finished her web.

“Cock-a-doodle do!” crowed the rooster. “Want to catch a pesky fly?” And the spider caught the fly in her web... just like that!

“Whoo! Whoo!” asked the owl.

“Who built this beautiful web?”

The spider didn’t answer.

She had fallen asleep.

It had been a very, very busy day.

- Eric Carlo

Title :
Author :
Type :
Principal Characters:
Summary:
Personal Reactions:

Lesson 31: Writing A Model Composition –Home Reading Report (Competency Writing 3.0)

Exercise B

Directions: Make a home reading report of the story “The Animal Store”. The outline is provided for you.

THE ANIMAL STORE

If I had a hundred dollars to spend
Or maybe a little more,
I’d hurry as fast as my legs would go
Straight to the animal store.

I wouldn’t say, “How much for this or that?
“What kind of a dog is he?”
I’d buy as many as rolled an eye,
Or wagged a tail at me!

I’d take the hound with the drooping ears
That sits by himself alone;
Cockers and Cairns and wobbly pups
To be my very own.

I might buy a parrot all red and green,
And the monkey I saw before,
If I had a hundred dollars to spend,
Or maybe a little more.

- Rachel Field

Title :

Author :

Type :

Principal Characters:

Summary:

Personal Reactions:

**Lesson 32: Writing A Model Composition Diary
(Competency Writing 3.0)**

Exercise A

Directions: Write your own diary. Follow the format below.

Date: _____

Dear Diary,

Exercise B

Directions: Write your own Diary. Follow the format below

Date: _____

Dear Diary,

**Lesson 33: Writing A Model Composition –Minutes Of Meeting
(Competency Writing 3.0)**

Exercise A

Directions: Rewrite the incomplete minutes of a meeting below. Supply the missing words.

| | |
|---|-----------------|
| Guerrero Elementary School September ____ 200 ____ | |
| The president was absent so Reginald Rino, the vice president _____ over the meeting. | |
| All the club _____ were _____ except Melody Santos who begged off because she had to _____ the Math contest. | |
| The club _____ their plan to hold a Hobbyist Bazaar. The members _____ to hold it on September 30, 2005. The following were created with the appointed _____: | |
| Contest Committee | : Rodolfo Lao |
| Invitation Committee | : Joyce Jimenez |
| Program Committee | : Dante Salosa |
| Stalls Committee | : Ellen Lucas |
| Refreshments Committee | : Doren Acuna |
| The meeting _____ at 3:30 P.M. | |
| Aurora Felipe _____ | |

Exercise B

Directions: Rewrite the incomplete minutes of a meeting below. Supply the missing words.

| | |
|--|--|
| DJAL Memorial Central School June ____, 2007 | |
| The English Club had a _____ to discuss the club's Reading Program Plans, June 10, 2007 at 3 o'clock in the afternoon in Room 5. The club president, Jeffrey Nicor _____ over the meeting. | |
| The club members _____ to hold a Reading Program for Slow and Non-Readers. _____ on program, finance, accommodation were formed. Everybody was assigned a task. | |
| The meeting was a _____ at five o'clock. | |
| Maria Matinao _____ | |

Lesson 34: Noting details in the selection listened. Identify the setting, main and secondary characters, climax and ending of the story. (Competency: Listening 4.0)

Exercise A

Directions: Select a partner. Let your partner read the setting, main character, secondary characters, climax and ending of the story by completing the table below

ROARS AND SCREECHES

An old fable tells the story of a young lion and a cougar. Both were thirsty. One hot afternoon, they happened to arrive at the local watering hole at the same time. They immediately began to argue about who should satisfy his thirst first.

The argumentation became heated, and each decided he should be the first to quench his thirst. Rulership of the territory was at stake! Pride was an issue! As they stubbornly confronted each other, their emotions turned to rage. Their roars and screeches could be heard for miles as they moved closer and closer to battle.

Then they both noticed strange shadows skirting across the ground. Both looked up at the same time. Circling overhead was a flock of vultures, waiting for the loser to fall! Quietly, the two beasts turned and walked away. The thought of being devoured was all they needed to end their quarrel.



God's Little Lessons for Teachers

| CHARACTERS | SETTING | PLOT |
|------------|---------|--------|
| Main | Time | Climax |
| Secondary | Place | Ending |
| | | |

Lesson 34: Noting details in the selection listened. Identify the setting, main and secondary characters, climax and ending of the story. (Competency: Listening 4.0)

Exercise B

Directions: Select partner. Let your partner read the selection for you and vice versa. Identify the setting, main character, secondary characters, climax and ending of the story by completing the table below.

THE ASS IN THE LION'S SKIN
(From the *Jataka* Collection)

Once upon a time, while Brahma-datta was reigning in Benares, the future Buddha was born of a peasant family; and when he grew up, he gained his living by tilling the ground.

At that time, a hawker used to go from place to place, trafficking in goods carried by an ass. Now at each place he came to when he took the pack down from the ass's back, he used to clothe him in a lion's skin, and turn him loose in the rice and barley fields. When the watchmen in the fields saw the ass, they dared not go near him, taking him for a lion. So one day, the hawker stopped in a village; and while he was getting his own breakfast cooked, he dressed the ass in a lion's skin and turned him loose in a barley field. The watchmen in the field dared not to go up to him; but going home, they announced the news. Then all the villagers came out with weapons in their hands. Blowing chanks, and beating drums, they went near the field and shouted. Terrified with the fear of death, the ass uttered a cry-the cry of an ass!



| CHARACTERS | SETTING | PLOT |
|------------|---------|--------|
| Main | Time | Climax |
| Secondary | Place | Ending |

Lesson 35: Sequencing events of the story listened to through guided questions. (Competency: Listening 5.0)

Exercise A

Directions: Sequence events that happened in the story by answering the questions that follow.

THE LEGEND OF THE HUNDRED ISLANDS

One day a bad news broke out that an invading force was coming from across the sea. Immediately the rajah called for a council of meeting among his chieftains. The group finally decided to meet the enemy at sea. They must not be allowed to land,” asserted Rajah Masubeg. A hundred of the bravest warriors were summoned. They boarded in ten large bancas, armed to the teeth. Datu Makisbeg commanded the task force in the lead banca.

Not long enough, the two forces were soon locked in mortal combat. Furious encounter through hand-to-hand fighting broke out on the boats and raged until the sun sank in the west and darkness covered the sea.

When morning came, none of the hundred warriors returned alive. The enemy was nowhere to be seen. They had been annihilated, and so were the hundred warriors led by the intrepid son. The kingdom celebrated the victory. But on the other land, the old rajah mourned for his son. Several days later, the town’s people were so surprised seeing a wonderful sight in the sea.

They were so fascinated with the many tiny islands dotting the sea line. There were about a hundred of these islets. Some of the islands were shaped like overturned bancas; while others looked like bodies of dead men floating in the sea. The people believed that these were the one hundred warriors who had sacrificed their lives in defense of their homes. For the people of Alaminos to remember them, the gods had immortalized them in the form of islands so that they will watch over their native land forever.

1. What was the bad news about?
2. What was decided after Rajah Masubeg called for a council of meeting among his chieftains?
3. What happened when the two forces met?
4. What happened to the 100 warriors and their enemies?
5. What did the town people see that surprise them most?

Lesson 35: Sequencing events of the listened to through guided questions. (Competency: Listening 5.0)

Exercise B

Directions: Read the selection below. Then sequence events that happened in the story by answering the questions that follow.

Master of All Masters

A girl once went to the fair to look for work as a servant. At last a funny-looking old gentleman hired her, and took her home to his house. When she got there, he told her that he had something to teach her, for in his house he had his own names for things.

He said to her: "What will you call me?"

"Master or mister, or whatever you please, sir," says she.

He said: "you must call me 'master of all masters.' And what will you call this?" pointing to his bed.

"Bed or couch, or whatever you please, sir."

"You must call her 'white-faced simminy.' And this now," showing the fire, "what would you call this?"

"Fire or flame, or whatever you, please, sir."

"No, that's my 'barnacle.' And what do you call these?" said he pointing to his pantaloons.

"Breeches or trousers, or whatever you please, sir."

"You must call them 'squibs and crackers.' And what would you call her?" Pointing to the cat.

"You must call it 'hot cockalorum,' and what is this?" he went on, pointing to the water.

"Water or wet, or whatever you please, sir."

"No, 'pondalorum' is its name. And what do you call this?" he asked as he pointed to the house.

"House or cottage, or whatever you please, sir."

"You must call it 'high topper mountain.'"

That very night the servant woke her master up in a fright and said: "Master of all masters, get out of you barnacle and put on your squibs and crackers. For white-faced simminy has got a spark of hot cockalorum on its tail, and unless you get some pondalorum, high topper mountain will be all in hot cockalorum."

1. Who went to the fair to look for work as a servant?
2. Who hired her?
3. What did the funny-looking gentleman do to her?
4. What happened when he bring the servant home?
5. What did the servant to that very right?
6. What did she said to wake up the master?

**Lesson 36: Give possible cause/effect to situations/news stories heard.
(Competency: Listening 6.0)**

Exercise A

Directions: Complete the sentence below by giving possible cause. Choose the appropriate answer from the phrases at the right column.

EFFECTS

CAUSE

- | | |
|---|---|
| 1. Filipino families during the Spanish time became poor _____ | a. because she was intelligent |
| 2. Many people were shocked _____ | b. because she is very responsible |
| 3. Aurora stopped studying _____ | c. that made her popular as a student |
| 4. She had many activities _____ | d. because the war broke out |
| 5. She was a wide reader _____ | e. because she and her daughter was ambushed and killed |
| 6. She was called the Mother of the People _____ | f. because the Spaniard took their land and property. |
| 7. She did a lot of good things _____ | g. because of her noble intention to the poor |
| 8. She was well _____ | h. so she was still remembered i. because she helped many charitable institutions |
| 9. Everybody seeks for her advise on decision making. _____ | j. so she learned a lot |
| 10. She was lookup to as a leader _____ | k. that's why we left |

**Lesson 36: Give possible cause/effect to situations/news stories heard.
(Competency: Listening 6.0)**

Exercise B

Directions: Complete the sentence below by giving possible effect. Choose the appropriate answer from the phrases at the right column.

CAUSES

1. Andres Bonifacio became an orphan
2. He was hardworking _____
3. His family was poor _____
4. He formed a new government _____
5. The Katipuneros was discovered _____
6. He believed in national movement
7. He found the Katipunan _____
8. He made fans _____
9. He borrowed books from his friends. _____
10. The Spaniards killed many _____

EFFECTS

- a. so he was known as the father of the Katipunan
- b. he stopped studying
- c. so the revolution broke-out
- d. therefore he usually succeeded
- e. support his young siblings
- f. so he was capture and killed
- g. to help himself learn.
- h. to lead the Filipinos to fight against the Spaniards
- i. to help himself learn
- j. so he organized the Katipunan
- k. so he was forced to earn a living

Lesson 37: Retelling a selection listened to – fiction story (Competency: Speaking 4.0)

Exercise A

Directions: Select a partner. Read and understand the story then retell it to your partner and vice versa. You will be scored according to the criteria that follow.

JOURNEY TO A BLUE PLANET

By: Cecilia Santiago

Pepe was worried. He was failing in Math and English. But this was because he was often late for school after helping with tasks at home. He also felt hungry all the time. His father worked as a *kargador* in the pier while his mother sold sweepstakes tickets.

Pepe and his parents and six brothers and sisters lived in a shack near the sea. The shack was made of flattened tin cans. There was only one room where the family slept. The sea served as their bathroom and toilet.

Yet Pepe had big dreams. He wanted to be a doctor. He wanted to heal sick people and make them well. He wanted to make his parents happy. He wanted to erase the tired look from their faces. Most of all he wanted to see his brothers and sisters cheerful and healthy.

One night Pepe was alone in the shack. He bent over his homework. He worked so long that he fell asleep.

Suddenly a dazzling ray of light flashed through the window. It hovered close to the shack, golden and glittering. Out stepped an enormous man clad in a blue metallic suit wearing a globular, glass helmet over his head. He was ten feet tall and had hundred hands. Nudging the sleeping boy, he urged, "Wake up, Pepe, you and I are going on a trip!"

Frightened, excited and bewildered Pepe asked, "Who are you? Where are we going? Where are you taking me?"

I am Cronus. I come from another planet. Let's go!

The giant and the boy stepped out of the shack. Pepe saw a gigantic space ship shaped like a silver bullet. It was incandescent, glimmering all over in the dark of the night. Cronus flicked a finger and a door opened into the ship. He and Pepe boarded the ship and away they flew faster than the wind, faster than a hurricane, faster than any jet plane Pepe had ever see.

Soon the earth clad on its oceans, mountains and valleys receded from their sight. They were touring the solar galaxy!

They passed Mercury, the Morning Star, all craters and silence. They saw majestic cliffs there. Venus almost trapped them in its strong winds, blowing at four hundred miles per hour. Cronus remarked, "Poor Venus. What a beautiful name for a planet without water."

Mars was next, glowing red. Again Cronus said, "If there are living beings there, we have yet to meet them."

Jupiter's size was astounding. The giant guide pointed to the nine moons revolving around Jupiter. He showed Pepe a great red spot about 12,000 miles wide. The winds blew at 300 miles per hour. As they passed by Jupiter they saw rapid flashes of lighting.

After a long, long time of zooming through the immensities of space they sighted a blue planet surrounded by nine rings. Flying at unimaginable speed they landed on a blue plain. Leaving the space ship, Pepe, now also wearing a glass helmet, wondered "Why is everything so blue?"

"Because our soil is blue. But Uranians are not blue. We are pink," And taking off his helmet, he showed his big, pink smiling face.

Taking Pepe's hand in one of his hundred hands he led him to a circular building about a hundred feet high and a thousand feet around. Inside Pepe saw a great golden light encrusted with

diamonds and rubies with thousands of multicolored birds flying and singing, plants and flowers of startling hue and shape and scent.

“You must be hungry,” said Cronus. “I must feed you.” Flickering his fingers, a glass full of blue liquid appeared from nowhere. Drink this,” he urged, giving the glass to Pepe.

Never had Pepe tasted such delicious drink! Immediately he felt good, and alert.

Eyes twinkling, Cronus commanded, “Pepe, explain the theory of relativity to me.” And forthwhile Pepe launched a very learned, very clear and eloquent talk on the theory which has puzzled and mystified millions of ordinary grown-up men.

Astonished at himself, Pepe asked, “What was that drink you gave me? Why do I feel so bright and cheerful?”

“It is cronbrosia, our Uranian food. It feeds our bodies, minds and souls. We know about your desire to be a doctor, Pepe. We will help you to become one. When you go back to earth there will be a glass of cronbrosia for you everyday. It will enable you to become a doctor and to help your people. But you must keep everything about this trip a secret. Otherwise the supply of cronbrosia will stop.”

“But why can’t everybody in the world have it too? Why can’t Uranians be friends with all earthmen?”

“Because earthmen have not yet learned the lesson we learned long, long ago, that only by truly helping one another can we all be happy. Men in the world still want to be rich and powerful at the expense of others. They wage war on other men. They lie and steal and cheat and kill. So we cannot be friends with everyone, only with the very few like you who want to help their brother earthmen,” Cronus sadly said.

The return trip to the earth was as exciting and dramatic as the journey to Uranus. As Pepe watched the majesty of the universe he thought deeply about what the giant had told him. He wondered at his strange adventure. Back home, his family did not ask him any questions. They worked and ate and slept as usual. Had it been a mere dream? But no, for the next day Pepe found a glass of blue liquid outside the window. No one else seemed to see it. It had been real!

That was long ago.

Today Pepe is a doctor, healing sick people in his city. He remembers the beautiful blue planet with love, specially the mighty Cronus.

Criteria for Judging:

| Diction / Accent Pronunciation | Interpretation Expression | Mastery | Total |
|---|--------------------------------------|----------------|--------------|
| 30% | 30% | 40% | 100% |

**Lesson 37: Retelling a selection listened to – fiction story
(Competency: Speaking 4.0)**

Exercise B

Directions: Select a partner. Read and understand the story then retell it to your partner and vice versa. You will be scored according to the criteria that follow.

PLANET ZED-7
Candy Cunningham
(An Excerpt)

The silver spaceship glided down to the planet listed as Zed-7 on the space charts. It passed through the pale green misty sky. Then, it nestled down in a deep, rocky canyon.

“Turn on the scanner screen,” Captain Dee Melvin ordered.

“Check!” answered Luke Reese. His hands worked the flashing buttons before him. The two astronauts peered at the huge screen.

“Rocks. Rocks. And more rocks,” Luke remarked with a shrug. “Just like the last sixteen planets we’ve checked out on this run.” He sat back bored.

“Luke, wait! said Dee. “Freeze the screen. Now go back a few degrees.” Dee rubbed her eyes. “There are no life form readings, are there?”

“No. No life forms. No machines. There’s nothing here but rocks.”

Dee pointed to a spot on the left corner of the screen. “That could be a ship of some kind.”

When the two astronauts could not see well on the screen, Dee said, “Let’s go out to find out what it is.”

“Right,” Luke agreed. “I’ll lower the space jeep. Everything checks out OK. We don’t even need air masks.”

Dee opened the outer hatch. As she and Luke climbed down the ladder, they got their first whiff of Zed-7 air. It was filled with dust – a very fine dust that made them choke. Luke sneezed over and over again.

“Get air masks,” Dee said. “I’ll take a look around.”

Dee walked around. She picked up a rock. It felt cold and it made her hand tingle. She dropped it. She looked up at the misty green sky. The twin suns looked dim through the dusty air. Her eyes followed the edge of the steep canyon wall. Everything was very still – too still. Not even a breeze rippled around the thick air ...

Criteria for Judging:

| Diction / Accent Pronunciation | Interpretation Expression | Mastery | Total |
|---|--------------------------------------|----------------|--------------|
| 30% | 30% | 40% | 100% |

Lesson 38: Reciting poem cast for verse choir (Competency: Speaking 4.1)

Exercise A

Directions: This is a group activity so form a group of at least 15 members. You may read or recite this poem from memory. Rhythmic effect must be emphasized and all voices must blend.

The Circus Parade Olive Beaupre Miller

Tomorrow, tomorrow's the circus parade!
Just think what I shall see!
What crowds of people in gay colored clothes
All lined up the street there will be.

And some of the children will have red
balloons,
As up by the curbing they stand,
Then off in the distance we'll suddenly hear
The circus's big brass band!
Behind the crash bang! Of the music they play,
Come riders in red velvet gowns,
And after them doing the funniest things,
A silly procession of clowns.

Then lions and tigers that pace up and down,
In wagons all painted with gold,
And monkeys a-playing just all kinds of tricks,
As they grimace and chatter and scold.

Oh, next there come camels and elephants, too,
With men on their backs astride,
And queer little ponies, no bigger than dogs,
And a donkey perhaps beside!

And then there come chariots rumbling by
With horses all four in a row;
And the wheezing, old calliope is
The very tail end of the show!

Exercise B

Directions: This is a group activity so form a group of at least 15 members. You may read or recite this poem from memory. Rhythmic effect must be emphasized and all voices must blend.

The Elephant Dance J.J.T

In the jungle, one fine day,
An elephant went out to play.
A quiet little spot he found,
And there he danced and danced around.
Thumpity, thump, thump!
Thumpity, thump, thump!

He stomped and made the jungle shake;
He clumped and made the jungle quake.
Such fun it was to dance and grunt,
He called a second elephant.
Thumpity, thump, thump!
Thumpity, thump, thump!

In the jungle, one fine day.
Two elephants went out to play.
A quiet little spot they found,
And there they danced and danced around.
Thumpity, thump, thump!
Thumpity, thump, thump!

They stomped and made the jungle shake;
They clumped and made the jungle quake.
Such fun it was to dance and grunt,
They called another elephant.
Thumpity, thump, thump!
Thumpity, thump, thump!

Continue the rhyme, adding another elephant each time. When all elephants have finished dancing, close with the final stanza:

I hope some fine and sunny day
I'll find those elephants at play.
(Repeat refrain)

**Lesson 39: Giving accurate announcement
- Giving a report based on interview.
(Competency: Speaking 4.2)**

Exercise A

Directions: Ask two of your classmates to act out the dialogue about an the interview in a school paper writer with a new teacher. Take down important details and be ready to give accurate announcement based on that interview.

Good morning, Ms. Dela Peña.

Good morning, Paulo.

I am here to interview you for the school paper. I would like to know why you chose to teach in Dalton High School?

I applied in this school because I believe in its mission-vision to mold well-rounded citizens.

What do you think can you contribute to the school community?

I think I can share my skills and learnings with the pupils the best way I can.

How would you describe the Daltonian pupils?

The Daltonians are well-rounded. They are not only well-prepared academically but also morally and spiritually. They are also courteous and helpful.

To end this interview, what is your message to your pupils?

I would like to tell them that I'm looking forward having a fruitful and productive year with them. I could somehow contribute to their academic and spiritual growth as Christians and Daltonians.

Thank you for your time, Ms. Dela Peña.

It's my pleasure.

**Lesson 39: Giving accurate announcement
- Giving a report based on interview.
(Competency: Speaking 4.2)**

Exercise B

Directions: Ask two of your classmates to act out the dialogue during an interview of a Tanglaw Magazine staffers with Christian. Take down important details and be ready to give accurate based on that interview.

| | |
|------------|---|
| KAREN: | Hi! Good morning, Christian. Congratulations to the team. We're so happy for you. |
| CHRISTIAN: | Good morning and thank you. What can I do for you? |
| KAREN: | Christian, this is Kim and Alvaro. We are the staffers of <i>Tanglaw Magazine</i> . We are here, to interview you for a write-up. |
| CHRISTIAN: | Oh! I'm so honored to be interviewed. What do you want to know? |
| KIM: | Well, we are interested in finding out what your team did to become the over-all champion in the Intramurals. |
| ALVARO: | That's right. We noticed, too, that a week before the Intramurals, the team seemed so relaxed and prepared. |
| CHRISTIAN: | Oh, yes. The team was relaxed and prepared because two months before the Intramurals, the team was already practicing. |
| KIM: | At what time of the day do you practice? |
| CHRISTIAN: | Every day after classes. When I know that the team has done all the homework for the next day, we immediately go to the gym and rehearse. |
| ALVARO: | Aside from daily exercises, what other secrets can you share with us that you think contributed to the success of the team. |
| CHRISTIAN: | Discipline and self-confidence really helped in winning all our games. And of course, faith in God. We offered everything to God. |
| KAREN: | Well, Christian, thanks for spending some precious time with us. |
| KIM: | Surely the information you shared will inspire many pupils to become champions and good athletes. |
| ALVARO: | Thanks a lot and goodbye, Christian. |
| CHRISTIAN: | It's a pleasure. Good day! |

**Lesson 40: Using plural of compound nouns.
(Competency: Speaking 5.0)**

Exercise A

Directions: Give the plural form of the underlined noun below. Use them in a sentence.

1. We decided to pass the North Expressway to avoid the traffic.
2. The construction of the flyover has helped lessen the traffic congestion problem in Metro Manila.
3. That skyscraper looks like a mushroom from above when riding on an airplane.
4. You can see different plants and animals around the farm house.
5. Let us conserve our forest to give home to the wildlife.
6. My mother-in-law loves to cook nutritious food.
7. I would like to talk with you, said the officer-in-charge.
8. He was accused of libel for using poison pen in his report.
9. The passer-by was attracted to the beautiful scenery along the way.
10. My sister works as a baby-sitter in Singapore.

**Lesson 40: Using plural of compound nouns.
(Competency: Speaking 5.0)**

Exercise B

Directions: Give the plural form of the underlined noun below. Use them in a sentence. Write your answer on the blank.

1. Many of them admired the fascinating beauty of the light house during night time.

2. The fairy godmother turned the rugged Ella into a beautiful princess.

3. You have to drive carefully in a highway to avoid accident.

4. The commander-in-chief campaigns for peace and order in the entire place.

5. It is necessary that every classroom must be properly cleaned and arranged.

6. There should be a visible landmark for the tourist to see.

7. We have to collect eggshell for the project.

8. The chief commanded his men to report to their headquarters.

9. That girl is beautiful. She can be a beauty queen.

10. Rolinda waited for the school bus to come.

Lesson 41: Using gerunds
(Competency: Speaking 5.0)

Exercise A

Directions: Complete the following sentence with appropriate gerunds used as a subject or object of the sentence. Choose your answer from the word list.

| | | | |
|--------------|---------|-----------|---------|
| watching | playing | carrying | talking |
| writing | helping | dribbling | biking |
| coordinating | driving | visiting | |

1. It is very stressful _____ the whole week.
2. Charlita likes _____ piano as a hobby.
3. _____ the children running after one another on the playground makes me feel good.
4. Rona started _____ her mother when she was in grade one.
5. _____ heavy load tired him too much that he could no longer watch his favorite TV show.
6. _____ with the other members of the organization is the best move to do.
7. _____ a car most of the time developed my sense of direction.
8. The athletes practice _____ the ball early in the morning everyday.
9. Instead of going to the movie I end-up _____ a friend in the neighborhood.
10. I really don't like _____ to a stranger.

Lesson 41: Using gerunds
(Competency: Speaking 5.0)

Exercise B

Directions: Complete the following sentence with appropriate gerunds used as a subject or object of the sentence. Choose your answer from the word list.

| | | | |
|-------------|----------|-----------|-----------|
| discovering | saying | showing | lying |
| waiting | doing | cooking | taking |
| watching | relaxing | attending | observing |

1. _____ for somebody without assurance is the worst thing to do.
2. I would like _____ nutritious food everyday.
3. _____ lots of works hindered me to communicate with my friends from distance places.
4. _____ my daily prayer has helped lighten my heart and uplift my spirit.
5. Elmie likes _____ pictures of beautiful sceneries.
6. Merla loves _____ her favorite cartoon program.
7. Some people prefer _____ on the beach on weekends.
8. _____ on green grasses allowed me to have a close contact with nature.
9. _____ new ideas gave him honor and pride.
10. _____ respect and obedience to elderly are virtues that need to be put into practice.

Lesson 42: Using nouns that are plural in form but singular in meaning. (Competency: Speaking 5.1)

Exercise A

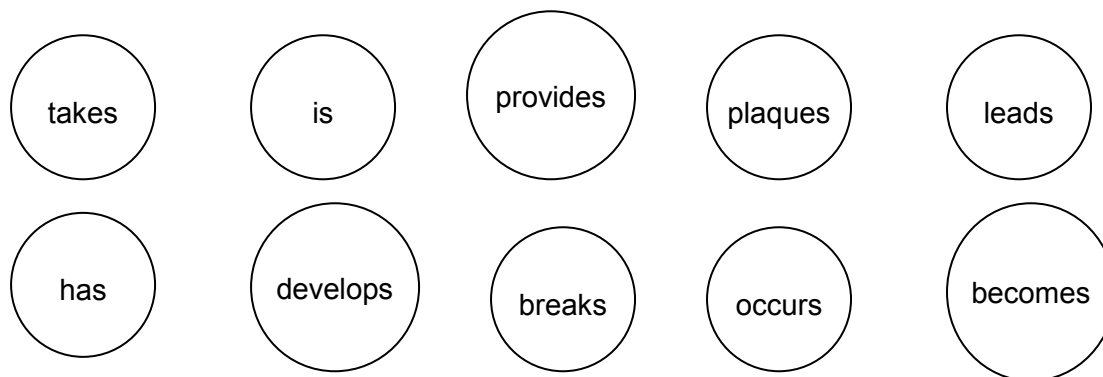
Directions: Use the appropriate verb inside the parenthesis to make the sentence correct.

1. Measles _____ (force, forces) Ellen to stay on bed for two weeks.
2. Physics _____ (motivate, motivates) him to study harder to pass the subject.
3. The Philippines _____ (is, are) known for its rich culture and historical places.
4. Tonsillitis _____ (prevent, prevents) him from joining the vocal solo pop show down.
5. The tragic news _____ (spread, spreads) quickly to the different places of the world.
6. Billiards _____ (bring, brings) honor and popularity to the Philippines.
7. Aeronautics _____ (become, becomes) popular to our young generation.
8. Mathematics _____ (deal, deals) with number and figures.
9. Mumps _____ (cause, causes) colds and headaches.
10. Tuberculosis _____ (destroy, destroys) the lungs and weakens body resistance.

Lesson 42: Using nouns that are plural in form but singular in meaning. (Competency: Speaking 5.1)

Exercise B

Directions: Go over the following sentences. Complete the sentence by using the correct verb inside the circle.



1. Home Economics _____ the life skills of the pupils.
2. The Philippines _____ plenty of historical places and tourist spots.
3. Mathematics _____ much of her time.
4. The calisthenics _____ the most popular fitness activities for health conscious individuals.
5. Acrobatics _____ improved the physical aspect of the human life.
6. The Netherlands _____ aids to other countries of the world.
7. Tuberculosis _____ all over the country today
8. The United State of America _____ the world in terms of business enterprise.
9. Physics _____ easy when you take interest on it.
10. Mumps _____ during rainy days.

**Lesson 43: Using variety of sentences as to structure
Simple subject and simple predicate.
(Competency Speaking 6.0)**

Exercise A

Directions: Here is a list of phrases. Construct sentences having simple subjects and simple predicate by supplying the missing predicates.

1. The courageous woodcutter _____.
2. The aged leader _____.
3. The victorious leader _____.
4. The betrayed friend _____.
5. The prestigious competition _____.
6. The most interesting topic _____.
7. My favorite food _____.
8. The most provoking report _____.
9. The undefeated players _____.

Exercise B

Directions: Below is a lists of phrases. Construct sentences having simple subjects and simple predicates by supplying the simple subjects.

Ex. The hungry children have walked around the village begging for food.

1. _____ helps his classmates clean their classroom.
2. _____ twinkle at night and bring delight to everyone.
3. _____ fleets from flower to flower to gather their nectars.
4. _____ himself for school immediately after breakfast.
5. _____ starts her work very early everyday.
6. _____ is very excited to see his family after one year of working abroad.
7. _____ have many friends in the neighborhood
8. _____ other races our imaginative minds.
9. _____ provides freed education to all children of school age.
10. _____ is very interesting when she teaches.

**Lesson 44: Use a variety of sentences as to structure
compound subject and simple predicate
(Competency Speaking 6.0)**

Exercise A

Directions: Use the following compound subject to complete the sentences that follow.

| | |
|-----------------------|----------------------------------|
| Plastics and paints | The policemen and the guards |
| Recycling and Reusing | Earthquake and Volcanic Eruption |
| Christina and Thelma | Earth, Venus and Jupiter |
| You and I | Canning and Salting |
| John and Jessie James | Language and Reading books |

1. _____ are among the methods of preserving food.
2. _____ are members of the sun's family.
3. _____ are the most destructive calamity occurring in the Philippines
4. _____ dismantled the barbed-wire used as barricades.
5. _____ are synthetic materials.
6. _____ helped reduce solid waste generation.
7. _____ support the Zero Waste Movement of the barangay.
8. _____ participated in the National Jamborette held in Los Baños,
Laguna.
9. _____ are printed to be used in English subject.
10. _____ will always be the best of friends

**Lesson 44: Use a variety of sentences as to structure
compound subject and simple predicate
(Competency Speaking 6.0)**

Exercise B

Directions: Use the following compound subject to complete the sentence.

| | |
|-----------------------------|-----------------------------|
| Mrs. Floro and Mrs. Ca-as | The Prince and the Princess |
| Daedalus and Icarus | The raja and the boy |
| The lions and the tigers | The captain and the horse |
| The teachers and the pupils | The Monkey and the Turtle |
| Kimberly and I | Rice and Fish |
| Walking and Jogging | |

1. _____ became worst enemies.
2. _____ planned an escape from prison.
3. _____ had finished their demonstration on exact time
4. _____ are called carnivorous animals.
5. _____ were found dead at the foot of the cliff.
6. _____ went to the city to do some shopping.
7. _____ are good forms of exercise.
8. _____ have their educational trip to the planetarium
9. _____ celebrated the most grandiose wedding in the history
10. _____ think of a solution to get rid of the sword fish.

**Lesson 45: Use a variety of sentences as to structure
simple subject with compound predicate
(Competency speaking 6.0)**

Exercise A

Directions: Use the phrase or word inside the box to complete the table to form meaningful sentences.

| | |
|---|---------------------------------------|
| * The barrio folks | * sang and danced |
| * is fake and not good | * gather and write report accurately |
| * Mother | * is beaten and mixed well with flour |
| * instructed us to write and fold the paper | * practice and demonstrate the steps |
| * the magician | * The demonstrator |
| | * The pianist |

| SUBJECTS | PREDICATES |
|-------------------------|--|
| 1. American Marines | _____ |
| 2. The insincere person | _____ |
| 3. _____ | make and sell beautiful baskets |
| 4. The reporters | _____ |
| 5. _____ | cut and mixed the cucumber with cheese |
| 6. _____ | told us to cover and simmer it for fifteen minutes |
| 7. The egg | _____ |
| 8. The teacher | _____ |
| 9. _____ | learned and master his tricks very well |
| 10. Bella and Belma | _____ |

**Lesson 45: Use a variety of sentences as to structure
simple subject with compound predicate
(Competency speaking 6.0)**

Exercise B

Directions: Match the subject with the appropriate predicate to make the sentence correct. Write your answer on the space below.

| SUBJECT | PREDICATE |
|-----------------------------|---|
| 1. Melody's mind | a. is neat and clean |
| 2. The audience | b. helped and saved his little brother from fire |
| 3. The courageous boy | c. wanted to study and rehearse her lines tomorrow |
| 4. John Vincent | d. are known for their good offense and defensive players |
| 5. She | e. studied and prepared their presentation |
| 6. The pupils | f. was racing and her hands were trembling with fear |
| 7. The film | g. applauded and thanked the performers |
| 8. The strikers | h. became rich and famous |
| 9. The house of our janitor | i. is in formation and interesting |
| 10. The participants | j. always in good time and bad times |
| | k. danced and sang well in the program |

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

**Lesson 46: Using a variety of sentences as to structure
compound subject and compound predicate
(Competency Speaking 6.0)**

Exercise A

Directions: Add words to each sentence to form a compound subject and a compound predicate.

1. The almanac and _____ are informational and _____ books.
2. Angelo and _____ get the bait and _____.
3. Cora and _____ brought the recipe book and the _____ home.
4. The doctor and _____ conducted a medical and _____ mission in Payatas.
5. My Math teacher and _____ are partners and _____.
6. Reading books and _____ help me _____ and enjoy my life.
7. Myla and _____ loves gardening and _____ the house.
8. Sirapion and _____ sends and _____ their children to school.
9. Our family and _____ spent vacation to Baguio City and _____.
10. The army band and the _____ rendered a song and _____ number.

**Lesson 46: Using a variety of sentences as to structure
compound subject and compound predicate
(Competency Speaking 6.0)**

Exercise B

Directions: Make sentences having compound subject and compound predicate by supplying the missing part.

1. The sun and _____ have power and _____.
2. The zoo owner and the _____ gave the rules and _____ of the zoo.
3. You and _____ have rights and _____ over our children.
4. Miss Gargue and the _____ will go and _____ the EPP

teachers convention in Palawan.
5. Jennifer and _____ can read and _____ well.
6. My mother-in-law and _____ keep and _____ secrets with each other.
7. Coca Cola and _____ Corporations have established discipline and _____

among its employee.
8. Ronito and _____ are my classmates and _____.
9. The boys and _____ jumped and _____ their victory.
10. Kathy and _____ announced and _____ the community of their plans.

**Lesson 47: Using connectors *and* and *but*.
(Competency Speaking 6.0)**

Exercise A

Directions: Complete the following sentences using connectors **and** or **but**.

1. The game was over _____ the happy boys cheered the team.
2. Camille is intelligent and talented _____ she did not succeed.
3. Man proposes _____ God disposes.
4. The rain stopped _____ the beautiful rainbow appeared in the sky.
5. The teacher played the organ _____ the children's choir sang.
6. She woke-up early _____ she came late.
7. The band led the parade _____ the boy scout followed.
8. The wind blew and the thunder rumbled.
9. Noel went to the game _____ he will return soon.
10. The boy delivered a valedictory .address _____ his voice was indistinct.

**Lesson 47: Using connectors *and* and *but*.
(Competency Speaking 6.0)**

Exercise B

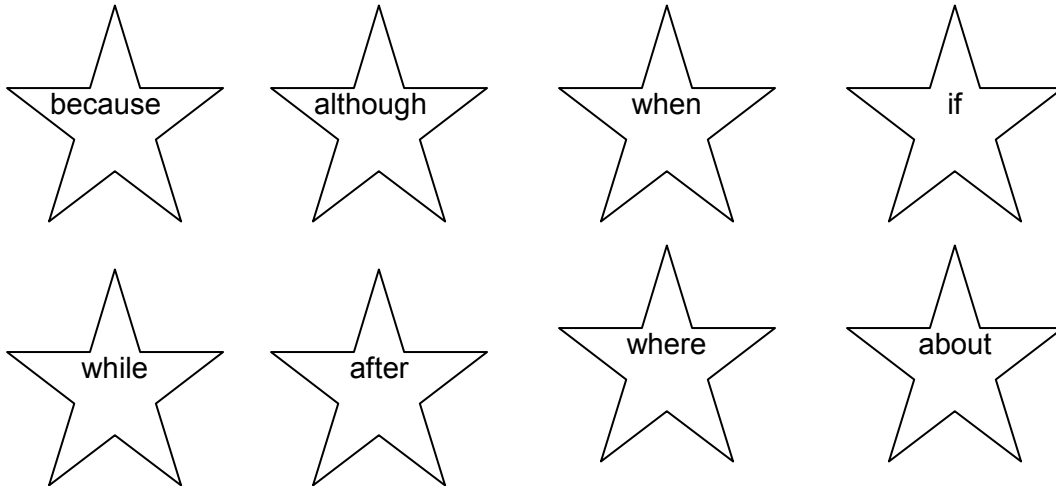
Directions: Complete the following sentences using connectors **and** or **but**.

1. The concert was over _____ the teenagers wanted to stay.
2. The teacher read the story aloud _____ the pupils repeated after her.
3. Many are called _____ only few are chosen.
4. The bell rang _____ the children ran to their classrooms.
5. The King and Queen prepared a banquet _____ nobody came at the palace.
6. I love playing football _____ I don't have much time.
7. The children went to Baguio _____ they brought a souvenir for their family
8. Many participated in the Painting _____ most are satisfied with the results.
9. Rebecca wanted to attend the meeting _____ she was too tired to go.
10. Corazon open the package _____ distributed them to everybody.

**Lesson 48: Using a variety of sentences as to structure
-dependent and independent clause
(Competency speaking 6.0)**

Exercise A

Direction: Go over the following sentences. Complete each sentence by using appropriate conjunctions from the star to form a complex sentence.

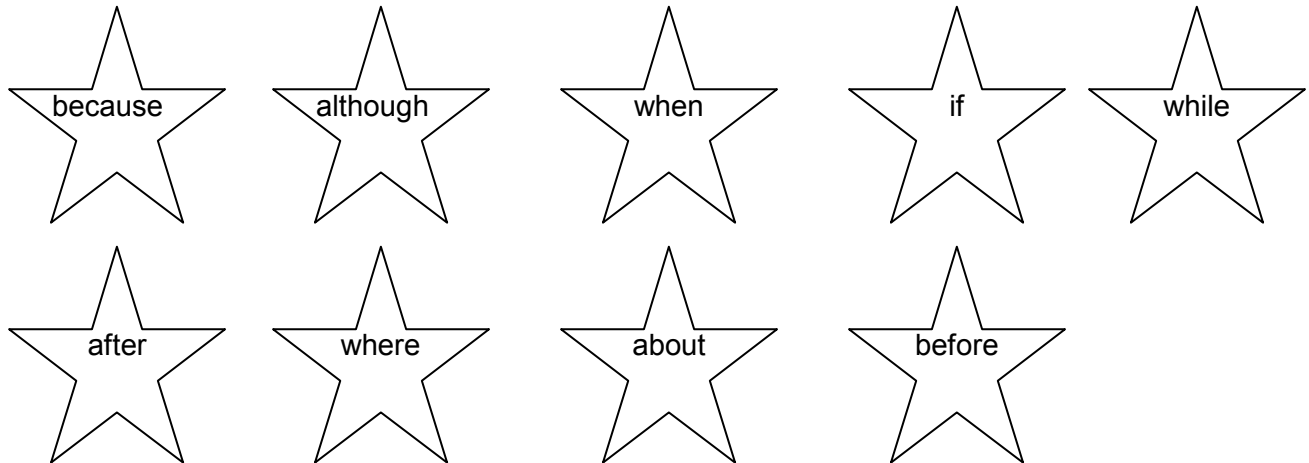


1. The Grade VI pupils are praised _____ they are doing their work well.
2. Mrs. Lilia Ramos went back to the Philippines _____ her two-year vacation from the USA.
3. The children keep on talking _____ the teacher told them to listen.
4. The poor do not send their children to school _____ they could not afford to pay for them.
5. _____ our small scales businessmen are helped the business industry will be improved.
6. _____ the Filipinos learned to appreciate blue-collared jobs, everyone in the country will be employed.
7. They tried their best to win _____ they promised to.
8. The girl scouts hid in the bush _____ they heard the travelers coming.
9. The audience gave a round of applause _____ suddenly the lights turned off.
10. The teacher explained the lesson well _____ the pupils are listening attentively.

**Lesson 48: Using a variety of sentences as to structure
-dependent and independent clause
(Competency speaking 6.0)**

Exercise B

Directions: Go over the following sentences. Complete each sentence by using appropriate conjunctions from the star to form a complex sentence.



1. Buildings will rise in suburbs and nearby towns _____ the businesses in the city are crowded.
2. Mrs. Silvela found the precious ring _____ she was completely worn out looking for it.
3. The tourists visited the church _____ they finally returned home.
4. They do not borrow money _____ they could not pay for it.
5. She work very hard _____ she is not feeling well.
6. The thermos was broken _____ I lift it.
7. Mrs. Gellego thought about her family _____ she attended seminars.
8. The members and officers of the English club committed themselves to help in the outreach program _____ they visited the poor families.
9. _____ every citizen patronizes his or her own products, then our own local business will grow.
10. Warm air has lower pressure _____ molecules of warm air are farther apart.

Lesson 49: Identifying the events of the plot of a story, poem, short story. (Competency Reading 4.1)

Exercise A

Directions: Read story and identify the events of the plots by filling-up the table below.

THE MICE IN COUNCIL
Aesop's Fable



One day, the mice called a meeting to discuss how they might best outwit their enemy, the cat. They talked for hours but could not find a good plan. At last, a young mouse stood up with an air of great importance. "We all know," said he, "that it is the sly way in which our enemy approaches us that exposes us to great danger."

"I propose that a bell be hung around the neck of the cat to alert us when he is coming, and thus we will have time to hide." The mice were very excited about the idea. "How clever! At last, we have found a way."

But then, a wise old mouse, who had remained sitting silently, stood up to speak.

"Yes, that is indeed a wonderful plan. We will surely be safe. When the bell tinkles on the neck of the cat, we will have time to run. But tell me this – which one of us is going to put the bell on the cat?"

The mice looked at one another and no one spoke. Then the old mouse shook his head sadly and said, "Yes, my friends, many things are easier said than alone."

| |
|---------------------|
| Title |
| Plots |
| First Event |
| Second Event |
| Third Event |
| Conclusion |

- Trans. George Fyler Townsend, Aesop's
Fables: A New Revised Version From
Original Sources (1884)

Lesson 49: Identifying the events of the plot of a story, poem, short story. (Competency Reading 4.1)

Exercise B

Directions: Read story and identify the events of the plots by filling-up the table below.

WHY THE MALE MOSQUITO HAS NO STING

One day, the owl, acting as animal judge, presided over the hearing of a complaint initially presented before him by a forest bird.

When called to the stand, the bird began airing her complaint saying, "I cannot sleep well at night on my treetop because down below me, the frog keeps croaking the entire night in his pond."

The frog argued his case, saying, "I can't help it. My water neighbor, the turtle, is in the habit of carrying his shell house on his back. I was afraid that his hard shell might fall over and crush me to death every time he snores and inclines to the side. So I have to keep croaking when he begins to snore to keep him in position."

The owl had the turtle called to the stand. He explained his part, saying, "It's because the firefly always carries fire with him. I am afraid that he would burn my house if I leave it out of my sight. And that is why, I think it best to carry my house everywhere I go with me on my back."

The owl summoned the firefly to approach the bench, saying, "Tell me what have you to say?"

The firefly went forward to the stand and proved his innocence, saying, "It's because the male mosquito always carries a long stinger. I am afraid he would bite me so to protect myself, I always carry fire with me."

The male mosquito was called to present his side. But he had nothing to say in his defense and was found guilty. The owl judge could do nothing but sentence him to jail.

Upon hearing the verdict placed upon him, the male mosquito began to tremble with fear, lost his voice, and dropped his stinger. It may be that later, male mosquitoes inherited his fear and never grew stingers unlike their female mosquito counterparts.



| |
|--------------|
| Title |
| Plots |
| First Event |
| Second Event |
| Third Event |
| Conclusion |

Lesson 50: Using the story grammar to show sequence of episodes in a story (Competency” Reading 5.1)

Exercise A

Directions: Sequence the episodes of the story by completing the boxes below.

A FATHER AND HIS SONS

Luke 15, 11 - 32

A man had two sons. One day, the younger of the two demanded the share of his father’s property that would belong to him when his father died. His father gave it to him, and after a few days, the boy left home on a long journey.

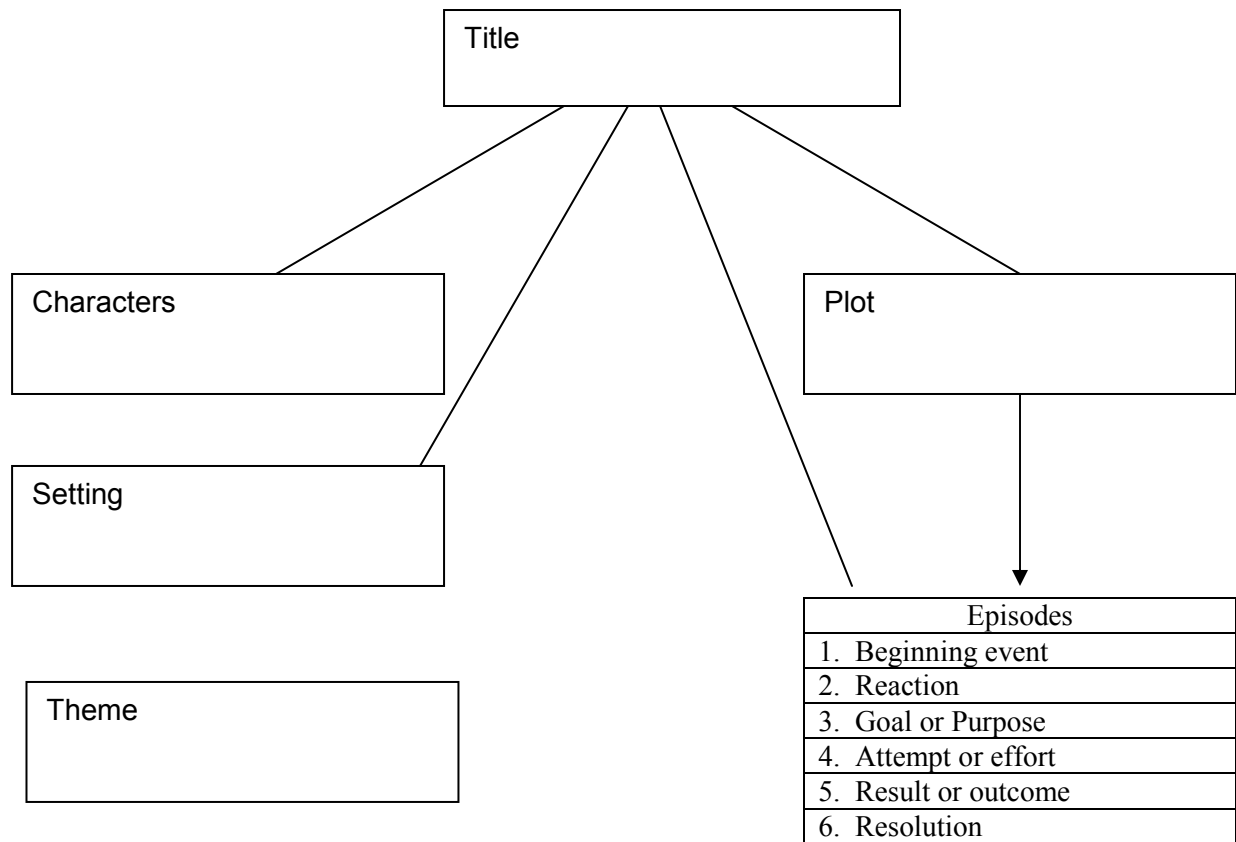


Here, he wasted the money and lived a wild life. When the money was all spent, there came a famine, and he began to be in serious need. He found some work in looking after the pigs of a farmer in that district. But there was nothing he could eat except what the pigs ate.

At last, he was so hungry and so hopeless that he started to consider who he was and what sort of person he had become. He saw that he was poorer than the poorest of his father’s servants. Then he decided to return home. He planned to admit that he had done wrong and to ask his father to employ him as a servant, since he could not expect to be treated as a son any longer.

So he made the long journey home. But before he could reach the house, his father saw him. He saw the boy’s misery, and ran down the road and welcomed him with affection. The boy began to speak of the wrong that he had done, but before he could ask to be employed as a servant, his father called for a robe of honor and put it on him. Then he gave him a ring and sandals to show that he was fully accepted as his son, and a feast was prepared so that everyone could share in his father’s joy.

The other son had been working on the farm. As he returned to the house, he heard the singing and the hand clapping, and asked what had happened. His father came out and begged him to join in the feast. But he said, “I have worked for you for years, yet you never made a feast for me. Now you welcome this son of yours who had wasted your money!” Then his father said gently, “My boy, of course we must welcome him home. He is not only ‘my son’ as you call him; he is your brother. Come inside and share my joy. The one that was lost has now been found.”



Lesson 50: Using the story grammar to show sequence of episodes in a story (Competency” Reading 5.1)

Exercise B

Directions: Put in sequence the episodes of the story by completing the boxes below.

A mouse told his mother and father the he was going on a trip to the seashore.

“We are very alarmed!” they cried. “The world is full of terrors. You must not go!”

“I have made my decision,” said the Mouse firmly. “I have never seen the ocean, and it is high time that I did. Nothing can make me change my mind.”

“Then we cannot stop you,” said Mother and Father Mouse, “but do be careful.”

The next day, in the first light of dawn, the mouse began his journey. Even before the morning had ended, the mouse came to know trouble and fear.

A cat jumped out from behind a tree.

“I will eat you for lunch,” he said.

It was a narrow escape for the mouse. He ran for his life, but he left a part of his tail in the mouth of the Cat.

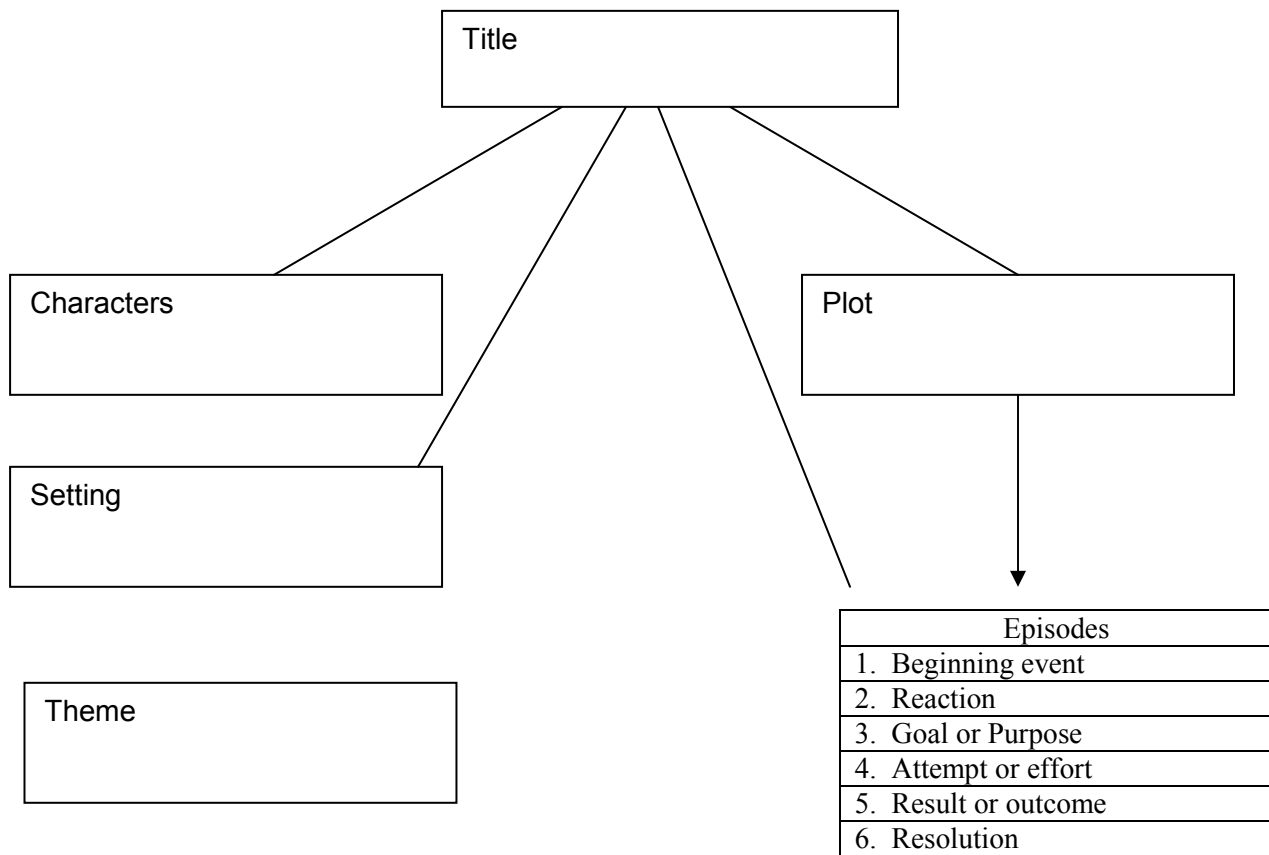
By afternoon the Mouse had been attacked by birds and dogs. He had lost his way several times. He was bruised and bloodied. He was tired and frightened.

In evening the mouse slowly climbed the last hill and saw the seashore spreading out before him. He watched the waves rolling onto the beach, one after another. All the colors of the sunset filled the sky.

“How beautiful!” cried the mouse. “I wish that Mother and Father were here to see this with me.”

The moon and the stars began to appear over the ocean. The mouse sat silently on top of the hill. He was overwhelmed by a feeling of peace and contentment.

All the miles of a hard road are worth a moment of true happiness.



Lesson 51: Making a heading / subheading for paragraphs in the selection (Competency: Reading 6.1)

Exercise A

Directions: Read the paragraph and make a heading and subheading for each paragraph. Write your answer on the lines provided below.

Once there was a beautiful woman who was the object of admiration in a certain city. She got married to a man who was a great traveler. He set out for a far country and was absent for so long that his wife, without someone to talk to, felt very lonely. The woman decided to call her very kind and loving brother to stay with her. Months passed and she was no longer lonely because her brother was a good storyteller, a funny jester, and a great help in the house.

Heading _____

Sub-heading _____

One day, the brother quarreled with another man who complained to a court and so the brother was put into prison. When the news reached the woman, she was so worried that she immediately sought the help of the *Wali*.

Heading _____

Sub-heading _____

"I beg of you, my lord," cried the woman. "My brother had been wrongfully accused and imprisoned, and I have no other relative that could protect me from harm."

Heading _____

Sub-heading _____

The woman handed the petition paper to the *Wali*. The *Wali*, upon looking at the charming face of the woman, fell in love with her and said, "I beseech you, come to my house so that we can settle this matter." The lady insisted that her home could give him relaxation. Then the lady went to the Magistrate to ask for the freedom of her brother.

Heading _____

Sub-heading _____

"Look into my case and may Allah reward you," begged the lady. The *Kasi* looked at her and asked, "Who wronged you?" "O my lord, I have a brother who is my only surviving relative. He was cast into prison without any wrong deeds. I beg you to intercede for my brother with the Chief of Police."

Heading _____

Sub-heading _____

Lesson 51: Making a heading / subheading for paragraphs in the selection (Competency: Reading 6.1)

Exercise B

Directions: Read the paragraphs and make a heading and subheading for each. Write your answer on the lines provided below.

But when the Chief of Police was about to kiss the lady, someone knocked at the door. “Who is that, knocking at the door?” asked he. “My husband,” the lady said nervously. “What am I going to do and where shall I go?” asked the Kazi. “Quick, my lord, hide in this lowest compartment,” said the lady.

Heading _____
Sub-heading _____

And so the Kazi was locked inside the lowest compartment. The lady went to the door where she found the Wali; so she kissed the ground before him, took his hand, and asked him to wear the red gown. The Wali, excited to hug the lady, was interrupted by another knock at the door. “Who can that be?” asked the Wali. “My husband,” said the lady. Confused on what to do, the Wali was led to the second compartment by the lady who locked him in.

Heading _____
Sub-heading _____

The lady opened the door and welcomed the Wazir. She kissed the ground before him and received him with all honor and worship. “My lord, you gave me honor in coming to my house. Truly, Allah is good to us,” exclaimed the lady.

Heading _____
Sub-heading _____

She requested the Wazir to take off his clothes and wear the blue gown and a tall red bonnet. The lady explained the Wazir that such attire was appropriate for a Wazir to wear. Just as the Wazir was about to kiss the lady, someone was heard knocking at the door. “Who is that?” asked the Wazir. “My husband,” said the lady.

Heading _____
Sub-heading _____

Again, the Wazir was dumbfounded and was locked into the third compartment, after which, she went out and opened the door. The King appeared, delighted to see the beautiful lady. “Welcome to my humble dwelling, O King. You gave me such honor in your visit,” praised the lady. The lady requested the King to wear the patched gown, which according to her was worth a thousand dinars. The King was exalted by the praises of the lady and was about to take the lady in his arms when they heard a knock at the door.

Heading _____
Sub-heading _____

**Lesson 52: Identifying the key concept / sentences that make-up
the story. (Competency: Reading 6.2)**

Exercise A

Directions: Read the paragraphs below and identify the key sentence in each. Write your answer below each paragraph.

1. People who like lobster will enjoy the annual Maine Seafood Festival, which is held in Rockland, Maine, on the first weekend in August. The lobster boiler, twenty-four by fourteen feet, can hold 3,200 pounds of lobster. In one hour five thousand pounds can be cooked. And there is one more item of good news – the dinner costs very little!

2. Most people believe the thermos bottle to be a modern invention. Such a bottle keeps the liquid inside from losing its heat or cold for hours, because the bottle has a vacuum liner that prevents the loss of heat or cold. Yet the ancient Indians of Arizona understood the thermos principle. They preserved the bones of their dead inside bottle-like tubes with vacuum liners. They sealed these with “stoppers.”

3. Modern tankers are unlike any other kind of ship. They are very easy to organize. Other than the two small structures that serve as living quarters for the crew, the line of the deck appears flat and unbroken. When fully loaded, tankers travel low in the water. Though waves may wash over the decks in rough sea, modern tankers are among the most smooth-riding craft afloat.

4. The Thousand Islands is the name of a group of islands in the St. Lawrence River. Actually there are far more than a thousand islands, though no accurate count has been made. Some are mere rocks jutting above the water. Others cover acres. Some are four or five miles in length. These islands are famous for their beautiful scenery and their mild summer climate.

5. The town of Roquefort, France, has just one industry. This is the only town in the world where the famous Roquefort cheese is made. The milk used comes from a special type of sheep. The cheese is aged in nearby caves, where there are nearly four miles of corridors. The bacteria found in these caves give the cheese its special flavor.

Lesson 52: Identifying the key concept / sentences that make-up the story. (Competency: Reading 6.2)

Exercise B

Directions: Read the paragraphs below and identify the key sentence in each. Write your answer below each paragraph.

Thomas Gallaudet is remembered for his work for the good of deaf people. In 1814, at age twenty-six, Gallaudet began working to help the deaf learn to communicate. After much research, he learned of a system of signing – using hand gestures for letters and words. This system led to American Sign Language. In 1817, Galludet founded a school for the deaf in Hartford, Connecticut.

A curious marriage custom was once practiced in England. If any married couple stated that they had been completely happy together for one year and a day, they were given a huge slab of bacon! To receive the bacon, the couple had to appear before the “Court of Love,” a jury of twelve unmarried men and women, and state that they had never fought during the past year and one day of their marriage.

In colonial times, everyone in a neighborhood helped in the building of a new house. When the highest beam was put into a place, a small tree or shrub was placed on top. This custom of placing a tree or shrub was known as “topping out.” The owner of the new house would then thank all the workers by giving them a party.

Maps are drawings that show a part or all of the earth’s surface or objects beyond the earth, such as the moon. They can provide a great deal of information in a small amount of space. A political map usually shows general information on political or governmental divisions such as countries, states, and provinces. On the other hand, a physical map shows the unevenness of the earth’s surface, usually by means of colors. Like a political map, it has a direction arrow, scale, and key.

Cushnoc, a tiny island off Maine, is seen only at low tide. Navigating past the island was always dangerous. Many boats sank attempting the passage. In the 1800s, an effort was made to drag Cushnoc from its place on the ocean floor. Chains were fastened around the island and linked to a hundred yoke of oxen. The attempt only broke chains and threw oxen into the water. Cushnoc is still there.

Lesson 53: Identifying the details, heading for an outline (Competency: Reading 6.3)

Exercise A

Directions: Read and understand the selection. Identify the details and the heading by writing your answer on the space provided below.

Have you seen a traffic jam like this? One Sunday two trucks collided on the busy San Bernardino Freeway. One truck was loaded with 3,700 chickens and the other with 50 cows.

"It was unbelievable," said the police officer. "The animals were running down the freeway in both directions. The chickens were squawking all over the place. Some of the hens began laying eggs."

Most the chickens were rounded up by the police officers, but the cows ran off.

Volunteers on horseback went galloping after them. One cow stampeded through the streets of three nearby towns. One cow was roped and tied in the playground of a public school. Another cow caused five minor accidents before it was killed in a head-on crash with a car.

Freeway traffic was backed up more than nine kilometers. No human's were injured, but it was more than six hours before the traffic finally let up.

Adapted from *Denver Post*

Exercise B

Directions: Read the selection with understanding. Identify the details and the heading by writing your answer on the space below.

Have you ever thought about how small fish protect themselves? Fish have various parts for protection. Their mouth, jaws, and teeth help in getting food. They also help in fighting enemies. Some fish like the swordfish, marlin, and sawfish have long and sharp teeth. Other fish like the shark have mouths, which point downward. Its opposite is the salmon whose mouth points upward.

Some fish have stings that are poisonous. The most popular are the stingray, scorpion fish, and toadfish. The stingray has a sting at the back of its tail. It has poison glands at the base of the sting. When attacked by enemies, it gives out poison. Stingrays feed on shellfish and worms hidden in the mud and sand.

Oftentimes, especially on dark nights, fishermen see fish with bright shining lights. These are electric eel and the electric catfish. They can produce an electric shock that drives their enemies away.

Another way by which fish protect themselves is by changing their colors. Fishes have body parts that help them imitate their surroundings. They can produce colors like those of corals, rocks, and water plants.

**Lesson 54: Making a three-point outline of an expository text read.
(Competency: Reading 6.4)**

Exercise A

Directions: Below is an expository text. Read it carefully. Take note of the heading, details and sub-details and make an outline for it.

| | |
|---|--|
| <p>What is Archaeology?</p> <p>The word <i>archaeology</i> comes from the Greek words for “ancient” and “study”. Archaeology (or Archeology) is the study of how people lived in ancient times. Because there was no paper or ink to record thoughts, ancient people cannot be studied through written records. An Archaeologist learns about these people by examining ruins, pottery, and other Remains.</p> <p>Even after the recording history began, about 5,000 years ago, mysteries about their customs and interests remained.</p> | <p>The First Archaeologists</p> <p>Babylonian King Nabonidus, who ruled from 555-538 B.C., was the first archaeologist. He enjoyed excavating ruined temples and collecting old writing. He explored and restored the ancient Mesopotamian city of Ur which was later excavated in the 1850s.</p> <p>The modern science of archaeology flourished in the 1800s. Heinrich von Schliemann discovered the ancient ruins of Troy, and Sir Arthur Evans explored Knossos on the island of Crete.</p> |
|---|--|

Exercise B

Directions: Below is an expository text. Read it carefully. Take note of the heading, details and sub-details and make an outline for it.

Little is known about Tutankhamen. There are some clues to his life. He was part of a powerful eighteenth dynasty, and probably related by marriage to the pharaoh before him.

His tomb, while full of beautiful and rare items, offers us very little evidence of the personality of Tutankhamen. The tomb itself is small and obscure.

Tutankhamen was a child-pharaoh. He came to the throne at the age of nine and died at the age of eighteen. During that time, adults probably made important decisions for him.

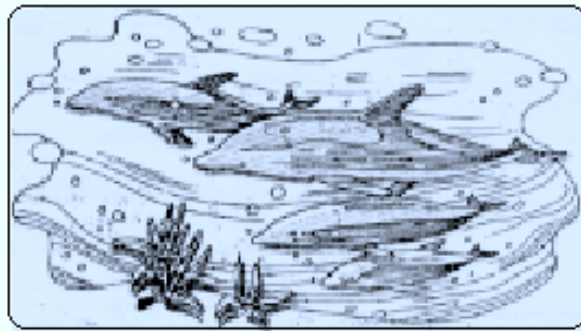
A civil war raged in Egypt about the time of Tutankhamen’s reign. The supporters of two rival gods fought for power. Perhaps that is why we know so little about him.

Lesson 55: Writing a summary of what was read
(Competency: Writing 4.0)

Exercise A

Directions: Read the selection very carefully. Recall its significant details and write the summary about it in your notebook.

THE UNDERSEA WORLD OF SOUND



For humans who live in a world dominated by visual stimuli, to exist in dark conditions would be impossible. But for whales and dolphins that live in the ocean, or in the case of a few species living in muddy rivers and estuaries, darkness is unimportant. What is crucial to them is sound.

Sound is an efficient way to transmit and sense information, especially as it travels five times faster through water than through air. If humans shout to someone, it is unlikely that they will be heard a kilometer away. But if a whale ‘shouts’ in an ocean channel; another whale may hear it tens, if not hundreds, of kilometers away.

Whales and dolphins use sound in two ways: for communication and for echolocation. Dolphins, porpoises, and toothed whales communicate through a wide variety of high-frequency sounds – pure tone whistles, pulsed squeals, screams, or barks – generally at frequencies of 500Hz to 20kHz (where a hertz is a cycle per second and a kilohertz is a thousand).

But as well as using sounds to communicate, toothed whales and dolphins also rely on echolocation to learn about their immediate environment, including prey that might be lurking nearby. They produce intense short broad-band pulses of sound in the ultrasonic range of between 0.25 and 220 kHz. These clicks are brief – typically less than one millisecond long – but they are repeated many times each second.

- The *Cambridge*, IELTS Course

Lesson 55: Writing a summary of what was read
(Competency: Writing 4.0)

Exercise B

Directions: Read the selection very carefully. Recall its significant details and write the summary in your notebook.



Rattlesnakes are generally found in warm climates because like all reptiles, they cannot generate or regulate their own body temperature internally and must rely on the sun's warmth for heat. But timber rattlesnakes migrated into colder northern areas about 8,000 years ago when glaciers retreated. In these northern regions, the snakes developed a number of adaptive strategies to survive the cold, but ultimately these behaviors make them more vulnerable to human hunters, their main danger.

One survival strategy the snakes have developed is hibernation. For approximately eight months of the year, the rattlesnakes remain motionless in deep frost-free crevices, with their body temperature dropping to as low as 40 degrees. In spring, when they emerge, they must warm their chilled bodies by lying under the sun for three or four days on rocks. This behavior makes timber rattlesnakes easy preys. Gestating females are particularly vulnerable because they spend much of their time basking in the sun in order to produce live young from eggs. In addition, females have very long interbirth intervals, producing live youngs only every three to five years. If a frost or cold spell comes late in the year, the entire litter of six to twelve youngs may die.

- Sullivan, Brenner, and Zhong, *Master the TOEFL Test*

Exercise A

1. Certain animal types become endangered due to indiscriminate hunting, lack of food and low population levels.
2. The zoo has several wonderful creatures.
3. However, many of which are endangered species.
4. The loss of natural habitat and poisoning of the environment also played a part for endangering the life of these wonderful creature.
5. These animals become endangered when very few are left alive, or when homes are destroyed.
6. If they are not taken care of properly, it may not take long before they disappear from the earth.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Lesson 56: Reconstructing a dictated text by taking down important notes. (Competency: Writing 5.1)

Exercise B

Directions: Find a partner. Let your partner dictate the sentences while you're writing them down. Then rearrange the sentences and rewrite them to make a meaningful paragraph. Take turns in doing this activity.

1. Still others say that in spite of the absence of a national architecture, there are predominant materials and styles found in many regions of our country.
2. Some think there is no predominant Philippine architecture.
3. We also have common superstitions regarding building construction.
4. Filipino architects have different opinions regarding the presence of a distinct Philippine architecture.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Lesson 57:

Changing statements to reported sentences (Competency: Writing 6.1)

Exercise A

Directions: Change the following statements and questions to reported sentences.

1. Mother, I will go with my friend to see a movie. “When Love Begins,” says Vilma.
2. I am going to pay our electric bill tomorrow, says Remedios.
3. I will support the 57-75 Revise the Education Crisis Program, Miss Collado says.
4. Are you going to attend the party tomorrow, Randy? asked Joel.
5. I have to cook special delicacies, says Mother.
6. When can you submit your output Sylvia? Ms Garralonga asked.
7. Letty, are you coming with us to the park? asked Rosenie.
8. Oh, I forgot to lock my office door, says Theresa.
9. I have made my decision, said the Mouse firmly.
10. I will eat you for lunch, said the lion.

[illegible]

Lesson 57:

Changing statements to reported sentences (Competency: Writing 6.1)

Exercise B

Directions: Change the following statements and questions to reported sentences.

1. You must marry my daughter, said her father.
2. Don't mind, I am just thinking a loud, said the king.
3. If you want to see exotic plants, go to Zamboanga, says her teacher.
4. An epidemic was caused by the lack of clean drinking water, says the doctor.
5. My pet cat had been astray since last week, said Nilda.
6. Have you seen my pet wandering around? asked Jan Vincent.
7. Do you think it is impossible for you to finish your work in three-days? asked Carlo.
8. About what time does the pupil get up in the morning? asked mother.
9. How do you build a reasonable conclusion? asked her teacher.
10. What personal hygiene activities were carried out? asked Adelina.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**Lesson 58: Changing statements and questions to reported sentences.
(Competency: Writing 6.1)**

Exercise A

Directions: Read each of the following questions and change them to reported statement.
Write your answer on the lines below each item.

Ex. Myla, what kind of picture is given in the second stanza? Asked her teacher.

Answer: Myla is asked by her teacher what kind of picture is given in the second stanza.

1. Kim Marie, what is a gladiator? asked Marimar.

2. Lovely Shane, how do you read this word? Asked Alma.

3. Elmo, what does history say about Nero? Mrs. Sollesta asked.

4. Dory, how did the writer and his companion acquire the capybara? asked Dina.

5. What did they do with the animal, Ma'am? the children asked.

6. Ching, are there many places to stay in China? Gercia asked.

7. Cora, do many Chinese speak English? Gloria asked.

8. Doctor, what are the medical facilities like? The intern asked.

9. Christian, what places should you not miss, Edgar asked.

10. Mawie, are there many eating places in Japan? Meriem asked.

**Lesson 58: Changing statements and questions to reported sentences.
(Competency: Writing 6.1)**

Exercise B

Directions: Read each of the following questions and change them to reported statement. Write your answer on the lines below each item.

Ex. Bella, are you coming to school today? Belma asked.

Answer: Belma asked Bella if she is coming to school today.

1. Lola, who are the men going up the mountain? the children asked.

2. Madel, what did Procopio Bonifacio admire in his brother? the teacher asked.

3. Myra, how did you feel when you read about Bonifacio's death? Her classmate asked.

4. Mother, what made the February, 1986 revolution different from other revolution? Kris asked.

5. What do you think will happen to the Filipinos when prices of commodities will continue to increase Flor? Myrene asked.

6. Oh, are you going to see When Love Begins, Joel?

7. Ellen, when are you going to Singapore? Sally asked.

8. Nenita, can you pay the water bill for me? asked Lilia.

9. Who do you think will benefit from this workbook, Marineth? asked Miriam.

10. Randy, what will happen if we could not finish this task? asked Fe.

**Lesson 59: Changing request and commands to reported sentence.
(Competency: Writing 6.1)**

Exercise A

Directions: Go over the sentences below and change them to reported sentences. Write your answer on the lines provided.

Ex. Gather those papers and dried leaves Pablo, Ma. Therese said.

Answer: Ma. Therese asked Pabloto to gather the papers and dried leaves.

1. Pay the bill for me, Cristy, Mrs. De los Reyes said.

2. Please drop me a line when you arrive in Manila Riza, Mrs. Barreda said.

3. Will you bring the documents tomorrow KC, Sharon said.

4. Go with to the supermarket Maria, Seniors Clara said.

5. Please color your drawing before you pass it, Miss Ramos said.

6. Take with you your things and proceed to the library, the librarian said.

7. Kindly open the door for me Leticia? ask Jacinta.

8. Go away from here you are disturbing me, said the widow.

9. Do your task now, said the man to the captain.

10. Mary Joy give me a glass of water please, her sister said.

**Lesson 59: Changing request and commands to reported sentence.
(Competency: Writing 6.1)**

Exercise B

Directions: Go over the sentences below and change them to reported sentences. Write your answer on the lines provided.

Ex. Erase the chalkboard for me Jan Vincent, Mrs. Galon said.

Answer: Mrs. Galon asked Jan Vincent to erase the chalkboard for her.

1. Read the sentences well and identify its kind, said Mrs. Nicor.

2. Do each activity as fast as you can, said the Principal.

3. Everybody is requested to please observe silence, the guard said.

4. After washing the clothes, water the plants Remy, Randy said.

5. Lydia, bring this letter to Mrs. Emberga in the office, Mrs. Bacugan said.

6. Fall in line girls and leave your things in the counter, says Miss Collado.

7. Please arrange the chairs and tables before you leave.

8. Will you please put your cell phones in silent mode, said the speaker.

Lesson 60: Analyzing ideas to what could happen next from stories heard (Competency Listening 7.0)

Exercise A

Directions: Listen very carefully as your partner read the selection. Analyze the ideas as to what could happen next. Write five (5) possible answers.

There was once a prince who kept raising the taxes of the villagers. The people became very poor. The prince lived in great luxury. He wore fine clothes and bought expensive foods. Meanwhile, the people had little more than bread and water to eat and were dressed in rags.

The prince's cat could see this terrible situation getting worse. One night she dug a tunnel to the prince's treasury. There, she helped herself to all the gold she could carry. She brought it to the village leader's doorstep.

When the prince found out what had happened, he was furious. "No one steals my gold and lives to tell about it!" he shouted and stamped his feet. He immediately raised taxes to cover his losses. But the cat kept stealing gold and giving it to the people. The prince's treasury became smaller and smaller. Soon he was desperate.

One day the prince had an idea. He announced to everyone, "I'll lower taxes if the thief can steal the food right off my table!" For several days, the prince ate with his sword at his side, hoping to catch the thief. But the cat stuffed some clothes with straw and dangled the dummy at the prince's window.

"Ah-ha! The thief!" exclaimed the prince. Just as the prince ran to the window, the cat let the dummy drop into the moat below. Thus, thinking that the thief had slipped, the prince ran down to the moat to catch whoever it was. Meanwhile, the cat gobbled up all the food on the table.

The prince was baffled by the mystery. But he had to keep his promise. The villagers never went hungry again.

Lesson 60: Analyzing ideas to what could happen next from stories heard (Competency Listening 7.0)

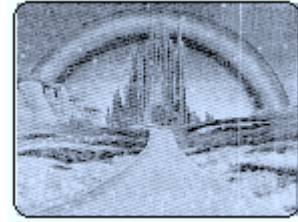
Exercise B

Directions: Listen very carefully as your partner read the selection and analyze what could happen next. Write five (5) possible answers.

THE WIZARD OF OZ

By L. Frank Baum

Little Dorothy Gale of Kansas dreams frequently of what lies over the rainbow. One day, a tornado hit her farm and carries her away. At the end of the rainbow, she finds herself in picturesque Munchkinland, home of a fascinating people, the Munchkins.



The Munchkins fete Dorothy as a heroine, because in landing, her house accidentally killed the Wicked Witch of the East. The Sorceress of the North advises Dorothy that only the great Wizard of Oz can help her get back to Kansas. Dorothy must find the Munchkins again in order to get directions to Emerald City. She gets directions to Munchkinland from the Scarecrow who joins her. They make it to the side of the bridge where Munchkinland is located, and meet the Tin Woodman and the Lion. The four travelers find the Munchkins and get directions to the Emerald City. She gets directions to Munchkinland from the Scarecrow who joins her. They make it to the side of the bridge where Munchkinland is located, and meet the Tin Woodman and the Lion. The four travelers find the Munchkins and get directions to the Emerald City.



When Dorothy and her friends finally meet the Wizard, he demands that they kill the Wicked Witch of the West before he will grant them their wishes. The friends go to the Witch's castle. The Witch plans to kill the four friends by shrinking them into nothing in a cauldron of magic water. The Witch threatens the Scarecrow with fire but Dorothy protects the Scarecrow by pulling the Witch back into the full cauldron to extinguish the fire. The magic water puts out the fire and shrinks the Witch into nothing.

Back at the Emerald City, the Wizard of Oz throws a party in honor of the four friends and grants everyone's wishes. He gives the Lion a medal to represent courage, the Tinman a heart to show his large heartedness, and the Scarecrow a diploma for a Doctor of Scarecrow to signify graduation from advanced study. The great Wizard of Oz escorts Dorothy back to Kansas in his rocket ship.

- <http://www.literature.org/authors/baum-l-frank/the-wonderful-wizard-of-oz> (accessed June 2005)

**Lesson 61: Inferring the Mood of Certain Events through the speaker's
Actions / Intentions / Utterances
(Competency Listening 8.1)**

Exercise A

Directions: Infer the mood of the following sentences by writing your answer on the space before the number. Choose the correct answer from the list words inside the box.

| | | |
|----------|-------------|------------|
| angry | excitement | happy |
| worried | contentment | frightened |
| panic | dismay | hopeful |
| arrogant | lonely | sad |

- _____ 1. Oh! No, what did you do to my cream?
Do you know how much you wasted?
- _____ 2. Those boys are nothing compared to me.
They are not rich as I am.
- _____ 3. Enchanted kingdom? Wow! Tell me about it.
- _____ 4. Really Mama! Oh! Thank you very much for your gift.
- _____ 5. I am happy for what God has given me. After all He provided all my
needs.
- _____ 6. I am sorry to hear that news. I hope you can recover soon.
- _____ 7. My daughter is graduating from a nursing course next year. I hope she
can find a job as soon as possible.
- _____ 8. I'd been waiting here since this morning. I thought he'll come but he
didn't.
- _____ 9. Blood! Why? What happened?
- _____ 10. Papa, where's Mama she has not come yet from her work. Do you
think she's all right.

**Lesson 61: Inferring the Mood of Certain Events through the speaker's
Actions / Intentions / Utterances
(Competency Listening 8.1)**

Exercise B

Directions: Infer the mood or feelings expressed in the following sentences.

| | | |
|----------|------------|-------------|
| angry | sorry | contentment |
| hopeless | regret | pity |
| afraid | excitement | arrogant |

- _____ 1. How dare you say that to me?
- _____ 2. I lost a man who is always ready to help me in times of need. How could I ever survive?
- _____ 3. Help! I am sinking.
- _____ 4. Well, who are you to teach me. I am a lawyer I know many things than you do.
- _____ 5. Don't ever tell me what to do. You are only my daughter.
- _____ 6. I am sorry to hurt your feeling.
- _____ 7. If I only listened to my parent's advises, I should have finished my studies and find a job.
- _____ 8. Really? You'll send me to USA to study?
- _____ 9. Poor boy! He's too young to do that work.
- _____ 10. This is my life. I don't need to change it.

**Lesson 62: Distinguishing advertisement from propaganda.
(Competency: Listening 9.1)**

Exercise A

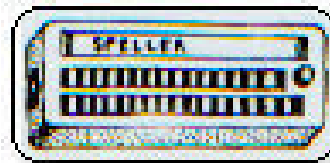
Directions: Go over the following text and evaluate whether it is an advertisement or a propaganda. Write your answer on the space provided.

GMA – GREATER MARKET ACCESSIBILITY
PRODUCT MARKETABILITY AND
QUALITY
PRO-POOR LIVELIHOODS
GIANT CORN PROGRAM

Answer: _____

Explanation: _____

Power Speller – The answer to All Your Spelling Needs
Carry all your words with you!
Become a super speller instantly!
The compact **Power Speller** weighs less than a wallet



Don't carry a bulky, heavy dictionary when you can use the **Power Speller** to give you the correct word and its spelling at the touch of a button.

Everyone in your family – from grade-schoolers to grandparents – can use the efficient, easy-use speller!

Buy the only speller sold today with a memory of 100,000 words – you'll never be at a loss for words again!

Now on sale at Superior Office Supplies

Regularly P999.95

Requires 3 batteries

Answer: _____

Explanation: _____

**Lesson 62: Distinguishing advertisement from propaganda.
(Competency: Listening 9.1)**

Exercise B

Directions: Go over the following text and evaluate whether it is an advertisement or a propaganda.
Write your answer on the space provided.

ALL BEAUTIFUL PEOPLE WEAR **GLOW** COSMETICS



Answer: _____

Explanation: _____

Having Difficulty in English Language? Are you an At-Risk Reader?
Develop your potentials! Enroll at CARE TUTORIAL SERVICES at
Rañin-Jacot Sts. Poblacion, Catarman, Camiguin

Contact Tel. Nos.: 09179909852 / 09164280282

Answer: _____

Explanation: _____

Lesson 63: Using the verb that agrees with the indefinite pronouns (Speaking 7.1)

Exercise A

Directions: Use the verb that agrees with the indefinite pronoun to make the sentence meaningful. Choose the verb inside the parenthesis.

1. Someone _____ (come, comes) to visit our school.
2. Everybody _____ (love, loves) to listen to mellow music.
3. Somebody _____ (keep, keeps) on putting flowers on my table.
4. All _____ (is, are) willing to share their expertise for the development of these workbooks.
5. Nobody _____ (is, are) talking about the quality of education in the Philippines.
6. Both of them _____ (is, are) doing their work well.
7. Few _____ (is, are) putting their investments in a none popular business.
8. Either the Science or the Filipino workbooks _____ (need, needs) to be printed on time.
9. Many _____ (is, are) criticizing the government but very few _____ (is, are) doing their share to solve the problem.
10. Neither they nor I _____ (are, am) coming to Guimaras this summer.

Lesson 63: Using the verb that agrees with the indefinite pronouns (Speaking 7.1)

Exercise B

Directions: Use the verbs inside the box below that agrees with the indefinite pronoun to complete the sentence. Note some verbs inside the parenthesis can be used more than once.

| | | | |
|-------|-------|---------|--------|
| are | tries | hope | arrive |
| wants | likes | support | is |

1. Everybody _____ to improve (his/her) economic status in life.
2. Everyone _____ (his/her) best to become successful.
3. No one _____ to curse (his/her) children to have a miserable life.
4. All _____ responsible to what will happen to their country in the future.
5. Both _____ to promote the general welfare of their pupils.
6. Few _____ to attend the conference at the Institute of Social Order today.
7. Neither she or they _____ coming to pay a visit to the president.
8. Many _____ the program of the government to promote quality education.
9. Someone _____ rendering a spectacular dance number to entertain the audience.
10. Either the dogs or the cat _____ a good pet at home.

**Lesson 64: Using the different verb forms
present perfect form
(Competency – Speaking 8.1)**

Exercise A

Directions: Use the present perfect form of the verb correctly by underlining the correct verb inside the parenthesis.

1. This Workbook Development Workshop (has, have, is) drained our brain too much.
2. My teacher (has, have, was) encouraged me to study well to reach my goal in life.
3. Teachers (has, have, were) devoted their lives in shaping the destiny of their pupils
4. With this bike I (have, has, am) traveled to other towns and provinces.
5. This line in the globe (has, have, is) indicated the boundary between the north and the south hemisphere.
6. The hands of this watch (has, have, are) formed two sides of a triangle.
7. The results of the National Achievement Test (has, have, is) given the educators proofs that our pupils need help.
8. She (has, have, are) jumped into the river unintentionally.
9. The Pupil Government body (has, have, is) done its responsibility to promote the welfare of the pupils.
10. Mr. Gagante (has, have, was) served as the Guidance Counselor in our school.

**Lesson 64: Using the different verb forms
present perfect form
(Competency – Speaking 8.1)**

Exercise B

Directions: use the present perfect form of verb correctly. Underline the correct answer inside the parenthesis.

1. The trip to the Ocean Park in Manila (has, have) given us the chance to experience life in the ocean.
2. The Library Hub in Guimaras (has, have) provided the schools references and materials especially in reading classes.
3. With this training, I (has, have) acquired skills to teach my pupils effectively.
4. Mr. Marzan (has, have) taught in Salvacion Elementary School for ten years.
5. She (has, have) left her bag in the airport unintentionally.
6. The members of the Panel of Judges (has, have) received complain about the result of the contest.
7. (Has, Have) you chosen a contestant for the vocal Solo Contest?
8. Nerio and Elmo (has, have) traveled around the world.
9. They (has, have) learned different cultures in different places they have gone to.
10. Their families (has, have) also learned many things from them.

Lesson 65: **Using active and passive voice**
(Competency Speaking 8.1)

Exercise A

Directions: Write **A** for the sentences in the active voice and **P** for the passive voice.

- _____ 1. The women made an embroidered pillow case for display.
- _____ 2. The teachers conducted remedial classes for the low-performing pupils.
- _____ 3. The island is highly supported and protected by the government.
- _____ 4. The Campus Journalist garnered several awards during the National Schools Press Conference.
- _____ 5. Cristina inherited several commercial establishment from her parents
- _____ 6. The most elegant gown in the party was designed by Riza.
- _____ 7. The newly hired teacher tried to establish rapport with her Grade Six pupils.
- _____ 8. Mount Everest was climbed by the mountain climbers who came from the different countries of the world.
- _____ 9. The principal gave the pupils on the spot test when she visited our school last week.
- _____ 10. The Library-Hub in Guimaras province was inaugurated by the president of the Philippines and Petron Corporation representative,

Lesson 65: Using active and passive voice (Competency Speaking 8.1)

Exercise B

Directions: Write **A** for the sentences in the active voice and **P** for the passive voice.

- _____ 1. The Secretary of Education Hon. Jesli Lapus delivered his keynote speech in the NSPC at Koronadal City.
- _____ 2. Mang Evrod's flower shop near the supermarket was destroyed by strong wind.
- _____ 3. Mrs. Emberga attended the seminar at the Institute of Social Order.
- _____ 4. Nenita enjoyed her work as the consultant of the top performing company.
- _____ 5. The church choir sang a very beautiful song during the solemn mass celebrated by Fr. Bong Gotera.
- _____ 6. The tourists were guided by the candidates for Ms Manggahan during their tour visit to Guimaras Island.
- _____ 7. Mrs. Lilia Ramos received an award as one of the outstanding teachers given by Metrobank Foundation.
- _____ 8. An extra ordinary presentation about the life of the IPs was presented by the IPs themselves.
- _____ 9. The Trophy for a Model Barangay was received by Barangay Liningwan during the Awarding Ceremony.
- _____ 10. The stage was beautifully decorated with fresh flowers and native products.

**Lesson 66: Using the expressions about future plans –
Hope –can, wish - could
(Competency Speaking 8.1)**

Exercise A

Directions: Use the correct word inside the parenthesis to complete the sentence.

1. The Task Force 57-75 wish the National MPs in NAT (will, would) increase to 75% or above for next school year.
2. I hope I (can, could) improve the academic performance of the pupils.
3. We all (hope, wish) the economy of the country would improve soon.
4. The pupils of Millan Elementary School (wish, hope) they could visit the Oceanarium in Manila.
5. How I wish I (can, could) change the world for the future generations.
6. Many people hope the government (can, could) provide more job to Filipinos.
7. I really wish I were a Super Hero so I (can, could) have done something to help the poor and needy children of this country.
8. The teachers (hope, wish) that their performance will increase this year.
9. My mother (wishes, hopes) she could provide her children the comforts of life.
10. It's really amazing that most people are (hoping, wishing) they could own lots of richness in this world.

**Lesson 66: Using the expressions about future plans –
Hope –can, wish - could
(Competency Speaking 8.1)**

Exercise B

Directions: Use the correct word inside the parenthesis to complete the sentence.

1. Marissa (wishes, hopes) she could visit the Mall of Asia in Roxas Boulevard.
2. They all (hope, wish) they can finish the task within the period given.
3. My father (wishes, hope) he could send all his children to high-performing school in the region.
4. Our Superintendent (wishes, hope) the 57-75 program can improve the academic performance of all schools.
5. It is my pervert hope that our country (can, could) formulate policies to keep children of school age in school.
6. The Filipino Scientist wish the Philippines (can, could) launch its own space exploration program.
7. The children which they (can, could) learn everything in one moment.
- 8 -9. Many of us really hope we (was, were) all rich so we (will, would) not experience too much hardship.
10. Perla wish she (will, might) change the system for the betterment of the poor.

**Lesson 67: Using too + adjective + nominal
(Competency – Speaking 9.1)**

Exercise A

Directions: Use too + adjective + nominal phrase to fill the blanks. Choose your answer inside the box.

| | | |
|-----------------|---------------|-----------------|
| too rich | too expensive | too long |
| too big | too high | too extravagant |
| too complicated | too short | too heavy |
| too responsible | too slow | too tired |

1. The ticket for the concert is _____ for the people to buy.
2. This school is _____ for our pupils to clean.
3. The lines in the script are _____ for the pupils to memorize.
4. KC Concepcion is _____ to live in a shanty.
5. The family problem is _____ for me to solve.
6. The story in the book is _____ for the children to read.
7. Connie is _____ to be fired from her work.
8. One month is _____ for the tourist to explore the entire Philippines.
9. The celebration is _____ for us to follow.
10. This pile of firewood is _____ for a 4-year old boy to carry.

**Lesson 67: Using too + adjective + nominal
(Competency – Speaking 9.1)**

Exercise B

Directions: Use too + adjective + nominal phrase to fill the blanks. Choose your answer inside the box.

| | | |
|-----------|-----------|-----------|
| too slow | too big | too young |
| too small | too old | too close |
| too large | too tiny | too many |
| too light | too close | too few |

1. That umbrella is _____ for the four of you to use.
2. This apartment is _____ for a family of twelve members.
3. Shally Mar is _____ to go to school alone.
4. Nancy, a 4-year old child is _____ to go to school alone.
5. The carabao is _____ to chase a rat.
6. Liberty is _____ to get zero in the test.
7. These books are _____ to read for one day.
8. The people voting are _____ so we cannot push through with the election.
9. This bag is _____ for two weeks travel.
10. These lines in the notebooks that mother has given me are _____ to each other that my penmanship has to be very small.

Lesson 68: Use adjective + enough (Competency – Speaking 9.1)

Exercise A

Directions: Match and join sentences A and B using the expression + adjective + enough + to + simple form of the verb.

A

B

Ex.: The man is strong he can finish his work on time

Answer: The man is strong enough to finish his work on time.

| A | B |
|-------------------------------|---|
| 1. The lady is beautiful | a. she can buy expensive cars. |
| 2. The restaurant is huge | b. she can join the beauty pageant |
| 3. The classroom is conducive | c. it can hold big parties |
| 4. Mrs. Ganacial is rich | d. it can produce thousand cavans of rice |
| 5. The pupils are smart | e. they can answer the questions correctly |
| 6. The rice field is wide | f. it can make teaching-learning meaningful |
| 7. The bus is big | g. he can go on a trip with the family |
| 8. Johnna Mae is ready | h. it can carry 150 passengers |
| 9. The baby is healthy | i. it can destroy the crops |
| 10. The climate is very hot | j. she can participate the Math challenge |
| | k. they can create a peaceful world |

[illegible]

Lesson 68: Use adjective + enough (Competency – Speaking 9.1)

Exercise B

Directions: Match and join the sentences A and B using the expression + adjective + enough + to + simple form of the verb.

A

B

Ex.: The sun is hot

it can dry tons and tons of rice

Answer: The sun is hot enough to dry tons and tons of rice.

| A | B |
|--|---|
| 1. Marimar is very slim and tall | a. it can attract many tourists. |
| 2. The athletes are enthusiastic | b. he can go to school |
| 3. Jessie James is big | c. she can pass the interview |
| 4. Guimaras Island is beautiful | d. she can win many friends |
| 5. Cryztal Joy is smart | e. he can earn lots of money |
| 6. Mrs. Legita is amiable | f. she can introduce lots of innovations |
| 7. My very best friend is responsible. | g. she can handle her work well |
| 8. Mang Aniano is old. | h. she can work as a model |
| 9. Mrs. Carillo is very intelligent | i. they can maintain their good performance |
| 10. Uncle Rufino is industrious | j. he can shoot a distant |
| | k. he can manage his family well |

[illegible]

**Lesson 69: Using two-word adjective
(Competency – Speaking 9.1)**

Exercise A

Directions: Choose the correct form of adjective to complete the sentence. Encircle the letter of the correct answer.

1. Our group watched the _____ movie about the life of Flor Contemplacion.

| | |
|--------------|--------------|
| A. two-hour | C. two hour |
| B. two-hours | D. two hours |

2. There was a _____ blackout in the entire province due to power interruption.

| | |
|--------------|--------------|
| A. five-day | C. five day |
| B. five-days | D. five days |

3. We saw a _____ mango tree when we went home to Guimaras.

| | |
|-----------------|-----------------|
| A. fruits-laden | C. fruit ladens |
| B. fruit-laden | D. fruit-laden |

4. We have visited a _____ Rizal National Park in Manila.

| | |
|----------------|----------------|
| A. 58-hectares | C. 58 hectares |
| B. 58-hectare | D. 58 hectare |

5. The 57-75 Task Force held a _____ write Shop for the Development of Workbooks.

| | |
|--------------|--------------|
| A. two-weeks | C. two-week |
| B. two weeks | D. two weeks |

6. The Manila Ocean Park at the back of Quirino Granstand is the _____ park in the country today.

| | |
|-----------------|-----------------|
| A. most-visited | C. most visit |
| B. most-visit | D. most visited |

7. The Barret family constructed a _____ condominium at the heart of the city.

| | |
|-------------------|--------------------|
| A. fifteen storey | C. fifteen storeys |
| B. fifteen-storey | D. fifteen-storeys |

8. The Campus Journalist wrote a _____ news report.

| | |
|---------------|---------------|
| A. five-page | C. five page |
| B. five-pages | D. five pages |

9. The _____ waterfalls at Valle Verde Mountain Resort has attracted many passersby.

| | |
|--------------|--------------|
| A. mans made | C. mans-made |
| B. man made | D. man-made |

10. The _____ old Grade One pupils have attended the Remedial Reading Classes.

| | |
|--------------|--------------|
| A. six year | C. six years |
| B. six-years | D. six-year |

**Lesson 69: Using two-word adjective
(Competency – Speaking 9.1)**

Exercise B

Directions: Choose the correct form of adjective to complete the sentence. Encircle the letter of the correct answer.

1. Many ____ monuments are found in Ilocos Sur.

| | |
|---------------|---------------|
| A. well-built | C. well built |
| B. well-build | D. well build |

2. The pictures of the _____ criminals were posted in the town hall.

| | |
|---------------|----------------|
| A. most-want | C. most-wanted |
| B. most-wants | D. most wanted |

3. Riza is very approachable and a friendly teacher.

| | |
|---------------|--------------|
| A. well liked | C. well-like |
| B. well-liked | D. well like |

4. The Senior Citizens joined a _____ kilometer run for a cause project.

| | |
|---------------------|----------------------|
| A. twenty-kilometer | C. twenty-kilometers |
| B. twenty kilometer | D. twenty kilometers |

5. A _____ travel to Palawan is very tiring.

| | |
|----------------------|-----------------------|
| A. twenty-fours hour | C. twenty-four hour |
| B. twenty four hour | D. twenty fourth hour |

6. The _____ pupils were commended by their principal.

| | |
|-----------------|-----------------|
| A. well-behaved | C. well-behaves |
| B. well behaved | D. well behaves |

7. A _____ wild life sanctuary became the center of attraction in the province.

| | |
|-------------------|-------------------|
| A. three-hectare | C. three hectare |
| B. three-hectares | D. three hectares |

8. The _____ budget of Mrs. Tabiano was adjudged the First Place.

| | |
|-----------------|---------------|
| A. well-plans | C. well-plan |
| B. well-planned | D. well plans |

9. A _____ walk has lessened the stress.

| | |
|-------------------|-------------------|
| A. two kilometer | C. two-kilometer |
| B. two kilometers | D. two-kilometers |

10. A _____ wedding cake was eaten by more than five hundred guests.

| | |
|---------------|---------------|
| a. six layer | c. six layers |
| b. six-layers | d. six-layer |

**Lesson 70: Use degree of comparison of irregular adjectives
(Competency 9.2)**

Exercise A

Directions Use the correct degree of comparison of irregular adjectives inside the parenthesis to make a meaningful sentences.

1. The almanac is the _____ (good) informational book I have ever read.
2. Going to the library is _____ (good) than going to the malls.
3. The Atlas gives the _____ (good) information about the countries of the world.
4. Guimaras is the _____ (good) island to visit and relax during summer.
5. Its cool climate is the _____ (good) thing tourists are looking for.
6. Earthquake is the _____ (bad) of all the calamities that occurred in the country.
7. Ronnie is a the _____ (good) singer than Mildred.
8. Kim Marie is the _____ (good) writer in the class.
9. Girls are the _____ (less) performers in Mathematics.
10. Tall boys are _____ (good) in basketball than short boys.

**Lesson 70: Use degree of comparison of irregular adjectives
(Competency 9.2)**

Exercise B

Directions: Use the correct degree of comparison of irregular adjectives inside the parenthesis to make a meaningful sentence.

1. Global warming is the _____ (bad) problem the people of world are facing.
2. Planting of trees are the _____ (good) remedy they have found to at least lessen its effect.
3. Practicing Proper Garbage Disposal is _____ (good) than disseminating information to limited number of people.
4. Analiza has _____ (good) idea than Pamposa.
5. The Gobi Dessert has _____ (little) rainful than Sahara Dessert.
6. Living in a rural area is the _____ (good) decision I have ever made.
7. Rufing is the _____ (bad) typhoon that hit the country for ten years.
8. Moro Ami Fishing is the _____ (bad) way of catching fish.
9. Composition Writing is the _____ (little) learned skills among Elementary School Pupils.
10. They Test Item Analysis showed that Mathematics got the _____ (many) number of mistakes.

Lesson 71: Telling the relationship expressed in the selection as to cause and effect. (Competency – Reading 7.1)

Exercise A

Directions: Read the selection and be ready to tell whether the sentence is a cause of an effect. Write your answer on the space provided.

It was time to tame the young wild horse for riding. Paula puts a saddle on the horse. Because it was not used to the feel of a saddle, the horse was afraid. It ran around the big ring. Paula held the rope firmly. She made sure the young horse did not run away. All this time, Paula spoke gently to the horse so that it would calm down and learn to trust her.

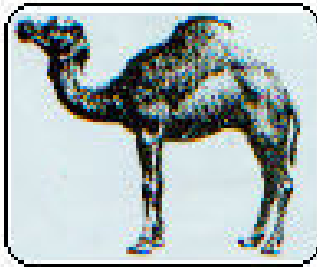
- _____ 1. Paula spoke gently to the horse.
- _____ 2. The horse was not used to the saddle
- _____ 3. Paula made sure the horse did not run away.
- _____ 4. Paula held the rope firmly
- _____ 5. The horse would calm down and learn to trust her.
- _____ 6. The horse was afraid and ran around the ring.
- _____ 7. Paula put a saddle to the young horse.
- _____ 8. The young horse needed to be tamed
- _____ 9. The horse was very afraid.
- _____ 10. The horse ran around the big ring

**Lesson 71: Telling the relationship expressed in the selection as to
cause and effect. (Competency – Reading 7.1)**

Exercise B

Directions: Read the selection and be ready to tell whether the sentence is a cause of an effect. Write your answer on the space provided.

Camels are strong animals. They can carry heavy loads for many miles across dry lands. People who live in the desert have always valued camels. They can ride them and use them to move goods from one place to another. Because camels can survive with little to eat or drink, desert travel is easy for these animals.



- _____ 1. Camels are strong animals.
- _____ 2. Desert travel is easy for camels.
- _____ 3. Camels can carry heavy loads for many miles.
- _____ 4. People can ride on camels and use them to move goods.
- _____ 5. Camels can survive with little to eat or drink
- _____ 6. People who live in the desert value camels.
- _____ 7. Camels can live for many days without water.
- _____ 8. Camels have structures that enable them to survive with little water
- _____ 9. People used camel as means of transportation
- _____ 10. Camels are not easily tired.

Lesson 72: Giving other possible causes to a given effect and other effects to a given cause (Competency – Reading 7.2)

Exercise A

Directions: Read the selection carefully and give other possible causes to a given effect and other effects to a given cause by completing the table below.

Have you ever taken a trip through a desert? Deserts are hot, dry lands, but many animals live in them. Since they are such hard places to live in, these animals behave in special ways to survive. Most desert animals, for example, stay under rocks or in underground holes during the day because it is too hot to be out in the sun. They come out to hunt at night when it is cool.

Some physical qualities also help desert animals survive in this harsh setting. Snakes, for example, have very tough skins. Therefore, they can crawl over rough sand and rocks without getting hurt. When a tortoise digs a deep burrow to avoid the desert heat, the front part of its lower shell acts as a bulldozer. Tortoises are also unlikely to run out of water since they are able to store water in small pouches under their top shells. The kit fox is a small desert animal with big ears. Its ears keep it cool by giving off heat from the rest of the body.

| CAUSE | EFFECT |
|--|--|
| 1. _____ 2. _____ | A. Desert animals survive in the desert under harsh condition |
| B. Temperature in the dessert is extremely hot during the day | 1. _____ 2. _____ |
| 3. Tortoise dig a deep burrow | 1. _____ 2. _____ |
| 1. _____ 2. _____ | 4. Tortoise never run out of water. |
| 1. Desert kit fox has big ears | 1. _____ 2. _____ |

Lesson 72: Giving other possible causes to a given effect and other effects to a given cause (Competency – Reading 7.2)

Exercise B

Directions: Read the selection carefully and give other possible causes to a given effect and other effects to a given cause by completing the table below.

Pia was swimming by herself in the little cove near her house. She saw – or thought she saw – a girl about her age warming herself on the rocks. But the sun was in Pia’s eyes, so she blinked. And in a flash, just before she closed her eyes, she saw a silver fish-tail.

“Pia!” the mermaid called, “Don’t be afraid, Pia.”

Pia felt a cold stream of water but she didn’t move because she was so curious. “My name is Lia,” the mermaid said, popping up beside her in the water. “Do you want to explore with me?”

“Yes,” Pia said. “Can you take me with you?”

“Wear this necklace so you can breathe underwater,” Lia said. “Ready? Let’s go!”

They spent a morning exploring the coral reef. There were fishes of all colors, and shells, and seahorses. There were beautiful coral formations, but Pia did not touch anything, because her father had always told her that some sea animals had a way of protecting themselves with poison.

When it was time to go home, they swam back to the beach and Pia returned the necklace. “Thank you, Lia!” she said.

“That was beautiful!”

“It was fun for me, too,” said Lia. “Bye!”

| CAUSE | EFFECT |
|---|----------------------------------|
| 1.) The sun was in Pia’s eyes | 1. _____ |
| 2. _____ | 2. _____ |
| 1. _____ | 2.) Pia did not move |
| 2. _____ | |
| 3.) Pia wore necklace | 1. _____ |
| | 2. _____ |
| 4.) Pia’s father had warned her that some sea creatures are poisonous | 1. _____ |
| | 2. _____ |
| 1. _____ | 5.) They swam back to the beach. |
| 2. _____ | |

Lesson 73: **Give other events that could happen next.**
(Competency: Reading 8.1)

Directions: Read the following situations and give other events that could happen next by writing your answer on the space provided. (10 pts)

1. Nina went near the bike and held the handlebars gingerly. “Go ahead, Nina, get it!” said her Dad. She went closer to the pedal and held on tighter. She lifted a leg. She lost her balance a little bit and had to put it down. She giggled softly and tried again. Her leg went over the seat and down to the other side. She found herself over the seat of the bike. She went up on tiptoes and froze.

2. The bell rang that Friday afternoon and Karen pushed out of the classroom. She was looking forward to seeing her Lola again. Lola lived in Baguio, and Karen had grown up with her when Dad still taught at St. Louis University. But now that there were more of them – Mark and Kukay had come later – Dad had to take a job in Manila.

3. “I know how you were looking forward to this trip,” Mom was saying, “But Kukay is feeling sick. And she’s covered with all those chicken pox spots. We can’t leave her now, can we? We’ll just have to visit Lola another time, maybe when you get another break from school.”

4. Karen was disappointed. Then she looked at Kukay on the bed. Such a little girl, and so sick. Lola would miss them this weekend, but Kukay would be lonelier if they left her with Yaya. “No, Mom, we can’t leave Kukay. We’ll just have to tell Lola,” Karen said. That evening Karen sat at the dining table after all the dishes were cleared. She was drawing a picture of her little sister with all her spots. At the back, she wrote, “Dear Lola, we can’t come to Baguio. Kukay is sick. But Mom said we can come after two weeks, Love, Karen.

5. Randy threw his hands up in disgust. His sister saw him and grinned. “What is it this time?” she asked. Randy groaned before he said anything. He ran his hands through his hair with a worried look on his face. “Mrs. Salonga wants me to recite ‘My Last Farewell’ at the Rizal Day celebration. With actions, she said. I can’t even remember some prayers, and she expects me to memorize the whole poem – in two days!”

6. “Let me see it,” Randy’s sister said. “It doesn’t seem too long. You can memorize a few lines each day.” “I don’t think I can do it,” Randy said. “This might help,” said his sister. She took Randy by the shoulders. She steered him to a full-length mirror in the next room. “Read a few lines at a time. Decide on the actions. Say it and do it over. A few lines at a time. You’ll know the whole poem before you even realize it.”

7. Sara got on her bike. She waved goodbye to Mother then rode out of the gate. As she went down the hill, the bike went faster and faster.

8. Anna was in a hurry. She had waited for her first flute lesson all week, and she didn’t want to be late. She threw her music bag over her shoulder and started down the walk. Gusts of cold wind blew around her. She was adjusting the straps of her bag and didn’t see the tree limb that had fallen in the middle of the walk.

9. Anna tripped over the limb, fell to the walk, and skinned her knees. She picked herself right up and went back into the house to wash the scrapes. Anna’s mother checked to make sure she was all right. Then she asked, “Do you still want to go to your flute lesson, Anna?”

10. Anna told her mother that she was perfectly OK and didn’t want to miss her lesson. “It will take more than just a few scratches to keep me from *this* adventure!” she said as she left the house again.

Lesson 74: Drawing pictures of characters and incidents that are possible to happen (Competency: Reading 8.2)

Exercise A

Directions: Read and understand the selection then fill the circle with the necessary ideas that have something to do with the character.

GOD ANSWERS PRAYERS EVEN THROUGH THE DEVIL

Fr. Bel R. San Luis, SVD



In the quiet of the night, a poor elderly woman named Cecilia could be heard often praying aloud by the man in the next apartment, a professed atheist.

It so happened that, because of a database error in the computer, her pension check was eight weeks late.

With no money to replenish her cupboard, her food supply ran out, and after she had eaten the last slice of bread, she knelt down and prayed in a loud voice, “Oh, Lord, please let there be food for tomorrow, even if it’s just a loaf of bread,”

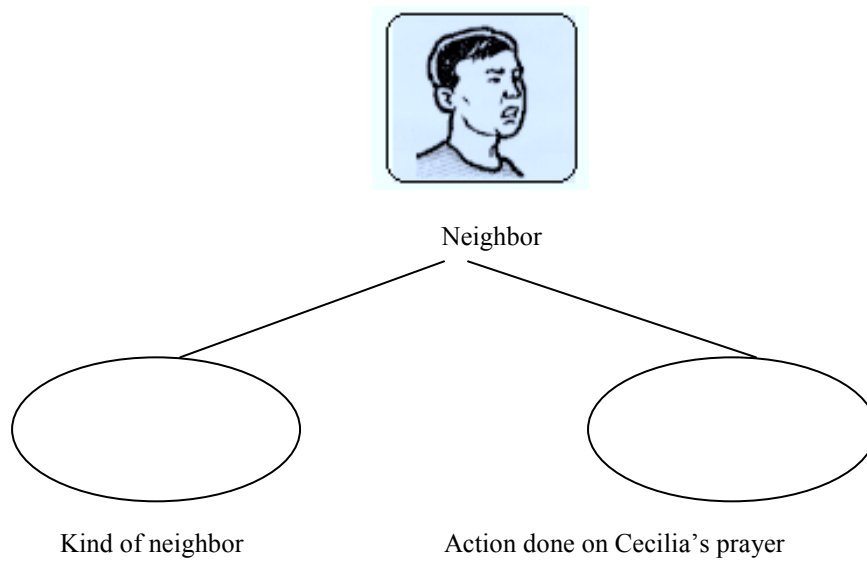
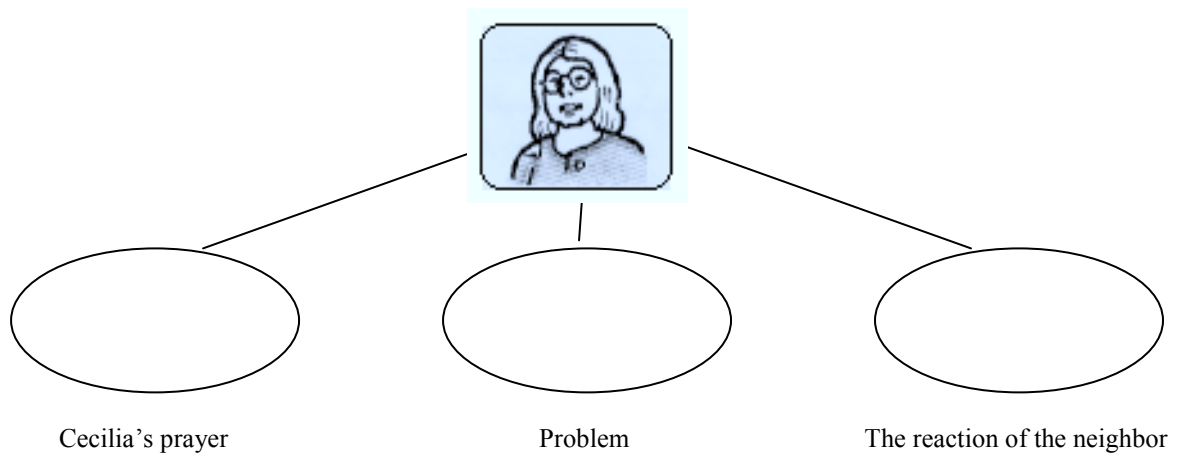
Hearing her prayer through the paper-thin wall, the man in the next apartment decided to mock her faith.

He took a loaf of bread, laid it at her door, rang the bell, and hurried back to his apartment. He arrived just in time to hear Cecilia’s prayer of thanksgiving: “Oh Lord, I thank You that You didn’t fail me.”

With a triumphant grin on his face, he went back to Cecilia’s door, rang the bell, and said to her, “You, silly woman. You think God answered your prayer, I’m the one who brought you the loaf of bread.”

Cecilia replied, “Praise the Lord! He always helps me in my need ... even if He has to send the Devil to answer my prayers.”

-- Manila Bulletin (July 27, 2003)



Lesson 74: Drawing pictures of characters and incidents that are possible to happen (Competency: Reading 8.2)

Exercise B

Directions: Read and understand the selection then fill in the circle with the necessary idea that have something to do with the character.

WHY THE HAWK EATS UP THE LITTLE CHICKS

Retold by Johnny C. Young

Big Hawk and Rooster used to be good friends. They trusted each other and even shared secrets. One day, the Rooster thought of borrowing the ring of Big Hawk which he always wore on his big toe.

“You have a very pretty ring. Can I borrow it for one day? I’d like to show it to my wife (the Hen.”

Trusting the care of the ring to his friend, Big Hawk removed the ring and handed it to Rooster. Big Hawk then excused himself for he had to look for food for his brood. Quickly, the Rooster placed the ring on his toe and went off to see his wife, the Hen.

When He saw the ring on the Rooster’s toe, she liked it very much. She asked if she could try it on. The Rooster agreed and gave the ring to Hen. At once, Hen slipped it on her left toe, and began to admire how pretty it looked on her feet. Boastful as she as, the Hen pleaded to the Rooster, saying, “Let me keep the ring for just one day. Please? I’d like to show it off to my friends.” The Rooster could do nothing for he didn’t want to disappoint pretty Hen.

Unfortunately, for some unexplained reason, the ring got lost. Pretty Hen looked everywhere for it but could not find it. When the Rooster learned about it, he also looked everywhere but it seemed the ring was lost forever.

When Big Hawk returned the next day and learned that his ring was lost, he got very angry and reprimanded both of them, “How could you lose my ring! It’s the only one I got! I am sorry but you have to go and look for my ring. If you don’t find it, I ‘m going to catch and eat your little chicks!”

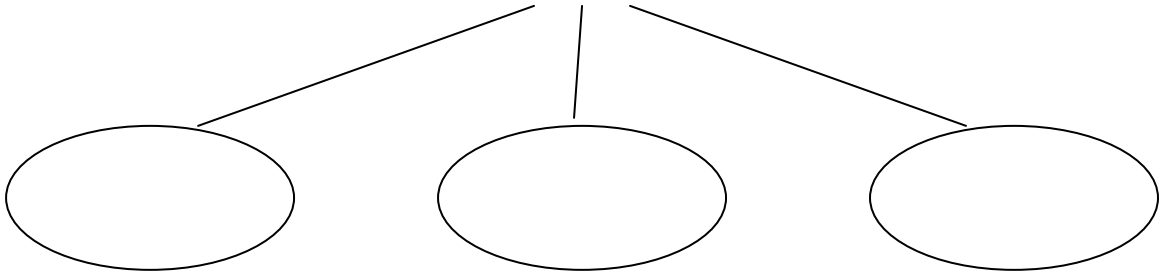
Fearful for the lives of the chicks, the Rooster and the pretty Hen went everywhere around, looking for the ring once again. They scratched the ground but they never found the ring.

Meanwhile, the angry Hawk had his revenge. He swooped down on the chicks every time he was hungry and carried them away to eat them up.

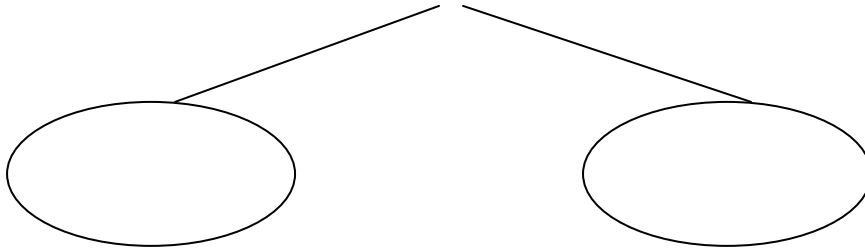
Up to now, we see the rooster and the hen still scratching the ground, looking for the lost ring. Even the little chicks scratch the ground to try and help find the ring. They have little choice for their lives remain at stake for as long as the ring could not be found and returned.



Rooster



Hawk



Lesson 75: **Infer traits of character.**
(Competency: Reading 9.0)

Exercise A

Directions: Read the passage below. Infer the traits of character by completing the character map. On each numbered lines write his trait and explain why you said so.

Jaime watched his sister for a moment as she moved the joystick. There were clicks and beeps when she moved the little alien creatures around and a funny bell whenever she zapped one. "Let me try, let me!" he shouted as he grabbed the joystick from her.

He jerked the joystick to the left, then to the right. But the creatures in the computer game on the screen were not moving as fast! And he was not zapping any of them! The little creatures danced around, and Jaime moved the joystick even faster. They moved also, but there was no funny bell. Finally, a buzzer sounded. GAME OVER, Jaime read on the screen. ALIEN INVASION SUCCESSFUL.

"Stupid game," Jaime muttered, as he handed the joystick to his sister. I'm going out to play basketball."

A character map diagram with a central circle labeled "JAIME". Five lines radiate from the circle to five numbered sets of three horizontal lines for notes.

1. _____

2. _____

3. _____

4. _____

5. _____

Lesson 75: **Infer traits of character.**
(Competency: Reading 9.0)

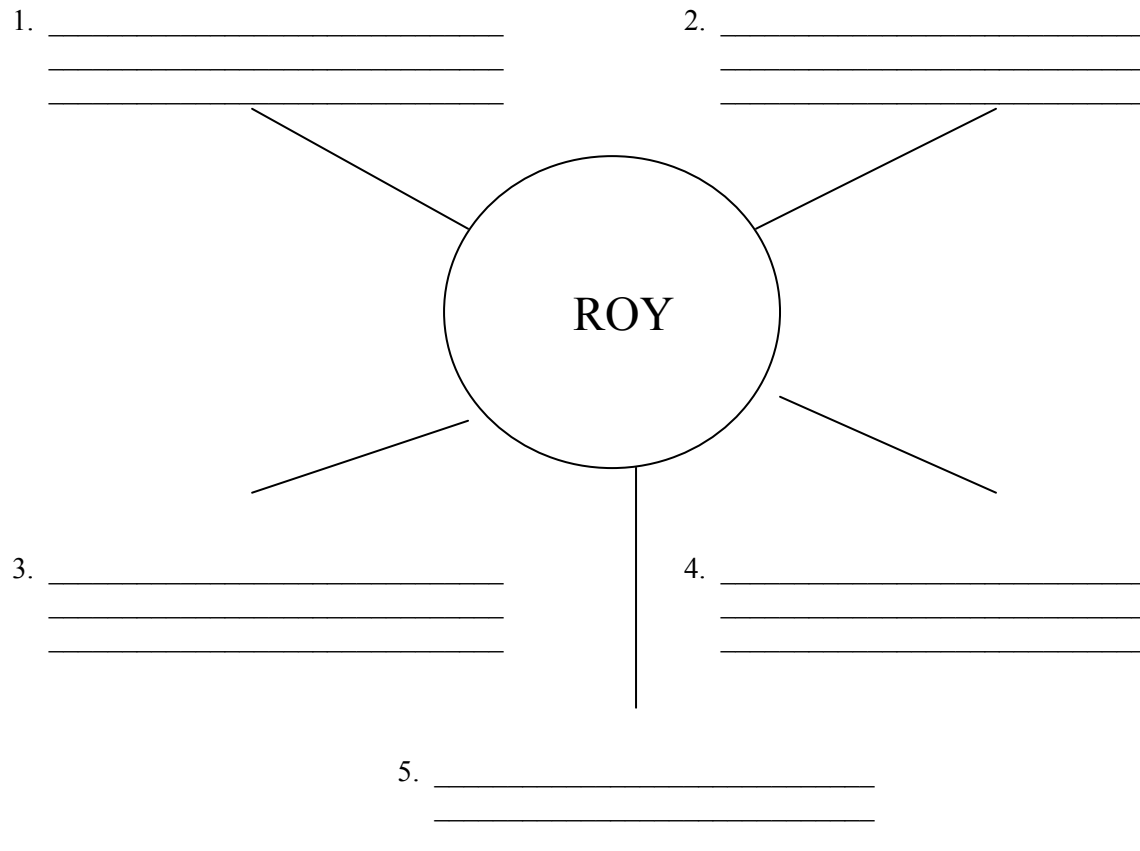
Exercise B

Directions: Read the story. Infer the traits of the character by completing the character map. On each numbered line, write his trait and explain why you said so. (10 pts.)

Some of the kids thought of Roy as the class clown. He certainly did get attention for his jokes and funny observations! His sense of humor was lively, and his puns were hilarious. But he never made a joke about a classmate's looks or abilities.

One day Roy and Joseph were swapping jokes when Joseph said something unkind about a boy in the class. Roy looked uncomfortable for a moment and then changed the subject – with another joke.

For someone happy-go-lucky, Roy has a serious side. Although his homework was always decorated with cartoon characters making funny comments, the work itself was neat and accurate. He wasn't in the top honors list, but he always did his best. After school, Roy helped his uncle at the store. He loved the work and was always on time.



A character map for Roy. In the center is a circle with the name "ROY" inside. Five lines radiate from the circle to five sets of numbered lines for notes:

- 1. _____

- 2. _____

- 3. _____

- 4. _____

- 5. _____

**Lesson 76: Inferring the general mood of the selection
(Competency: Reading 9.0)**

Exercise A

Directions: Read the following selections and infer the general mood by selecting the correct answer from the choices below.

1. A third grade boy had won a medal as the best reader in class. Puffed with pride, he boasted to the maid at home. "Let's see if you can read as well as I can, Nora." The good woman took the book, looked at it closely, and finally stammered, "Why, Billy, I don't know how to read.

| | | | |
|-------------|-------------|--------------|----------|
| A. arrogant | B. boastful | C. amazement | D. happy |
|-------------|-------------|--------------|----------|

2. Alice opened the door and found that it led into a small passage, not much larger than a rat hole. She knelt down and looked along the passage into the loveliest garden she ever saw. "Oh, how I wish I could wander among those beds of bright flowers and those cool fountains!"

| | | | |
|--------------|---------|-----------|----------|
| A. amazement | B. glad | C. wonder | D. fairy |
|--------------|---------|-----------|----------|

3. At ten years old, I was taken to help my father in his business. I disliked the trade, and had a strong inclination to go to sea, but my father declared against it; but residing near the water, I was much in and on it. I learned to swim well, and to manage boats; and when embarked with other boys, I was commonly allowed to govern, especially in any case of difficulty.

| | | | |
|-----------------|-----------|-------------|--------------|
| A. disappointed | B. elated | C. relieved | D. depressed |
|-----------------|-----------|-------------|--------------|

4. The Tartars came through the world like a horde of wild beasts. They left not one thing alive nor one green blade of wheat standing. Brave they were as lions, courageous they were as great dogs, but they had hearts of stone and knew not mercy, nor pity, nor tenderness, nor God.

| | | | |
|-------------------|--------------|---------------|------------|
| A. discontentment | B. ignorance | C. liveliness | D. sarcasm |
|-------------------|--------------|---------------|------------|

5. When the crocodile heard this, he became very angry. He wanted to show the rabbit that he could roar as fiercely as a tiger. And so the crocodile opened his mouth to roar. Instantly the clever rabbit jumped free. As he jumped, his sharp toenails caught the crocodile's tongue and tore it out.

| | | | |
|------------|-----------|----------|-----------|
| A. foolish | B. elated | C. happy | D. clever |
|------------|-----------|----------|-----------|

**Lesson 76: Inferring the general mood of the selection
(Competency: Reading 9.0)**

Exercise B

Directions: Read the following selections and infer the general mood by selecting the correct answer from the choices below.

1. Mila was expecting Tina, her cousin, to come for a visit. They had not seen each other for over a year. She was sure they would have a lot of stories to share. A sound at the door made Mila rush to open it. Instead of Tina, she saw a thin dirty little kitten.

| | | | |
|-----------|---------------|---------------|------------|
| A. dismay | B. depressing | C. liveliness | D. furious |
|-----------|---------------|---------------|------------|

2. Lina was cleaning the cage of her doves, and she took out the dishes for their food and water. She did not notice that the door of the cage was left slightly open. One dove got out. Lina saw the bird fly.

| | | | |
|-----------------|-----------------|-----------|-----------------|
| A. apprehensive | B. frustrations | C. regret | D. appreciation |
|-----------------|-----------------|-----------|-----------------|

3. The manager glared at Myrna and shouted: “How clumsy of you!” Then he turned to the elderly woman and said, “Let me help you clean up, Ma’am I’m so sorry this happened. You can order anything you like, free of charge.

| | | | |
|-------------------|--------------|---------------|------------|
| A. discontentment | B. ignorance | C. apologetic | D. longing |
|-------------------|--------------|---------------|------------|

4. Mutahi took his time in replying, and Mukasa was about to repeat his words when the other said, “I’m not coming back next year. My father says he can’t find the money to pay the fees, and besides, I ought to be helping him with the milk fulltime.” Mutahi had always said that school was a waste of time, but now, there was no joy of any kind in his voice.

| | | | |
|------------|-----------------|----------|--------------|
| A. longing | B. disappointed | C. alarm | D. amazement |
|------------|-----------------|----------|--------------|

5. The rabbit was caught between the crocodile’s sharp teeth. Of course, the rabbit was very frightened, but he did not want the crocodile to know this. “I’m not afraid of you,” said the rabbit. “I’m only afraid of animals that roar. Everyone knows that crocodiles roar, so you can’t frighten me.”

| | | | |
|--------------|------------|----------------|---------------|
| A. ignorance | B. furious | C. frightening | D. loneliness |
|--------------|------------|----------------|---------------|

Lesson 77: Inferring how the story would turn out if some episode were changed (Competency: Reading 9.0)

Exercise A

Directions: Read the following situations then try to infer how the situations would turn out if some episode were changed. Choose your answer from the option after each situation.

1. Big Hawk and Rooster used to be good friends. They trusted each other and even shared secrets. One day Rooster borrowed Big Hawk's ring and showed it to his wife Hen. Hen wanted to try it on her toe. If Rooster had not shown the ring to Hen, Hen might _____.

| | |
|--|---------------------------------|
| a. not have put on the ring on her toe | b. not gave Big Hawk her chicks |
|--|---------------------------------|
2. Rooster agreed to give the ring to Pretty Hen. He doesn't want to disappoint her. Hen tried it on her toe and was very happy to have it on. If Rooster did not agree to give her the ring, Hen might _____.

| | |
|----------------------|-------------------------------|
| a. be sad and lonely | b. not scratch for the chicks |
|----------------------|-------------------------------|
3. He wanted very much to show off the ring to her friends. Pretty Hen went to see her friends with Hawk's ring on her toe. Unfortunately, the ring got lost. If Hen did not go to show the ring off to her friends, the ring might _____.

| | |
|-------------------------|-------------------------|
| a. be on Hawk's too yet | b. not have gotten lost |
|-------------------------|-------------------------|
4. Big Hawk learned that his ring got lost. He was very furious so he reprimanded both of them to find it or if not he will be eating their chicks. If the Hawk hadn't learned that the ring was lost, he might _____.

| | |
|------------------------|---------------------|
| a. have gotten furious | b. not help Rooster |
|------------------------|---------------------|
5. We still see Rooster, Hen and the chicks scratching on the ground continuously. When Hen notices the Hawk around. She always protects her chicks under her wings. If Rooster and Hen had found the ring, the Hawk might _____.

| | |
|----------------------------|-------------------------------|
| a. be their servant by now | b. be their friend once again |
|----------------------------|-------------------------------|

Lesson 77: Inferring how the story would turn out if some episode were changed (Competency: Reading 9.0)

Exercise B

Directions: Read the following situations then try to infer how the situations would turn out if some episode were changed. Choose your answer from the option after each situation.

1. Amahl a lame boy, left his bed one night and watched the starry night. He was so fascinated to see the big star as big as a window. But mother angrily snapped at him and reprimanded him to return to bed. If Amahl had not left his bed to watch the stars. Mother might _____

| | |
|--------------------------|-------------------|
| a. not have gotten angry | b. not sleep well |
|--------------------------|-------------------|

2. While Amahl was making up his mind whether to accept the sweet tasting root or not from King Gaspar, his mother's commanding voice boomed, asking him to go down the road and call the shepherds in. If Mother had not called out Amahl, Amahl might have _____

| | |
|----------------------------------|------------------------------------|
| a. thrown the sweet tasting root | b. accepted the sweet tasting root |
|----------------------------------|------------------------------------|

3. King Melchor ask the page to keep watch over the boxes while they sleep a little for they had not slept for ten days searching for baby Jesus. The page was awake for sometimes but later felt that it was unfair to be awake while everybody was asleep so he tried to sleep while the woman pursued her plan to steal some gold. If the page kept watch of the boxes as ordered by King Melchor, the woman might _____.

| | |
|-----------------------------|------------------------------------|
| a. not have stolen the gold | b. accepted the sweet tasting root |
|-----------------------------|------------------------------------|

4. The woman pretended to be asleep. Thinking that everyone was sound asleep she fulfilled her plan to steal the glowing treasures. Unfortunately the page woke up and caught her and laid her a firm hand. Amahl woke up too and tried to help his Mother by hitting the page with his crutches. If Mother had not attempted to steal the treasures, Amahl wouldn't have _____.

| | |
|------------------|-----------------------------------|
| a. help the page | b. hit the page with his crutches |
|------------------|-----------------------------------|

5. King Gaspar who had just awoken of the mess, realized what happened. He came to Mother and handed the gold to her telling her to take them for Jesus doesn't need them. Mother was so repentant she offered her repentance. Amahl also offered his crutches since he had nothing to offer aside from it. As she stretched forth his arms he felt the new vigor possesses him. He can walk. He is no longer a lame. If Amahl hadn't offered his crutch, he might not have _____

| | |
|-------------------------|---------------|
| a. gazed the star again | b. walk again |
|-------------------------|---------------|

Lesson 78: Writing an ending to a given situation (Competency Writing 7.0)

Exercise A

Direction: Write an ending to each given situation.

1. Father wake up early in the morning. He drinks his coffee, gets his bolo, put on his sweater and hat and goes. _____
2. It's Sunday morning. Mother wakes the children up, instructs them to take shower and put on their best clothes. _____
3. Aling Thelma, a house helper changes her clothes. She gets a basket with her and waits for a tricycle to ride. _____
4. Mario and Mark take their breakfast early. They put on their hats and bring along with them their fishing gears. _____
5. Lovely Shane was very excited that night. She tried to put on her dress and look at herself in the mirror. She tried to check the list of guests coming. She started imagining what and how many gifts she will be receiving. _____
6. The PHILVOCS announced that Mayon Volcano is showing unusual activities. People living near the area were advised to vacate and transfer to safer place or to the nearest evacuation centers.

7. People in Barangay Malipayon are busy preparing for something. Some are cooking different kinds of food. Others are entertaining their friends and relatives. While Banderitas are hanging along the streets and a column of people are walking towards the church to attend the mass.

8. Mrs. Villasis took a bath. She ate her breakfast. She brushed her teeth and put on her uniform. Then she took her attaché case and went. _____
9. After dinner Myla went to her room. She opened the light. She got her books and notebooks and proceeded to her study table. _____
10. John Vincent woke up early. He took a shower and put on his school uniform. He ate his breakfast and took his school bag and waited for the school bus. _____

Lesson 78: Writing an ending to a given situation (Competency Writing 7.0)

Exercise B

Direction: Write a good ending to the following situations.

1. Heavy rains poured hard that night. Rivers and lakes overflowed. Trash and garbage have clogged drainage and canals. _____
2. Niko was very excited. He will be representing his school in the forthcoming Declamation Contest Division Level. He memorized the lines very well and tried his best to portray the character as skillfully as he could. He practiced regularly.

3. Mr. Mabagsik family bought a Five-hectare forested land which was inhabited by different kinds of birds and wild animals. He wanted to convert the area into a commercial lot, so he ordered his men to cut all the trees and burn the surrounding shrubs and grasses to make cleaning easier.

4. Corazon is nine months pregnant. She woke up due to an on and off pain in her stomach. She wanted to go back to sleep but the pain persisted. She decided to prepare the things needed by her baby

5. Mr. Gaguit, a meat vendor wanted to sell 100% of his remaining and new stocks in the market. However, early in the morning, a typhoon occurred until late afternoon which hindered the consumer to buy his stocks. _____
6. Analiza stopped reading the article submitted to her for their school paper. She went to the shower room and washed herself. She then returned to her room, put her pajama on and turned-off the light.

7. Sheila Mae likes to eat a lot of junks. She also likes sweets, soft drinks, and chocolates. She does not like to taste any fruit or vegetable. If her mother insisted she would run to one corner and cry.

8. Amalia found a little bird with broken wings while she was strolling in the forest. She brought the little bird home and applied medicine on its wings. She took care of the bird until it was cured.

9. Playing volleyball is the favorite game of Leo. As a matter of fact, he is the team captain of the volleyball team of their school. He always encourages his team to practice for 30 minutes before the class. _____
10. Lola Susita was reading a story book when her grandchildren run-up the reading room. She gathered the children and read them a beautiful story. Soon the children became sleepy. _____

**Lesson 79: Writing about one's feelings
(Competency – Writing 8.0)**

Directions: Read the selection below and write a model composition about ones feelings following the format given below.

1. Introduction
2. Body
3. Conclusion

Your composition should have at least 4-5 paragraphs.

THE NORTH WIND AND THE SUN
A Fable by La Fontaine

One morning, the North Wind and the Sun saw a man walking down a country road. He was wearing a new coat.

“That young man looks very pleased with his new coat,” said the North Wind. “But I could easily blow it off his back if I wanted to.”

“I don’t think you could,” said the Sun. “But let us both try to do it. You could try first.”

The North Wind began to blow and blow and blow. People had to chase after their hats. Leaves were blown from the trees. All the animals were frightened. The ships in the harbor were sunk. The North Wind blew with all his might, but it was no use, for the man just pulled his coat more tightly about him.

“My turn now,” cried the Sun. And as he gave out his gentle heat, insects hummed and flowers opened. The birds began to sing. The animals lay down to sleep. And the people came out to talk with each other. The man began to feel very hot, and when he came to a river, he took off his coat and went in for a swim.

So the Sun was able to achieve by warmth and gentleness what the North Wind in all his strength and force could not do.

Lesson 80: Writing a model composition about ones reactions using the correct form of the verb. (Competency – Writing 8.0)

Directions: Based on the selection, “The Laser Beam: Friend or Foe”, write a composition using the correct form of the verb. Use the following pointers:

1. Write a sentence about the importance of energy to the people.
2. Enumerate things that people do which need energy.
3. Tell ways on how people conserve energy.

THE LASER BEAM: FRIEND OR FOE

The laser beam is one of the modern man’s discoveries. It as many uses both helpful as well as destructive. Read the selection to find out why the laser beam may be a friend or an enemy.

The laser is called the energy source of the future. Try this experiment to find out how powerful it can be. First, get a magnifying glass. If you don’t have one, then the lens of a high-graded glass will do. Next, focus sunlight through the lens on the spot of a crumpled paper. What happened?

The piece of paper burned, didn’t it? That is because the beam of light passing through the lens became so strong that it could burn the piece of paper after a time. Now, imagine a beam of light billions of times stronger than the one in your experiment. Because it would be billions of times stronger, it would be so powerful that it could burn a hole in a steel plate or even through a diamond which is the hardest substance known to men so far.

This powerful beam called laser is now used in industry, science and technology and even in warfare. Yes, the laser can be a friend or an enemy. It can help or destroy.

The word laser is made up of the first letters of the scientific definition of this powerful light beam – Light Amplification by Stimulated Emission of Radiation. This means that the light beam is made stronger by radiation. The use of the laser is limitless and more and more uses are being discovered as the years pass by. In the field of medicine, the laser has been found to be useful in eye surgery by putting the retina in place. It can also burn skin blemishes and growth that may become cancerous. Some experiments on bloodless show that this can be made possible through the use of laser as substitute for scalpel or doctor’s knife. Imagine with laser, it will be possible to have an operation without being out up.

In communications, a single laser beam can carry thousands of radio, television signals at the same time. Laser beams can be used to transmit messages. In explorations and other researches, the laser beam can work like a radar. It can detect an approaching object or aircraft whether on land, air or underwater.

The field of entertainment also uses laser beams. It is the laser that produces dancing disco lights. It is used to manufacture compact discs. In fact, components are now fast replaced by lased discs.

**Lesson 81: Writing a two to three point sentence outline.
(Competency – Writing 9.0)**

Exercise A

Directions: Read the selection and write a two to three point outline on the spaces below. Read the paragraphs then complete the outline that follows.

The legend of the lost world of Atlantis has fascinated people for thousands of years. The story of an island empire that sank into the sea after some catastrophic event was first recorded by Plato, the ancient Greek author. Modern theories of what causes volcanic eruptions and earthquakes suggest that the idea of a large island sinking into the Atlantic is highly unlikely. Scientists today believe “the lost civilization” in question probably flourished on the islands of Crete and Santorini.

The explosion that destroyed this civilization probably happened around 1450 B.C. The volcanic explosion must have been truly enormous. An island 10 to 12 miles across was turned in an instant from a 5000 foot peak into a lagoon. Such an explosion could have sent a huge ash fall and a massive tidal wave across the seventy miles to Crete. The major city of Akrotiri was completely buried by the eruption. Archaeologists continue to find artifacts that suggest much of Crete was buried by the eruption as well.

Title: _____

I. The Legend of Atlantis

A. _____

B. Scientists remain skeptical

II. _____

A. _____

B. Archaeologists continue to find buried cities

1. Crete may have been demolished by tidal wave

**Lesson 81: Writing a two to three point sentence outline.
(Competency – Writing 9.0)**

Exercise B

Directions: Read the selection and write a two to three point sentence outline on the spaces below. Read the paragraphs, then complete the outline.

Little is known about Tutankhamen. There are some clues to his life. He was part of a powerful eighteenth century dynasty, and probably related by marriage to the pharaoh before him.

His tomb, while full of beautiful and rare items, offers us very little evidence of the personality of Tutankhamen. The tomb itself is small and obscure.

Tutankhamen was a child-pharaoh. He came to the throne at the age of nine and died at the age of eighteen. During that time, adults probably made important decisions for him.

A civil war raged in Egypt about the time of Tutankhamen's reign. The supporters of two rival gods fought for power. Perhaps that is why we know so little about him.

Title: _____

Main topic: **I. *Mysterious Ruler*** _____

Subtopic: **A.** _____

Details: **1.** _____

2. *He was probably related to his predecessor.* _____

Subtopic **B.** _____

Details **1.** _____

2. _____

Main topic: **II. *Reign was brief*** _____

Subtopic: **A.** _____

Details: **1.** _____

2. _____

Subtopic **B.** _____

Details **1. *Civil was raged in Egypt*** _____

2. _____

Lesson 82: Using Adverbs: Degrees of Comparison of Adverbs (Competencies Speaking 10.0)

Exercise A

Directions: Using the given phrases, write sentences that express comparison of actions in the positive, comparative and superlative degrees. Write your answer on a piece of paper.

Example: sings beautifully

(positive) Marco sings beautifully.

(comparative) Fidel sings more beautifully than Marco.

(superlative) Alex sings most beautifully of the three boys.

1. prays fervently
2. drives fast
3. writes legibly
4. reads loud
5. feels well
6. climb fast
7. arrives late
8. growls fiercely
9. uses hurting words/ bad words
10. works well

Exercise B

Directions: Using the given phrases, write sentences that express comparison of actions in the positive, comparative and superlative degrees. Write your answer on a piece of paper.

Example: talks loud

(positive) Martin talks loud.

(comparative) Fidel talks louder than Martin.

(superlative) Tom talks the loudest of the three boys.

1. writes well
2. travels fast
3. goes fast
4. acts bravely
5. fights heroically
6. shoots steadily
7. acts cowardly
8. gives generously
9. speaks sincerely
10. performs gracefully

Lesson 83: Using Adverbs
words that can function as adjective / adverb
(Competency Speaking 10.0)

Exercise A

Directions: Complete the following sentences by supplying the appropriate words from the box. Before each sentence, write ADJ if the word is used as an adjective and ADV if used as an adverb.

| | | | | |
|----------|------|-----------|-------|------|
| first | late | daily | fast | next |
| earliest | high | difficult | early | long |

- _____ 1. I had _____ wanted to ride on a horse.
- _____ 2. My wish was granted very _____.
- _____ 3. Then, I was ready for my _____ ride in ten years!
- _____ 4. Father took me to Camp John Hay for the _____ ride on the hills.
- _____ 5. It was on an _____ Sunday morning.
- _____ 6. The horse was so _____, I couldn't mount on it.
- _____ 7. I had to look _____ to the other stables.
- _____ 8. It was _____ to manage a horse at first.
- _____ 9. But I was determined to learn _____.
- _____ 10. So, I went to practice _____ and finally I was able to ride a horse
without a guide.

Lesson 83: Using Adverbs
words that can function as adjective / adverb
(Competency Speaking 10.0)

Exercise B

Directions: Complete the following sentences by supplying the appropriate words from the box. Before each sentence, write ADJ if the word is used as an adjective and ADV if used as an adverb.

| | | | | |
|------|-------|-------|-----------|------|
| long | late | daily | difficult | high |
| best | first | next | hard | fast |

- _____ 1. The _____ poster was submitted by a girl in our class.
- _____ 2. He will sleep _____ tonight, to finish his project.
- _____ 3. Maybe tonight, he could think _____ about a poem to write.
- _____ 4. It was some work he didn't do _____ but he was very successful.
- _____ 5. After a _____ wait, I was finally studying.
- _____ 6. _____ waves hit the vessel.
- _____ 7. I have to arrive _____ to school.
- _____ 8. The vessel moved _____ to the shore.
- _____ 9. The wind made the trip _____.
- _____ 10. Shirley thought _____ of what to study first.

Lesson 84: Using direct and indirect discourse (Competency Speaking 11.0)

Exercise A

Directions: Change the following from direct disclosure to indirect discourse.

Example:

Direct discourse: Mother said, “Teresa, make some juice for the visitors”.

Indirect discourse: Mother told Teresa to make some juice for the visitors.

1. The teacher said, “Class, go out and observe the clouds”.
2. One of the boys asked, “Why can we not see the sun sometimes?”
3. The teacher answered, “We cannot see the sun when thick clouds cover it”.
4. A curious pupil asked, “What is lightening?”
5. An alert classmate answered, “Lightening is a sudden flash of electricity”.

Directions: Change the following from indirect discourse to direct discourse.

Example:

Indirect discourse: Miss Salcedo told the class to keep quiet.

Direct discourse: Miss Salcedo said, “Class, keep quiet”.

1. Aling Tina told Minda to set the table.
2. Minda asked her mother how many visitors are coming.
3. The visitors exclaimed that it was a wonderful party.
4. Mother answered that she was very much delighted
5. The pupils asked Miss Salcedo if she may join the choral group.

**Lesson 84: Using direct and indirect discourse
(Competency Speaking 11.0)**

Exercise B

Directions: Change the following direct discourse to indirect discourse. Write your answer on the blank.

- 1 One pupil remarked, "I see some nimbus clouds".

- 2 The teacher asked the class, "What are nimbus clouds?"

- 3 One of the boys replied, "Nimbus clouds carry rain".

- 4 The teacher added, "It is the reason why nimbus clouds are dark".

- 5 A pupil noticed, " I think it will rain". _____

Directions: Change the following indirect discourse to direct discourse. Write your answer on the blank.

1. Mother told her son Roland to come home early.

2. The scoutmaster told the boys to put down their bags.

3. Leo said that the plants are growing. _____

4. Mother told Riza to clean the kitchen. _____

5. Jeoffrey exclaimed that they could still do something.

Lesson 85: Talking about topics of interest
Using a variety of sentences
(Competency Speaking 12.0)

Exercise A

Directions: Arrange the following sentences in paragraph form. Decide the order in which you will arrange the ideas before you begin writing.

- A. 1. I, too feel sad if the news you receive is bad.
 2. My work is to deliver your mail from the post office.
 3. I sometimes look very tired with the heavy bag on my back, but I am happy when I bring you good news or a much-awaited letter.
 4. I remain faithful to my job no matter what the weather is.
- B. Select one simple, compound and complex sentence from the paragraph you made.

Exercise B

Direction: Arrange the following sentences in paragraph form. Decide the order in which you will arrange the ideas before you begin writing.

- A. 1. If you have a green thumb, you will be successful in my line of work.
 2. In an agricultural country like ours, my role is an important one.
 3. These are the fruits of my labor.
 4. My work is to supply you with rice, corn, vegetables and other products of the farm.
 5. Because of me, your table is usually full of nutritious food.
- B. Select one simple, compound and complex sentence from the paragraph you made.

Lesson 86: Talking about topics of interest
- Preposition and prepositional phrase
(Competency Speaking 12.0)

Exercise A

Direction: Read the paragraph and find out how Willy and the things he liked to be. Copy the paragraph and encircle the prepositions used in it.

My friend Willy is a very interesting boy. He likes things that an ordinary boy does not go for. He enjoys talking about plants and other heavenly bodies. He likes to do experiments like making gelatin out of gumamela leaves. He spends most of his time reading science books or doing experiments in his mini laboratory. When you talk to him, he drops a lot of science terminologies that you do not understand. He loves to talk for hours about latest inventions and about the lives of famous scientists. You will surely be amused to have him around.

Exercise B

Direction: Copy the paragraph and encircle the prepositions used in it.

Oceans cover much of the earth's surface. We do not know very much about life under the sea. Sealab 1 was an experiment in undersea living. The experiment was run by the US Navy. Sealab 1 was built in 1964. It sunk at about fifty-seven meters in the water. The sealab 1 is a manned by experts of the US Navy. A cable attached Sealab1 to mother ship, floating above. Life support came through the cable and into the lab. Four men occupied Sealab 1 during the first test.

**Lesson 87: Evaluating if a conclusion made is justifiable
(Competency Reading 10.1)**

Exercise A

Directions: Read each story and complete the sentences that follow it. Choose the phrase or clause that best completes each sentence. Write the letter only.

Ronny knows how to juggle three balls in the air at a time. He thought he'd do the same trick with cups. He got three plastic cups and started to throw them in the air, catch them, and throw them up again, one after another.

1. Ronny probably _____
 - a. broke many cups that day
 - b. guessed he had to practice many times
 - c. got the trick right the first time
2. His best friend would preferably _____
 - a. want to try the trick too
 - b. pay Ronny to stop practicing
 - c. tell Ronny to go to bed

"Caramba" when I was fighting for independence from America and serving the Philippines as the President of the Commonwealth, I did not realize that my people would remember me and honor me by putting my picture on the twenty-peso bill after my death.

3. You can guess that I am _____
 - a. Claro M. Recto
 - b. Andres Bonifacio
 - c. Manuel L. Quezon
4. Having one's picture printed on a paper bill _____
 - a. is a common practice among rich Filipinos
 - b. means that people honor your memory
 - c. shows that you helped make the country rich

A long time ago, in a deep forest, lived seven brothers and sister. The youngest, called Minudo, was a brave bright-eyed six-year old who asked the most curious questions.

5. You can conclude that _____
 - a. the children's parents died ten years ago
 - b. the oldest of them was more than ten years old
 - c. Minudo was shy and quiet

San Pascual really comes alive during the summer. At least, that's the way it seems to me. Along Zamora Street, stores advertise specials on supplies for fishermen and boaters. Our fish market bulges with the best-tasting lobsters around. And, wherever you go, you can hear the squawks of gulls and the splash of people diving in the waves.

6. San Pascual is in _____
- a. SM mall
 - b. a beach
 - c. a church

Boats of all sizes pass in and out of our harbor each day. Some are local and some are from places far away. My favorite is the *La Duquesa*. I love to watch it leave the harbor. It's a beautiful sight to see. One minute it sits peacefully, rocking in the waves, as quiet as a cloud except for the snapping canvas.

7. La Duquesa is a kind of boat that _____
- a. makes passengers at peace while enjoying the view.
 - b. makes passengers worried while riding on it.
 - c. makes passengers sleep whole day.

When my friend from Manila, Jessica, comes to visit, she brings along some pretty neat stuff. I have to laugh, though, when I see her coming out of the water. With her rubber suit, masks, tanks, and fins she looks quite like a peculiar sea monster.

8. Jessica like to _____
- a. eat chicken and meat
 - b. dive with swimming gear on her
 - c. go out with a monster suit

Zander was terribly frightened, not so much for the loss of the house which he and his father could easily build again from a few day branches, but for the loss of the pigs.

9. Their house, was probably made of _____
- a. light materials
 - b. semi-concrete materials
 - c. concrete materials

Mrs. Nicor frowned at the children and pointed at the stove. "Look at that!" The whole pot of adobo was full and now almost half of it has been eaten." Jojo and Katia kept their eyes firmly glued to the floor.

10. The adobo might be _____
- a. lost in space
 - b. taken unconsciously by their pet dog.
 - c. eaten by her children

Lesson 87: Evaluating if a conclusion made is justifiable (Competency Reading 10.1)

Exercise B

Directions: Read each story and complete the sentences that follow it. Choose the phrase or clause that best completes each sentence. Write the letter only.

1. Bo-bo smelled something unlike any odor that had ever reached his nostril before. His mouth began to water. He did not know what to think of this new experience. He smelled something _____
 - a. sweet
 - b. foul
 - c. delicious

2. The ears of Ho-ti tingled with horror that he should have a son who ate burnt pig instead of pig in its natural state. During those time _____
 - a. people knew how to use fire
 - b. it was a sin to eat roasted pig
 - c. people ate raw meat

3. The members of the jury all licked their fingers and without a word. They brought in a verdict of “not guilty”. The members of the jury _____
 - a. liked the taste of the roast pig
 - b. took pity on Ho-ti and Bo-bo
 - c. believed that father and son deserved to be pardoned for committing sin for the first time

4. Twelve strong typhoon have struck the Bulacan area in the last three years. Six of those typhoons occurred in July, three in August, one in December and two in September. Though there was flooding and classes were suspended, none of those typhoons caused any major damage to either property or human life. Most typhoons occur _____
 - a. in the rainy season – June to September
 - b. in the rainy season
 - c. don't occur dangerously

5. A recent medical study divided people into three groups (1) those who did no exercise (2) those who did a moderate amount of exercise, and (3) those who did a great deal of heavy exercise. In the group of twenty people who were studied, twelve of the fifteen people who lived past the age of seventy-five did either a moderate amount or a great deal of exercise. People who _____
 - a. are over seventy-five years of age usually exercise more often and harder than other people do.
 - b. do a moderate or great amount of exercise often live longer than people who do not exercise.
 - c. do not exercise live longer than people who do exercise.

6. Tribune recently did a survey of city and provincial politicians. The results showed that 85% of these people had been lawyers before they became politicians, 81% had been teachers, 5% had been in business, and 2% had been in the medical profession. Over 50% of the people surveyed had been involved in politics for more than five years. Most politicians _____
- have been lawyers
 - have law degrees
 - have been in business before entering politics

Every day, Toria ate her lunch with Alex and Bong and some other classmates. During lunch they would all talk about what they planned to do after school. One day, Alex and Bong started speaking in a strange language.

"I can't understand a word you are saying!" said Toria.
"You're certainly not speaking English."

"It's Pig Latin," explained Alex. "Bong and I are practicing for our club meeting after school. You should learn Pig Latin, Toria. It's easy. I'll lend you this book I have. It will teach you everything you need to know to speak Pig Latin."



The next day Toria joined Alex and Bong for lunch as usual. "Ellohay," she said with a smile, as she put her tray on the table.

7. After loaning Alex book, Toria _____
- studied it and learned to speak "Pig Latin"
 - keep it and put in inside a locker.
 - gave it to her sisters
8. Alex and Toria are _____
- cousins
 - brother and sister
 - classmates and best friends
9. Jun-jun's parents gave him a kitten for his seventh birthday. The kitten pounced all around the room, Jun-jun cried, "I know just what I'm going to name him." Jun-jun's will name the kitten _____
- Pounce
 - Bounce
 - Jun-jun
10. By early afternoon, Jose had finished moving and raking the Ocampo's lawn. Once he collected for his job, he'd have enough money to buy the Junior Bird Watcher binocular's he'd been saving for. After putting the lawn mover and raking the garage, Jose knocked on the Ocampo's door. Jose would ask Mr. Ocampo's _____
- payment for his job well done
 - a pair of rake and lawn mover
 - appreciation and thank you

Lesson 88: Identifying sufficient evidences to justify a conclusion or generalization (Competency Reading 10.2)

Exercise A

Directions: Write G beside each sentence that is a generalization / conclusion. Underline any signal words that helped you identify that generalization.

1. _____ In general, proper exercise can help people keep healthy.
2. _____ This is the best car our family has ever had.
3. _____ Most members of the school soccer team are strong and fit.
4. _____ Two songs on that tape are new.
5. _____ January is usually the coldest month in this region.
6. _____ Those oranges look very fresh.
7. _____ The students handed in their book reports on Thursday.
8. _____ Some insects are harmful to food crops and other kinds of plants.
9. _____ The traffic is generally heavier during commuting hours.
10. _____ Mike's dog is a wonderful pet.

Exercise B

Directions: Write G beside each sentence that is a generalization / conclusion. Underline any signal words that helped you identify that generalization.

1. _____ The mystery show kept us all on the edge of our seats!
2. _____ Most of the students in the class write their homework in pencil.
3. _____ Six students read their poems aloud.
4. _____ People who like to read tend to do better in school than people who don't.
5. _____ Many people have daily newspapers delivered to their homes.
6. _____ People generally take a vacation in the middle of summer.
7. _____ Pizza with extra cheese is the best!
8. _____ Few students come to class unprepared for a big test.
9. _____ Most of the local TV channels broadcast the late news at 10:00 pm
10. _____ Graduation ceremonies are usually held in late March.

Lesson 89: Evaluating ideas / make judgment (Competency Reading 11.1)

Exercise A

Directions: Read the story. Underline any sentence that contains an opinion. Draw two lines under any clue words that helped you identify those opinions.

"I think zoos are wonderful!" Olivia cried. "Just look at those prairie dogs over there," she said to her younger sister. "They're probably my favorite kind of animal."

"I didn't know that they all lived together in a town," responded Marilou.

"It's called a colony," the girls' mother explained, "and each colony is made up of many prairie dog families."

Fascinated, Marilou watched the animals and then asked, "I think it's great that they all live together like that. Why do they keep running down into those holes in the ground?"

Olivia laughed. "They're hiding. Prairie dogs make themselves very interesting homes. They dig holes, called burrows, under the ground. They can keep dry and warm in these holes. And, they can also hide from their enemies."

"Prairie dogs seem to be very smart," their mother added. "They even make sure that they have at least two different entrances to their homes. That gives them a better chance of escaping if an enemy chases them. Just as important, the multiple entrances provide them with natural air-conditioning. The more entrances there are, the more air gets in, right?"

"Wow!" said Marilou. "I think prairie dogs are really amazing! But could I fit a whole family of them in my room as pets?"



A. What is your favorite kind of animal?

Write at least two opinions about that animal. Write your answer in your notebook.

Example: CAT 1. I think cat are the best pets in the whole wide world.

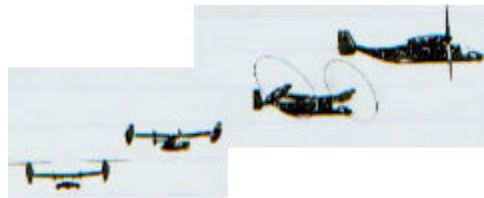
2. My cat seems so lovable and huggable.

Lesson 89: Evaluating ideas / make judgment (Competency Reading 11.1)

Exercise B

Directions: Underline any sentence that contains an opinion. Draw two lines under any clue words that helped you identify those opinions.

(1) Most of the people interviewed seemed to have very strong memories of the Japanese occupation. (2) They were young at the time, so a lot of what they did seemed like games to them. (3) For instance, packing up and running in the streets in the middle of the night, or hiding in the bushes listening to the Japanese soldiers pass. (4) My Lola remembers eating nothing but adobo and kangkong for a whole month! (5) That could not have been fun. (6) There were some scary times as well, and some very sad times. (7) Lolo Timo told about the Japanese knocking at their door one night and taking his uncle. (8) They never saw that uncle again. (9) He was probably executed. (10) Another time Lolo Timo and his friends were playing marbles in the street. (11) They got so engrossed in their game that they did not notice a Japanese soldier coming near. (12) When he couldn't pass, the soldier shouted words they didn't understand and shot a bullet in the air. (13) Luckily, another soldier stopped him from firing more bullets. (14) When the Americans finally came, it seemed that they were the saviors of the Filipinos. (15) People stood on their roofs to watch the planes come in. (16) That must have been the most exciting time of all.



B. What is your favorite toy? Write at least two opinions about your favorite toy.

Example:

OPINIONS

CAR-AMBULANCE

1. I believe it is the best toy I got from my parents.
2. I think it provides me great joy of playing my colored car-ambulance.

Lesson 90: Determining the purpose of the author (Competency Reading 11.2)

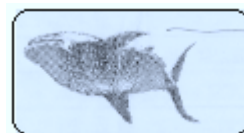
Exercise A

Directions: Read each passage and tell the author's purpose whether is to entertain or to inform, to persuade. Write your answer on the space provided for.

_____ 1. The Whale Shark is the largest fish in the world. It lives in warm tropical waters like the Philippines. It is a gentle creature that eats only plankton. Scuba divers tell of stories in which they hitched a ride on the creature's back by hanging on to its fin. In the past, although fishermen knew of its gentle nature, they never harmed the whale shark. Its flesh was not as good to eat as other fish, anyway. But recently, because Philippine waters are over fished and fishermen have to go farther out to catch fish to sell, the Whale Shark has been captured and eaten.

_____ 2. The Whale Shark is only the latest victim of our environment mismanagement. Even if its flesh is inferior in flavor and texture to that of other fish, its size makes it profitable. What the fishermen lack in quality they make up for in quantity, because one of these creatures can feed a whole village. Why do they need to capture the Whale Shark? Because our seas are depleted. We have captured too many of the fish in our seas, even the smallest ones, and so they have been unable to reproduce.

_____ 3. I heard a commotion on the beach and went down to investigate. What I saw was a creature bigger than any fish I ever saw. It was flapping feebly in the sand. It was clear that the village folk had agreed to divide it among themselves. I tried to get them to throw it back in the water, but they refused.



_____ 4. How does an animal get on the endangered species list? Who decides? An animal is placed on the endangered species list by the National Parks and Wildlife Office. The Office takes into account how many animals are left, how old they are, and where they live. For example, a certain species may live only in a small area, be under stress from nearby development, and be producing very few young. This species might be listed.



_____ 5. Unfortunately, many species of bats are endangered or already extinct. It is vital that we join forces to protect the bats that remain. Bats feed on harmful insect pests. They are also responsible for up to 95 percent of the reseeding of the tropical rain forests. Without those forests, our delicate balance of oxygen and moisture could be destroyed.

_____ 6. Nomer opened the barn door with just a crack and peered in. At first he saw nothing. He scanned the rafters, seeing only that they look bumpy. As his eyes adjusted, he began to see them, first one tiny shape, and then another and another. Bats! Thousands of them were sleeping the day away until nighttime. A cold shiver went up Nomer's spine.

_____ 7. There are many ways of purifying water for drinking purposes. Distillation is one. Distilled water is made by evaporating and condensing water vapor from boiling water. Adding chemical to the water also makes it pure. But the best way of purifying water at home is by boiling it. When water is boiled, the bacteria in it are killed.

_____ 8. Children of today enjoy playing outdoors. They enjoy creating new games like the Ice Water Freeze. When someone is touched by the leader he or she should freeze. When the leader says “Ice Water” then everyone should find a partner. The one who will remain frozen will be the leader.

_____ 9. Exercise in moderation, offers both physical and mental benefit. It forces your muscles and thus helps to make your body more attractive. If you want to stay slim and trim, exercise can help control your weight. If you do not increase the amount of food you eat, you may even lose weight. Exercise can also help you have an overall feeling of well-being.

_____ 10. Human life consists of a succession of small events. Each of which is comparatively important. The happiness of every person depends on the manner in which events are dealt with. Character is built upon little things. The success of a man in business depends on his attention to little things. Good government can only be accomplished in the same way by well-regulated provisions for doing little things.

Lesson 90: Determining the purpose of the author (Competency Reading 11.2)

Exercise B

Directions: Read each passage and tell the author's purpose whether is to entertain or to inform, to persuade. Write your answer on the space provided for.

_____ 1. The bicycle is the best means of transportation in China. There are so many people in the cities, that cars create enormous traffic jams. Bikes, on the other hand, are smaller and easier to maneuver and of course, you save on gasoline. You absolutely must get a bike.

_____ 2. Festival day traditionally begins with a procession in which the cross is carried from its shrine to the river. A group of enthusiastic women accompanies the cross. On the river is an ornately shape barge, where the cross is reverently placed.

_____ 3. Now here's the real cool part. On the festival day itself, the statue is returned to its shrine in a really beautiful parade on the river at twilight time. You should have been here. It was breath-taking. There seemed to be thousands of dancing lights that accompanied the statue down the river.

_____ 4. I have just awakened from a bad dream. In it I saw a ring of volcanoes all spurring deadly lava. Molten balls cascades down to large inhabited areas, and people fled to safer ground.

_____ 5. The four-day revolution was not violent, and had a festive, religious atmosphere. People came out to EDSA to support Enrile and Ramos and, more importantly, to fight for freedom.

_____ 6. Have you ever tried eating with chopsticks? As far as I'm concerned, people who use them are magicians. I'm not a magician. I'm somebody who can't get the soup to stay in my chopsticks.

_____ 7. Some people of long ago wrote with pictures, not with letters. Several pictures together made up a message. These picture messages were carved on walls. Picture writing was used from 3,000 B.C. until A.D. 400. Many examples of picture writing are still preserved and studied today.

_____ 8. Filipinos are happy people. They love to sing and dance. They love to play games and hold contests. They are good entertainers.

_____ 9. The best source of energy is solar power. Every homeowner should install solar panels to save energy and money, too.

_____ 10. About a fifth of world's population lives in China. According to 1982 Census, the country has over a billion people. Nearly 12 million alone live in Shanghai, which ranks as the world's largest city in population.

Lesson 91: Identifying author's device to bring out his message (Competency Reading 11.3)

Exercise A

Directions: Tell what figure of speech the following statements are. Choose from the box.

| Simile | Metaphor | Personification |
|--------|----------|-----------------|
|--------|----------|-----------------|

- _____ 1. I shall soar like a swallow
- _____ 2. The wind is a cat that prowls at night.
- _____ 3. Words are powerful weapons.
- _____ 4. All nature sings the music of the universe.
- _____ 5. She chattered on like a talkative monkey.
- _____ 6. The murmuring stream joined the roaring river.
- _____ 7. The high, singing whine of the mosquitoes added to the bear's unhappiness.
- _____ 8. The witch's face was full of scars as a sieve is full of holes
- _____ 9. In England the cuckoo is a herald of spring.
- _____ 10. The moon smiled at the sleeping street children in Luneta.

Exercise B

Directions: Tell what figure of speech the following statements are. Choose from the box.

| Simile | Metaphor | Personification |
|--------|----------|-----------------|
|--------|----------|-----------------|

- _____ 1. Give his horns the slightest touch, and the snail shrinks into his house with much displeasure.
- _____ 2. The farmer's sunburned hands were as black as coal.
- _____ 3. The wind gently touches my face.
- _____ 4. Her eyes are as blue as the sea.
- _____ 5. A man's manners are mirrors in which he shows himself to others.
- _____ 6. "I am a child of the woods," said the bear.
- _____ 7. The silver plane was floating like a petal.
- _____ 8. The clown's life is a three ringed circus.
- _____ 9. The tree died in protest against cruel wood cutters.
- _____ 10. The smile on mother's lips is as sweet as honey.

**Lesson 92: Using the library resources effectively
(Competency Reading 12.0)**

Exercise A

Directions: Decide which reference source or sources you would choose to answer each question. Write the name of what you would use.

| |
|---------------------|
| Atlas |
| Card catalog |
| Dictionary |
| Encyclopedia |
| Newspaper |
| Telephone directory |

1. Where would you find articles written on many different topics arranged in alphabetical order?
2. Where would you find current information about local, national or world events? _____
3. Where would you find the spelling, pronunciation, and definition of a word? _____
4. Where would you find maps, charts, and tables? _____
5. Where would you find an alphabetical listing of all the books in your school library? _____
6. Where would you find the addresses and telephone numbers of people, businesses and services? _____
7. Where would you look to find out about yesterday's discovery of hidden Egyptian art?

8. How far is it from Manila to Iligan City? _____
9. How is the word bonsai pronounced? _____
10. Which resource would you use to find the call number of the book Philippine Cartoons by A. Roces and A. McCoy? _____

**Lesson 92: Using the library resources effectively
(Competency Reading 12.0)**

Exercise B

Directions: Use the same list of sources given in set A.

1. Who wrote the novel Kangkong 1896? _____
2. Where and when was basketball first played? _____
3. How is submarine pronounced? _____
4. What local stores sell fishing rods and tackle? _____
5. Who won yesterday's PBA game? _____
6. How many islands make up the state of Hawaii, and what is the name of each island? _____
7. What animals are marsupials and where do they live? _____
8. What books by Ceres Alabado does the library have? _____
9. How serious was the damage in last night's big fire? _____
10. In what year did Jesse Owens won three Olympic gold medals in running? _____

Lesson 93: Using card catalog, atlas, almanac, and other general references (Competency Reading 12.1)

Exercise A

Directions: What reference materials will you refer to get information on the following? Write Al for Almanac, En for Encyclopedia, Cc for Card Catalog and At for Atlas.

- _____ 1. Mr. United Nations in 1980.
- _____ 2. The first dog in space.
- _____ 3. The total land area of the Philippines
- _____ 4. Information about Albuquerque, New Mexico.
- _____ 5. The illustrations in Black Beauty
- _____ 6. The history of music
- _____ 7. A book entitled The Swimming Lesson
- _____ 8. Who is Queen Elizabeth?
- _____ 9. Books written by George Selden
- _____ 10. Find information about kinds of cats

Exercise B

Directions: What reference materials will you refer to get information on the following? Write Al for Almanac, En for Encyclopedia, Cc for Card Catalog and At for Atlas.

- _____ 1. In 1884, time zones set up around the world, measured from Greenwich in London, England.
- _____ 2. Asia, the biggest continent of the world
- _____ 3. The three big bodies of water that surround the Philippines.
- _____ 4. With the Amazing depth of 11,034 m. The Marianas Trench, could easily swallow the whale of Mt. Everest which has a height of only 8,848m.
- _____ 5. A Tree Grows in Brooklyn (title card)
- _____ 6. Jokes (subject card)
- _____ 7. Temperature
- _____ 8. Air transportation
- _____ 9. Weather Forecasts
- _____ 10. Margaret Thatcher (author card)

Lesson 94: Getting information from newspapers and other references Part of a newspaper – information one gets from each part (Competency Reading 12.2)

Exercise A

Directions: A newspaper gives current information about world, national, and local events. The index tells you where the different sections of a newspaper are located. Write the newspaper section that would likely have the answer to each question.

| | |
|---------------|---------------|
| Comics | National news |
| Editorials | Sports |
| Entertainment | Weather |
| Local news | World news |

- Who was named most valuable player in the All-Filipino PBA series? _____
- When two countries signed an important trade agreement? _____
- When will the ceremony at the new town plaza take place? _____
- Does the editor support the Anti-Terrorism Bill? _____
- What will be the high temperature for the day? _____
- What happened in the cartoon “Calvin and Hobbes”? _____
- How does the editor feel about the city’s new traffic plan? _____
- Which eight movies are playing at the SM Center point? _____
- Which country did the president visit yesterday? _____
- Is the typhoon still a problem for passenger flights? _____

Exercise B

Directions: A newspaper gives current information about the world, national, and local events. The index tells you where the different sections of a newspaper are located. Write the newspaper section that would likely have the answer to each question.

- Which team won the Palarong Pambansa Championship? _____
- Was the launching of the world’s largest hot-air balloon a success? _____
- Is Regine Velasquez giving a concert tonight? _____
- Who was recently hired as the principal of the local high school? _____
- What time is high tide today? _____
- What is the latest update about the SEA games? _____
- What is the best seen movie these days? _____
- What is the latest news of the town? _____
- What provides information on banking? _____
- What gives views of the publisher? _____

Lesson 95:

- 1. Organizing one's thoughts in writing – information**
- 2. Filling out information sheet**

(Competency Writing 10.0 / 12.0)

Exercise A

Directions: Fill up the blanks accurately so that we may know some information about each of you.

| Pupil's Information Sheet | | | |
|----------------------------------|-----------------|-----------------|---------------------------------|
| Name: | (Surname) | (Given Name) | (Middle Name) |
| Grade and Section: | | | |
| Age last Birthday: | | Sex: _____ | Nationality: _____ |
| Religion: | | | |
| Date of Birth: | | | |
| | (Month) | (Date) | (Year) |
| Birthplace: | | | |
| | (Town/District) | (Province/City) | |
| Present Address: | | | |
| | (Number) | (Street) | (District/Town (City/Province)) |
| Tel./ Cell No.: | | | |
| Father's Name: | | | Occupation: _____ |
| Place of Work: | | | |
| Mother's Name: | | | Occupation: _____ |
| Place of Work: | | | |

Lesson 95: **1. Organizing one's thoughts in writing – information**
2. Filling out information sheet
(Competency Writing 10.0 / 12.0)

Exercise B

Directions: Fill up the blanks accurately.

| | | |
|----------------------------------|-------------------|------------|
| A Pupil's Record | | |
| Grade VI – V | | |
| Teacher: Miss Jean R. Salagantin | | |
| Name of Pupils: _____ | Age: _____ | Sex: _____ |
| Birthday: _____ | Birthplace: _____ | |
| Father's Name: | _____ | |
| Mother's Name: | _____ | |
| Father's Occupation: | _____ | |
| Mother's Occupation: | _____ | |
| Pupil's Address: | _____ | |
| Telephone / Cell Number: | _____ | |
| Number of Brothers and Sisters: | _____ | |
| Mention which one gives | _____ | |
| income: | _____ | |
| Hobby/ies: | _____ | |
| Do you enjoy your hobbies? | _____ | |
| Why? | _____ | |

**Lesson 96: Organizing one's thoughts in writing description.
(Competency Writing 10.0)**

Exercise A

Directions: Rewrite the adjectives in their correct sequence or order. Use them in meaningful sentences.

Example: small several brown boats

Answer: several small brown boats

Sentence: I saw several small brown boats in the ocean.

1. yellow three fragrant flowers
2. brand-new one red limousine
3. eight blue huge tourist buses
4. a six-foot tall basketball player
5. twelve red luscious apples

1. _____

2. _____

3. _____

4. _____

5. _____

Exercise B

Directions: Rewrite the adjectives in their correct sequence or order. Use them in meaningful sentences.

Example: small several brown boats

Answer: several small brown boats

Sentence: I saw several small brown boats in the ocean.

1. three short interesting stories
2. cold some high regions
3. few progressive big countries
4. expensive new round bag
5. grassy wide some plains

1. _____

2. _____

3. _____

4. _____

5. _____

**Lesson 97: Organizing one's thoughts in writing resume / biodata
(Competency Writing 10.0)**

Exercise A

Directions: Rico Lopez is asked to fill up his bio-data. Arrange or organize the following information correctly. Copy the format from the page below.

I. Personal Data:

| | | | |
|--|-------------------|--------------|------------------|
| #21 St. Louis St., Southwoods Homes Imus, Cavite | Rico Robles Lopez | | |
| Tel. # 064-216-2 | 23 yrs. old | 5'6" 110 lbs | December 1, 1945 |

II. Education:

| | |
|---------------------------------------|------------------------|
| 1990-1994 Imus High School | Secondary Education |
| 1994-1998 Imus College (Imus, Cavite) | B.S. Civil Engineering |
| 1984-1990 Imus Elem. School | Primary Education |

III. Job Experience

(Not applicable)

IV. Seminars/Trainings Attended/Skills & Interest

Can operate computer (using software such as Wordstar, Lotus, Windows, etc.) printer of any kind, electric typewriter and copier.

| | | |
|----------------------------|-----------------|----------------------|
| Seminar as Professionalism | Aug. 1-7, 1997 | Makati, Metro Manila |
| Computer in year 2000 | Sept. 3-5, 1998 | UP, Los Baños |

V. Personal Reference:

| | |
|-------------------------------------|--|
| Ricardo Dones | LTD Co. Imus, Cavite Tel. # 08-341-29 |
| Therese Leynes | AMA Computer, Imus, Cavite Tel # 06-242-399 |
| Bert Soriano | MERALCO, Cavite Branch Tel # 08- 341-222 |
| Community Tax Certificate #: 058432 | Imus, Cavite, June 5, 2008 |

BIODATA



I. Personal Data:

Name: _____
 Home Address: _____
 Tel. #: _____
 Date of Birth: _____ Age: _____ Sex: _____
 Place of Birth: _____
 Nationality: _____ Religion: _____
 Height: _____ Weight: _____ Civil Status: _____
 Parents: _____

II. Education:

| Scholl Year Attended | School Address | Education Degree | Honors/Award Received |
|-------------------------|-------------------|---------------------|--------------------------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

III. Job Experience:

| Employer's Name | Position/Designation | Period Covered |
|-----------------|----------------------|----------------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |

IV. Seminars/Training Attended/Skills and Interest

| Seminar/Training | Date | Place Held |
|------------------|-------|------------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Skills & Interest: _____

V. Personal References:

| Name | Company/Address/Tel. No. |
|-------|--------------------------|
| _____ | _____ |
| _____ | _____ |

Signature over Printed Name

Community Tax Certificate No. _____ Issued On _____ At: _____
 GSIS/SSS/Pag-ibig No. _____

Lesson 97: Organizing one's thoughts in writing resume / biodata (Competency Writing 10.0)

Exercise B

Directions: Riza Nicor is asked to fill up her bio-data. Help her arrange or organize the following information correctly. Copy the format from the page above.

I. Personal Data:

| | |
|--|------------------|
| Bahayan I, Upper Hinaplanon, Iligan City | 5'3" 115lbs. |
| Tel.# 063-221-8868 | August 27, 1976 |
| Filipino | Riza Rabor Nicor |
| Roger Rabon | Rovifa Rabor |
| Fuentes, Iligan City | 32 yrs. Old |

II. Education

| | | |
|-----------|----------------------------|---------------------|
| 1989-1993 | Maria Cristina High School | Secondary Education |
| 1993-1997 | MSU-IIT (Iligan City) | BS Zoology |
| 1983-1989 | NAPOCOR Elem School | Primary Education |

III. Job Experience

Dep. ED - Iligan City Division
Teacher II
2000 – up to the present

IV. Seminar Training Attended/Skills/Interest

Can operate computer, teaching, designing, drawing
Seminar on Revised Basic June 10-15, 2007 Iligan City
Education Curriculum RBEC
57-75 Workbook Development April 13-26, 2008 Ateneo De Manila University,
Workshop

V. Personal Reference

| | | |
|------------------------|--|---------------|
| Adelina P. Delos Reyes | Dep ED – Iligan City Division Office | Tel # 2211458 |
| Jose S, Bagunas | DJALMCS, Pala-o, Iligan City | Tel # 2230598 |
| Consolacion M. Tandoc | North II District, Pala-o, Iligan City | Tel # 2239826 |
| Cedula | 059874 Iligan City | June 5, 2008 |

Lesson 98: Responding In Writing Based On Stimuli And Triggers
Application Letter (Competency Writing 11.0)

Exercise A

Directions: Read the application letter below.

Pandan, Mambajao
December 5, 2005
Camiguin 9100

The Manager
Fiesta Brands Incorporated
Medina, Misamis Oriental

Sir:

I read from Sun Star Newspaper dated November 30, 2005 that your company is in need of an Accounting Clerk. To this, I would like to apply for such position.

I am Nikki G. Baldon, residing at Poblacion, Mambujao, Camiguin. I am a fresh graduate of Bachelor of Science in Commerce major in Accountancy. I am willing to grow professionally in your firm and ready to be interviewed at your convenient time.

Attached is my Bio-Data/Resume for your perusal.

Hoping for a favorable action to my application

Truly yours,
NIKKI G. BALDON

Lesson 98: Responding In Writing Based On Stimuli And Triggers
Application Letter (Competency Writing 11.0)

Exercise B

Directions: Imagine that you have fulfilled all academic requirements and is ready to go into the profession of your choice. You are now ready to apply for a job. Make or write an application letter following the model given above. Write your application letters on the space below.

Vacant Positions:

1. Bank Teller

2. Teacher in Elementary

Lesson 99: Responding In Writing Based On Stimuli And Triggers Directions (Competency Writing 11.0)

Exercise A

Directions: Read each sentence and do what it tells you to do.

| | | | | | | | |
|--|-------------|--|--|----------|--|--|------------|
| | August | | | fruits | | | vegetables |
| | bang | | | May | | | meat |
| | sidewalk | | | Saturday | | | crash |
| | moon | | | Monday | | | rocket |
| | table cloth | | | June | | | Saturday |
| | | | | April | | | Family |

- Count the syllables in each word. Write the number on the line before the word.
- Box every word in each compound word.
- Draw a circle around each name of the month.
- Encircle each food word
- Draw an X on each noise word
- Draw a line under each day of the week
- Write the word from the list that you did not use.

Lesson 99: Responding In Writing Based On Stimuli And Triggers
Directions (Competency Writing 11.0)

Exercise B

Direction: Draw each figure as directed. Do it on your notebook.

1. Draw a circle in a square.
2. Draw a dot inside a circle
3. Put a circle between two triangles
4. Put an X at the middle of a line
5. Put a circle with a dot at the center of a triangle
6. Draw five triangles
Put a half circle below the three triangles
Draw five broken lines downward from the half circle.
7. Draw a square and put a rectangular door at the left-hand corner.
Put a dot on the left-hand side of the door
Draw a square window next to the door
8. Draw a tall narrow rectangle
To the left of the rectangle put a triangle
Put a small circle between the rectangle and the triangle
Draw a half circle on top of the tall rectangle
Draw a square at the right side of the rectangle
Put a star under the square

Lesson 100: **Responding in writing based on stimuli and
triggers ads for work, editorials
(Competency Writing 11.0)**

Exercise A

Directions: Read the Ad for a Job. Answer the questions that follow on your paper.

| |
|--|
| <p style="text-align: center;">Wanted Immediately</p> <p style="text-align: center;">Female Accountant</p> <ul style="list-style-type: none">- Above 30 years old- With 2 years experience- Preferably residing in the city- Good salary and many auxiliary benefits- Interview from 10:00 am – 4:30 am Monday to Friday only <p>The Cataline Sisters Mainit Subdivision, Hills City Tel. No. 088-387-704</p> <p>Applicants who meet the requirements may apply personally with their resume, ID picture, transcript of records, and other pertinent documents</p> |
|--|

- _____ 1. What job is being offered?
- _____ 2. What three things should an applicant bring when she/he comes to the office?
- _____ 3. When is the interview held?
- _____ 4. What is the age requirement?
- _____ 5. How many years of experience should an applicant have to qualify for the job?
- _____ 6. What office is offering the job?
- _____ 7. Where is the office located?

Lesson 100: **Responding in writing based on stimuli and
triggers ads for work, editorials
(Competency Writing 11.0)**

Exercise B

Directions: Read the Ad for a Job. Answer the questions that follow on your paper.

| |
|--|
| <p style="text-align: center;">Wanted: ELECTRICIAN</p> <p>Electrical Engineer/Graduate of Electronics, willing to travel around the country</p> <p>Preferably above 25 years old with 1 year experience</p> <p>Call: 387-1062 Contact Person: Mario Butcon Bring: Resume/Biodata, Transcript of Records, 2 x2 ID picture</p> |
|--|

- _____ 1. What job is being offered?
- _____ 2. What are the things that an applicant should bring when she/he comes to an office?
- _____ 3. What number will be dialed when you want to inquire?
- _____ 4. What is the course requirement of an applicant?
- _____ 5. What is the age requirement?
- _____ 6. How many years of experience should an applicant have to qualify for the job?
- _____ 7. Who is the person to be contacted?

Lesson 101: Filling out forms
(Competency Writing 12.0)

Exercise A

Directions: Complete the community tax certificate.

COMMUNITY TAX CERTIFICATE

| | |
|---|---|
| Community Tax Certificate | No. 1766998 |
| Year 20 ____ Place of Issue: _____ | Date of Issue: _____ Taxpayer's copy |
| Name: _____ (Surname) (First Name) (Middle Name) | <input type="checkbox"/> TIN <input type="checkbox"/> Male Female |

Address _____

Place of Birth _____

_____ Date of Birth _____
Civil Status Occupation Weight: _____ kg. Height: _____ cm

| | Taxable Amount | Community Tax Due |
|-----------------------------|----------------|-------------------|
| A. Basic Community Tax | _____ | _____ |
| B. Additional Community Tax | _____ | _____ |

| |
|------------------|
| Right Thumb Mark |
|------------------|

Total _____
Interest _____
Total Amount Paid _____
In words _____

Taxpayer's Signature

Municipal Treasurer

**Lesson 101: Filling out forms
(Competency Writing 12.0)**

Exercise B

Directions: Complete the community tax certificate.

COMMUNITY TAX CERTIFICATE

- Melba G. Bacugan
- Ravina Sur Sibunag, Guimaras
- 150-720-123
- 53 kilos
- 156 cm.
- Jordan, Guimaras, May 03, 1976
- Married
- July 2008
- Teacher
- P 150.00
- One hundred fifty pesos only
- Liza Puti – Treasurer
- Female

Lesson 102: Filling out Forms
(Competency Writing 12.0)

Bank Notes

Directions: Fill out the following check and deposit forms correctly.

(Teacher distributes the photocopy of the check deposit and withdrawal slip to every pupil)

| | |
|--|-----------------|
| Check Deposit Slip - (secure a sample) - from a bank | Withdrawal Slip |
|--|-----------------|

ANSWER KEY FOR GRADE 6 ENGLISH

LESSON 1 Exercise A I.1. a 2. b 3. a 4. a 5. a II. A. 1. b 2 a 3. e 4. c 5. d **Exercise B** 1. a 2. a 3. b 4. a 5. b II. A.1.

LESSON 3: Exercise A

| | | | | | | |
|-------------|-------------|--------|-------------|-------------|--------|--------|
| COUSIN | COUSIN | CHILD | CHILD | CHILD | COUSIN | COUSIN |
| AUNT | UNCLE | FATHER | MOTHER | AUNT | UNCLE | |
| GRANDFATHER | GRANDMOTHER | | GRANDFATHER | GRANDMOTHER | | |

Exercise B

John-Raquel
Eric-Ralph
Mary
Dennis
Janet

Alfred-Marla
Cherry
Mario-Joy

- Jean
Joseph
Roy

LESSON 4: Exercise A. 1. One of the economic dragons of Asia is Japan. 2. Willy was the most likeable lad in the village, though he was poor and without relatives. 3. Fat people are most likely to suffer from certain illnesses including heart disease. 4. Exercise as much as possible to keep your body healthy. 5. Studies show that girls and women whose diet consists of 15 percent or more of saturated fat are six times more likely to develop lung cancer than girls whose diet has 10 percent or less fat. 6. The heart of the Philippines is the Bicol Region, which is the part of Luzon that is close to the Visayas and Mindanao. 7. Noynoy works with animals. In fact, he spends every spare moment in a neighborhood pet store. *OR Noynoy believes that being a veterinarian and working with animals would be a wonderful thing for him to do when he grows up. 8. They are called the Tasadays 9. Forest 10. Zoo **Exercise B** 1. Essie has a job three afternoons each week. 2. I think rocks are some of the most fascinating objects in the world. 3. Dengue fever, now commonly identified as H-fever, is alive and well in the metropolis. 4. Deserts are hot, dry lands, but many animals live in them. 5. All life on earth depends on the heat and light from the sun. 6. Clouds affect the weather in several ways. 7. Do you know what the ASEAN countries are? 8. A dragonfly lays eggs on the water. 9. For lift-off, the pilot of a helicopter

Unprepared (b) 2. Few (e) 3. Big test (d) 4. Class (a)
5. Students (c)

tilts the moving rotor blades. 10. Playing soccer. **LESSON 5: Exercise A** 1. S (.) 2. Q (?) 3. C (.) 4. Q (?) 5. S (.) 6. S (.) 7. Q (?) 8. S (.) 9. Q (?) 10. C (.) **Exercise B** 1. S (.) 2. Q (?) 3. C (.) 4. S (.) 5. C (.) 6. Q (?) 7. S (.) 8. C (.) 9. C (!) 10. Q (?) **LESSON 6: Exercise A** 1. Mario asked to help his dying little puppy. 2. The man told Marion not to enter because he has no ticket. 3. The soldier told Roy to go back to his post. 4. The teacher asked Linda to mix a little yellow and blue and the resulting color is green. 5. Mother asked Maria to come dear, the doctor won't hurt her a bit. 6. Riza asked Anna to talk to her now. 7. The pilot told the passenger to imagine that you're up there in the sky. 8. The priest asked Bill to lead the prayer. 9. The audience told Thomas to speak a little louder because they can't hear him. 10. The pupil asked Carla to return these papers to Mrs. Rabor **Exercise B** 1. Mother told Rita to cool the warm food first before putting it in the refrigerator. 2. Mrs. Salva told the class to bring some nails for their picture frames tomorrow. 3. Mother told Celoy to fetch some water for the hogs. 4. Father told Riza to cook adobo for their supper. 5. Mother told Rhyll to watch his little brother. 6. The principal asked John to come to her office after his classes. 7. Mother asked Kathy to arrange her clothes in the cabinet. 8. Mrs. Concepcion asked Peter to send this letter through his sister. 9. The president asked the

dear officers to attend the luncheon meeting tomorrow. 10. Father asked France to help him with these heavy loads. **LESSON 7: Exercise A** 1. Yes / No 2. Yes / No 3. Yes / No 4. Yes / No 5. Yes / No 6. Yes / No 7. Yes / No 8. Yes / No 9. Yes / No 10. Yes / No **Exercise B** 1. Yes / No 2. Yes 3. Yes / No 4. Yes / No 5. Yes / No 6. Yes 7. No 8. No 9. No 10. No **LESSON 8: Exercise A** 1. Who(Maria) 2. When(Summer day)3. Why(Sell five dozen eggs) 4. What(the money she would get) 5. What(All broken) 6. How(Sad) 7. What(Prepare things before hand) 8. How(Interesting) 9. When(Anytime you like – classroom before the class starts) 10. What(A song of the common people of a country) **Exercise Set B** 1. What (puzzlement) 2. What (inquire from the shopkeeper) 3. What (happy and fulfilling) 4. What (His father was still alive) 5. What (It was worth buying at any price) 6. Who (A young man) 7. Where (Kyoto City) 8. How (surprised to see his father alive) 9. Why (Because only his reflection is seen in the mirror) 10. When (long long time ago) **LESSON 9: Exercise A** 1. The minutes of the meeting 2. I move that this meeting... 3. The meeting will now come to order 4. I suggest that... 5. Mr. President of Mr. Chairman II. 1. Start the meeting 2. When everyone can start mentioning names to the chairman for a specific position 3. When you can nominate a specific person to a specific position 4. In favor of a suggestion 5. When you wanted no other names will be suggested **Exercise Set B** I. 1. The meeting will please come to order 2. I second the motion 3. Mr. Chairman, may I have the floor 4. The chair recognizes Mia 5. I nominate _____ as _____ II. 1. "I would suggest that" 2. "I am not in favor of the motion" 3. "The meeting is adjourned" 4. "Mr. Chairman, may I have the floor?" 5. "I am in favor of the motion" **LESSON 10: Exercise A** 1. / 2. 3. 4. / 5. / 6. / 7. 8. 9. / 10. / **Exercise B** 1. 2. / 3. / 4. / 5. 6. / 7. / 8. / 9. / 10. **LESSON 11: Exercise A.** 1. Taking care of the child 2. Yes 3. No 4. Bedroom 5. Yes **Exercise B** 1. She lost the game. 2. The boy is the winner. 3. Playing a game. 4. Yes / No ... (depends on the writer's view) 5. 7 children. **LESSON**

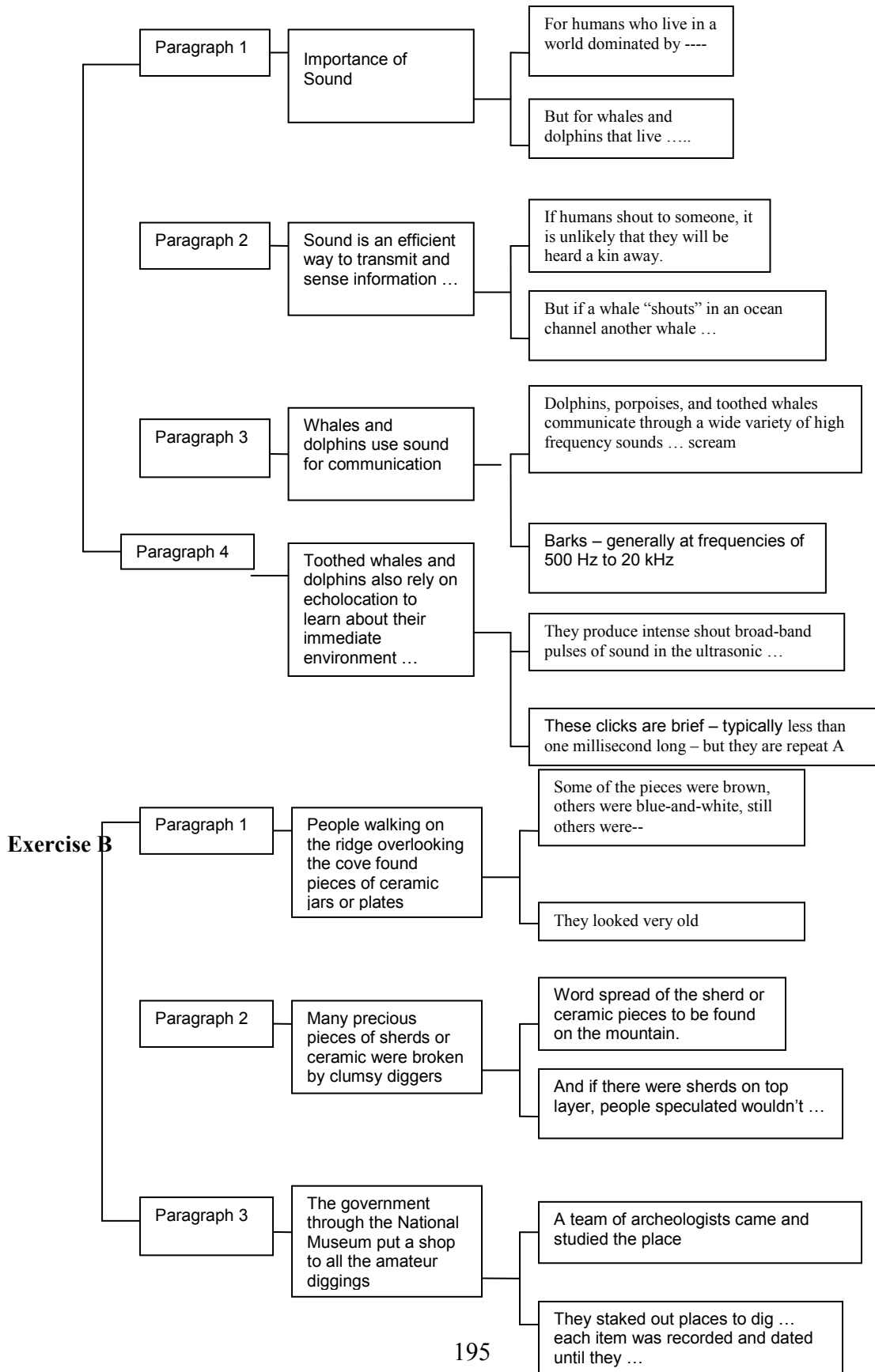
12: Exercise A 1. Grandma, Boys, Archie, Tony 2. Uncle Fred 3. Archie observed how his uncle goes up the ramp and saw where he sat.4. Tony observed how the plane takes-off. 5. Yes. **Exercise B** 1. Visit a friend in the hospital. 2. Visit a friend in the hospital. 3. Mrs. Alonzo, Ana, Sol and Chris 4. Wake father up at three-thirty. Be careful she's away. Turn off the TV when the program you're watching is over. 5. Yes. **LESSON 13: Exercise A** 1. Promo Man 2. Instant Arroz caldo 3. Its instant, just pour into boiling water. 4. Serves only a peso per bowl and get a free refill. 5. Carding motivated / influenced Nick to try Aling Nene's Arroz caldo. **Exercise B** 1. Andoy and his kumpare. 2. To avoid being poisoned due to formalin in vegetables. 3. Informing Andoy that formalin is not so dangerous and it is okay to eat. 4. Andoy got sick or died. 5. Yes, it is a very dangerous chemical, not good for our health. **LESSON 14: Exercise A** 1. Is Zander the only son in the family? 2. Does the government want citizens to be vigilant? 3. Is Ruby a dentist? 4. Can it be a delicious sandwich filling? 5. Is my elder brother taller than my father? 6. Does the clothing we wear often help communicate over mood? 7. When will the show start? 8. Who is the main character in the story? 9. Who loves to eat spicy food every day? 10. Who sponsored a play let during the fiesta night? **Exercise B** 1. What lives in colonies? 2. Who made a great sacrifice? 3. Do puppies cry at night? 4. Does Mike's bike have a flat tire? 5. Who has no sight? 6. What made him wake up? 7. When will my father be back? 8. Can I carry a light bag? 9. Do I have a black duck? 10. Can my sister do a trick? **LESSON 15: Exercise A** 1. does he? 2. aren't they? 3. Am I not? 4. doesn't he? 5. can I? 6. can't we? 7. isn't she? 8. don't they? 9. should we? 10. could she? **Exercise B** 1. haven't you? 2. didn't they? 3. are they? 4. weren't they? 5. was he? 6. does he? 7. don't I? 8. do we? 9. aren't you? 10. is he? **LESSON 16: Exercise A** 1. B 2. C 3. D 4. A 5. B 6. C 7. D 8. A 9. D 10. B **Exercise B** 1. C 2. A 3. D 4. A 5. C 6. B 7. B 8. A 9. C 10. A. **LESSON 17: Exercise A** I. 1. Ante 2. Bi 3. Inter 4. Epi 5. Com II. 1. Actor 2. Librarian 3. Liar 4. Scholar 5.

Mountaineer **Exercise B.** I. 1. **bi**-centennial
2. **co**-teacher 3. **bi**-monthly 4. **epi**-dermis 5.
Converge II. 1. Careful 2. Coolness 3. Easily
4. Swampy 5. helpful

LESSON 18: Exercise A. 1. Key key 2.
Defect defect 3. Tanks tanks 4. Block block
5. Setting setting 6. Execute execute **Exercise**
B 1. C – end 2. A –board 3. B – like 4. B –
bark 5. C – threw 6. c – trade 7. C – plain 8.
B – case 9. A – shut 10. B – about **LESSON**
19: Exercise A 1. A 2. A 3. D 4. C 5. B 6. B
7. A 8. D 9. C 10. A **Exercise B** 1. A 2. C 3.
B 4. D 5. A 6. A 7. B 8. C 9. B 10. A
LESSON 20: Exercise A I. 1. gave all
efforts 2. with understanding 3. right purpose
4. Amazed 5. would feel bad II. 1. E 2. D 3.
C 4. B 5. A **Exercise B.** I. 1. with honors 2.
in peak of anger 3. bad child 4. Win 5.
Inspiration II. 1. very healthy 2. kind-hearted
3. attend to 4. of the same group 5. value
dignity more than anything else **LESSON**
21: Exercise A 1. H 2. S 3. S 4. H 5. M 6. S

7. M 8. M 9. H 10. M **Exercise B** 1. M 2. S 3.
H 4. S 5. M 6. H 7. M 8. S 9. M 10. S
LESSON 22: Exercise A 1. Pencil; Clear
tape; Typing paper; Magnifying hand glass 2.
(Mention 1-6) 3. Yes 4. Yes to be able to
come up with the desired output 5. To come
out with the correct and desired output and to
avoid accidents **Exercise B** 1. (Mention 1 – 3
procedure) 2. melt change to liquid 3. from
solid to liquid 4. to come up with the desired
output / outcome 5. to avoid accident and to
be successful in doing the experiments
LESSON 23: Exercise A 1. C 2. A 3. B 4. C
5. C **Exercise B** 1. A 2. B 3. A 4. A 5. A
LESSON 24: Exercise A 1. Hearts of Palm
With Shrimp 2. (mention all the ingredients)
3. Yes 4. To come up with the desired recipe
/ food 5. Yes to have a decision / palatable
cooked-food **Exercise B** 1. Mention 1 – all
ingredients 2. Mention 1-8 procedure 3. To
have a desired output 4. Yes to have a
delicious output / product 5. Yes

LESSON25:ExerciseA



LESSON 26: Exercise A (Explicit) 1. Even during primitive times, people were already expressing their desire to record beauty around them. (Explicit) 2. Facing various forms of Arts. (Explicit) 3. Two Phases of Arts (Implied) 4. Appreciation of our beautiful sights and interesting sounds. (Explicit) 5. The sculptors create beauty with his brave hands. **Exercise B** (Implicit) 1. Treating each and everyone as brothers / Brotherhood (Implicit) 2. Spirit of Service to Others (Explicit) 3. The Red Cross serves people regardless of race, creed and color (Implicit) 4. Henri Dunant Charitable Experience. (Implicit) 5. Things Observation about a great deal of fun. **LESSON 27: Exercise A** 6,4,2,5,1,3 **Exercise B** 7,2,1,4,5,6,3 **LESSON 28: Exercise A** 1. 8 2. 1st leg, 2nd leg, 3rd leg, 4th leg or swimming leg 3. Paddle 4. move under water 5. hand, fixed finger, movable finger 6. between the 2, fourth or swimming legs 7. Antenna 8. Yes 9. In swallow waters along the shores of North America 10. Wrist **Exercise B** 1. spool 2. pinpresser foot 3. hand wheel 4. tension unit 5. thread guides 6. zigzag stitch 7. width control sewing machine 8. – 9. – 10. – **LESSON 29: Exercise A** 1. W 2. E 3. S 4. SW 5. NE 6. S 7. NE 8. W 9. N 10. SW

Exercise B 1. E 2. S 3. SE 4. NW 5. SW 6. N 7. NW 8. N 9. NE 10. SW **LESSON 30: Exercise A** 3,4,1,2,6,7,5,9,8 Title: The Very Busy Spider Author: Eric Carlo Type : Fiction/autobiography, poem, book of nature, adventure, travels invention, etc (children story) Principal Character : Spider Summary : (Brief summary of the main events) Personal Reactions : Time on task Do your work thoroughly

Exercise B Title : The Animal Store Author : Rachel Field Type : Poem Principal Characters: The Author Summary : (Brief summary of the main events) Personal Reactions : The author is an animal lover and its good to be kind to animals

LESSON 32: Exercise A / B

Date: _____

Dear Diary,

(Note: write all the activities you have done for the day and all your plans / comments and feelings)

LESSON 33: Exercise A

Guerrero Elementary School
September 30 2005

The president was absent so Reginald Rino , the vice president **presided** over the meeting.

All the club **members** were **present** except Melody Santos who begged off because she had to **attend** the Math contest.

The club **presided** their plan to hold a Hobbyist Bazaar. The members **agreed** to hold it on September 30, 2005. The following were created with the appointed **officers or officials**:

| | | |
|------------------------|---|---------------|
| Contest Committee | : | Rodolfo Lao |
| Invitation Committee | : | Joyce Jimenez |
| Program Committee | : | Dante Salosa |
| Stalls Committee | : | Ellen Lucas |
| Refreshments Committee | : | Doren Acuna |

The meeting **was adjourned** at 3:30 P.M.

Aurora Felipe
Secretary

Exercise B

DJAL Memorial Central School
June 10, 2007

The English Club had a **meeting** to discuss the club's Reading Program Plans, June 10, 2007 at 3 o'clock in the afternoon in Room 5. The club president, Geoffrey Nicor **presided** over the meeting.

The club members **agreed** to hold a Reading Program for Slow and Non-Readers. **Committees** on program, finance, accommodation were formed. Everybody was assigned a task. The meeting was **adjourned** at five o'clock.

Maria Matinao
Secretary

Lesson 34: Exercise A

| | | |
|------------------------|-----------------------------|---|
| 1. Main Character | Setting | Plot |
| 1. Young lion | Time: afternoon | 1. Climax. The found shadows skirting across the ground |
| 2. Cougar | | |
| 2. Secondary Character | Place - Local watering hole | 2. Ending. The two beast decided to end the quarrel |
| 1. Vulture | | |
| 2. Other animals | | |

Exercise B:

Characters

Main:

1. Brahma
2. Hawker
3. Ass in lion skin

Setting

Time

Plot

Climax

All the villagers came out with weapons in their hands

Secondary

1. Watch men
2. Villagers

Place

Benares

Ending:

The ass uttered a cry-the cry of an ass.

Lesson 36: Exercise A. 1.because the Spaniards took their land and property 2.because she and her daughter was ambushed and killed 3.because the war broke out 4.that made her popular as a student 5.so she learned a lot 6.because she helped many charitable institution 7.So she was still remembered 8.because of her noble intention to help the poor 9.she was intelligent 10. she was responsible **Exercise B** Possible Effects: 1. so he stopped studying 2.therefore he usually succeeded 3.he was forced to earn a living 4.so he was captured and killed 5.because Bonifacio stated the revolution 6.so he organized the katipunan 7.he became

the father of Katipunan 8.to support his young siblings 9.to help himself learn 10.so the revolution broke-out **Lesson 40: Exercise A** 1. Expressways 2.flyovers 3.skyscrapers 4.farmhouses 5.wild lives 6.mothers-in-law 7.officers-in-charge 8.poison pens 9.passers-by 10.baby-sitters **Exercise B** 1.lighthouses 2.godmothers 3.highways 4. commanders-in-chief 5. Classrooms 6.landmarks 7.eggshells 8.headquarters 9.beauty queens 10.school buses **Lesson 41: Exercise A** 1. Writing 2.playing 3.watching 4.helping 5.carrying 6.coordinating 7.driving 8.dribbling 9.visiting 10.talking **Exercise B** 1.waiting 2.cooking 3.doing 4.saying 5.taking 6.watching 7.relaxing 8.lying 9.discovering 10.showing

Lesson 42: Exercise A 1. Forces 2. Motivates 3.is 4.prevents 5.spreads 6.brings 7.becomes 8.deals 9.causes 10.destroys
Exercise B 1. Develops 2.has 3.takes 4.has 5.provides 6.breaks 7.plaques 8.leads 9.becomes 10.occurs **Lesson 44:**

Exercise A 1. Canning and salting 2. The Earth, Venus and Jupiter 3. Earthquake and volcanic eruption 4. The Policemen and the guards 5.Plastics and paints 6.Recycling and reusing 7.Thelma and Christina 8.John and Jessie James 9.Language and Reading book 10.You and I

Lesson 45: Exercise A

| SUBJECTS | PREDICATES |
|----------------------------|---|
| 1. American Marines | <i>Sang and danced last night</i> |
| 2. The insincere person | <i>Is fake and not good</i> |
| 3. <i>The barrio folks</i> | <i>Make and sell beautiful baskets</i> |
| 4. The reporters | <i>Gather and write reports everyday</i> |
| 5. <i>Mother</i> | <i>Cut and mixed the cucumber with cheese</i> |
| 6. <i>The demonstrator</i> | <i>Told us to cover and simmer it for fifteen minutes</i> |
| 7. The egg | <i>Is beaten and mixed with flour</i> |
| 8. The teacher | <i>Instructed us to write and fold the paper</i> |
| 9. <i>The magician</i> | <i>Learned and master his tricks very well</i> |
| 10. Bella and Belma | <i>Practiced and demonstrated the dance steps</i> |

Lesson 46: Exercise A

- | | |
|-------------------|--------------|
| 1. encyclopedia | educational |
| 2. fishing gears | ready the |
| 3. her sister | ingredients |
| 4. my mother | dental |
| 5. attending mass | best friends |
| 6. Maribel | relax |
| 7. Elena | decorating |
| 8. her's | follow-up |
| 9. camp choir | Iloilo City |
| | a dance |

Exercise B

- | | |
|-----------------|------------------|
| 1. Wind | Strength |
| 2. Keeper | regulations |
| 3. I | Responsibilities |
| 4. HELE Teacher | attend |
| 5. Violy | write |
| 6. Diahann | tell |
| 7. San Miguel | loyalty |
| 8. Sally | Friends |
| 9. girls | shouted |
| 10. Judith | informed |

Lesson 47: Exercise A 1. But 2.but 3.but 4.and 5.and 6.but 7.and 8.and 9.but 10.but
Exercise B 1.but 2.and 3.but 4.and 5.but 6.but 7.and 8.and 9.but 10.and **Lesson 48:**
Exercise A 1.because 2.after 3.although 4.because 5.if 6.if 7.because 8.when 9.when 10.while **Exercise B** 1.if 2.after 3.before 4.because 5.although 6.when 7.while 8.after 9.if 10.because **Lesson 53: Exercise A**
 Heading: The Traffic Jam

Details A: One Sunday, two trucks collided on the busy San Bernardo Freeway. Sub-details 1. One truck was loaded with 3,700 chickens.The other truck was loaded with 50 cows The Police Officer could not believe what he saw Sub-details 1. The animals were running down the free way in both directions 2. The chicken were squawking all over the place. 3. Some hens began laying eggs. B.The Police Officers and volunteers tried to relieve the traffic jam. 1. Most of the

chickens were rounded up by the police officers. 2. Volunteers on horseback went galloping after the cows.

- a. One cow stampeded through the streets
 - b. One cow was roped and tied in the playground of a public school
 - c. Another cow caused five minor accidents before it was killed
2. Freeway traffic was backed up more than nine kilometers
 3. More than six hours before the traffic jam finally set up.

Lesson 53: Exercise B

Heading: How do fish protect themselves?

Details

A. Through various body parts

1. The fish use body parts in fighting enemies

a. Long sharp teeth

1. sword fish, marlin, and sawfish
- b. Mouths which point downward
1. shark

salmon – mouth points upward

B. Through poisonous stings and poison glands

1. The sting ray has a sting at the back of its tail.
2. It has poison glands at the base of the sting
3. When attack by enemies it give out poison.

C. Through electric shocks

1. electric eel
2. electric catfish

D. Through changing their colors

1. Body parts that imitate their surroundings
2. They can produce colors like of those of corals, rocks and water plants.

Lesson 56: Exercise A

The zoo has several wonderful creatures. However many of which are endangered species. These animals become endangered when very few are left alive, or when their homes are destroyed. If they are not taken care of properly, it may not take before they disappear from the earth. Certain animal types become endangered due to indiscriminate hunting, lack of food and low population levels. The loss of habitat and poisoning of the environment also played a

part for endangering the life of these wonderful creatures.

Exercise B

Filipino architects have different opinions regarding the presence of a distinct Philippine architecture. Some think there is no predominant Philippine architecture. Others say our country has one. Still others say that in spite of the absence of a national architecture there are predominant materials and styles found in many regions of our country. We also have common superstitious regarding building.

Lesson 60: Exercise A 1. The villagers will thank the prince. 2. The prince's cat will be praised and honored by the villagers. 3. The Prince and the villagers will become good friends. 4. The thief will be caught by the prince. 5. The prince will become poor.

Lesson 61: Exercise A. 1. Angry 2. Arrogant 3. Excitement 4. happy 5. Contentment 6. Sad 7. Hopeful 8. Dismay 9. Panic 10. Worried
Exercise B 1. Angry 2. Hopeless 3. Afraid 4. Arrogant 5. Angry 6. Sorry 7. Regret 8. Excitement 9. Pity 10. contentment

Lesson 63: Exercise A 1. Comes 2. Loves 3. Keeps 4. Are 5. Is 6. Are 7. Are 8. Need 9. are --- are 10. Am
Exercise B 1. Wants 2. Tries 3. Likes 4. Are 5. Hope 6. Are 7. Are 8. Support 9. Is 10. Is

Lesson 64: Exercise A 1. Has 2. Has 3. Have 4. Have 5. Has 6. Have 7. Have 8. Has 9. Has 10. Has
Exercise B 1. Has 2. Has 3. Have 4. has 5. Has 6. Have 7. Have 8. Have 9. Have 10. Have

Lesson 65: Exercise A 1. A 2. A 3. P 4. A 5. A 6. P 7. A 8. P 9. A 10. P
Exercise B 1. A 2. P 3. A 4. A 5. A 6. P 7. A 8. P 9. A 10. P

Lesson 66: Exercise A 1. Would 2. Can 3. Wish 4. Wish 5. Could 6. Can 7. Could 8. Hope 9. Wish 10. Hoping

Exercise B 1. Wish 2. Hope 3. Wish 4. Hope 5. Can 6. Could 7. Could 8. Were 9. Will 10. Might

Lesson 67: Exercise A 1. too expensive 2. too big 3. too long 4. too rich 5. too complicated 6. too high 7. too responsible 8. too short 9. Extravagant 10. too heavy

Exercise B 1. too small 2. too tiny 3. too young 4. too rich 5. too slow 6. too intelligent 7. too many 8. too few 9. too light 10. too close

Lesson 68: Exercise A 1. The lady is beautiful enough to join the beauty pageant.

2. The restaurant is huge enough to hold big parties. 3. The classroom is conducive enough to make teaching-learning meaningful. 4. Mrs. Ganancial is rich enough to buy expensive cars 5. The pupils are smart enough to answer the questions 6. The rice field is wide enough to produce thousands cavans of rice. 7. The bus is big enough to carry 150 passengers. 8. Johnna Mae is ready enough to participate the Math challenge. 9. The baby is healthy enough to go on a trip with the family 10. The climate is hot enough to destroy the crops. **Exercise B** 1. Marimar is slim enough to work as a model. 2. The athletes are enthusiastic enough to maintain their good performance. 3. Jessie James is big enough to go to school. 4. Cryztal Joy is smart enough to pass the interview. 5. Guimaras is beautiful enough to attract many tourists. 6. Mrs. Legita is amiable enough to win many friends. 7. My very best friend is responsible enough to handle her work well. 8. Mang Aniano is old enough to manage a family well. 9. Mrs. Carillo is intelligent

Lesson 72: Exercise A

CAUSE

EFFECT

| | |
|--|---|
| 1. Desert animals have special qualities | A. Desert animals survive |
| 2. They have special body parts | In the desert under harsh condition |
| B. Temperature in the dessert is Extremely hot during the day | 1. Desert animals stay underground during the day 2. Desert animals use their body parts to stay cool. |
| 3. Tortoise dig a deep burrow | 1. The tortoise avoid the desert heat, 2. The tortoise hide itself into a deep burrow |
| 1. Tortoise store water in pouches under their top shell. 2. Tortoise has special body parts that enable it to store water. | 4. Tortoise never run out of water. |
| 1. Desert kit fox has big ears | 1. Its big ears keep itself cool. 2. It help the kit fox resist the desert heat. |

Exercise B

CAUSE

EFFECT

| | |
|---|--|
| 1.) The sun was in Pia's eyes 2. _____ | 1. She blinked 2. She covered her eyes. |
| 1. Pia was so curious. 2. Pia looked around her. | 2.) Pia did not move |

enough to introduce lots of innovations. 10. Uncle Rufino is industrious enough to earn lots of money. **Lesson 69: Exercise A** 1. A. two-hour 2. A. five-day 3. B. fruit-laden 4. D. 58-hectare 5. C. two-week 6. C. most visited 7. B. fifteen-storey 8. A. five-page 9. D. man-made 10. D. six-year **Exercise B** 1. A. well-built 2. C. most-wanted 3. B. well-liked 4. A. twenty-kilometer 5. C. twenty-four hour 6. A. well-behaved 7. A. three-hectare 8. B. well-planned 9. C. two-kilometer 10. D. six-layer **Lesson 70: Exercise A** 1. the best 2. Better 3. the best 4. the best 5. the best 6. the worst 7. Better 8. the best 9. the least 10. better **Exercise B** 1. the worst 2. the best 3. Better 4. Better 5. Lesser 6. the best 7. the worst 8. the worst 9. the least 10. the most **Lesson 71: Exercise A** 1. Cause 2. Cause 3. Effect 4. Cause 5. Effect 6. Effect 7. Effect 8. Cause 9. Cause 10. Effect **Exercise B** 1. Cause 2. Effect 3. Effect 4. Cause 5. Cause 6. Effect 7. Effect 8. Cause 9. Effect 10. cause

| | |
|--|---|
| 3.) Pia wore necklace | 1. She can breathe under water. 2. She can explore the ocean |
| 4.) Pia's father had warned her that some Sea creatures are poisonous | 1. Pia did not touched anything. 2. Pia did not go near the sea animals. |
| 1. Its time to go home. 2. They finished exploring the sea. | 5.) They swam back to the beach. |

Lesson 75: Exercise A 1. eager – he is eager to learn new game. 2. impatient – he lost his patience when the creatures did not move fast 3. energetic – he always move fast 4. careless – he doesn't care how does other person feels just the way he grabbed the joystick from her sister. 5. disrespectful – he did not show respect to other people **ACTIVITY B** 1. funny – he likes to tell joke 2. creative – he decorated his homework with cartoon character 3. helpful – he helps his uncle at the store 4. flexible – he can immediately change the topic if he sense it hurts 5. serious – he did his work seriously. **Lesson 76: Exercise A** 1. B. boastful 2. C. wonder 3. A. disappointed 4. D. sarcasm 5. D. clever **Exercise B** 1. A. dismay 2. C. regret 3. C. apologetic 4. B. disappointed 5. C. frightening **Lesson 77: Exercise A** 1. A 2. A 3. B 4. A 5. B **Exercise B** 1. A 2. A/B 3. A 4. B 5. B **Lesson 78: Exercise A.** 1. Father will got to the farm. 2. Mother and her children will go to church. 3. Aling Thema will go to the market 4. Mark and Mark will go fishing. 5. she is holding a birthday party. 6. Mayon Volcano will be erupting. 7. Barangay Malipayon is celebrating their Barangay Fiesta. 8. She will go to the office. 9. Myla will study her lesson. 10. John Vincent will go to school. **Exercise B** 1. Water grew bigger and bigger and the entire place was covered with flood. 2. when the competition came Niko was declared the champion in the Declamation Contest. 3. Birds and wild animals living in the forest lost their habitat. 4, she was then brought to the hospital and soon gave birth to a healthy baby boy. 5. At the end of the day , only very few of his meat were sold. 6. She was so tired so she retired to bed and sleep. 7. As months passed she became pale, weak and sickly. 8. The bird fly

happily again in the sky. 9. Leo's team was declared champion during the District Sports Competition. 10. Finally, the children close their eyes and sleep soundly. **Lesson 83: Exercise A** 1. ADV – long 2. ADV – late 3. ADJ – first 4. ADJ – earliest 5. ADJ – early 6. ADJ – high 7. ADV – next 8. ADJ – difficult 9. ADV fast 10. ADV daily **Exercise B.** 1. ADJ – best 2. ADV – late 3. ADV – fast 4. ADV – daily 5. ADJ – long 6. ADJ – high 7. ADV – first 8. ADV – next 9. ADV – difficult 10. ADV - hard **Lesson 84: Exercise A:** **PART A:** 1. The teacher told the class to go out and observe the clouds. 2. One of the boys asked why they can't see the sun sometimes. 3. The teacher answered that they can't see the sun when thick clouds cover it. 4. A curious pupil asked what lightening is. 5. An alert classmate answered that lightening is a sudden flash of electricity. **PART B:** 1. Aling Tina said, "Minda, set the table". 2. Minda asked, "Mother, how many visitors are coming". 3. The visitors exclaimed, "It was a wonderful party". 4. Mother answered, "I'm very much delighted. 5. The pupils asked, "May you join the choral group, Miss Salcedo?" **Exercise B: PART A:** 1. One pupils remarked that the he sees some nimbus clouds. 2. The teacher asked the class if what nimbus clouds are. 3. One of the boys replied that nimbus clouds carry rains. 4. The teacher added that it is the reason why nimbus clouds are dark. 5. A pupil noticed and said that he think it would rain. **PART B:** 1. Mother said, "Roland come home early". 2. The scout master said, "Put down your bags, boys". 3. Leo said, "The plants are growing". 4. Mother said, you clean this kitchen, Roland". 5. Jeoffrey exclaimed, "We could still do something".

Lesson 85: Exercise Set A

- A. 1. 3rd sentence complex sentence
 2. 1st sentence simple sentence
 3. 2nd sentence compound sentence
 4. 4th sentence simple sentence

Exercise B

- A. 1. 5th sentence complex sentence
 2. 1st sentence simple sentence
 3. 3rd sentence simple sentence
 4. 2nd sentence simple sentence
 5. 4th sentence complex sentence

Lesson 86: Exercise A

For, About, To, Out of, Most of, To, A lot, of, To, For, About, About, Of, To, Around

Exercise B

Of, About, Under, In, By, In, About, In,, By, Of, To, Through, Into, During

Lesson 87 : Exercise A 1. C 2. A 3. C 4. B 5. B 6. B 7. A 8. B 9. A 10. C **Exercise B** 1. C 2. B 3. C 4. B 5. B 6. A 7. A 8. C 9. A 10. A

Lesson 88: Exercise A

1. G-In general 2. 3. G-Most 4. 5. G-usually 6. 7. 8. G-some 9. G-generally 10.

Exercise B

1. 2. G-Most 3. 4. G-tend 5. G-Many 6. G-generally 7. 8. G-Few 9. G-Most 10. G-usually

Lesson 89: Exercise A

"I think zoos are wonderful!"

"They're probably my favorite kind of animal."

"I think it's great that they all live together like that.

"Prairie dogs seem to be very smart," their mother added

"I think prairie dogs really are amazing!"

Exercise B (1) Most of the people interviewed seemed to have very strong memories of the Japanese occupation.

(2) They were young at the time, so a lot of what they did seemed like games to them. (9) He was probably executed. (10) Another time Lolo Timo and his friends were playing marbles in the street.(14) When the Americans finally came, it seemed that they were the saviors of the Filipinos.(16) That must have been the most exciting time of all.

Lesson 90: Exercise A 1. to inform 2. to persuade 3. to entertain 4. to inform 5. to persuade 6. to entertain 7. to inform 8. to entertain 9. to persuade 10. to inform

Exercise B 1. to persuade 2. to entertain 3. to persuade 4. to entertain 5. to inform 6. to persuade 7. to inform 8. to entertain 9. to inform 10. to inform **Lesson 91: Exercise A**

1. Simile 2. Metaphor 3. Metaphor 4. Personification 5. Simile 6.. Personification 7. Personification 8. Simile 9. Metaphor 10. Personification **Exercise B** 1. Personification 2. Simile 3. Personification 4. Simile 5. Metaphor 6. Personification 7. Simile 8. Metaphor 9. Personification 10. Simile

Lesson 92: Exercise A. 1. Encyclopedia 2. Newspaper 3. Dictionary 4. Atlas 5. card catalog 6. telephone directory 7. Encyclopedia 8. Atlas 9. Dictionary 10. card catalog **Exercise B.** 1. card catalog 2. Encyclopedia 3. Dictionary 4. telephone directory 5. Newspaper 6. Attract 7. Encyclopedia 8. card catalog 9. Newspaper 10. encyclopedia

Lesson 93: Exercise A 1. Al 2. En 3. At 4. At 5. Cc 6. Al 7. Cc 8. Al 9. Cc 10. Cc

Exercise B 1. Al 2. At 3. En 4. Al 5. Cc 6. Cc 7. En 8. En 9. En 10. Cc **Lesson 94: Exercise A** 1. Sports 2. World News 3. Local News 4. Editorials 5. Weather 6. Comics 7. Editorials 8. Entertainment 9. National News 10. Weather **Exercise B** 1. Sports 2. World News 3. Entertainment 4. Local News 5. Weather 6. Sports 7. Entertainment 8. Local News 9. National News 10. Editorials **Lesson**

96: Exercise A

1. yellow three fragrant
three fragrant yellow flowers
2. brand-new one red
one brand-new red limousine
3. eight blue huge eight
huge blue tourist buses
4. a six-foot basketball player
a six-foot tall basketball
player
5. twelve red luscious
twelve luscious red apples

Exercise B

1. three short interesting
three short interesting stories
2. cold some high
some high cold regions
3. few progressive big
few big progressive countries

4. expensive new round
new round expensive bag

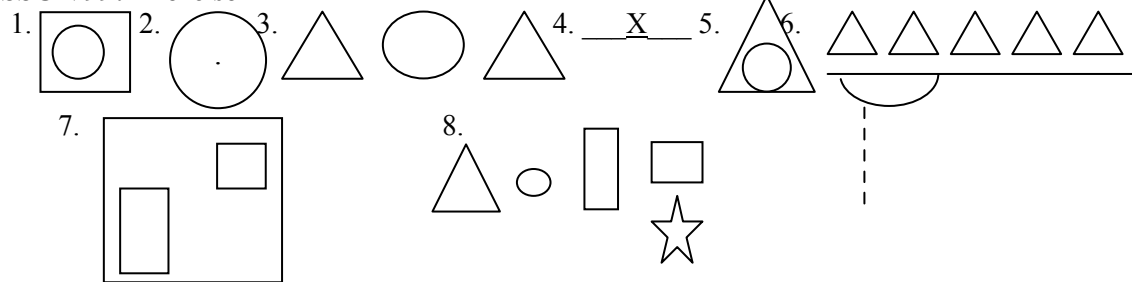
5. grassy wide some
some wide grassy plains

LESSON 99: Exercise Set A

| | | | | | | | |
|---|--------|-------|---|-----------------|--|---|-----------------|
| 2 | August | | 1 | fruits | | 3 | vegetables |
| 1 | bangX | | 1 | May | | 1 | meat |
| 2 | side | walk | 3 | <u>Saturday</u> | | 1 | crashX |
| 1 | moon | | 2 | <u>Monday</u> | | 2 | rocketX |
| 3 | table | cloth | 1 | June | | 3 | <u>Saturday</u> |
| | | | 2 | April | | 3 | Family |

7. moon, family

LESSON 99: Exercise B



Lesson 100: Exercise A 1. female accountant 2. resume, ID picture, transcript of records 3. 10:00 am – 4:30 am

Monday – Friday 4. above 30 years old 5. 2 years experience 6. The Cataline Sisters 7. Mainit Subdivision, Hills City

Exercise B 1. Electrician 2. Resume/Bio-data, transcript of records, 2 x 2 ID picture 3. 387-1062 4. Electrical Engineer/Graduate of Electronics 5. above 25 years old 6. 1 year 7. Mario Butcon

**Lesson 101: COMMUNITY TAX
CERTIFICATE**

- Year 2008
- 159 cm., 60 kg.
- Iliga City, June 10, 2008
- P 100.00
- Nicor, Riza R.
- One hundred pesos only
- Female
- Tin # 919-902-546
- Bahayan, Upper Hinaplanon, Iligan City
- Married
- Teacher
- August 27, 1976, Fuentes, Iligan City