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PowerPoint-Aided Supplementary Reading Lessons for Comprehension Skills Development of High School Sophomores

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Philippine Normal University

**PowerPoint-Aided Supplementary Reading Lessons
For Comprehension Skills Development
of High School Sophomores**

**A SEMINAR PAPER
Presented to the
College of Grade Studies and Teacher Education Research
Philippine Normal University
Taft Avenue, Manila**

**In Partial fulfillment of the Requirements
for the Degree of MASTER OF ARTS IN TEACHING
with Specialization in ENGLISH LANGUAGE ARTS**

HEIDI TRASMAÑAS DAYAWON

October 2014

Approval Sheet



Philippine Normal University
National Center For Teacher Education

This seminar paper entitled **“PowerPoint Aided Supplementary Reading Lessons for Comprehension Skills Improvement of High School Sophomores”** prepared and submitted by **HEIDI T. DAYAWON** in partial fulfillment of the requirements for the degree of **Master of Arts in Teaching with Specialization in English Language Arts** is hereby recommended for approval.

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Philippine Normal University

National Center For Teacher Education

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ABSTRACT

Title: PowerPoint-Aided Supplementary Reading Lessons for
Comprehension Skills Development of High School Sophomores

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Degree: Master of Arts in Teaching with Specialization in English
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Year: 2014

The main purpose of this study is to develop PowerPoint-aided supplementary reading lessons that will be useful in teaching reading comprehension skills among high school sophomores. This will also analyze the students' comprehension difficulties in reading. The researcher underwent a certain procedure to gather the data. She first went to the Principal of Parañaque National High School to ask permission to obtain the data by providing the subject with the copies of research instrument together with the letter explaining the purpose of the research. The researcher conducted an evaluation test to 50 Second Year students of a 5 sections (10 students per



section) using the Mid-Year assessment test for Second Year given by the Division office of Parañaque. The test focused on eight (8) reading comprehension skills: Making Inference, Author's point of view, Identifying character's feeling, Identifying characters trait, Inferring through context clues, Identifying figure of speech, Identifying sensory image, and Arranging words alphabetically.

After the result of the Test, the six reading skills with the lowest score were considered difficult. After identifying the least mastered skill, the researcher consulted the book prescribed by the DepEd in the new curriculum, the "K-12 Program". This book is provided by the DepEd and selected based on the topics and the appropriateness to the reading skills of the students. Other materials were stories, essays, books, journals, and articles. Six reading comprehension lessons were developed where in each lesson has an exercises / activities. Instructions and directions were properly explained by using appropriate words and sentences lengths. Ten experts / specialists teachers evaluated the instructional materials. Substantial feedbacks from the validators were taken into consideration in revising the materials and preparing the final output of the study.

Based on the findings, the comprehension skills that need improvement among students are on interpretive, critical levels of processing, they have not mastered yet the identified skills. They need mastery on these skills to improve



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comprehension. Supplementary lessons with PowerPoint-aids are very much needed as assistance to the students and teachers to improve the comprehension skills of the students. Include more activities in real life situation. Give more inspiring activities. Give more colorful and interesting illustrations and visuals to capture the students' interest. Choose the best and attainable selections. So that students will surely enjoy working on different activities.



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CHAPTER I

THE PROBLEM AND ITS BACKGROUND

Introduction

Many Filipino students lack comprehension skills to pass national examinations. The 2012 National Achievement Test (NAT) given by the Department of Education (DepEd) among senior high school students showed a result of below average mean percentage score (MPS) of 48.90 in all subjects (Bulletin Today, March 2013), a score higher than the previous years' test results. This dismal result could be because their level of mastery in understanding English, the medium of instruction in most content areas, is low and weak.

Comprehension in any language plays an important role on students' academic performance. Poor comprehension results to low academic performance and grades, which consequently pulls down their ranking in national examinations.

One way to help students develop adequate comprehension of the reading demands appropriate for their level and ability is to provide supplementary instruction on comprehension. Aside from being a tool for learning various content areas, reading comprehension in itself is already a



process of learning. How instruction is conducted on this area is one concern to address, and this could be facilitated by the use of technology in the classroom.

This study, therefore, attempts to prepare reading lessons with PowerPoint aids for comprehension instruction among struggling second year high school students.



Conceptual Framework

This paper finds anchor on concepts regarding reading, comprehension, and technology integration in reading instruction.

Reading, arguably is the most essential skill for success in all educational contexts. It is defined by Baraceros (2005) as the process of getting meaning from the book and bringing meaning into it, expounding the idea that “getting meaning from the book means knowing the author’s point of view to make the whole reading materials understandable” (p. 29). Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, fluency, and integration of all skills for meaning construction.

Tejero and Gatchalian (2004) state that reading is the key to success in school to the development of out-of school interests, the correct association of meaning with word symbols, evaluation of meanings which are suggested in the context, the selection of the correct meaning, the organization of ideas as they read, and the use of some present or future activity. Additionally, they explain that comprehension encompasses all the reading skills. It begins with word perception, recognition and understanding, and making use of the skill in studying. It is the means by which appreciation skills are gained. Accordingly, there are four main factors that affect a reader’s comprehension, such as prior



knowledge or what readers know about the subject; interest in the subject, revealing how readers will engage in the process; purpose of reading, showing how the readers exert effort in processing; and ability to decode, focusing on how readers attack new words to be able to get the meaning of the reading selection.

These factors just mentioned aid the readers in comprehending texts when utilized effectively and efficiently in adherence to the interactive nature of reading (Rumelhart, 1999). A combination of bottom-up and top-down processing, the interactive reading process requires readers to use both text features and what they bring to the printed page, their experiment with the use of language or background about language in order to get meaning. Hermosa (1998) supports this view, explaining that reading draws from the top and bottom processing simultaneously, and adding that the interactive and top-down models have more in common with each other than with that of bottom up.

In connection with this top-down model, schemata contribute a wide range of ideas, skills and attitude, particularly on a reader's previous knowledge of the subject matter of the text (Alverman, 2005) and interrelated ideas or concepts. Schemata help individuals retrieve existing knowledge and adapt this into new information as they anticipate, infer, build ideas and information for close attention. As schemata play a large role in the reading process, they must be activated to be of use and help for understanding (Stott, 2011).



Unfortunately readers appear to have difficulties with applying the skills for comprehension. The National Reading Panel (Harrion 2004) avers that many readers appeared to have very poor skills in monitoring their own reading comprehension. Most adults, who are fluent readers, monitor their own reading comprehension without thinking about it; but young readers are much more tolerant of inconsistency perhaps because inconsistency is only partly understood. Young readers are less proficient and relax about deciding with contradictory information in the story. Aside from these, readers seem lost how to use the skills in functional way in authentic situations. Apparently, the transfer of skills learned in the classroom hardly happen when needed in real-life contexts. Consequently, they miss out on many opportunities for learning, especially in the various content areas they encounter in school.

Spafford et al (2005) describe persons with learning disabilities especially reading difficulties by saying that they show at least average range of general intelligence with specific areas of learning problem, causing them to have trouble learning and using certain academic and education-related skills. Likewise, other causes of reading difficulties include cultural and linguistic differences, neurologically- based problems, inadequate instruction, limited development enhancing opportunities, environmental disturbances, or family history of reading disability (McCoach C'Connell, Reis & Levitti, 2006 as cited by Swanson, 2013).



While the development of reading skills is considered important, teaching the skill is not an easy task. Most of the times reading teachers encounter difficulties in teaching not only in such phase as decoding language, symbols used for recognition, but also in comprehension skills. Klinger Janette t (2007) emphasizes that recognition of the word is not the ultimate goal in reading, as construed by many teachers. Instead, comprehension is the heart of reading, without which reading is more verbalism.

Reading instruction needs to be in harmony with the interactive nature of reading, alongside constructivism as a framework for teaching. Allowing readers to construct their meaning as they communicate and interact with the text and author will aid the development of ownership for learning and accountability for autonomous lifelong engagement in the reading process (Gunning, 2011).

Also, a kind of teacher literacy known as technology integration has become an inevitable beneficial tool for improving reader interaction and teacher instruction for meaningful processes in the classroom. With the constructive interactive nature of reading instruction coupled with technology use, the learners are engaged in an efficient and effective way of transacting and negotiating meaning built among other readers in a classroom set-up.

This literacy refers to new forms of literacy made possible by digital technology developments. It includes 21st century literacies, internet literacies,



ICT literacies, and computer literacy (Coiro, Knobel, Lankshear, and Leu, 2010). These literacies help students (and teachers) practice most of the school activities that will help their skill in comprehension by messaging, video casting, photo shopping image, digital storytelling, participating in online discussion, and reading, among others.

According to Kist (2005), it has become clear to many researchers in the field that new literacies have important implication to classroom setting, from the use of rap music to storytelling, online reading comprehension to name a few. These are already instances of teachers attempting to blend new literacies, such as how reading online differs from traditional printed-based reading and using PowerPoint presentations to aid teaching.

However Leu (2009) reminded that literacies are deictic – they change regularly as new technologies emerge and older technologies fade away. With this in mind, instruction and literacy education is not to teach any single set of new literacies, but rather to teach students how to learn continuously new literacies that will appear during this lifetime and continually hone their enabling skills such as reading for learning.

One of the effective ways to make the lesson more interesting and effective is the use of PowerPoint presentation, a visual and graphical application, primarily used for creating presentations considered to be the simplest



computer program to learn and number one used worldwide for presentations. Classes may be very much alive and active because lessons would be more interesting by PowerPoint presentations for they help create video and interface it with audio, along with much more opportunities for blending instruction with technology (www.busieness.dictionaty.com.PowerPoint.html).



Research Objectives

The main purpose of this study is to develop PowerPoint-aided supplementary reading lessons that will be useful in teaching reading comprehension skills among high school sophomore students.

Specifically, it aims to:

1. Analyze the students' comprehension difficulties in reading;
2. Develop PowerPoint-aided lessons for reading instruction based on identified reading difficulties of students; and
3. Evaluate the PowerPoint-aided lessons.



Significance of study

This study is deemed beneficial to the following:

Second year students of PNHS. This study will not only inform them of their reading difficulties but also will facilitate the development of such, since the instructional materials are prepared within the student's level of comprehension.

Reading teachers. This study will help the teachers improve their instructional strategies by using technology in the form of PowerPoint presentation of lessons.

School. This study will help Parañaque National High School in producing instructional resources anchored on the curricular aims in reading and comprehension.

Curriculum planners. The findings of the study may provide them information as regards selections and accompanying exercises needed by the students to aid understanding of lessons within their level.

Researchers. This study will provide valuable information about the development and evaluation of teacher-made instructional materials based on students' needs in relation to comprehension as a basis for



further in-depth study on technology-aided instruction for other year and grade levels of students in different content areas.

Scope and Delimitation of the Study

The designed technology based supplementary instructional materials are intended for the use of second year students of Parañaque National High School. These materials cover activities and exercises on the least mastered skills in reading based on the conducted item analysis of the Division Assessment Test. The least mastered skills are making inference, identifying figure of speech, identifying the author's mood, identifying figure of speech.

The skills / competencies needed by the students are addressed with appropriate engagement activities focused on the improvement of the Grade 8 students' ability to comprehend. The reading materials were taken from approved textbooks currently used in public and private schools, from different media like magazine, newspaper and from electronic media such as internet.



Definition of Terms

The following are defined for ease in understanding key concepts of the study.

Comprehension Skill. It is the ability to use context and prior knowledge to aid reading and to make sense of what one reads and hears.

Context Clues. They are sources of information outside of words that readers may use to predict the identities and meanings of unknown words. They are information (such as a definition, synonym, antonym, or example) that appears near a word or phrase and offer direct or indirect suggestions about word meaning. These are words and phrases in a sentence that help identify the meaning of unfamiliar words.

Drawing Conclusion. It refers to making an inference based on several bits of information. Usually all the information available is considered before one draws a conclusion. It means to think of a conclusion in mind about what might happen next in the text.

Figure of Speech. It is where a word or words are used to create an effect, often where they do not have their original or literal meaning. It is an expression that uses language in a nonliteral way, such as a metaphor or synecdoche, or in a structured or unusual way, such as anaphora or chiasmus, or that employs sounds, such as alliteration or assonance, to achieve a rhetorical effect.



Inference. It is the act or process of deriving logical conclusions from premises known or assumed to be true. It is the non-logical, but rational, means, through observation of patterns of facts to indirectly see new meanings and contexts for understanding.

Instructional Materials. These are materials or tools locally made or imported that could make tremendous enhancement of lesson impact if intelligently used. They are objects or devices which help the teacher make a lesson clearer to the learner. These are also described as concrete or physical object which provide sound, visual or both to the sense organs during teaching.

Main idea. It is a sentence or generalization that tells what the paragraph is about. It is the important information that says more about the overall purpose of an article or section of a text. Main idea are generally found at the beginning of the paragraph, however they can be anywhere in the paragraph.

Noting detail. It is a brief record of something that one has written down on paper or remembered mentally. This may be a statement, a quote, a definition or a phrase one may have written down or marked mentally in order to remember. This noting of details may be used later in a speech, an essay or any other type of future reference of written or oral form.



Point of view. It is the way the author allows readers to “see’ and “hear” what is going on in the text, varying from first-person, second-person, or third-person point of view.

Predicting outcomes. It is telling what might possibly happen next. It is essentially being able to foretell what will happen in the future.

Study skills. These refer to the abilities and approaches that are normally applied to learning. These skills are very vital to learners since they help learners to be successful in life.



Chapter II

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the review of literature and studies considered as an indispensable step to gather information of what has been done with the past study in relation to the current study. This review of the related literature on studies is divided into topics such as reading comprehension process and strategies, role of schema / schemata, technology-based reading instruction and learning.

The Reading Process

The interactive reading process incorporates feature of both bottom – up and top – down models to explain the compensatory and integrative nature of interaction between the readers and the author through the text.

As regards bottom-up processing, Klinger Janette (2007) explains that knowing how to read or decode words is not a small part of the reading process. To facilitate decoding in students, instruction must include teaching on complicated multisyllabic words, asking students to locate words they cannot read, teaching common rules for decoding, prefixes and suffixes, demonstrating that some words are “irregular” and do not meet the rules of all language, and indicating those proper nouns that are often difficult to read, among other concerns in decoding.



However, Klinge (2007) stated some highly complex processes that involve interaction between readers and what they bring to the text. They explained five basic comprehension processes that work together and complement one another. These are a) the microprocessess, referring to the reader's initial chunking of idea units within individual sentences; b) the integrative process, referring to understanding and inferring the relationship among clauses; c) the macroprocess, referring to the readers task to select the important information and delete less important details; d) elaborative process, referring to the way the readers tap into prior knowledge and make inferences beyond point described in the text; and e) metacognitive, referring to the way readers use monitoring understanding, selecting what to remember, and regulating the strategy used when reading.

These reading processes are not naturally acquired and applied. Learners get acquainted to these through direct instruction and actual reading exercises. Collin Harrion (2004) emphasized the value of teacher's demonstration on reading process by explaining and demonstrating the construction of mental image of what is read; making students contribute to the process of classifying what the strategy looked like in a context of a reading task; the teacher gradually giving less feedback to the students as the latter internalize the processes; and the teacher prompting the students to use learned strategy on occasion all throughout the school year.



Role of Schema in Reading

The amount of prior knowledge / schema that learners have about a topic directly influence their comprehension. The more learners know about the topic, the easier for them to grasp new information (Vetura, 2010, p 228).

According to Hirsch (2000) readers should connect their background knowledge to the new knowledge that they read in a text. He also explained that to construct meaning from the text is an active dynamic process requiring the reader to use knowledge brought to the text.

Shankweiler (2004) pointed out that world knowledge as well as word knowledge brought to the reading process facilitates understanding of print. The readers' ability to decode text accurately and fluently is enough to allow them to think about what they are reading. He claimed that large number of students, called "word callers" can fluently read text but do not comprehend what they are reading, although in reality research shows that only about 2.5% of students fall into this category.

Reading Instruction

Bursuck William (2007) believes that students must experience success if they are to progress in reading proficiency, and that teachers must plan on providing learning situation that ensures success. Accordingly, there are seven strategies that improve the comprehension skills of the students, and these



require adequate instruction and practice for automaticity of use. Reading instruction must focus on comprehension monitoring, a general competence in which readers are aware of what they do understand and do not understand; on cooperative learning or a group work on a well-structured learning activity; on using graphic and semantic organizer that presents graphs, realia, tables, maps, and many others to present information so that it can be understood and remembered; on self-questioning through which students can reflect on what they are reading; on summarizing as they identify the main idea in a text; on answering questions using question – answer relationship (QAR) to help students to improve difficulty answering inference question; and on thinking aloud by using cognitive strategy on handling comprehension problem that may occur during reading.

Faber (2006) promoted the use of SQ3R as a reading strategy and study skill for constructing meaning, this allows students to survey, question, read, recite, and review what they got from reading. Still another strategy is the reciprocal teaching. It is a combination of four comprehension strategies; summarizing, questioning, clarifying and predicting. One way to use this strategy is to have students read with four column chart. Each column is labeled for a comprehension strategy. Students make notes in each category.

Signal words also serve as cue for reading (who, where, when, why and how) McKenna (2009) & Stahl (2006) considered as the most effective and



heuristic because it is the most concrete and easy to use. The students appraise their understanding of the important ideas in a text as signal words tell the reader the structure of the text so they will know how to think as they are reading. Watching for signed words will focus the readers' attention and make them note the information to follow.

Students expand their fund of general knowledge and reading comprehension skills through vocabulary instruction. Naggy (2010) offered several strategic approaches to vocabulary development. Teachers have to realize that vocabulary may reflect a reader's background knowledge and that word knowledge influences comprehension. The extent of reader's vocabulary may reflect learner's aptitude for learning and using of language and that depth and breadth of word knowledge may enable the reader to construct meaning easily.

However, Beck (2004) explained that vocabulary instruction is most productive when teachers select what Stahl and Stahl (2006) have termed as "Goldilocks words", referring to those words that fall between two extremes and are encountered in many different contexts.

The use of context clues and dictionaries and knowledge of word parts (prefix, suffix, not word) are modeled for students and reinforced in every lesson



(Kovalevs 2004) so that learners can monitor their comprehension as they focus on identifying unknown words and difficult phrases.

Alverman and Phelps (2012) described a simple but effective method for getting students to become more “word aware”. As they read, students should identify the words and after reading they can compare and discuss the terms they identified. They explained that teachers should scaffold vocabulary self-selection by modeling their own strategies for selecting vocabulary and how to use context or dictionary to determine the word meaning. Furthermore, they claimed that the best use of dictionary is in conjunction with other strategies that encourage students to anticipate word meaning. When students know how and when to use a dictionary, it becomes easy to learn new words.

On Instructional Materials and Module

For many online teachers, the primary model of course delivery is through modules (<http://www.teachingonthenet.org>). It organizes principle that face to face session in a live class would have provided. A common practice is to develop modules that are spread out through the semester and provide reading assignment, context, learning activities, task and discussion. Module represents the teacher’s best hope of guiding students’ eyes as they read.

On the other hand, Brueckner (2007) stated that online module is very much important in this generation. It is similar to replacement of a lecture. Some



teachers provide a lecture through electronic means. It could take the form of creating a power point slideshow and allowing students to download the ppt file. He also mentioned that many modules include directions for students to perform tasks, both as a means of practicing the learning and to assess student comprehension. The nature of these tasks accommodates diverse learning styles, provides enjoyable discussion, board, group projects, wikis and blogs.

Modules include small chunks of content that can be placed on standard web pages. The number one reason to use content module is to provide consistent, up to date, relevant information across website without having to manually update each and every page. It provides visual distinction and consistency to specific type of information such as call to action, articles, and excerpts among others.



Almost all over the world, technology based learning is exercised in modern teaching. Koela, Harvey, and Magnott, (2010) call this as technology – based learning (TBL) which constitutes learning via electronics technology, including the internet, satellite broadcast, audio and video conferencing, bulletin boards, chat room, webcasts and CD – ROM. It is also known by its related terms such as online – learning and web based learning that only occurs via internet and the use of computers. The TBL transforms learning that takes place because of its numerous advantages. It can accommodate larger numbers of learners at a little extra cost. The content of TBL courses can be developed and updated whenever the need arises. The TBL can be self – paced and matched to the learner's needs.

Rist and Hewer (2010) added that there are several categories for the application of Learning Technology, such as drill and practice, information retrieval systems, simulations model and experiment or real life or imaginary situation, creation of problem solving environment, cognitive tools for learning, productivity tools including application such as word processors, spreadsheet, database and graphics, and communication tools such as electronic mail, electronic conferencing, video conferencing, and World Wide Web.

One classroom technology is PowerPoint presentations. Brueckner (2007) said that creating PowerPoint slideshow is a more time – intensive method but a greater chance of achieving the desired outcomes for students



learning. The PowerPoint itself includes built-in functionality to record audio commentary which allows teachers to literally deliver their entire lecture electronically. The file is still a standard PowerPoint file, but when slideshow is “played” the recorder has the teacher’s voice narrating the action, and the slides advance on their own, turning wherever they had been moved by the lecturer during the recording.

Moreover Russel (2010) said that PowerPoint is one of the modern technologies in conducting and presenting lessons. It helps users create informative slides that can create view, and slides shows that can combine text, shapes, pictures, graphs, animations, charts, video and much more. PowerPoint presentation can be viewed as printouts, directly on computer or via video projector. It is frequently used in business and educational setting like lecture and meeting.

Chapter III

METHODOLOGY



This study is focused on the preparation of PowerPoint-aided supplementary reading lessons for comprehension skills improvement of target participants. The first part of this chapter is the presentation in details on how the data were gathered, along with other details on design, instruments, and participants.

Research Design

This study used the descriptive method of research to explain what is the existing condition or status of topic under study, or to describe the performance of a program in words through direct observation.

Locale of study

This study was conducted at Parañaque National High School (Main). This is located at K. Talise St., Dr. A. Santos Avenue, San Dionisio Parañaque City. This school is considered as the biggest high school not only in the Philippines but also in Asia. It has a population of approximately ten thousand seven hundred sixty seven (10, 767) students from Grade VII to Fourth year.

Participants of the Study



Grade VIII is the target level of participants. It has 57 sections with a population of 2,637 students. There are 351 teachers in different year levels, with forty eight (48) of them coming from the English Department.

Grade VIII students from sections 43, 44, 45, 46, 47 which have 40 students per section. Out of 200 students of the five sections, the researcher has chosen 50 respondents through systematic sampling. This systematic sampling is a type of probability sampling technique, there is an equal chance of selecting each student from within the population when the sample is created.

Research Instrument

The researcher reviewed the concepts and related studies done about the supplementary reading lessons in reading comprehension skills of the sophomore students of Parañaque National High School.

To determine the reading competencies of the respondents, the major tool used in gathering the data was the Mid-Year Assessment Test given by the Division of Parañaque. The reading comprehension test is composed of nine selections with 22 reading comprehension questions.

Data Gathering Procedure



Certain procedures were undergone during the gathering of data.

First, the researcher asked permission to the principal of Parañaque National High School (Main) to conduct the study. The researcher obtained the data relevant to this investigation by providing the subjects with the copies of research instrument together with the letter explaining the purpose of the research. This was made possible through the help of the Department Head.

The subjects were requested to answer honestly every item in the profile where the information served as basis for identifying the data needed in the study. With the help of the English coordinator, the assessment results were collected the day after to ensure a high percentage of retrieval.

The researcher analyzed the result of the Mid-year Assessment Test for second year given by the Division of Parañaque in school year 2012 -2013. The test focused on eight (8) reading comprehension skills: making influence, author's point of view, identifying characters feeling, identifying character's trait, inferring through context clue, identifying figure of speech, identifying sensory images, and arranging words alphabetically.

Development and Validation Phase



1. Design Phase

The assessment test results were used to identify focus topics of the lesson. The six reading skills with the lowest scores and therefore were considered difficult for them were making inference, identifying character's feelings, identifying sensory images, identifying context clue, identifying character traits, identifying figure of speech.

To validate the difficult skills identified through the test results, the researcher interviewed the English Head teacher, Master teachers, and other teachers who have been teaching for more than ten years. They had the consensus that the reading skills chosen by the researcher were the comprehension skills that could help improve the reading performance of the second year students of PNHS.

One the focus topics had been identified and validated, the study went on to the next phase- the supplementary lesson development phase.

2. Development Phase

Getting the reading materials

After the identification of the reading skills of the second year students of PNHS, the researcher consulted the book prescribed by the DepEd in the new curriculum, "the k-12 program". This book is the English Module for the Grade



VIII students provided by the DepEd. This text was selected based on the topics and the appropriateness to the reading skills of the students.

Other instructional materials came from different literary genres such as short stories, essays, poems, news stories and other narratives. These selections were taken from books, journals, articles that were available. These materials aimed to help students improve their skills not only in comprehension but also in vocabulary.

3. Writing Phase

Six reading comprehension lessons were developed. Each lesson has exercises / activities to enhance the reading comprehension skills of the students. The researcher included pictures on some selections, Instructions and directions were properly explained by using appropriate words and sentence lengths, aside from culture load and concept difficulty. Exercises and activities were properly formed by deciding on the most appropriate format and layout of the lesson, together with the logical content and activity sequence.

Since mastery of reading skills and strategic acquisition of such were the ultimate intent of every supplementary lesson, drills and exercises were given emphasis and explained with sufficient examples for retention of skills and content.



Effective reading comprehension lessons are the central theme of teaching. Procedures used were properly prepared. Evaluations were well prepared to determine how much students have learned from instruction. This stage was put under procedure stage. More learning activities were given to extend the skills enhancement of the students. (Please see Appendix for the actual lessons).

4. Validation Phase

The expert/specialist teachers used the validation instrument to critique the lessons and propose changes for revision. The researcher adopted Peralta's (2005) criteria of selecting specialists and they were as follows:

1. Educational Qualification
 - a. Master teachers who have finished or earned their Master Degree in Reading or equivalent degree with this criterion.
 - b. English teachers who are teaching in field with a designation of Teacher III with more than ten years teaching experience.
 - c. English Teachers who are teaching in field with a designation of teacher I with more than 15 years teaching experience.

Once the validation forms were retrieved, the comments, suggestions, and recommendations were considered for the revision of supplementary lessons.

5. Revision



Substantial feedbacks from the validators were taken into consideration in revising the materials and preparing the final output of the study.

When retrieval was done, the results were tabulated analyzed and interpreted. Ten expert reading teacher evaluators rated the supplementary lessons in terms of objective, content, language, physical aspect and usefulness. The rating scale was retrieved to data analysis employing the Mean formula as follows:

$$X = \frac{Y}{N}$$

Where X = mean
= Summation
Y = Score
N = Number of case

The scores of responses on a given criteria were summed up and then divided by the numbers of evaluators to determine the extent acceptability of the instructional materials.

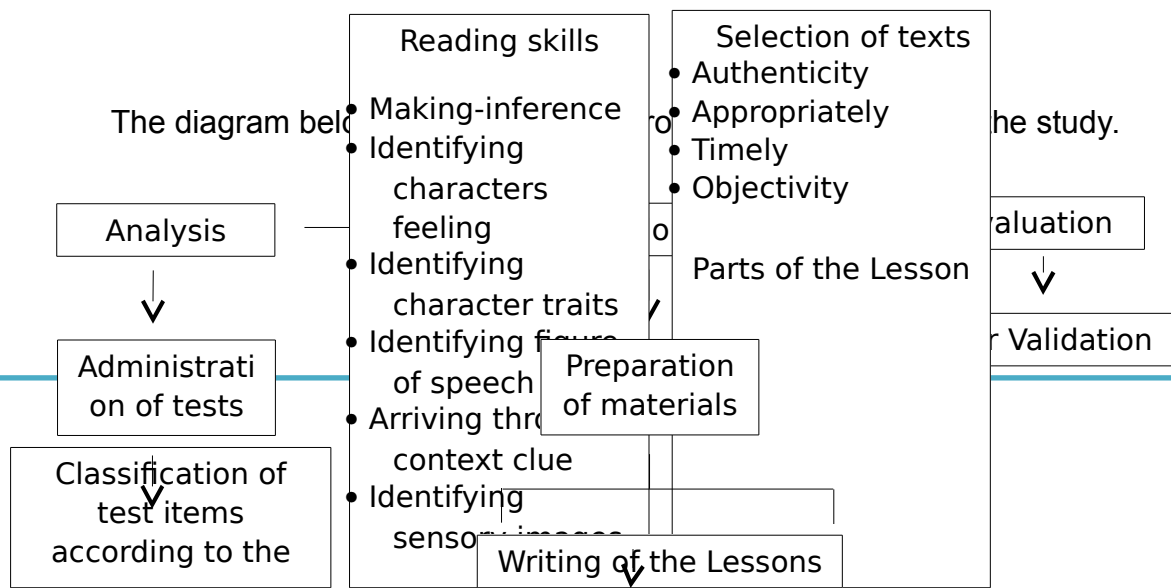
Based on the given formula, the results were tallied, tabulated, and interpreted. The computed mean of all items were given.

The following descriptive equivalent was shown in table 3 as basis of decision as to how the comments would be appreciated.

Range	Interpretation	Description
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3.51 – 4.00	Strongly Agree	acceptable
2.51 – 3.50	Agree	minor revision
1.51 – 2.50	Disagree	major revision
1 – 1.50	Strongly Disagree	not acceptable





Revision

Technology
integration
through
PowerPoint
Presentation of

Figure 1 Conceptual Framework

CHAPTER IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA



This chapter presented and discussed the analysis of data gathered for the development of the reading comprehension skills of the sophomore students.

Objective I – Identifying the least mastered skills of the sophomore students

The researcher identified the least mastered skills of the sophomore students based on the result of the Division Achievement Test. Six expert teachers of the English Department unanimously identified the least mastered skills that were difficult for the students. Six out of nine reading skills were selected by the experts Reading teachers as least mastered skills. Their skills were selected using the 50% benchmark to consider the skill as already developing or mastered. However below this would mean least mastered and therefore were included in the topic of the lessons to be developed and mastered.

These reading skills below 50% benchmark were figure of speech identifying character traits, arriving through context clues, identifying sensory images, identifying characters feeling and making inference.

Table shows the least mastered skills and the percentage of the mastery for each skill.

Least Mastered skills	Percentage of mastery
-----------------------	-----------------------



1. Making inference	36%
2. Identifying character feeling	35%
3. Identifying sensory image	34%
4. Arriving through context clues	32%
5. Identifying character traits	30%
6. Identifying figure of speech	23%

Table 2 Percentage of Mastery

This table shows the least mastered skills that need to be improved in the next school year. To be meaningful and relevant, the supplementary reading materials should be anchored in the needs of the target learner.

It can be noticed that the skills least mastered by the students were on interpretive and critical comprehension levels. Apparently, speakers of English as a second language understand the literal intent of the texts, but not the deep meaning as suggested by the context and language. However, even native speakers of English find these skills difficult (Simpson, 1993; Gutierrez, 2002; Gutierrez, 2013). This only proves that more than being a language problem, integrative skill is very much required in comprehension.

Objective II – Prepare the supplementary reading lessons with PowerPoint presentation aids based on the least mastered skills.



After the careful studying / listing of the least mastered skills, the researcher started to develop supplementary reading lessons with PowerPoint presentation aids for teaching.

Stories, selection, and other reading materials gave the researcher the ideas on how she could come up with the desired supplementary reading lessons to enhance the reading skills of the students. Likewise, effective purposes, format and design were considered in coming up with the supplementary lessons. Consequently, the reading lessons were deemed suitable to the learners following the interactive materials design and self-instructional lessons for effective learning.

1. The supplementary materials contain the following parts, with the explanation provided for their functions in the lesson.
2. **Focus skill** identifies the skills to be mastered.
3. **Objective** states the specific goal and purpose of the lesson.
4. **Overview** gives short description or information about the topic.
5. **Start Up** presents short motivation activities to prepare students for the lesson to be read.
6. **Lesson – Input** discusses the skills focus of the lesson.
7. **Text** contains the reading selections which serve as the springboard for the skill development.
8. **Probe** comprises questions based on the reading selection.
9. **Exercises** contain activities for mastery of skills learned from the lesson taken. It is composed of three levels of exercises:
 - a. Install (easy)
 - b. Process (moderate)
 - c. Validate (difficult)
10. **Answer Key** points out answers from the given exercises.



Objective III – Validate the supplementary lessons.

This substantial feedback using the adapted instrument by Nismal's (2004) study served to determine areas for possible revisions and modifications. The said tool guided the respondents to rate the supplementary materials which contain the following: objective, contents, language, physical aspects, usefulness with the use of a rating scale of 4 interpreted as strongly agree, 3 as agree, 2 as disagree, and 1 as strongly disagree. The results yielded from the validation guided the decision to take, as shown in the table below.

Range	Interpretation	Description/Decision
3.51 – 4.00	Strongly Agree	acceptable /retain
2.51 – 3.50	Agree	minor revision/improve as suggested
1.51 – 2.50	Disagree	major revision/change
1 – 1.50	Strongly Disagree	not acceptable/change or replace

Table 3 Interpretation and Description/Decision

The results of validation by ten teachers for each lesson are presented and interpreted in the ensuing discussion.



Table 4 Summary of Evaluation Rating for Lesson 1

1. Objectives	1	2	3	4	Mean	DR (Descriptive Rating)
a. are clearly stated, attainable and measurable.			2	8	3.8	Strongly Agree
b. focus on what the students need to learn.			3	7	3.7	Strongly Agree
c. are relevant to the learning activities.			3	7	3.7	Strongly Agree
					3.73	Strongly Agree
2. Content						Strongly Agree
a. has simple and interesting activities arranged from simple to complex.			2	8	3.8	Strongly Agree
b. has adequate lesson discussions to meet the objectives.			3	7	3.7	Strongly Agree
c. has reading materials that match the students' level of understanding.			2	8	3.8	Strongly Agree
					3.72	Strongly Agree
3. Language						Strongly Agree



a. has reasonable vocabulary intended for Grade VIII students.				10	4	Strongly Agree
b. contains sentences, paragraphs and stories with appropriate length as to the language interest and reading ability of the students.			3	7	3.7	Strongly Agree
c. uses current everyday language and sentence structures that follow normal word order.			3	7	3.7	Strongly Agree
					3.8	Strongly Agree
4. Physical Aspect						Strongly Agree
a. has inviting appearance to the reader the age for which is intended.			2	8	3.8	Strongly Agree
b. shows pictures that help students in determining the ideas expressed.			1	9	3.9	Strongly Agree
c. matches words with appropriate illustrations and captions.			2	8	3.8	Strongly Agree
					3.83	Strongly Agree
5. Usefulness						Strongly Agree
a. involves students in active learning for interaction.			2	8	3.8	Strongly Agree
b. uses strategies that help develop the higher order thinking skills of the students.			3	7	3.7	Strongly Agree
c. shows the use of ideas/lessons learned in real life situations.			3	7	3.7	Strongly Agree
					3.73	Strongly Agree

Lesson 1 shows that physical aspect obtained the highest mean of 3.83 followed by language with the average mean of 3.8. Objective and usefulness obtained the same average mean of 3.73. The last is the content which obtained the average mean of 3.72. All the ratings given by the evaluators



achieved the descriptive rating of strongly agree, which means that the lesson materials are highly recommended as supplementary reading lessons for the sophomore students.

In objective some evaluators commented that to make it more challenging, some items should use other types of clues (not just pictures), additional example should be included in the discussion of the lesson input, however most of the evaluators found the materials good. The activities and pictures were interesting, exercises facilitate easy learning and the graphic organizer enhances the learning of the student.

Table 5 Summary of Evaluation Rating for Lesson 2

1. Objectives	1	2	3	4	Mean	DR (Descriptive Rating)
a. are clearly stated, attainable and measurable.			3	7	3.7	Strongly Agree
b. focus on what the students need to learn.			3	7	3.7	Strongly Agree
c. are relevant to the learning activities.			4	6	3.7	Strongly Agree
					3.67	Strongly Agree



2. Content						
a. has simple and interesting activities arranged from simple to complex.			4	6	3.6	Strongly Agree
b. has adequate lesson discussions to meet the objectives.			4	6	3.6	Strongly Agree
c. has reading materials that match the students' level of understanding.			2	8	3.8	Strongly Agree
					3.67	Strongly Agree
3. Language						
a. has reasonable vocabulary intended for Grade VIII students.			4	6	3.6	Strongly Agree
b. contains sentences, paragraphs and stories with appropriate length as to the language interest and reading ability of the students.			3	7	3.7	Strongly Agree
c. uses current everyday language and sentence structures that follow normal word order.			4	6	3.6	Strongly Agree
					3.6.	Strongly Agree
4. Physical Aspect						
a. has inviting appearance to the reader the age for which is intended.			4	6	3.6	Strongly Agree
b. shows pictures that help students in determining the ideas expressed.			3	7	3.5	Strongly Agree
c. matches words with appropriate illustrations and captions.			4	6	3.6	Strongly Agree
					3.56	Strongly Agree
5. Usefulness						
a. involves students in active learning for interaction.			4	6	3.6	Strongly Agree
b. uses strategies that help			3	7	3.7	Strongly Agree



develop the higher order thinking skills of the students.						
c. shows the use of ideas/lessons learned in real life situations.			5	5	3.5	Agree
					3.6	Strongly Agree

In lesson 2, objective and content were equal on the first rank; they obtained the average mean of 3.67 and with the descriptive rating of strongly agree. The same as physical aspect and usefulness, they both in the second rank with an average mean of 3.6 with the descriptive rating of strongly agree. Although physical aspect placed last, it gathered the average mean of 3.56 and it also achieved the descriptive rating of strongly agree.

Some evaluators commented that short and easy passage should be the first activities and long and difficult should be placed at the last. Other evaluators suggested to prepare other materials such as dialogue to feel and experience the taught suggested by the words. One suggested adding more pictures to make it more interesting. However most of them gave inspiring comments about the lesson. Some said that lessons presented require students to think analytically. There is continuity in the different activities.



Table 6 Summary of Evaluation Rating for Lesson 3

1. Objectives	1	2	3	4	Mean	DR (Descriptive Rating)
a. are clearly stated, attainable and measurable.			3	7	3.7	Strongly Agree
b. focus on what the students need to learn.			4	6	3.6	Strongly Agree
c. are relevant to the learning activities.				10	4	Strongly Agree
					3.77	Strongly Agree
2. Content						
a. has simple and interesting activities arranged from simple to complex.			3	7	3.7	Strongly Agree
b. has adequate lesson discussions to meet the objectives.			3	7	3.7	Strongly Agree
c. has reading materials that match the students' level of understanding.			7	3	3.3	Strongly Agree
					3.57	Strongly Agree
3. Language						
a. has reasonable vocabulary intended for Grade VIII students.			3	7	3.7	Strongly Agree
b. contains sentences, paragraphs and stories with appropriate length as to the language interest and reading ability of the students.		1	1	8	3.7	Strongly Agree
c. uses current everyday language and sentence structures that follow normal word order.			4	6	3.6	Strongly Agree
					3.67	Strongly Agree
4. Physical Aspect						



a. has inviting appearance to the reader the age for which is intended.			2	8	3.8	Strongly Agree
b. shows pictures that help students in determining the ideas expressed.			3	7	3.7	Strongly Agree
c. matches words with appropriate illustrations and captions.			2	8	3.8	Strongly Agree
					3.77	Strongly Agree
5. Usefulness						
a. involves students in active learning for interaction.		1	4	5	3.4	Agree
b. uses strategies that help develop the higher order thinking skills of the students.			6	4	3.4	Agree
c. shows the use of ideas/lessons learned in real life situations.		1	6	3	3.2	Agree
					3.33	Agree

In lesson 3, physical aspect and objective rated by the evaluators as strongly agree with an average mean of 3.77. Language got 3.67 average mean, second in rank with strongly agree rating. The content also rated as strongly agrees with an average mean of 3.57. However, usefulness got a lower impression of 3.33 with a descriptive rating of agree.

Comments for improvement were suggested by the evaluators. First, add songs with figure of speech so that students could relate the lesson to their life; more visual / picture also suggested for better grasp of learning. Some evaluators suggested providing concrete activities that will enable students to explain the figurative language properly. It is best if the lines (figure of speech)



in the activity “probe” will be used as an exercise for interpretation; students will interpret the lines before identifying the figure of speech. Evaluators also gave their good points about the lessons. Good choice of text “poem”, it helped the students develop poetic and creative ideas. Good presentation of overview and important concept. The activities were very enjoyable to the learners and it was presented in different level of difficulty. Mostly, the lesson added beauty, force and memorable to everyone’s idea.

Table 7 Summary of Evaluation Rating for Lesson 4

1. Objectives	1	2	3	4	Mean	DR (Descriptive Rating)
a. are clearly stated, attainable and measurable.			2	8	3.8	Strongly Agree
b. focus on what the students need to learn.			5	5	3.5	Strongly Agree
c. are relevant to the learning activities.			5	5	3.5	Strongly Agree
					3.6	Strongly Agree
2. Content						
a. has simple and interesting activities arranged from simple to complex.			4	6	3.6	Strongly Agree
b. has adequate lesson discussions to meet the objectives.			3	7	3.7	Strongly Agree
c. has reading materials that match the students’ level of understanding.			2	8	3.8	Strongly Agree
					3.7	Strongly Agree
3. Language						
a. has reasonable vocabulary intended for Grade VIII students.			3	7	3.7	Strongly Agree



b. contains sentences, paragraphs and stories with appropriate length as to the language interest and reading ability of the students.			4	6	3.6	Strongly Agree
c. uses current everyday language and sentence structures that follow normal word order.			5	6	3.6	Strongly Agree
					3.63	Strongly Agree
4. Physical Aspect						
a. has inviting appearance to the reader the age for which is intended.			2	8	3.8	Strongly Agree
b. shows pictures that help students in determining the ideas expressed.			1	9	3.9	Strongly Agree
c. matches words with appropriate illustrations and captions.			4	6	3.6	Strongly Agree
					3.77	Strongly Agree
5. Usefulness						
a. involves students in active learning for interaction.			5	5	3.5	Agree
b. uses strategies that help develop the higher order thinking skills of the students.			5	5	3.5	Agree
c. shows the use of ideas/lessons learned in real life situations.			6	4	3.4	Agree
					3.47	Agree

Evaluators gave inspiring rating to lesson 4. They considered physical aspects as the highest rate with an average mean of 3.77, followed by content with an average mean of 3.7. Language placed third with 3.63 average mean.



Objective placed fourth with an average mean of 3.6. They all rated by the evaluators as strongly agree. Lastly, usefulness was rated agree with an average mean of 3.47.

Some evaluators suggested to include more specific examples in the discussion. They suggested to include activities in real life situation supported by attractive pictures to make the lesson more effective and interesting. However evaluators appreciated the lesson because it matched the level of comprehension of the students. The visual presentation was very interesting. The activities given were good guide in understanding the lesson the evaluators liked most the choice of selection.

Table 8 Summary of Evaluation Rating for Lesson 5

1. Objectives	1	2	3	4	Mean	DR (Descriptive Rating)
a. are clearly stated, attainable and measurable.			3	7	3.7	Strongly Agree
b. focus on what the students need to learn.			2	8	3.8	Strongly Agree
c. are relevant to the learning activities.			2	8	3.8	Strongly Agree
					3.77	Strongly Agree
2. Content						
a. has simple and interesting activities arranged from simple to complex.			2	8	3.8	Strongly Agree
b. has adequate lesson discussions to meet the objectives.			1	9	3.9	Strongly Agree
c. has reading materials that match the students' level of understanding.			2	9	3.9	Strongly Agree
					3.87	Strongly Agree
3. Language						
a. has reasonable vocabulary intended for Grade VIII students.			1	9	3.9	Strongly Agree
b. contains sentences, paragraphs and stories with appropriate length as to the language interest and reading ability of the students.			3	7	3.7	Strongly Agree
c. uses current everyday language and sentence structures that follow normal word order.			3	7	3.7	Strongly Agree
					3.77	Strongly Agree
4. Physical Aspect						
a. has inviting appearance to the reader the age for which is intended.			2	8	3.8	Strongly Agree
b. shows pictures that help students in determining the ideas expressed.			1	9	3.8	Strongly Agree
c. matches words with appropriate illustrations and captions.			4	6	3.7	Strongly Agree
					3.77	Strongly Agree
5. Usefulness						
a. involves students in active learning for interaction.			5	5	3.7	Strongly Agree
b. uses strategies that help develop the higher order thinking skills of the students.			5	5	3.7	Strongly Agree



Excellent rating was given by the evaluators to lesson 5. Content was rated strongly agree with an average mean of 3.87. All the rest which are objective, language, physical aspects and usefulness rated equally by the evaluators with an average mean of 3.77, all of them obtained the descriptive rating of strongly agree . This means that lesson 5 is very much applicable and effective lesson for the improvement of the reading skills of the students.

Although the lesson received good impression to the evaluators, some suggestions were given for further improvement of the lesson. One of the evaluators suggested, using the same text, used in the lesson in some activities instead of thinking of another story. While some suggested to use more selection, especially “fable” to make the lesson more interesting. One suggested that, discussion of the concept should be presented first before asking the students to infer the mood or feelings of the character. However, the evaluators gave inspiring points about the lesson. Visualization of feelings was very good and the graphics of different emotions made concept very clear to the students. There were appropriate activities for the desired learners. The activities helped students arrived to the best interpretation of emotion from the characters personality.



Table 9 Summary of Evaluation Rating for Lesson 6

1. Objectives	1	2	3	4	Mean	DR (Descriptive Rating)
a. Summary of Evaluation Rating for Lesson are clearly stated, attainable and measurable.			2	8	3.8	Strongly Agree
b. focus on what the students need to learn.			4	6	3.6	Strongly Agree
c. are relevant to the learning activities.			1	9	3.9	Strongly Agree
					3.77	Strongly Agree
2. Content						
a. has simple and interesting activities arranged from simple to complex.			1	9	3.9	Strongly Agree
b. has adequate lesson discussions to meet the objectives.			2	8	3.8	Strongly Agree
c. has reading materials that match the students' level of understanding.			3	7	3.7	Strongly Agree
					3.8	Strongly Agree
3. Language						
a. has reasonable vocabulary intended for Grade VIII students.			2	8	3.8	Strongly Agree
b. contains sentences, paragraphs and stories with appropriate length as to the language interest and reading ability of the students.			4	6	3.6	Strongly Agree
c. uses current everyday language and sentence structures that follow normal word order.			2	8	3.8	Strongly Agree
					3.73	Strongly Agree
4. Physical Aspect						
a. has inviting appearance to the reader the age for which is intended.			2	8	3.8	Strongly Agree
b. shows pictures that help students in determining the ideas expressed.			1	9	3.9	Strongly Agree
c. matches words with appropriate illustrations and captions.			2	9	3.9	Strongly Agree
					3.87	Strongly Agree
5. Usefulness						
a. involves students in active learning for interaction.			3	7	3.7	Strongly Agree
b. uses strategies that help develop the higher order thinking skills of the students.			2	8	3.8	Strongly Agree
c. shows the use of ideas/lessons learned in			2	8	3.8	Strongly Agree



The last lesson, which is lesson 6, evaluation rating shows that physical aspect was very much appealing to the learners which obtained the average mean of 3.87, content was a little bit closer to physical aspect with an average mean of 3.8. Objective and usefulness obtained the same average mean of 3.77. Language which was the last obtained the mean of 3.73. All in all, they were rated strongly agree by the expert evaluators.

Despite of the high rating of the evaluators, some suggestions and modifications were raised for the improvement of the lesson. Some suggested that, the start-up motivation part will be better to be the background of the concept; it should be worked on by the students to make the lesson more interesting. One also suggested, to use “infer” in stating the objective to make it more appropriate. However, evaluators gave good points about the lesson. Very appropriate and interesting selections were used. The activities were evidently well prepared. The images and the graphic organizers added interest to the learners. Most especially, the evaluators found the presentation of the activities very interesting.

Table 10 General Summary of Validation for Reading Lessons 1 to 6

1. Objectives	1	2	3	4	Mean	DR (Descriptive Rating)
a. are clearly stated, attainable and measurable.		15	45		3.75	Strongly Agree
b. focus on what the students need to learn.		21	39		3.65	Strongly Agree



c. are relevant to the learning activities.		15	45	3.75	Strongly Agree
				3.72	Strongly Agree
2. Content					
a. has simple and interesting activities arranged from simple to complex.		16	44	3.73	Strongly Agree
b. has adequate lesson discussions to meet the objectives.		16	44	3.73	Strongly Agree
c. has reading materials that match the students' level of understanding.		18	42	3.72	Strongly Agree
				3.72	Strongly Agree
3. Language					
a. has reasonable vocabulary intended for Grade VIII students.		13	47	3.78	Strongly Agree
b. contains sentences, paragraphs and stories with appropriate length as to the language interest and reading ability of the students.	1	18	41	3.67	Strongly Agree
c. uses current everyday language and sentence structures that follow normal word order.		21	29	3.67	Strongly Agree
				3.70	Strongly Agree
4. Physical Aspect					
a. has inviting appearance to the reader the age for which is intended.		14	46	3.77	Strongly Agree
b. shows pictures that help students in determining the ideas expressed.		11	49	3.81	Strongly Agree
c. matches words with appropriate illustrations and captions.		17	43	3.73	Strongly Agree
				3.76	Strongly Agree
5. Usefulness					
a. involves students in active learning for interaction.	1	21	28	3.62	Strongly Agree
b. uses strategies that help develop the higher order thinking skills of the		22	28	3.63	Strongly Agree



students.						
c. shows the use of ideas/lessons learned in real life situations.	1	26	23		3.53	Strongly Agree
					3.59	Strongly Agree

As shown in the general result of the evaluation, evaluated by ten expert teachers of Parañaque National High School, Physical aspects has the greatest appeal to the evaluators which obtained the average mean of 3.76. Objective and content tied in the second rank with an average mean of 3.72. A little bit closer with an average mean of 3.70 is the language. And the last rank is usefulness with an average mean of 3.59. In the overall descriptive rating used by the researcher, It was revealed that the six supplementary lessons prepared by the researcher were acceptable to be used in improving the reading comprehension skill of the students.

The average mean revealed that the supplementary reading lessons with (PowerPoint presentation aid) were rated favorably ranging from 3.59 to 3.76, all of which were within the descriptive rating of strongly agree , which is the highest rating.

Although this is in the highest rating, some improvements are needed to make the supplementary lessons more interesting and enjoyable to the students. These were incorporated in the revision of the lessons in preparation for their final form.

Chapter V



Summary of Findings, Conclusions and Recommendations

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

SUMMARY OF FINDINGS

Based on the process as the development of the supplementary reading lesson (with power point aid) for Grade VIII students, the following findings were revealed.

The least mastered skills of the grade VIII students of the Parañaque National High School Main were arriving to context clues, making inference, identifying sensory images, identifying figure of speech, identifying character's feelings and identifying character traits. They were identified using the Mid – Year Achievement Test given by the Division office of Parañaque. These served as the basis for development of supplementary reading lessons. Each of the supplementary lessons was evaluated according to: objective, content, language, physical aspect and usefulness.

The expert validators were chosen to give feedback on the supplementary lesson. The supplementary materials were acceptable to a high degree according to the teachers as revealed by the strongly agree rating given on objective, content, language, physical aspect and usefulness. The



supplementary lessons were acceptable to the target users and could be found effective when used in the class.

All of the supplementary lessons were rated strongly agree, but with some minor revisions on some activities.

CONCLUSION

Based on the finding, the following conclusions are drawn.

1. The comprehension skills that need improvement among students are on interpretive, critical level of processing. Apparently, they have not mastered yet the identified skills. They need mastery on these comprehension skills to improve their reading comprehension as they move from one grade level to another.
2. Supplementary lessons with technology integration are a welcome action as assistance to teachers and students as well. This is based on the high ratings given to the lessons to provide supplementary lessons that can be used to enhance the skills of the students.
3. Materials for lesson support using technology integration can be a support to instruction for intervention or remediation on critical thinking skills among students.

RECOMMENDATION



The following recommendations are given based on conclusion and findings of the study.

1. Include more activities in real life situation as from different faces of life supported by attractive visuals to make the lesson more interesting to the sophomore students.
2. Give more inspiring activities in figure of speech to add beauty, force, and cleanness, to everyone's ideas. This will also help develop the students' poetic and creative minds.
3. Improve sequencing by putting the short and easy passages in the first activities and long and difficult activities be included on the last.
4. Give more colorful and interesting illustrations and visual to captivate the students' interest.
5. Provide more appropriate and challenging graphic organizers to enhance the students' learning.
6. Choose the best and attainable selection, so that the students will surely enjoy working on the different activities.

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Philippine Normal University
Taft Avenue Manila
National Center for Teacher Education
College of Graduate Studies and Teacher Education Research

March 3, 2014

Mr. Urbano E. Agustin
Principal IV
Parañaque National High School (Main)
Parañaque City

Dear Mr. Agustin:

The undersigned is currently working on a seminar paper entitled "Supplementary Reading Lessons (with PowerPoint Aid Package) for Comprehension Skills Development of High School Sophomores" of Parañaque National High School as part of the requirements in Master of Arts with specialization in English Language Arts(MAT-ELA).

In line with this, I would like to ask for your valued support and assistance by allowing the English teachers to act as evaluators of the supplementary reading lessons that I prepared. Attached herewith are the said lessons and rating scale for evaluation.

Your favorable response will be highly appreciated.

Thank you very much.

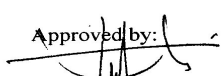
Very truly yours,


Heidi T. Dayawon
Researcher

Noted:


Merry Ruth Gutierrez, Ph.D.
Research Adviser

Approved by:


Mr. Urbano E. Agustin
Principal IV



Philippine Normal University

APPENDIX B

Letter for Evaluation of Instructional Materials

Research Adviser

IRVING M. BUSTOS
ALMA R. SESE
JOSEITO B. BUSTOS

[Signature]
[Signature]
[Signature]

March 2, 2014
March 3, 2014
March 3, 2014



APPENDIX C

Evaluators' Profile

Name	Position	Affiliatio	Educational	Instituti	Ye
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		n	Attainment	on	ars in Ser vic e
1. Irvin Vargas	MT-I	PNHS (Main)	BSE + English 39 Units MAT-ELA	PNU (Manila)	16
2. Susana H. Aguilar	MT-II	PNHS (Main)	BSE - English MAT-ELA	De La Salle University	27
3. Cleope Robles	MT-I	PNHS (Main)	BSE- English 30 Units in MA ELT	PNU (Manila)	19
4. Emily Calicdan	Teacher III	PNHS (Main)	LLB Bachelors of Laws 42 Units MA English 18 Units MEM	University of Naga (Naga City)	31
5. Joselito Tindugan	Teacher III	PNHS (Main)	BSE-English MA Educ. Management	CUP (Pasay City)	13
6. Daina Rodriguez	Teacher III	PNHS (Main)	BSE-English M.A. Educ. Management, Doctor in Education Management 20 units	PUP (Manila)	11
7. George Bolima	Teacher III	PNHS (Main)	BSE-Ed.. English M.A. Educ. Management	CUP (Pasay City)	17
8. Vivian Factor	Teacher III	PNHS (Main)	A.B. Communication with 18 units in Educ. M.A 36 Units	UP Diliman (Quezon City)	17
9. Alma Sese	Teacher II	PNHS (Main)	BSE-English M.A. in Educ. Management 30units	Olivarez College (Parañaque City)	20
10. Angelito	Teacher I	PNHS		PNU	18



Cuaresma		(Main)	BSE-English MAT - ELT 21 Units	(Manila)	
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Schematic diagram of the procedure in the preparation of supplementary reading lessons for the least mastered skills.

***PowerPoint- Aided
Supplementary Reading
Lessons
for Comprehension Skills
Improvement of High School
Sophomores***

***By
Heidi T. Dayawon
Teacher II***



APPENDIX D

Preface



Comprehension is the tool for learning other areas, and the process is learning itself. It is the ability to use prior knowledge to aid reading and to make sense of what one reads and hears. It is important for students to be skillful in comprehension.

It is for these reasons that the six supplementary reading lessons (with PowerPoint presentation as instruction aid) for comprehension improvement of high school sophomores have been prepared in consonance with the learning competencies based on the Philippine Secondary School Learning Competency(PSSLC).

Each reading lesson contains the following:

1. **Focus skill** identifies the skills to be mastered.
2. **Objective** states the specific goal and purpose of the lesson.
3. **Overview** gives short description or information about the topic.
4. **Start Up** presents short motivation activities to prepare students for the lesson to be read.
5. **Lesson – Input** discusses the skills focus of the lesson.
6. **Text** contains the reading selections which serve as the springboard for the skill development.
7. **Probe** comprises questions based on the reading selection.



8. **Exercises** contain activities for mastery of skills learned from the lesson taken. It is composed of three levels of exercises:
 - a. Install (easy)
 - b. Process (moderate)
 - c. Validate (difficult)
9. **Answer Key** points out answers from the given exercises.

APPENDIX E

Lesson I – Context Clues

Focus Skill

Arrive meaning through context clues.

Objective

Determine the meaning of unfamiliar words through context clues from the text read.

Hello sophomores! Here we are to gain more knowledge in reading skills.

This activity will help you define a difficult or unusual word found in the selection and activities you will read. You tend to look up each word you do not understand. The use of context clues will help your reading skills improve. You need to realize that reading in English should be like reading your own language. You shouldn't have much difficulty in dealing with the exercises because most of your vocabulary is gained through reading and it is important that you be able to recognize the context clues.

So let's face the challenge and see how you will do the activities.

Go, go, go and let's begin!





Start Up

Let's play "Figure Out"

Today we are going to play a game. From the box below, choose the word that will make the sentence correct. Use the pictures as clue creatively. Imagine what the right word is.

1. The contestant who comes second to the winner is a _____.
2. We go to _____ for groceries we cannot find in small stores.
3. *Twin* and *whirl* may be blended to form _____.
4. People go on a _____, a long and continuous walk for a cause.





5. In chess, a _____ is a tie or a deadlock.
6. Bewitching or dangerously alluring women are called _____, from a Greek legend about three women who lured sailors to destruction by their singing.
7. Every employee is entitled to _____ when he gets sick and hospitalized.
8. Wholesome _____ are worth keeping as true and loyal friends are hard to find.
9. When electricity fails in a particular area or section of the city, we experience a _____.
10. Most fast food centers, like school canteens, are _____ eating places.



The use of context clues can be one of the best ways to improve students reading skills.

- a. Where can you find clues to define a word?
- b. How did the clue words or context clues help you understand the meaning of the word?
- c. What are the kinds of context clues?
- d. How will you use the context clues?

To answer these questions, let's understand the discussion.

Context clues are hints that the author gives to help define difficult or unusual words. The clue may appear within the same sentence as the word to which it refers or it may follow in a proceeding sentence. Clues are the words or sentences around the unknown word to help figure out the meaning of the word.

How to use context clues:

- Locate the unfamiliar word.
- Write the word down in your journal or note.
- Read before and after the word (read around the word).
- Write down words that help you find the meaning of the word (context clues).
- Write down what you think the word means (make a prediction).
- Check to make sure that your prediction makes sense (reread to confirm).



There are types of clues in a context. They are:

1. Clues that **describe** the unfamiliar word.
2. Some **examples** of that particular word.
3. A **definition** of a particular word.
4. Something to **compare and contrast** with a particular word.

Examples:

UNFAMILIAR WORD	MEANING	TYPE OF CLUE
The girl is fickle-minded . She keeps on changing her mind.	Changeable	Definition – ever changing.
She is a fickle-minded person like the changing season.	Changeable	Comparison – Fickle-mindedness is compared to a season.
She is playing with her imaginary friend, someone like Peter Pan.	Existing only in imagination	Example – Peter Pan is an example of an imaginary friend.
She is playing with her imaginary friend. She is the only one who could see him.	Existing only in imagination	Description – “one that you can’t see” is a description.



Text

Directions: Read this short selection carefully. Then answer the questions below.

Lessons on Life

Anonymous

There was a man who had four sons. He wanted his sons not to judge things too quickly. So he sent each one of them on a quest, in turn, to go and look at a pear tree that was a great distance away. The first son went in the winter, the second in the spring, the third in summer, and the youngest son in the fall. When they describe what they had seen.

The first son said that the pear tree was ugly, bent, and twisted. The second son said, "No, it was covered with green buds and full of promise," The third son disagreed; he said it was laden with blossoms that smelled so sweet and looked so beautiful, it was the most graceful thing he had ever seen. The last son disagreed with all of

them; he said it was ripe and drooping with fruit, full of life and fulfillment.

The man then explained to his sons that they were all right, because each of them had seen only one season in the tree's life. He told them that you cannot judge a tree, or a person, by only one season, and that the essence of who they are and the pleasure, joy, and love that come from that life can only be measured at the end, when all the seasons are up.

If you give up when it's winter, you will miss the promise of your spring, the beauty of your summer, the fulfillment of your fall.

Reading.com.ph II
A Reading Comprehension Skill Enhancer
for the Filipino Youth

Probe

Choose the meaning of the underlined word in each sentence.

1. We can judge a person by his / her mere appearance.
a. underestimation b. d.
c. assess e. condemn
2. The quest for the outstanding student of the year has started.
a. search c. bidding e. recommendation
b. d.
3. During winter, people wear thick clothes to warm themselves.



- a. cold season b. warm climate c. temperate climate
- 4.
5. The family wants to spend summer vacation at a beach resort.
- a. holiday season b. reunion c. warm season
- 6.
7. He said that the pear tree was laden with blossoms that smelled so sweet and looked so beautiful.
- a. painted b. covered c. loaded
- 8.

9. Exercise I – Install

10. Choose one unfamiliar word from the selection read “Lesson in L hen, put it on the box with. Then, answer the chart below.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

21.

22.

23.

24.



25. about.com English as Second Language ESL
26. Reading Lesson – Using context for reading literacy

27. Exercise II – Process

28. Underline the words or group of words that suggest the meaning or provide a clue to the meaning of the italicized word.

29. Example: The *antique* vase in the museum is probably one hundred years old.

1. This room is free from noise; it is *conducive* to study.
2. The *fatal* accident occurred at a sharp bend on the road, bringing death to all the occupants in the car.
3. Paolo by nature was *inquisitive*, so when he saw the box he became curious and opened it.
4. The guards were ordered to be *neutral*; that is, they were not to take sides in the fight.
5. We will meet you in the *foyer*, the entrance hall of the convention center.
6. They considered Melissa an *adversary* because she always opposed them.
7. We could not erase the mark; it was *indelible*.
8. The scene was painted on the wall; it was an attractive *mural*.
9. *Arid* lands, because they are dry and barren, are useless for farming.
10. Last night, the strong wind carried *debris* into our yard. This morning, Father had hard time collecting all the trash.

30.

31.

32.

33.

34.

35. about.com English as Second Language ESL
36. Reading Lesson – Using context for reading literacy

37. Exercise III – Validate

38. Choose the best meaning of the underlined word. Encircle the letter of the best answer.



1. The first review on the Harry Potter movie was **favorable**. Many people attended and enjoyed the movie. Some people even saw the movie three times.
 - a. negative
 - b. uncertain
 - c. positive
 - d. clear

39.
2. Her quiet, **timid**, ways made us guess at her true feelings about the story because she kept her ideas to herself and never spoke in class.
 - a. shy
 - b. boisterous
 - c. kind
 - d. seriously

40.
3. He was found running down the street after curfew, and his parents were **penalized**. This ticket read: "Illegally in the streets at 1:00 A.M." Now he would have to pay the ticket with his own money.
 - a. crooked
 - b. fined
 - c. delicate
 - d. informed

41.
4. The woman crossed her fingers as her daughter did the cheer. She was hoping that everything would work out for her daughter as she **vied** for a position on the squad. Her daughter wanted to be a cheerleader.
 - a. shouted
 - b. enclosed
 - c. expanded
 - d. tried

42.
5. The boy knew that the lake was **teeming** and overflowing with bass, so he brought a big net to help get the fish in the boat.
 - a. rare
 - b. enclave
 - c. full
 - d. sparse

43.
6. It was difficult to listen to Tommy speak because he **droned** on and on just like a buzzer that won't stop buzzing.
 - a. Ideal
 - b. same tone
 - c. lively
 - d. scare

44.



7. The **lithe** girl was perfect for the basketball team because she was all muscle and could play well.
- lean
 - cubed
 - thick
 - eeried
- 45.
8. Thomas went to the **apex** of the mountain, and because it was so high, he had to take a tank of oxygen with him.
- bottom
 - breathe
 - top
 - clear
- 46.
9. The **apparatus** that Jill used to connect the fabric was similar to a sewing machine, but this one did all of the work while she just pushed a button.
- idea
 - zipper
 - instrument
 - singular
- 47.
10. The **frigid** air seemed to suck his breath away as he attempted to finish his first snowman of the season.
- deficient
 - sappy
 - thick
 - cold

48.

Now that you have answered the challenging activities, let's find out your score and write them on the score sheet.

49.

50. Workbook in English II

51.
52.
53.
54.
55.
56.

My Score





- 57.
- 58.
- 59.
- 60.
- 61.
- 62.

Congratulations!

I hope you have successfully done the activities prepared for you. If you got the score perfectly, you have absorbed the lesson you have learned in this learning adventure.

If you got one or more mistakes, it is just the beginning of the challenge so continue on working on the skill. Do more practice and exercise to master the skill.

Good luck!

75.

76.

77. Answer Key

78. Start Up

- | | |
|----------------|------------------|
| 1. Runner - up | 6. Sirens |
| 2. Supermarket | 7. Medicare |
| 3. Twirl | 8. Friendship |
| 4. Walkathon | 9. Brownout |
| 5. Stalemate | 10. Self Service |

11. Probe

- | | |
|-------|-------|
| 1. c | 4. C. |
| 2. A. | 5. C. |
| 3. A. | |

6. Install



7. Answer will vary. 10 points (for complete answer)

8. Process

- | | |
|---------------------|--------------------|
| 1. free from noise | 6. opposed |
| 2. bringing death | 7. could not erase |
| 3. curious | 8. scene |
| 4. not to take side | 9. dry and Barren |
| 5. entrance | 10. trash |

11. Validate

- | | |
|-------|-------|
| 1. C. | 6. B |
| 2. A. | 7. D |
| 3. B. | 8. C. |
| 4. B | 9. C. |
| 5. C. | 10. |

11. APPENDIX F

12.

13. Lesson 2 Making Inference



14. Focus Skill

15. Make inference on how the characters in the story express



feelings.

16. Objective

17. Infer the feelings of the main characters after incidents took place in the story read.

Hello sophomores!

This new learning will help you explore in a wider world. You will develop skill of inferring on how the feelings of the characters impressed the readers while the story teller explores your imagination under the sea.

Read the story and pay attention. Before you read, let's try some exercises.

Are you ready? Let's begin!



30.



31. Start Up

32. To make reading more exciting and pleasurable literary writers make the reader feel and experience the thoughts suggested by the words.

33.

34. Find the clue.

35.



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

36.

37. What kind of person is the admiral?

- | | |
|----------|---------------------|
| a. jolly | c. dignified |
| b. kind | d. wise and capable |

38.

39.



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

40.

41. How does Molly feel?

- | | |
|--------------------------|-------------------------|
| a. very tired | c. frightened |
| b. bitterly disappointed | d. angry at her parents |

42.

43.



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

44.

45. What kind of man is the captain?

- | | |
|--------------------------------|----------------------|
| a. stern and feared by the men | c. pleasant |
| b. peaceful | d. has good judgment |

46.

47.



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

48.

49. How did she feel?

- | | |
|------------|-------------------------|
| a. in pain | c. angry and mean |
| b. sorry | d. pleased and peaceful |

50.



- 51.
52. Even a tiny speck of dust on his carefully-pressed uniform would receive her immediate attention.
What kind of person is she?
- 53.
- 54.
- 55.
- 56.
57. Workbook in English II
58. With Integrative and Interactive Learning Activities
- 59.
- 60.
- 61.

Input – Discussion

Inferential thinking occurs when text clues merge with the reader's prior knowledge and questions to point toward a conclusion about an underlying theme or idea in the text. When learners read inferentially, they involve with the text at a higher level – reflecting on information, making judgments, and drawing conclusions in response to what they are reading.

When readers infer meaning they become more personally engaged with and connected to the deeper meaning of the text, resulting in enhanced understanding and increased learning and retention.

Remember

In making inference, you may have to read between the lines

- a. Who is speaking referred to
- b. place or situation described
- c. time, season or age talked about
- d. objects described or incidents taking place
- e. Types of persons, feelings, reactions or character traits.

81. **Text:** Read the story and answer the given questions below.

82.

83. **Make a Dream**

84.

85. It is sometimes nice to make a dream that we are living freely in a different world (like under the water) playing with different creatures. Reading between the lines will enable you to infer the characters feeling in the adventure in the story. This kind of reading will stir your emotion and make the characters come alive for you.

86. **The Boy and the Mermaid**

87. Maximo Ramos



108.

109.

110. It happened once that a boy, while at play on the bank of a river, saw a beautiful woman bathing in the water. She smiled sweetly at him and said:

111. "Come here, son. I shall tell you a wonderful story."

112. The boy was attracted by her long curls and her charming smile, and he walked to her. No sooner had his feet touched the water the woman caught him in arms.

113. "Let me go! Let me go!" screamed the boy,

114. "Be quiet, son, and I shall take you to my home at the bottom of the sea."

115. "My father and mother will be looking for me!" said the boy. "Please let me go!"

116. "You will forget them when you see my wonderful home," she replied, Then the boy saw that from the waist down the woman's body was covered with fish scales, her body was smaller at the end. Her tail fin flipped from side to side as they went through the water.

117. Soon they reached the sea, and the corals flamed red and the fishes flashed silver as they swam past. Before long they came to a beautiful house at the bottom of the sea. They entered a golden door and stepped into diamonds, and the floors and furniture were made of rubies, emeralds and gold.

118. After they had sat down, the mermaid asked the boy, testing him! "Tell me what vegetables you love to eat in the world of men. Did you like boiled squash tops with long tendrils? Did you eat young fern leaves with curly tops?"

119. "We never ate those things at home," replied the boy.

120. "That's good," said the mermaid "Now tell me, do you eat fish?"

121. "I never eat fish," replied the boy.

122. "Do you eat meat?" she asked him again.

123. "We never eat meat at home," said the boy.

124. "What do you eat then?"

125. "We eat nothing but rice, salt, and tomatoes."

126. "That's all right," said the mermaid with a smile.

127. "Had you told me that you used to eat boiled squash tops with tendrils and young ferns with curly tops, you would have become my enemy. Tendrils and curly tops are part of a mermaid's hair, since half of my body is the body of a fish, and half is the body of a woman, I am a relative of both fish and people. So he who eats fish or meat is my enemy."

128. "Please tell me how soon I can go back home." said the boy.

129. "Forget about home," she replied. "This is your home now. Let me show the house to you," she added.

130. She showed him the rooms. In the first room were seats made of silver. In the second room there stood, a bed of solid gold. In the third were golden plates, bowls, and spoons. All the other rooms contained similar treasures.

131. "You have seen your new home. Everything in it is yours. I shall leave you here for a while, and I hope that you will try to make this your home."

132. The mermaid left him in the hall and slipped to the back part of the house

133. Left alone, the boy tried to enjoy himself, but he kept yearning for his parents and his friends and his real home. When the mermaid returned, she brought home all kinds of delicacies enough to feed three crowned kings.

134. The boy pretended to enjoy the food, but his heart was not there with him and he could eat only a little.

135. When the night fell, she went to sleep in her bed of gold. He also went to lie down in another bed of gold, but all night he tossed from side to side and did not get a wink of sleep.

136. In the morning, before she left again, she slipped to the back part of the house as before. Then she came out through the front door, saying:

137. "Enjoy yourself, son, and grow up."

138. She returned home at the end of the day and after they had eaten a sumptuous supper, they returned to their separate bedrooms. The boy did not show it to the mermaid, but the longer he stayed in her house, the more he longed for his parents and his playmates.

139. After a time, the boy began to wonder why the mermaid always went to the back part of the house before leaving. He suspected that there must be some passage that she kept from him. So he went to the back wall now and then looking closely and hoping to find a means of escape.

140. One day, he felt the wall gave way under his touch. He pushed that part of the wall, and it proved to be a secret door. The door was so well hidden that he could not have distinguished it from the rest of the wall if he had not pressed it. He was about to enter the door when he heard the mermaid step into the hall. He barely had time to shut the secret door quietly and return to the hall.

141. "Where did you come from, son?" the mermaid said. "Have you been looking around?"

142. "I have been trying to amuse myself, mother," the boy replied.

143. "You should not play in the back part of the house," she said. "It is too dark there."

144. "I shall know better next time, mother," the boy replied.

145. The following morning, as soon as the mermaid was gone, the boy opened the secret door. He entered and found himself inside a room containing a large jar of shining gold. The lid of the jar was also gold, and opening the lid, he found a golden bowl floating in a golden liquid. Then the boy remembered that since he came into the mermaid's house, he had not taken a bath. He dipped the bowl and poured the golden liquid over his body.

146. No sooner had he done so a trap-door opened beneath his feet. He ran down and followed a sandy path that was bright with sunlight and loud with the singing of birds. Soon he found himself at the back of the river where the mermaid had caught him.

147. His father and mother and friends, when he reached home and had told them everything that happened, were overjoyed and they wondered greatly at his story. The whole village rejoiced over his return.

148. For many nights after that, the villagers heard the voice of a woman crying in the river. "That is the mermaid," said the mothers to their children. "She is trying to call another child so that she may carry him off."

149. "If you go swimming in the river again," warned the grandmothers, "you'll fall into the mermaid's hands."

150. So the boys and girls all stayed away from the dark river.

151.

152.

153.

154.

155. Workbook in English II

156. With Integrative and Interactive Learning Activities



157. Probe

158. We have worked with the inferences before but this time we will be focused on making inference about the characters and their actions in the story read.

159.

160. Read the short situations below and infer the correct answer. Encircle the letter of the correct

161. answer.

162.

1. The boy was attracted by the mermaid's long hair and charming smile. Soon the boy touched the water, then the woman caught his arms. And the boy screamed. "Let me go! Let me go!"

163. The boy was

a) excited

c) fascinated

b) afraid

d) amazed

164.

2. The mermaid asked the boy if he eats vegetable like boiled squash, tins with long tendrils, fern leaves with curly tops. The mermaid

a) wanted to know if the boy likes

c) showed the boy how to eat

vegetable.

vegetables.

b) wanted to know if the boy liked the fish so much.

d) taught the boy how

to

165.

cook

vegetable .

166.

3. The boy pretended that he was enjoying eating the food but his heart was not into the food and he could eat only a little. The boy felt.

- a) happy
- b) excited
- c) worried
- d) lonely

167.

4. The boy began to wonder why the mermaid always went to the back part of the house before leaving. The boy was

- a) ignorant
- b) suspicious
- c) exhausted
- d) afraid

168.

5. "If you swim in the river again, you will fall into the mermaid's hand." The sentence was

- a) advising
- b) encouraging
- c) warning
- d) persuading

169.

6. Left alone, the boy tried to enjoy himself, but he kept yearning for his parents, his friends and his real home. The boy was

- a) enjoying himself
- b) longing for his toys
- c) longing for his love ones
- d) enjoying the place

170.

7. When the mermaid was gone, the boy opened the secret door. He found a large jar of shining gold, it has golden bowl floating in a golden liquid. He remembered that since he came into the mermaid's house, he had not taken a bath. He dipped into the bowl and poured the golden liquid on his body. The boy was

- a) easy to please
- b) not very careful
- c) excited to take a bath
- d) curious to the golden liquid

171.

8. "Be quiet son and I shall take you to my home at the bottom of the sea." The person that wanted to take the boy was

- a) a friend
- b) a mermaid
- c) an enemy
- d) a sister

172.

9. When the boy reached home and had told them everything that happened, the villagers were overjoyed and wondered quietly of his story. The boy told the story

- a) excitedly
- b) shyly
- c) nervously
- d) dramatically

173.

10. "Do not listen to the crying mermaid. She might tempt you to join her under the sea". The statement shows that the mother is

- a. concern
- b. longing
- c. loving
- d. sad

174.

175.

176.

177.

178.

179.



180. Exercise I – Install

181.

182. Read the passage and infer to the questions below.

183

First Class Flier

The other day, I was sitting in the room and a fly came buzzing in. He flitted about, sat down whenever and wherever he wanted to. He zoomed down and nibbled at the crumbs of leftover food. He did whatever he pleased.

An ordinary housefly is quite a thing. He beats an aircraft. No plane can fly the antics a fly can. He takes off without a run away like a helicopter. He lands immediately. He never crashes and never bumps into anything or has any kind of accident. His pilot does not have to learn how to fly and needs to pass no tests. He never has engine trouble or runs out of fuel. And what is more: he can produce another similar plane with little or no effort.

It is pretty hard to find a computer or machine that can equal what a fly can do all by itself.

He's just one of God's many creatures... showing that someone with a mind produced him.

7.
8.
9.
0.
1.
2.
3.
4.
5.
6.
7.
8.
9.
0.
1.
2.
3.

205.

1. To what is a housefly compared?
 - a. an engine
 - b. an aircraft
 - c. a computer
- 206.
2. To what does pilot in the second paragraph refer?
 - a. the housefly
 - b. a person
 - c. a helicopter

207.

3. How does the writer describe the housefly?
 - a. a tiny creature that flies everywhere
 - b. a dirty insect carrying germs
 - c. an ordinary insect with extraordinary abilities

208.

4. What does the passage point out?
 - a. The source of everything on earth is God.
 - b. God is kind and merciful.

c. We cannot fully understand God's ways.

209.

210. Study the following passages and complete each sentence after the passage with the correct answer chosen from the options given.

Geejay always enjoyed his morning walk. It only took him ten minutes to reach the play area and his friends were there when he arrived. By the time the bell rang, they were ready to go inside where, at least on this day, it would be more comfortable.

5. Geejay always walked _____.
a. to school d. to basketball practice
b. _____ e. to the movies f. _____
c. to the movies
6. Geejay most likely lived _____.
a. far away b. nearby c. off the bus route
g. _____
7. On this day the weather was likely _____.
a. good b. not a factor c. bad
h. _____

The whole city was buzzing about the upcoming celebration. The city officials would dress in their centennial costumes that were fashioned after early Filipinos. All the floats entered in the parade would remind the city of its past two hundred years of history. The children would get together after the parade to play native games. The grand finale would be a spectacular display of fireworks in the evening.

8. The city was celebrating _____.
a. its fiesta b. its anniversary c. independence day
r. _____ s. _____ t. _____
9. The city was established in the year _____.
a. 1700 b. 1800 c. 1900
u. _____
10. The celebration was held _____.
a. on the city's two hundredth birthday
b. every year for 200 years
c. for the first time in the city
v. _____

w.
x.
y.

z.



ab. Exercise II – Process

ac.

ad. Inferring Objects, Occasion, or Incidents Described

ae. Encircle the letter of the answer which best infers the following.

af.

1. The battle continued furiously. It was like a hurricane. I could not see what was going on because it was so fast and feathers were flying and rising all around like smoke.

ag.

- a. a badminton match
b. a whirlwind

What is described?

- c. a cockfight
d. wild duck hunting

ah.

2. "... The fragrance of apples and grapes, of roast pig being split open on a groaning table, of pine trees dying and extending their perfume."

- a. a fiesta
b. New Year's Day

- c. Santacruzán
d. Christmas Day

ai.

3. The shadow uncoiled, oozed longer and longer, took shape, lightened in color, and glittered green and gold in the moonlight... It poised its head high swaying slightly, as if listening... Coiling its tremendous length around the bowl, it opened its jaws and the fangs shout out.

aj.

- a. a dancer
b. a snake

What is described?

- c. a baby
d. a string

ak.

4. A slow soft rumble beyond the roots of the woods of the forest answers her... Slowly, like the coming of a great storm, stones from the peak began to cool down, and the summit moved like a living creature, like a might tentacle racing downward...

al.

- a. a landslide
b. an eruption

What is going on?

- c. a typhoon
d. an earthquake

am.

5. My fist dug into his soft belly and as he crouched in pain, I swung at him, hammered his jaw.

an.

- a. a massage treatment
b. a medical examination

What was taking place?

- c. a wrestling match
d. a fistfight

ao.

ap.

- aq. Try to infer who is speaking or is referred to in the following. Encircle the letter only.

ar.

6. "With renewed hopes, I energetically approached the bar, wiggled into the air, and succeeded in my most thrilling jump."

as. Who is the speaker?

- | | |
|---------------|---------------------|
| a. a skydiver | c. a high jumper |
| b. a gymnast | d. a trapeze player |

at.

7. "We can only set out nets a few times each day. Setting the nets and hauling them in takes a lot of time and work."

au. Who is the speaker?

- | | |
|----------------|----------------|
| a. a stevedore | c. a hunter |
| b. an acrobat | d. a fisherman |

av.

8. "Draw, I doubt not, from marble a vivid life to the face."

aw. Who is speaking?

- | | |
|---------------|----------------|
| a. a painter | c. an engraver |
| b. an acrobat | d. a draftsman |

ax.

9. He chopped slabs of stone from the mountainside, and with his hammer, he breaks the stone until it is small.

ay. Who is referred to?

- | | |
|-------------------|--------------------------|
| a. a stonecrusher | c. a jackhammer operator |
| b. a mason | d. a bulldozer operator |

az.

10. "Tell them to get ready in surgery. Prepare the patient's arm from the shoulder down."

ba. Who gave the orders?

- | | |
|---------------------|--------------|
| a. a dentist | c. a nurse |
| b. anesthesiologist | d. a surgeon |

bb.

bc.

bd.

be.

bf.

bg.

bh.

bi.

bj. Workbook in English III

bk. With Integrative & Interactive Learning Activities



bl. Exercise III – Validate

bm.

- bn. A. Read the facts and choose the conclusion that can be drawn from the three choices given. Also, write the clues that helped you reach your conclusion.

bo.

bp. Example The sky is dark. There's thunder and lightning.

- a. It's nighttime.
- b. It's very cold.
- c. It's going to rain.

bq.

br. Clues:

dark

thunder ,

bs.

bt. Conclusion:

It's going to

bu.

1. Russel set up the ladder against the wall. He opened a gallon can and stirred the contents thoroughly. Then he put a brush in his pocket, took the can, and climbed the ladder.
 - a. Russel was going to repair the roof.
 - b. Russel was about to paint the house.
 - c. Russel was testing the ladder for safety.

bv.

bw. Clues:

bx.

by. Conclusion:

bz.

2. Miss Rubio fluffed the pillows. She asked each person how he or she felt. Then, she took their temperatures.
 - a. Miss Rubio works in a factory.
 - b. Miss Rubio is a waitress.
 - c. Miss Rubio is a nurse.

ca.

cb. Clues:

cc.

cd. Conclusion:

ce.

cf.

cg.

ch.

ci.

cj.

3. Beatriz put on her sneakers. Beatriz and Allana waited for the nets to be set up. Carrying their rackets Beatriz and Allana walked onto the court.
 - a. The girls went camping.
 - b. Beatriz and Allana played tennis.
 - c. Allana did not have sneakers.

ck.

cl. Clues:

cm.

cn. Conclusion:

co.

4. Luiz gathered together scissors, needles and buttons. He threaded a needle, and reached for his shirt.

a. The girls went camping.

b. Beatriz and Allana played tennis.

c. Allana did not have sneakers.

cp.

cq.

cr. Clues:

cs.

ct. Conclusion:

cu.

cv.

5. Miss Hipolito told Greg he would make a better impression if he stopped shouting all the time.

a. Greg sold fish in the market.

b. Greg failed to make a better impression.

c. Greg always shouted whenever he was angry.

cw.

cx.

cy.

cz. Clues:

da.

db. Conclusion:

dc.

dd.

de.

df.

dg.

dh. Workbook in English III

di. With Integrative & Interactive Learning Activities

Now that you have answered the challenging activities, let's find out your score and write them on the score sheet.

dj.

dk.
dl.
dm.
dn.
do.
dp.
dq.
dr.
ds.
dt.
du.



Congratulations for having reached the end of another learning activity.

So how did you find the exercises? What's your total score? If you got the score perfectly, you have to be proud with yourself. You have mastered the skill in making inference.

Don't forget to keep on practicing. Remember that through constant practice, you can truly master all the needed skills that can make you a good reader.



ej.

ek. Answer Key

el. Start Up

- | | |
|-------|-------|
| 1. C. | 4. A. |
| 2. D. | 5. B. |
| 3. B. | |

1. Probe

- | | |
|-------|--------|
| 1. B. | 6. C. |
| 2. A. | 7. C. |
| 3. D. | 8. B. |
| 4. B. | 9. A. |
| 5. C. | 10. A. |

1. Exercises

A. Install

- | | |
|-------|--------|
| 1. B. | 6. B. |
| 2. A. | 7. A. |
| 3. A. | 8. B. |
| 4. A. | 9. B. |
| 5. A. | 10. A. |

B. Process

- | | |
|-------|-------|
| 1. B. | 4. D. |
| 2. B. | 5. D. |
| 3. D. | |

C. Validate

- | | |
|-------|-------|
| 1. C. | 4. A. |
| 2. D. | 5. B. |
| 3. C. | |

1. APPENDIX G

2.

3. Lesson 3 Figurative Language



4. Focus Skill

5. Interpret figurative languages used in the poem.



6. Objective

7. Identity figure of speech used in a poem.
8. Explain the figurative language used in poetic lines.
- 9.

Hello sophomores! Welcome to another learning adventure. Have you observed how poets and other writers use figurative language in their works? The activities you will experience today are very interesting. You will learn to use words in many different ways.

Sometimes we tell what happens in a very simple and explicit manner. At other times, we compare to make our meaning clearer. So let's try these by using figurative language.

Make these activities more interesting and make sure to give your best in doing the tasks. Don't forget to use the best reading skills you have learned so far.

So, be ready now to discover new and exciting ideas using figurative language.

Good luck!



23. Start Up

24.

25. Many writers use figurative language to give color and imagination to ordinary words. These are literary devices used by writers to paint word pictures.

26.

27. Observe the pictures then give the figure of speech asks in the following sentences. Write the number of the picture correspond to the correct answer.

28.

Input – Discussion

Any piece of writing, if effective, would touch the sense of the readers. Like in poems, the writer must present a picture clearly and quickly because poems are usually short. To do this, authors or writers use variety of ways or these which we call figure of speech.

- What is a figurative language?
- What are the two general discussions of language?
- What are the principal figures of speech?

A figure of speech is any use of words in a sense different from their literal definition for the purpose of producing clearness, force, beauty and memorableness of expression. It adds to the effectiveness of our speech. It gives clearness, force, beauty and memorableness to our ideas.

38.

39.

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42.

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45.

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53.

54.

55.

56.

57.



58. Remember

59. A **figure of speech** is any use of words in a sense different from their literal definition for the purpose of producing clearness, force, beauty and memorableness of expression.

60. The principal figures of speech are:

A. Based on likeness

61.

62. **Simile** is a comparison between unlike things that have one quality in common on which the comparison is based. This comparison is usually indicated by *like* or *as*.

63.

64. The ship is like a plough, plowing the sea.

65.

66. **Metaphor** is an implied comparison between things essentially different but having one quality in common on which the comparison is built.

67.

68. Hearty and hale was he, an oak that is covered with snowflakes.

69.

70. **Epithet** is a word, generally an adjective used NOT to qualify or give information, but to point out and impart strength or ornament to diction.

71.

72. Everything is fair for Justin, the Just.

73.

74. Ivan, the Terrible, was feared by his subjects.

75.

76. **Personification** is a figure of speech that ascribes intelligence or feelings to abstract ideas or inanimate objects.

77.

78. The stars were asleep while the winds howled.

79.

80. **Apostrophe** is a figure of speech in which the dead are addressed as if they are living; the absent as if present, and inanimate objects and abstract ideas as if they were persons.

81. Rizal! see the fair hope of the Fatherland.

B. Based on the Relations

82.

83. **Synecdoche** is a figure of speech in which a part of something or someone is used to represent the whole thing or the whole person.

84.

85. Fifty sails entered the harbor.

86.

87. **Metonymy** is a figure of speech in which one object may recall another which it closely suggests.

88.

89. Have you read Shakespeare?

90.

91. **Allusion** is a figure of speech in which for historical effect, a reference is made to some familiar fact in history, literature or religion.

92.

93. The young medical worker has the patience of Job.

94.

95. **Hyperbole** is an exaggerated statement made for effect.

96.

97. The star player of our basketball team is taller than the hills.

98.

C. Based on sentence structure

99.

100. **Climax** is a figure of speech in which the intensity of the thought and emotion gradually increases with each successive group of words or phrase. The series of thoughts or statements are arranged in the order of increasing importance.

101.

102. He sacrificed his business, his home and his honor for political gain.

103.

104. **Anticlimax** is a figure of speech in which the climactic order is reversed – i.e. the arrangement is in the order of decreasing importance. This figure of speech is often used in humorous writings.

105.

106. He lost his wife, his child, his household goods and his dog in one full swoop.

107.

108. **Irony** is a figure of speech in which one thing is said when the opposite is meant.

109.

110. What a brilliant remark that was, it made no sense!

111.

112. **Oxymoron** or paradox is a figure of speech employing the juxtaposition (placing side by side) of two normally contradicting words.

113.

114. The father insists that inflicting physical punishment to his child is cruel kindness.

115.

116. **Antithesis** is a figure of speech made up of opposing or contrasted ideas or sentiments arranged in parallel construction in the same sentence. Verbs should be contrasted with verbs, adjectives with adjectives and nouns with nouns.

117.

118. Knowledge is proud that he has learned so much; wisdom is humble that he knows no more.

119.

120.

121.

122.

123.

124.

125.

126.

127.

128.

129.

132. **Text**

133. Direction: Read the poem carefully, then answer the given questions below.

134. The Sea

135. *Khalil Gibran*

136. In the still of the night

137. As man slumbers behind the folds,

138. the forest proclaims:

139. "I am the power

140. Brought by the sun from

141. The heart of the earth."

142. The sea remains quiet, saying to itself,

143. "I am the power."

144. The rock says,

145. "The ages erected me as a monument

146. Until the Judgment Day."

147. The sea remains silent saying to itself,

148. "I am the monument."

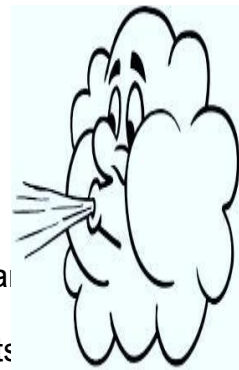
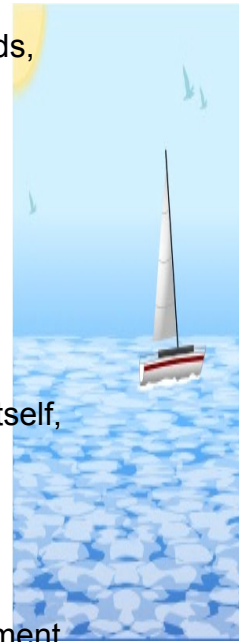
149. The wind howls

150. "I am strong,

151. I separate the heavens from the earth

152. The sea remains quiet, saying to itself,

153. "The wind is mine."





154.

155. The river says

156. "I am the pure water

That quenches the thirst of the earth."

The sea remains silent saying to itself,

159. "The river is mine."

160.

161. The summit says,

162. "I stand high like a star

163. In the center of the sky."

164. The sea remains quiet saying to it

165. "The summit is mine."

166.

167. The brain says,

168. "I am a ruler;

The world is in those who rule."

170.

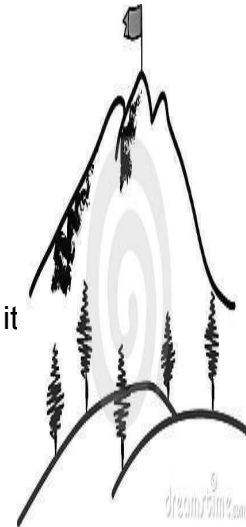
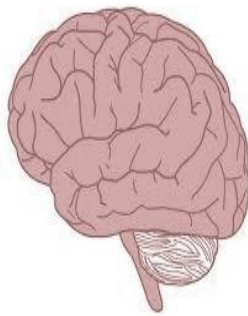
171. The sea remains slumbering saying, in its sleep,

172. "All is mine."

173.

174.

175.





178. Probe

179. What figure of speech is used in the underlined sentence from the poem "The Sea"?

1. "The ages erected as a monument," The rock says.
a) simile
b) metaphor
c) personification
d) alliteration
2. The sea remains quiet saying to itself. "I am the power."
a) apostrophe
b) simile
c) metaphor
d) personification
3. "The world is who rules," the brain says.
a) hyperbole
b) personification
c) metaphor
d) simile
4. The river says , "I am the pure water that quenches the thirst of the earth."
a) personification
b) apostrophe
c) hyperbole
d) metaphor
5. The summit says, "I stand high like the star in the center of the sky."
a) metaphor
b) hyperbole
c) personification
d) simile

180.

181.



182. Exercise I - Install

183.

184. Choose from the box the figure of speech used in each of the following. You may use a figure of speech more than once. Write your answers on the blank.

185.

186.

Simile

Synecdoche

187.

188.

Metaphor

Metonymy

189.

190.

Irony

Personification

191.

192.

Hyperbole

193.

194.

195.
196. _____ 1. He was taller than the hills.
197.
198. _____ 2. The sail approach the pier.
199.
200. _____ 3. How handsome he is with his flat
nose, thick lips, and crossed eyes.
201.
202. _____ 4. I see the daylight vanish like a
dream.
203.
204. _____ 5. The garment factory employs one
thousand hands.
205.
206. _____ 6. "Courage, my soul"
207.
208. _____ 7. "The pizz of soda water."
209.
210. _____ 8. I have looked all over creation for
my book.
211.
212. _____ 9. I want our people to grow and be
like the molave.
213.
214. _____ 10. "At first the stirs uneasily in sleep
and since the mood does not run off unfolds protesting paws."
215.
216.
217.
218.

219. Workbook in English II

220. With Integrative & Interactive Learning Activities



221. Exercise II – Process

222.

223. One interesting and unusual way of using figurative language is in the form of proverbs or folk sayings. Generally short and to the point, the proverb is used to state some fact or piece of advice.

224. Work in pairs and follow directions carefully.

225.

226. Student A

227. Student B

228. Read the following proverbs to

229. Listen to your partner. He will

your partner one at a time. He will help you interpret it.

230.

1. You can't make an omelet without breaking eggs.
2. Still waters run deep.
3. Lightning never strikes twice in the same place.
4. If you want to get a job done, ask a busy man.
5. You can't have champagne tastes on a beer pocketbook.
6. Every cloud has a silver lining.

232. Now listen to your partner. As he reads out his proverbs select from the list below the correct interpretation of each.

234.

7. Fear is the servant of justice.
8. One man's meat is another man's poison.
9. People who live in glass houses shouldn't throw stones.
10. If your friend is made of wax, don't place him near the fire.
11. A child who is made to cry will be his parents' wealth in their old age.
12. It is always darkest before the dawn.

236.

read out proverbs. Select from the list below the correct interpretation for each.

231.

- a. The most active person is likely to be the most efficient.
- b. Every situation has a bright side.
- c. Success cannot be achieved without some effort.
- d. Don't long for luxuries that you can't afford.
- e. It is difficult to measure the depth of thought of a quiet person.
- f. A person doesn't usually have the same misfortune more than once.

233. Now read the following proverbs to your partner one at a time. He will help you interpret it.

235.

- g. A child who is punished for misdeeds grows up into a thoughtful adult.
- h. Do not expose your friends to situations they cannot handle.
- i. People obey the law because they are afraid to be punished.
- j. When things are at their very worst, they can only get better.
- k. People with many faults should not criticize the faults of others.
- l. What's good for one man might be bad for another.

237. Workbook in English III

238. With Integrative & Interactive Learning Activities



239. Exercise III –Validate

240.

241. Understanding Figurative Language

242.

243. Each number consists of initial statement that uses a figure of speech and interpretation.

244. On the blank before each number, *write* the letter of the figure of speech and *encircle* the letter of the interpretation that best expresses the meaning of the statement

245.

- a. simile
- b. metaphor
- c. personification
- d. irony
- e. hyperbole

a.

b. _____ 1. Hope is the nurse of life.

- a. The name of the nurse is Hope.
- b. Hope makes life bearable.
- c. If there is life, there is hope.
- c.

d. _____ 2. "Love's not Time's fool."

- a. The passage of time does not make love seem foolish.
- b. Time cannot fool love.
- c. The passage of time does not make love fade.

e.

f.

_____ 3. He was called "pretty boy"; he had cauliflower ears, beetling brows, small bloodshot eyes, a flattened nose, and a badly scarred cheeks.

- a. He was an ugly man.
- b. He was a good looking man.
- c. He was deformed but not bad to look at.

g.

h. _____ 4. "O Wind if Winter comes, can Spring be far behind?"

- a. The wind brings winter and spring soon after.
- b. If there is sorrow, joy surely follows.
- c. There is no doubt that spring will come at the end of winter.

i.

j. _____ 5. "Where I walk, my shadow is a marriage of flags."

- a. I am a product of many cultures.
- b. My shadow is covered with flags.
- c. I am a shadow of flags.

k.

l. _____ 6. The silence is deafening.

- a. Silence can cause deafness.
- b. The silence is so deep that nothing can be heard.
- c. The deaf can't hear anything.

m.

n. _____ 7. He is as quiet as a politician.

- a. He does not talk much.
- b. He talks a lot.
- c. He is a politician

- o.
- p.
- q. _____ 8. He stumbled awkwardly through two sonatas and
a concerto. It
- r. _____ was a splendid performance.
- a. The performance was bad.
- b. The performance was good.
- c. The performance was neither good nor bad.
- s.
- t. _____ 9. The man is a diamond in the rough.
- a. He is wealthy.
- b. He wears precious stones.
- c. He is good despite his appearance.
- u.
- v. _____ 10. Lionel is an ox of a man.
- a. Lionel looks like an ox.
- b. Lionel is strong and hardworking.
- c. Lionel is half-ox and half-man.
- w.
- x.
- y.
- z.
- aa.
- ab.
- ac.
- ad.
- ae.
- af.
- ag.
- ah.
- ai.
- aj.
- ak.
- al.
- am.
- an.
- ao.
- ap.
- aq.

Now that you have activities, let's find out your score and write them on the score sheet.

at.



Congratulations!

Have you enjoyed all the learning tasks? Did you find difficulty in answering the exercises? What's your total score? If you got the score perfectly, you have to be proud of yourself. You have mastered the skill of identifying figurative language. I know that what you have learned in this activity will give you an edge in your everyday existence

Thank you for patiently accomplishing the tasks. Do more practice and exercise to master the skill.



bu. Answer Key

bv. Start Up

1. Personification
2. Hyperbole
3. Simile

4. Metaphor
5. Personification

2. Probe

1. A.
2. B.
3. C.

4. A.
5. D.

2. Exercises

- 4.

3. Install

1. Hyperbole
2. Synecdoche
3. Irony
4. Simile
5. Hyperbole

6. Apostrophe
7. Onomatopoeia
8. Metaphor
9. Simile
10. Personification

5. Process

1. C
2. E
3. F
4. A
5. D
6. B
7. I

8. L
9. K
10. H
11. G
12. J

13.

14. Validation

1. Metaphor - B
2. Irony - A
3. Irony - C
4. Personification - A
5. Hyperbole - A

6. Irony - B
7. Simile - A
8. Irony - C
9. Simile - C
10. Simile - A

246. APPENDIX H

247.

248. Lesson 4 Sensory Images



249. Focus Skill

250. Identify sensory images used in the poem.



251. Objective

- a. Identify the sensory images found in the poem read.
- b. Create image from the text during and after reading.

252. Overview



Hello again young learners! Have you enjoyed the last adventure in learning?

Today you will be challenged again by the new learning adventures in identifying sensory images. It is another reading skill because you are asked to determine the sense appealed to or the imagery created by certain lines.

To enhance appreciation of a literary piece, you are asked to pick out from the reading materials, the lines or words that create sensory impression.

Let's see how good you are in determining the imagery that you can see in the pictures below.

If you are ready, let's do the trial.





264.

Start Up

265. Words are not just letters printed on paper. They tell of things you see, hear, smell, taste and feel.

266. Look at the picture. What predominant sensory images can you find in the picture? Tell what you see, hear, taste, smell, feel and write them on the space below.

267. _____



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298.



Smell

See

Hear

Five Senses

Taste

Feel



Images I see, hear, feel, taste, and smell

Input Discussion

Images are words used to create mental pictures or image that communicate experience. Creating sensory images is a strategy in which the readers think more deeply about a text. It is when the readers combine their schema and the information in the text that help create an image in mind.

Remember

There are six sensory images in literature, namely:

1. Sight, which appeals to the sense of seeing
2. Touch, which appeals to the sense of feeling
3. Sound, which appeals to the sense of hearing
4. Taste, which appeals to the sense of tasting
5. Smell, which appeals to the sense of smelling
6. Motion, which appeals to the sense of seeing except that line contains another dimension-movement.

323.

324.

325.



326.

Lesson – Input

327.

- What is creating sensory images?
- How does creating sensory image help you as a reader?
- What do we need to do when we create sensory images?

328.

- ❖ Readers create images in combination with other reading strategies. Doing this helps to understand variety of genres. Creating sensory images helps readers remember the significant parts of a text.

329.

- ❖ When readers make sensory images as they read, they help them understand and enjoy the story more.

330.

- ❖ Readers understand that images evolve and are adopted based on new information in the text.

331.

- ❖ Readers use this schema to form unique interpretation of a text.

332.

- ❖ Readers understand and articulate how creating images enhance their comprehension.

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350. Text

351.

352. Read the poem and answer the given questions below.

353.

354. The Passionate Shepherd to His Love

355. *Sir Philip Sidney*

356.



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364.
365.
366.
367.
368.
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378.

379. Come live with me, and be my love;
380. And we will all the pleasures prove
381. That hills and valleys, dales and fields,
382. Woods, or steepy mountain yields.
383.
384. And we will sit upon the rocks,
385. Seeing the shepherds feed their flocks
386. By shallow rivers, to whose falls
387. Melodious birds sing madrigals

388.

389. And I will make thee beds of roses,
390. And a thousand fragrant posies;
391. A cap of flowers, and a kirtle
392. Embroidered all with leaves of myrtle;

393.

394. A gown made of the finest wool
395. Which from our pretty lambs we pull;
396. Fair-lined slippers for the cold,
397. With buckles of the purest gold;

398.

399. A belt of straw and ivy – buds,
400. With coral clasps and amber studs;
401. And if these pleasures may thee move,
402. Come live with me, and be my love.

403.

404. The shepherd – swains shall dance and sing

405. For thy delight each May morning;

406. If these delights thy mind may move,

407. Then live with me, and be my love.

408.

409.

410.

411.

412.

413.

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417.

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419.

420.

421.

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424.

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426.

427. Reading.com.ph II

428. A Reading Comprehension Skill Enhances to the Filipino Youth.

 **429.**

Probe

430. Identify the sensory images express in the lines.

1. Melodious birds sing madrigals

- | | |
|----------|----------|
| a. sight | c. smell |
| b. sound | d. taste |

2. 2. a thousand fragrant posies

- | | |
|----------|----------|
| a. touch | c. smell |
| b. sound | d. taste |

e. 3. a gown made of finest wool

- | | |
|----------|----------|
| a. smell | c. sight |
| b. touch | d. sound |

4. embroidered all with lambs and myrtle

- | | |
|----------|----------|
| a. sight | c. taste |
| b. feel | d. touch |

5. that hills and valleys, dales and files, woods, or steepy mountain yields

- | | |
|----------|----------|
| a. sight | c. touch |
| b. sound | d. smell |

6. seeing the shepherds feed their flocks

- | | |
|----------|----------|
| a. feel | c. taste |
| b. sight | d. smell |

7. which from our pretty lambs use pull

- | | |
|----------|----------|
| a. touch | c. smell |
| b. sight | d. taste |

8. 8. If these delight thy mind may move

- | | |
|-----------|----------|
| a. touch | c. smell |
| b. motion | d. sight |

9. the shepherd swains shall sing.

- | | |
|----------|----------|
| a. smell | b. sight |
|----------|----------|

c. sound

d. touch

10. woods, or steepy mountain yields

a. taste

c. smell

b. sound

d. sight

e.

f.

g. Reading.com.ph



h. Read the short story “An Afternoon in the Rice Field”, then, identify the images that appeal to the sense. Write the answers on the chart below.

i.

j.

k. An Afternoon in the Rice Field

l.

m.

n. When Tito Bert and Tita Mina invited me to spend a week-end with them in their farm, I was beside myself with joy and excitement. I have never been to a farm and all I knew about it was what I had read or what had been told to me. At last I was to experience farm life. I was very excited to feel the fresh air coming from the swaying trees. We left Quezon City at ten o'clock in the morning and arrived at their farm in Victoria, Tarlac at about five o'clock in the afternoon, just as the slowly setting sun was going down through the tall, huge stacks of golden rice straws piled in a row. As I approached to the kitchen, the smell of

roasted chicken touched my nose. How excited I was to taste the delicious chicken. There were also sweet banana, fresh buko juice, crunchy peanut, and creamy carabao milk on the table. I ran to one of the haystacks and leaned comfortably against it. I felt its soft body, breathed in its muskiness, unmindful of the itchy sensation slowly spreading all over my body. I looked around and I was fascinated by the view. The farmers were happily wending their way home to carabaos glistening with mud were being led to the corral; the chickens were beginning to roost on their favorite

branches; and the children were finishing their games.

- o. As I sat there, I watched the great ball of fire slowly recede from the horizon. My whole being was engulfed by the beautiful scene. No wonder tourists and painters rave over our beautiful sunsets. I gazed at the indescribable scene and wondered if any painter had captured on canvas that

- q.
r.
s.
t.
u.

glorious blend of colors and artistic display of God's omnipotence. After the sun had set, I turned my footsteps to my uncle's home with the realization that it is in rustic places like these that one feels what true peace and tranquility of the soul means.

p.

- *Adapted*

v.

w.

x. English II

y.



z. **Exercise 1– Install**

a. Sight b. (Visual)	c. Feel / Touch d. (Tactile)	e. Sound f. (Auditory)	g. Taste h. (Gustatory)	i. Smell j. (Olfactory)
k.	l.	m.	n.	o.
aa.				
ab.				

ac.
ad.



ae. Exercise II – Process

A. On the blank before each number, write the predominant sensory image found in each of the following. Choose answer from the box below.

af.	Sight	Sound	Smell
ag.	Taste	Touch	Motion

ah.

- ai. _____ 1. smoke curling up lazily from the chimney
- aj. _____
- ak. _____ 2. green mangoes with *bagoong*
- al. _____
- am. _____ 3. slow crunch of footsteps on dry soil
- an. _____
- ao. _____ 4. broiled chicken, roasts a-roasting
- ap. _____
- aq. _____ 5. the murmuring of the bees, the waves lapping the shore
- ar. _____
- as. _____ 6. scorching rays of the noonday sun
- at. _____
- au. _____ 7. the tang of salt spray from the sea
- av. _____
- aw. _____ 8. pebbles cold and sharp under my feet
- ax. _____
- ay. _____ 9. acrid fumes of burning wax
- az. _____
- ba. _____ 10. silky and velvety as a baby's skin
- bb. _____
- bc. _____
- bd. _____
- be. _____
- bf. _____
- bg. _____
- bh. _____
- bi. _____

bj.
bk.
bl.

bm. Workbook in English II

bn. With Integrative & Interactive Learning Activities



bo. Exercise III – Validate

bp.

B. Encircle the letter of the phrase that does NOT appeal to the same sense as that of the boldfaced phrase.

bq.

1. **continuous as the stars that shine**

- a. moon's wet silver pool
 - b. sapphires gleaming brightly
 - c. pine-scented grass
 - d. flickering fireflies
- br.

2. **the gurgle of the water in the fountain**

- a. the patter of little feet
- b. the full blast of moonlight
- c. the melody of rain
- d. the squeak of spinning wheels

bs.

3. **gentle swaying of the bamboo**

- a. rain pouring down from the roof
- b. candlelight flickering and casting shadows
- c. curls of smoke rising lazily from the chimney
- d. the widespread glow of sunset

4. **chocolate, ice-cream, and apple pie**

- a. many sweet thoughts and sugared suppositions
- b. tang of salt spray
- c. green mangoes with *bagoong*
- d. ice cold orange juice, newly mixed

bt. .

5. **perfume, roses, and baking bread**

- a. burning flesh filling the air
- b. smoke of their cooking
- c. apple blossoms filled the air
- d. barbecue and roast a-roasting

bu.

6. **wet grass between my toes**

- a. the gentle and healing peace of the place
- b. the scorching flame
- c. the piercing rays of the noonday sun
- d. light wind upon my face

bv.

7. **the murmuring of the bees**

- a. the droning of the plane
- b. the singing of the birds
- c. the trusting look of her brown eyes
- d. the swashing wind among the branches

bw.

8. **the asphalted road... soft and moist against the feet**

- a. burning bank of sand
- b. her soft and foolish heart
- c. blustering wind from the lake
- d. stake sharp at the tip

bx.

9. **the grating of cartwheels on the pebbles**

- a. the murmuring haunt of flies
- b. the crackling of the fire
- c. the eternal notes of sadness
- d. the moaning of the bar

by.

10. **long lances gleamed in the bright sun**

- a. wit sparkled and bubbled
- b. feet caked with mud
- c. eyes flashed in great anger
- d. cataracts and rapids sparkled

bz.

ca.

cb.

cc.

cd.

ce.

cf.

cg.

ch.

ci.

cj.

ck.

cl.

cm.

cn.

co.

cp. English II Based on

cq. Basic Education Curriculum (2008

cr.

Now that you have answered activities, let's find out your score and write them on the score sheet.

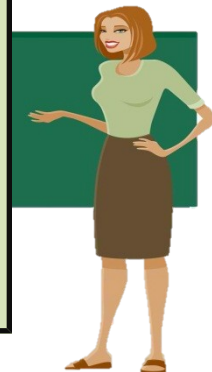
cs.
ct.
cu
cv.
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dd.
de.



So, how did you find the exercises? What's your total score? If you got the score perfectly, you have to be happy. You have mastered the skill of determining sensory image.

If you got one or more mistakes, it is just the beginning of the challenge so continue on working on the skill. Do more practice and exercise to master the skill.

Don't hesitate to approach your teacher for guidance and assistance if you find this activity difficult.



ds.

dt. Answer Key

du. Start Up

3. Sight
4. Touch
5. Taste

6. Smell
7. Hear

8. Probe

- 6. B.
- 7. C.
- 8. B.
- 9. D.
- 10.A.

- 11.B.
- 12.A.
- 13.A.
- 14.C.
- 15.D.

16. Install

17. Answer will vary (10 points)

18.

19. Process

- 1. Smell
- 2. Taste
- 3. Sound
- 4. Smell
- 5. Sound

- 6. Sight
- 7. Taste
- 8. Touch
- 9. Smell
- 10.Touch

11. Validation

- 431. C.
- 432. B.
- 433. A.
- 434. C.
- 435. A.

- 436. D.
- 437. C.
- 438. C
- 439. C
- 440. B.

441. APPENDIX I

442.

443.

Lesson- 5 Identifying Characters



Feelings

444. Focus Skill

445. Identify characters feelings in the drama.



446. Objective

447. Identify the different feeling of each of the characters in the drama read.

448.



449. Overview

Hello sophomores! Did you like the previous lesson about character traits? Today you will be challenged again with another learning adventure in reading. This lesson will help you experience the feelings of the characters while reading the drama. Your own emotions are a good starting point to decide how the characters would react.

The moment you master the skill in identifying the characters feeling, you have an edge in your reading comprehension.

So, give your best in answering the given task.

Good luck!



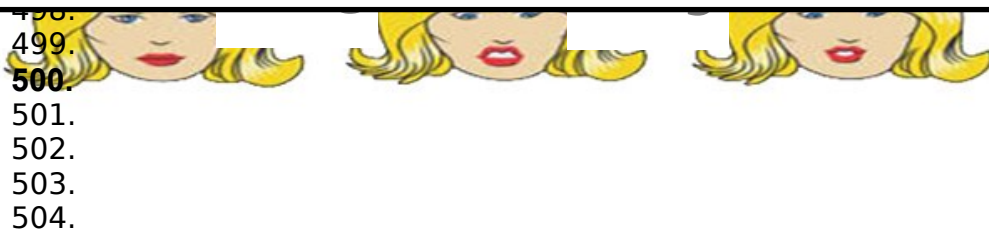
Lesson – input

Characters in every story have their own mood. Mood is the way a person feels at any particular time. It is also the emotional quality of literature, music or other expressive arts.

Remember

Here are some of examples of mood and descriptions.

1. Afraid : feeling regret; apprehension or fear
2. Ashamed : having quiet or feeling disgraced or distressed.
3. Cautious : This means slow to act, wary, or careful.
4. Confused : not being able to think rationally or clearly.
5. Determined : persistent; stubborn, or resolved.
6. Devastated : a feeling of shock where you are overcome and distressed
7. Empowered : feeling you have; the power or ability to act.
8. Numb : This is lack of feeling or emotions where you are indifferent.
9. Paranoid : feeling strong distrust or fear to others
10. Curious : eager to learn; inquisitive; strange
11. Frustrated : discontented because unable to achieve one's aim



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523.

Text: Read the story, then answer the given questions below.

524

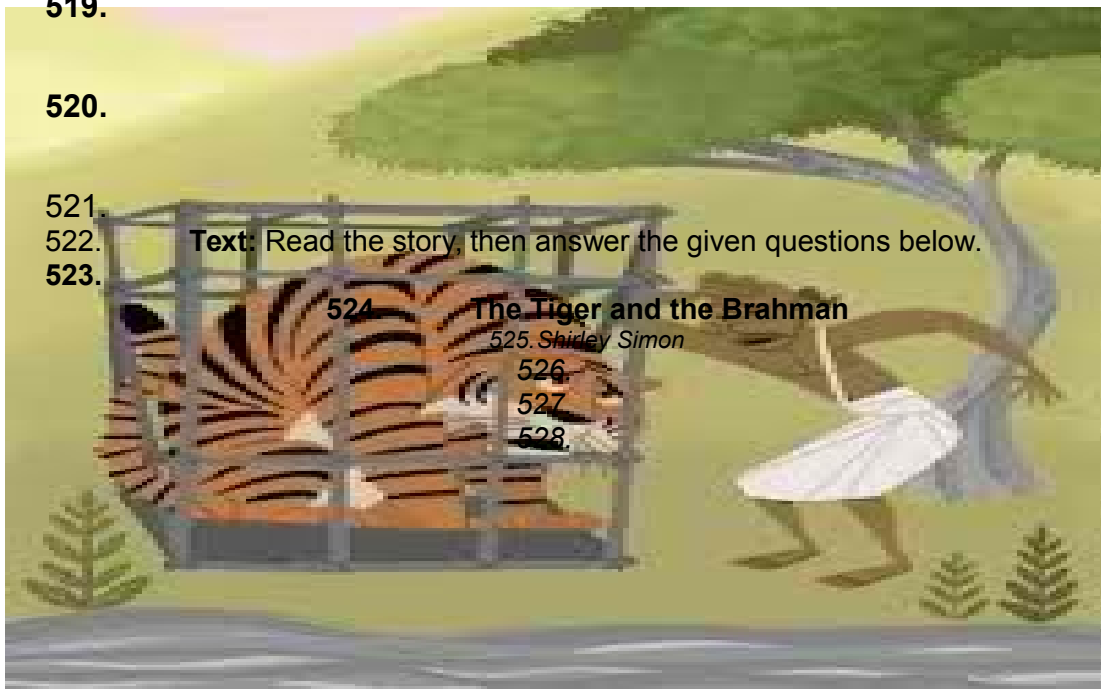
The Tiger and the Brahman

525. Shirley Simon

526.

527.

528.



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544.
545. The following play is based on an Indian folklore.
546. Characters: Tiger Tree
547. Brahman Elephant
548. Jackal
549.
550. TIME : Long, long ago.
551. SETTING : A roadside in India. TREE is standing upstage
left. A cage
552. is at the center.
553.
554. As curtain opens : TIGER in cage, pacing about growling softly.
BRAHMAN enters
555. left.
556. TIGER : Brahman. (Pleading) Brahman.
557. BRAHMAN : Who is calling me?
558. TIGER : Help, Brahman. Help! It is I, the Tiger. The poor
Tiger who is
559. caught in this cage.
560. BRAHMAN : (Sees Tiger. Without enthusiasm): Oh, you. Hello
there, Tiger.
561. How are you?
562. TIGER : How am I? I am caught in this cage. That's how I am.
How would
563. you like to be caught in a cage like this? Trapped – like a
tiger in a cage!
564. BRAHMAN : Oh, I am sorry for you, Tiger. Indeed I am.
565. TIGER : Sorry? Of what use is your pity? Now if you could
help me –

566. BRAHMAN : I could not be of help to you, Tiger. I am only a poor Brahman.

567. TIGER : (Impatiently) Of course you could help me. All you have to do is

568. to unlock the door to this cage, and I will be free as a bird – free as you are now.

569. BRAHMAN : (Frightened) Oh, no, Tiger, I could not do that.

570. TIGER : Why do you say that, Brahman?

571. BRAHMAN : Because if I were to let you out, you would – you would eat me?

572. TIGER : (Shocked): Oh no, kind Brahman. After you had done me such a

573. kindness? Oh no, good Brahman. I would never be such a beast as to eat you.

574. BRAHMAN : (Hesitates) Well – (goes to door of cage draw back) No, No. I

575. would not feel safe in letting in letting you out. (Finally) No, I will not do it.

576. TIGER : (Pleading) please, please, Brahman. Good Brahman, Kind

577. Brahman, Pious Brahman. Can you refuse to do a kind deed for a fellow creature?

578. BRAHMAN : Well –

579. TIGER : (Pressing his advantage): Please, please, PLEASE. (Begins to

580. cry) If you have a heart kind of Brahman, please let me out of this terrible cage.

581. BRAHMAN : (Hides his face): I can't bear to see a creature in distress. (Looks

582. at TIGER) Will you give me your word that if I let you out you will not eat me?

583. TIGER : (Puts his paw on his heart) : My word as a gentleman. Upon the

584. honor of my soul.

585. (BRAHMAN OPENS THE CAGE. TIGER ATTACKS HIM)

586. BRAHMAN : (Frightened): But you promised! You promised! (Pulls away from

587. TIGER).

588. TIGER : Bah. What do promises mean? I am hungry as a tiger from being

589. cooped up in that cage, and I intended to eat you for dinner. What's more, dinner will be in a few minutes.

590. BRAHMAN : After what I did for you, you should at least give me a chance.

591. Let us ask someone. Let someone else judge whether you are acting fairly.

592. TIGER : You and your fancy ideas! If you hadn't been such a softhearted

593. fool, you would never have let me out of the cage. All right, We'll ask someone. Then you will see that I am right. You will see that everyone is out for himself and no one will stand against me for a poor fool like you.

594. BRAHMAN : I don't believe you. I don't believe that everyone is hard-hearted

595. and cruel like you. A promise is a promise, and everyone will agree with me.

596. TIGER : All right, we will ask tree, why don't you?

597. BRAHMAN : (Goes up to TREE): Tree? (clasps hands in front of him,

598. pleading) Tree, we are appealing to you. You see, the Tiger was in the cage, and I came along –

599. TREE : (Waving branches as he talks): I heard it all, Brahman. I agree

600. with the Tiger. you were very foolish to expect anything else.

601. BRAHMAN : (Sadly): After what I did for Him!

602. TREE : So? Don't give shade to everyone? What thanks do I get?

603. (ELEPHANT enters, sits down in shade of TREE) They tear down my branches to feed their cattle. (Looks at ELEPHANT). See what I mean? He enjoys my shade and what thanks do I get?

604. ELEPHANT : (Stands, waves his trunk indignantly): What thanks do you get?

605. Men ride on my back all day and I carry princes and rajahs. Do I get a word of thanks? I don't

606. BRAHMAN : Please, Mr. Elephant.

607. TIGER : (Jumping up and down for joy): Ask him! Ask him! You agreed

608. to ask the first three things we see. Ask him!

609. BRAHMAN : (Drops to his knees in front of ELEPHANT): Please, Mr.

610. Elephant.

611. ELEPHANT : (Gruffly): What is it?

612. BRAHMAN : You see, the Tiger was in that cage, and he
begged and
613. pleaded, and I let him out. Now he wants to eat me for
dinner.

614. ELEPHANT : Well?

615. BRAHMAN : Do you think that's fair? I surely deserve
something better for
616. being kind to him.

617. ELEPHANT : Fair? What is fair, and who gets what he
deserves? My dear
618. Brahman, you should know better than that. It is every
one for him. You should expect no more than that. If you were
not a foolish dreamer, you would not have let the Tiger out in the
first place (Sits down under TREE.)

619. BRAHMAN : (Shaking his head): I cannot believe it! I cannot
believe that no
620. one will help me.

621. TIGER : It is true, Brahman, whether you believe it or not.
(Takes napkin
622. out of pocket and ties it under his chin) Now for dinner.
That's you, Brahman.

623. BRAHMAN : Not yet, Tiger. Not yet. (JACKAL enters, clowning
and playing as
624. he walks along.) I was to ask the first three things I saw. I
have only asked two. (Notices JACKAL) I will ask him.

625. TIGERS : (Growls): A waste of time. He will say the same as
the others.
626. But if you insists, let's get on with it.

627. BRAHMAN : Jackal, wait a bit. You must decide something for
us. (JACKAL is
628. still playing, making funny faces, etc.) It is very important,
so try to concentrate.

629. JACKAL : (Looks around): I'll try.

630. BRAHMAN : It was this way, Jackal. The tiger was in the cage,
and I came
631. walking by. He begged and pleaded with me to let him
out. I did, and now he wants to eat me.

632. JACKAL : (Suddenly serious, puts his paw to his head): No
let me see if I
633. can't understand this. My poor, weak brain! You were in
the cage, and I came walking by.

634. BRAHMAN : No, Jackal. The Tiger was in the cage; and I came
walking by.

635. JACKAL : (Claps his paws with delight): Now I have it. I was
in the cage

636. and you came walking by.

637. TIGER : (Angry): No, no, no, you fool! You are delaying my
dinner with

638. your stupidity. I was in the cage, and the Brahman came
walking by.

639. JACKAL : (Trembling with fright): Please don't be angry with
me. I'm trying

640. to understand. (Paw to head again) Now I think have it.
The Tiger was in the Brahman and the cage came walking by.

641. TIGER : (Angry): No, no, no, you idiot! (Jumps up and
down in a cage)

642. JACKAL : My poor brain. I just can't understand.

643. TIGER : I'll make you understand. I am the Tiger. See?
(Beats his breast)

644. Me, Tiger

645. JACKAL : (meekly): Yes, sir. You are the Tiger.

646. TIGER : And this is the Brahman. (Pushes Brahman, who
almost falls

647. over). See? Brahman.

648. JACKAL : (Eagerly): yes, Yes. I've got that part quite well.
He is the

649. Brahman. (Begins to dance a bit) And I am – Oh, I get it! I
am the Jackal. Right?

650. TIGER : (Angry): Yes, of course, you are the Jackal. That's
not important.

651. JACKAL : To me it is very important.

652. TIGER : (Impatiently): Let's get on. I am the Tiger, and he
is the

653. Brahman. You've got that much? (JACKAL nods) Now I
was in the cage.

654. JACKAL : (Bewildered): Cage?

655. TIGER : (Yelling): Yes, cage! (Goes over to cage) This is the cage,
and I

656. was in the cage.

657. JACKAL : (holding his head): That's the part I don't
understand. You were

658. in the – Oh, yes, you were in the No, I can't understand it!

659. TIGER : (In a rage) Oh, you stupid Jackal! (Jumps up and
down) Look at

660. me! I am the Tiger! I was in the cage. Like this. (TIGER
jumps

661. into the cage. JACKAL immediately closes the door.
 There is a loud click as the door locks.)

662. JACKAL : (In a firm, clear voice): I understand now, Tiger.
 Perfectly, you

663. were in the cage; you are in the cage; you shall stay in
 the cage.

664. TIGER : (Screaming and sobbing): Let me out! I've been
 tricked. Let me

665. out! It's not fair! Let me out!

666. BRAHMAN : (Embraces JACKAL): Thank you! Thank you!
 (Turns to TREE

667. and ELEPHANT) You were wrong. You were wrong. (To
 668. JACKAL) These two were trying to tell that no one would
 help me. They said that everyone is out only for himself.

669. JACKAL : (Dancing) they were wrong!

670. ELEPHANT : (Shyly) Tree?

671. TREE : Yes?

672. ELEPHANT : Thank you for the shade.

673. TREE : Oh, it's nothing, Elephant. Elephant?

674. ELEPHANT : Yes, Tree?

675. TREE : We both owe the Jackal thanks. He showed us
 how wrong we

676. were. Do you know something, Elephant? I'm glad we
 were wrong.

677. TREE

678. AND

679. ELEPHANT : Thank you, Jackal.

680. TIGER : Let me out! Let me out!

681. ALL : No, not on your life. You got what coming to
 you.

682. BRAHMAN : You see, Tiger, every once in a while, we do get
 what we

683. deserve.

684.

685.

686.

687. The Golden Book of Fairy Tales
 688. Joseph Jacobs (2003) E-book India
 689.



690. Probe

691.

692. Read the lines of dialogue below. What feelings of the characters could
 be inferred?

693.

1. Tiger : Help! It is I, the Tiger. The poor Tiger who is caught in this cage.
694. Feelings:

695.

2. Braham : *Oh, I am sorry for you, Tiger. Indeed I am.*
696. Feelings:

697.

3. Tiger : Please, please Brahman, Good Brahman Kind Brahman. Pious
698. Brahman. Can you refuse to do a kind deed for a fellow
creature?
699. Feelings:

700.

4. Tree : So? Don't I give shade to everyone? What thanks do I get?
701. Feelings:

702.

5. Elephant : Fair? What is fair, and who gets what he deserves? My dear
703. Brahman, you should know better than that. It is every
one for himself. You should expect no more than that.
704. Feelings:

705.

6. Jackal : I understand now, Tiger. Perfectly. You were in the cage, you are
706. in the cage; you shall stay in the cage.
707. Feelings:

708.

709.

710.

711.

712.

713.

714.

715.



716. Exercises I – Install

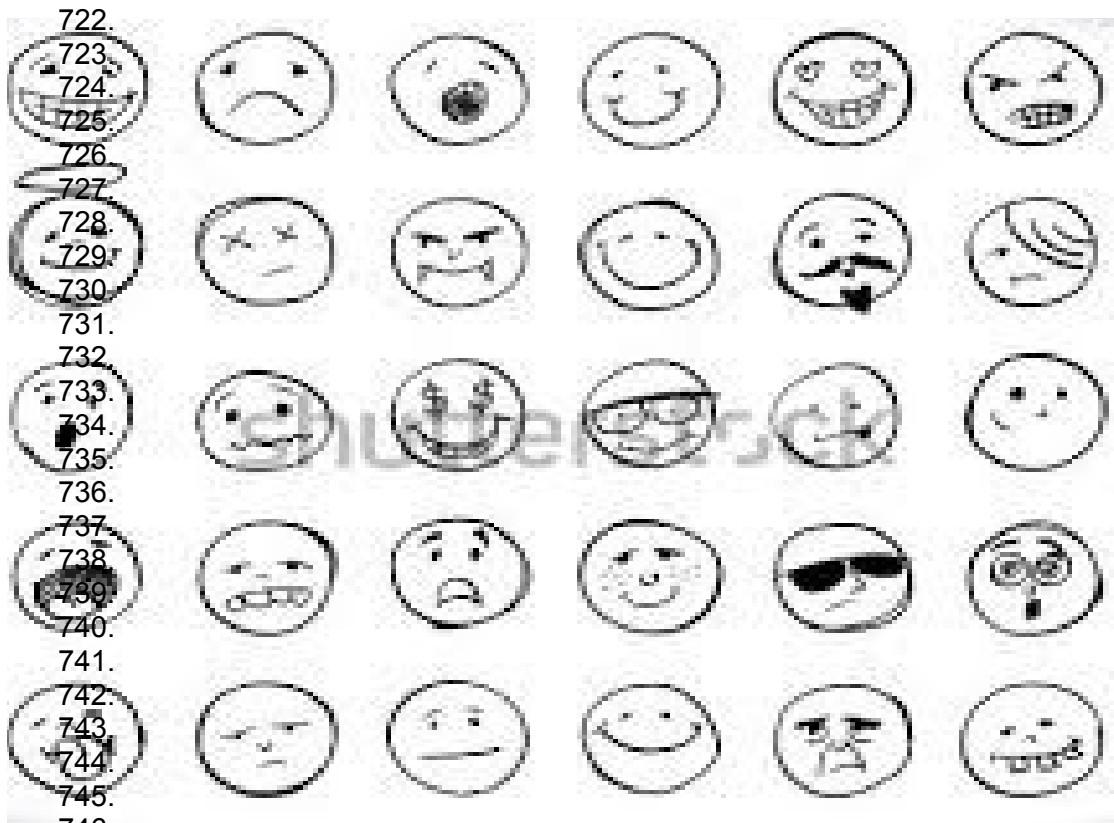
717.

718. Observe the different facial expressions below. Give the expression
wanted to express by each picture.

719. Choose at least 10 expressions and give your own interpretation / idea
about their feelings.

720.

721.



754. Exercises II – Process

755. Identify the feelings of characters based on the play.

753. www.emoticons.com

Pleading	Hungry	Stupid
Frightened	Hesitate	Thankful
Impatient	Disappointment	Deserving
	Appealing	

- 768.
769. _____ 1. (Brahman) No, No. I would not feel safe in letting you out. No. I will not do it.
- 770.
771. _____ 2. (Tiger) Please, please, please, (begins to cry) if you have a kind heart Brahman, please let me out of this terrible cage.
- 772.
773. _____ 3. (Brahman) Oh no, Tiger I could not unlock the door to you out, because you would eat me!
- 774.
775. _____ 4. (Tiger) I am hungry, a tiger from being cooped up in that cage, and intended to eat you for dinner.
- 776.
777. _____ 5. (Brahman) I don't believe you. I don't believe that everyone is hard-hearted and cruel like you. A promise is a promise, and every one will agree with me.
- 778.
779. _____ 6. (Tree) What thanks do I get? Why some people sit down
780. in my shade. They tear down my branches to feed their cattle. See what I mean? They enjoy my shade and tear down my branches, what thanks do I get?
- 781.
- 782.
783. _____ 7. (Jackal) No let me see if I can't understand this. My poor, weak brain! Please don't be angry with me, I'm trying to understand. Now I think I have it.
- 784.
785. _____ 8. (Tiger) A waste of time! He will say the same as others. But if you insist, let's get on with it. You are delaying my dinner with your stupidity.
- 786.
787. _____ 9. (Brahman) Thank you! Thank you! (Embraces Jackal) You were wrong. You were wrong. (Tree and elephant) These two were trying to tell that no one would help me. They said that everyone is out only for himself.
- 788.

789.

_____ 10. (Brahman) You see, tiger,
every once in a while, we do get what we deserve.

790.

791.

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815.



816.

817.

Exercises III – Validate

818.

819.

The following are the characters in the drama “The Tiger and the Brahman”, describe their feelings and moods while they portray their role in the drama.

820.

821.

822.



823.

824.

825.

826.

827.

828. Tiger

Brahman

829.

830.

831.



840.

841.

842. Elephant

Jackal

843.

844.

845.

846.

847.

848.



Tree

Here are some of examples of moods and feelings.

849.	ashamed	hungry
	frightened	
850.	disgraced	numb thankful
851.	persistent	paranoid
	stupid	
852.	impatient	curious
	deserving	
853.	frustrated	jealous
	devastated	
854.		

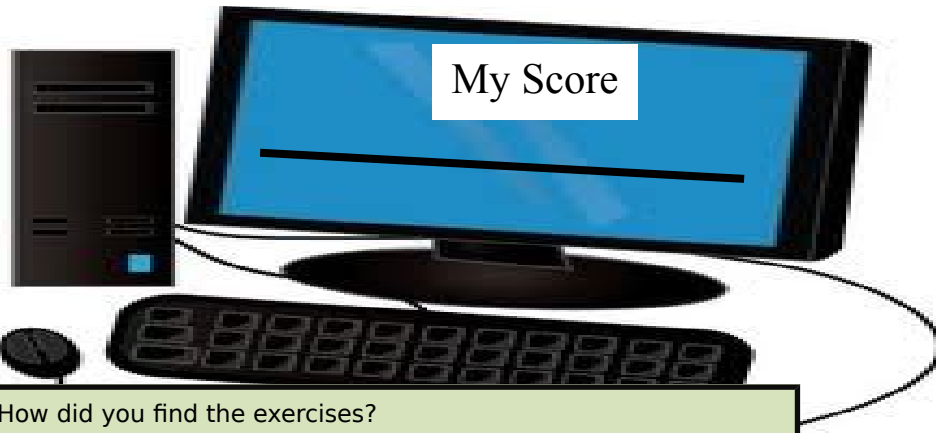
855.

856. Give some other moods / feelings the characters acted /portrayed in the drama read.

Now that you have challenged answering activities, let's find out your score and write them on the score sheet.

857.

858.
859.
860.
861.
862.
863.
864.
865.
866.
867.
868.
869.



Hi! How did you find the exercises?

Hope you did great. What's your total score? If you got the score perfectly, you have learned great in this activity. You have mastered the skill in identifying characters feeling, congratulations!

Keep up the good work always. Don't stop practicing with more exercises so you can get even better.

If you got 20 or lower, don't lose hope. Find out where you went wrong and make sure to do your best next time.

See you on our next learning adventure!



885. Start Up

1. Happy
2. Worried
3. Skeptical
4. Sad
5. Angry

6. Dreamy
7. Determined
8. Scared
9. Shocked

9. Probe

1. Pleading
2. Impatient
3. Appealing

4. Hesitate
5. Disappointment
6. Frightened

20. Install

22.

21. Answer will vary. (10 points)

23. Process

1. Frightened
 2. Appealing
 3. Hesitate
 4. Hungry
 5. Pleading
 6. Disappointment
 7. Impatient
 8. Stupid
 9. Thankful
 10. Observing
- 886.

887. Validate

888. Answer will vary. (10 points)

889. **APPENDIX J**

890.

891. **Lesson 6 Identifying Characters Traits**

892.



893. **Focus Skill**

894. Identify the character traits of the characters in the story.



895. **Objective**

896. Identify the different personalities of the characters in the story.

897.

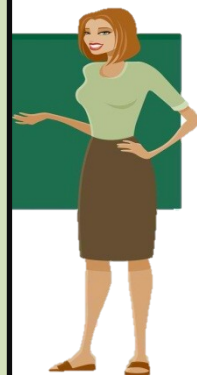


Hello, are you excited to read again about another learning adventure? This lesson is intended to help you develop the skills of identifying the character traits. It will help you recognize the different personalities that each person has.

To do well in the tasks, give your best on the exercises and remember to put into good use all the reading skills you have learned so far.

Go and give your best in the entire task you will encounter. Let's find out where this new learning adventure will bring you.

Good luck!



910.



911. Start Up

912. Character traits are the aspects of person's behavior and attitude that make up one's personality.

913.

914. Inferring Character Traits

915. Let's find out the character trait which best describes the following.

916.

1. She had lost her knitting needle and was trying to make another, though she knows that it would take years to run down the bar. She is _____.
 - a. humble
 - b. courageous
 - c. patient
 - d. industrious
 - e.
2. "Teach me to feel another's woe." The speaker is _____.
 - a. compassionate
 - b. humble
 - c. obedient
 - d. cooperative
 - e.
- 3.
4. "Beholding a man that had no feet, I offered up for God's goodness and submitted with patience to my want of shoes." The speaker is _____.
 - a. cooperative
 - b. generous
 - c. obedient
 - d. contented
 - e.
- 5.
6. Laugh and be merry, remember, better the world with a song. The speaker is _____.
 - a. carefree
 - b. cheerful
 - c. wise
 - d. foolish
 - e.
7. "Twenty talents," he said icily. "My good fellow, I am afraid neither of you knows your business. Anyone who knows me will tell you that I am well worth fifty talents." The speaker is _____.
 - a. rich
 - b. boastful
 - c. conceited
 - d. proud
 - e.
8. "I had a dream and I went to Madam Auring to ask her what could possibly mean." The speaker is _____.

- a. romantic
- b. inquisitive

- c. prophetic
- d. superstitious

9.

10.

11. I hold the world... but as the world a stage where every man must play a part, and mine a sad one. The trait revealed is _____.

- a. endurance
- b. resignation
- c. determination
- d. pride

12.

13. Every time you drop a penny into a beggar's palm, you help degrade a man. The speaker _____.

- a. generous
- b. humble
- c. cooperative
- d. self – dignified

14.

15. Even as a child he was of a retiring nature. He seldom mingled with other boys of his age. He was _____.

- a. shy
- b. proud
- c. quarrelsome
- d. independent

e.

16. In the town, he met one whose type of beauty appeal to his youthful sense was entirely different from Maria's attractions. Maria was fresh and she and silent; but this maiden of the town was open, frank and frolicsome... gradually, his thoughts of Maria vanished, and the Maid of Makili ng receded into a mist of forgotten fancies. The main is _____.

- a. unfaithful
- b. thoughtless
- c. fickle
- d. forgetful

e.

f.

g.

h.

i.

j.

k.

l. English II Based on

m. Basic Education Curriculum

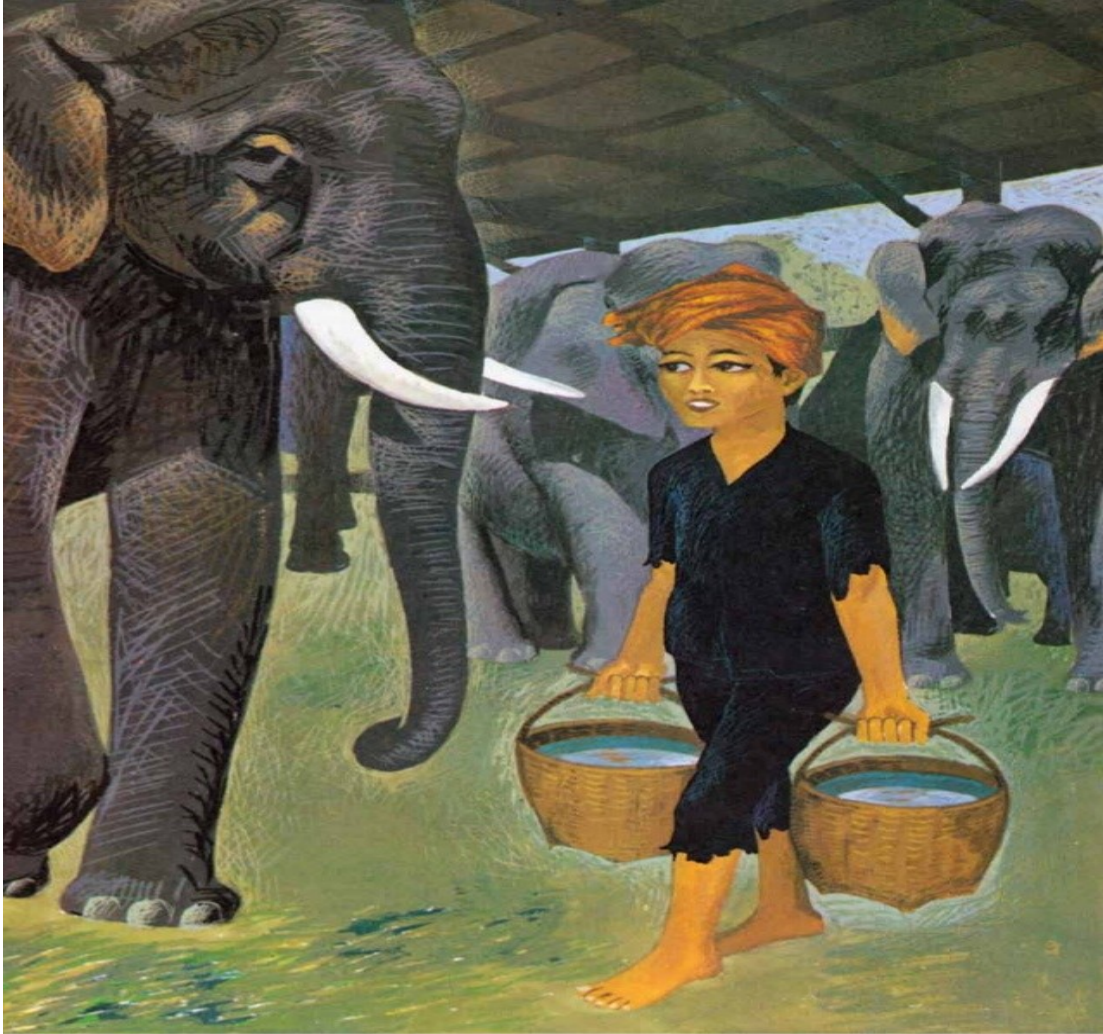
n. Text: Read the story, then answer the given questions below.

o.

p. Makato and the Cowrie Shell

q. *By Supanee Khanchanathiti*

r.



as.

at. Once upon a time there was a boy whose name was Makato. He was an orphan, for his father and mother had died when he was very young. He had no brothers, sisters, cousins, or friends to take care of him, so he had to make a living for himself. He did every kind of work—carrying heavy things, clearing away the forest, or feeding pigs. He never idled over his work, and although he was paid only a small wage, he was satisfied. He knew that if he did not work he would starve. Wherever he went his employers praised him for being sensible, hardworking, good-tempered, and cheerful.

au. One fine evening after he had finished chopping up a big pile of wood, he sat down for a rest and thought of all he would like to do in the

future. He wanted to try his luck in far-off strange lands for he longed for exciting adventures.

av. "What are you thinking about so deeply, my boy?" asked his employer.

aw. "I would like to go on a journey for adventure," said Makato pointing to the northeast. "I've heard that the land over there is fertile and the people are kind. I wish I could see that land for myself." His eyes sparkled with excitement.

ax. "The land you wish to go to is called Sukhothai," said his employer. "They say Pra Ruang of Sukhothai is a very kindhearted king. You might be lucky if you could go there."

ay. Some time later, Makato decided to try his fortune. He left his village and set out into the wide world. He walked along cheerfully, enjoying new sights and talking to the people he met on the way. After a month's journey, he reached a village on the frontier of the kingdom of Sukhothai.

az. "Please can I have some water to drink?" Makato asked an old woman with a big water pot on her head. "I'm so thirsty."

ba. "Where did you come from? Why are you here alone? You look as if you'd come a long way," said the old woman, pouring cold water from her pot into a small cup and handing it to Makato.

bb. "Thank you so much," said the boy. "Who are your father and mother? Haven't you any family?" the old woman asked again. "I have neither father nor mother."

bc. "I come from the city of Mon over there," replied Makato. "Good heavens! Have you really come from Mon? How is it that you are traveling alone, such a young boy as you are?"

bd. "I wanted to see Pra Ruang of Sukhothai," replied Makato. "They say he is a very kindhearted king." "You are a determined boy!" said the woman. "Come along with me. Who knows, you might see Pra Ruang someday."

be. Makato was glad to go with her. If he could work for this kind woman, he would have a place to sleep, some food to eat and, perhaps, someday he might be lucky enough to see the king.

bf. The old woman's husband was one of Pra Ruang's mahouts, which meant that he helped look after the hundreds of elephants that the king owned. Makato helped the mahout find food for the elephants and clean out the elephant sheds. He worked hard and well and the mahout and his wife were fond of him.

bg. One day the sky was so clear and the weather so fine that it seemed to Makato that it must be a lucky day. As he worked in the elephant sheds, a tall young man in a splendid costume, followed by attendants, came in. It was Pra Ruang himself. Makato bowed low at once with his hands clasped together before him.

bh. His heart beat fast.

bi. "Where did that boy come from?" The king asked the old mahout, who was attending him.

bj. "He came all the way from the city of Mon," said the old mahout, bowing. "He heard so much about Your Majesty that he longed to see you."

bk. "How old is he?"

bl. "Twelve years old, Your Majesty."

bm. "A good-looking and hard-working boy," said the king. "Take good care of him."

bn. As the king walked away, Makato saw a little cowrie shell lying on the ground. He ran to pick it up and held it out to the king, but the king said with a smile: "You may keep it."

bo. "How wonderful!" Makato thought. "The king has given me a cowrie shell." At that time the people of Sukhothai used cowrie shells as money. Although one cowrie shell had little value, Makato wanted to make as much use of it as possible, for it was the king's gift. For a long time he could not think of a way to use it so that it would earn more money for him.

bp. One day he passed by a stall in the market where the seeds of many different plants were sold. He looked along the stall and caught sight of a basket full of lettuce seed.

bq. Lettuce! He could grow small plants like that. He asked the jolly-looking woman at the stall: "Can I buy some lettuce seed?"

br. "Oh yes, my boy. How much do you want?" said the woman

bs. "I have one cowrie shell," said Makato.

bt. "One cowrie shell!" said the woman laughing. "That won't buy anything. I can't even measure that much."

bu. "Look!" said Makato eagerly. "I'll dip my finger into a pile of seeds; then I'll take the seeds that stick to it—that must be about right for one cowrie shell."

bv. "Well, why not?" said the woman amused at his suggestion. "All right, boy. Help yourself."

bw.

bx. Makato paid the woman his one cowrie shell. Then he put his finger into his mouth and dipped it into a pile of seeds. When he pulled his

wet finger out, it was covered with seeds. He carefully scraped them off his finger into the palm of his hand and went away happily, clutching the seeds.

by. Now that he had seeds, Makato broke the soil and sowed them at once. He watered the seed bed every day and soon the young plants appeared. Day by day he cleared more ground and planted more lettuce seedlings until the kitchen garden was covered with them. He was very proud of himself because he had done so well.

bz. "I wish I could give the king some of my fine lettuce," he thought.

ca. One day the king passed by the elephant sheds again. Makato waited his opportunity, then knelt down and proudly presented his biggest bunches of lettuce to the king.

cb. "Where did you get these?" the king asked, surprised.

cc. "I grew them from the cowrie shell you gave me, Your Majesty," answered Makato with a beaming smile.

cd. "How could you do that?" asked the puzzled king.

ce. Makato told the king the whole story. The king was impressed with his intelligence and industry. So much so that later on he gave Makato a job in the palace.

cf. As the years passed Makato grew tall and handsome. He mastered every grace and served the king well. He was so loyal that the king trusted him absolutely. He was promoted to higher and higher positions until he was given the title of Khun Wang, which meant that he was the most important person in the king's court. He was also happily married to a beautiful young daughter of the king. After that the king made him the ruler of Mon.

cg. So it was that Makato, who had once been a poor orphan, became the king of that prosperous kingdom.

ch.

ci.

cj.

ck.

cl.

cm.

cn.

co.

cp.

cq.

cr.

cs.
ct.
cu.
cv.
cw.
cx.
cy.
cz.
da.
db.
dc.
dd.

de. Learning Module in
df. English Grade VIII
dg.



dh. Probe

di.

dj. Read each sentence carefully and choose from the word pool the character traits that can be inferred in the following lines. Write your answer at the end of the statements.

dk.

dl.

Word Pool

dm.

honest	orphaned	good-natured
ambitious		
hardworking	proactive	adventurous
grateful		

dt.

du.

dv.

dw. 1. Makato had no brother or sister to take care of him. His father and mother

dx. died. _____

dy.

dz. 2. He never idled in feeding the pigs and clearing the forests. _____

ea.

eb. 3. He never complained and was satisfied. _____

ec.

Lesson – input

Character traits are the personal notions about you that describe how you appear to others. These have something to do with one's underlying values or beliefs.

Remember

There are different types of character traits.

A. Character traits which have something to do with underlying values or beliefs. Examples of these are religions, honest, loyal, devoted, loving, kind, sincere, satisfied, happy, faithful, patient, persistent, adventurous, homebody, cooperative, cheerful, optimistic.

B. Character traits that are bad which may not want to have as traits.

These are dishonest, disloyal, unkind, rude, unfaithful, disrespectful, impatient, greedy, angry, pessimistic, cruel, wicked, malicious, selfish.

C. Some character traits for children includes playful, active, wild, effectuate, funny, talkative, smart, fidgety, she, lively, submissive, stubborn.

w.

x.

y.

z.
aa.
ab.
ac.
ad.
ae.
af.
ag.
ah.
ai.
aj.
ak.
al.
am.
an.



ap. **ao.**
Exercise I – Install
aq.
ar.
as.

at. **Character trait**
au. **Independent Practice**

av.
aw.
ax.

ay. Think of the best story you have read, and describe the best character you like in the story. Use the chart below in describing the character

az.

ba.
bb.
bc.
bd.
be.
bf.
bg.
bh.
bi.
bj.
bk.
bl.
bm.

Character traits Reader's Response Story title _____ Author _____	
Traits	Action

bn.
bo.
bp.
bq.
br.
bs.
bt.
bu.
bv.
bw.
bx.
by.
bz.

ca.
cb.

cc.



ce. Exercise II – Process

cf. Form 5 groups. Each group will choose at least two character traits of Makato from the pictures below. There should be no duplication of word chosen from the word pool. Each group should present to the class why Makato possesses the character traits they have chosen.

cg.
ch.



ci.
cj.
ck.
cl.
cm.

cn. **Honest**



Good - Natured

Orphaned



co.
cp.
cq.

cr.
cs.
ct.
cu.

Ambitious
Proactive



Hardworking



cv.
cw.



cd. Workbook in English II

cx.
cy.
cz.
da.
db.
dc.
dd.

de. Adventurous Initiative



Grateful

df.
dg.
dh.
di.
dj.
dk.
dl.

dm. Industrious



dn. Naturalist



do. Exercise III – Validate

dp.
dq. There are many character traits that will add depth and dimension to any characters. You simply need to observe people in different setting to get general idea how certain people behave.

dr.

ds. **Directions:** Write the character trait that each proverb / quotation tells about. Choose your answer from the words in the box.

dt.

a.	b.
c. Patriotism	d. Humility
e. Friendliness	f. Patience
g. Health	h. Bravery
i. Gratitude	j. Courtesy
k. Cleanliness	l. Charity
m.	n.

du.
dv.
dw.
dx.
dy.
dz.
ea.
eb.
ec.
ed.
ee. _____

ef. _____ 1. The workers are the saviors of society.

- eg. _____ 2. True bravery is shown by performing without witness what one might be capable of doing before the world.
- eh. ei. _____ 3. It is more blessed to give than to receive.
ej. _____
- ek. _____ 4. He who receives good turn should never forget it; he who does one should never remember it.
- el. em. _____ 5. He who has health has hope, and he who has hope has everything.
en. _____
eo. _____
ep. _____ 6. I only regret that I have only one life to give to my country.
eq. _____
er. _____ 7. Cleanliness is next to godliness.
es. _____
et. _____ 8. Life is not so short but there is always time enough for courtesy.
eu. _____
ev. _____
ew. _____ 9. Prosperity makes friends and adversity tries them.
ex. _____
- ey. _____ 10. A handful of patience is worth more than a bushel of brains.
- ez. _____

fa. Workbook in English II

Now that you have been challenged answering the activities, let's find out your score and write it on the score sheet.



fg.
fh.
fi.
fj.
fk.

Hello young learners!

So how did you find the exercises? What's your total score? If you got the score perfectly, you have to be proud with yourself. You have mastered the skill in identifying character traits. I congratulate you warmly.

If you got one or more mistakes, it is just the beginning of the challenge so continue on working on the skill. Do more practice and exercise to master the skill.



fz.

ga.

gb. Answer Key

gc. Start Up

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

6. D.
7. A.
8. A.
9. A.
10. D.

10. Probe

1. Orphaned
2. Industrious
3. Proactive

4. Hardworking
5. Adventurous
6. Ambitious

7. Honest
8. Good Natured

9. Grateful
10. Initiative

24.

25. Install

26. Answer will vary. (5 points)

27. Process

28. Answer will vary. (5 points)

29. Validation

1. Gratitude
2. Bravery
3. Charity
4. Humility
5. Health

6. Patriotism
7. Cleanliness
8. Country
9. Friendliness
10. Patient

917.

918.

919.

920. APPENDIX K

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937.

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949.

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951.

APPENDIX L

952.

953.

Curriculum Vitae

954.

Personal Information

955.	Name	:	Heidi Trasmañas Dayawon
956.			
957.	Address	:	Lim Compound Wakas San Dionisio Parañaque City
958.			
959.	Date of Birth	:	May 9, 1963
960.			
961.	Place of Birth	:	Catanduanes

962.

963. Citizenship : Filipino

964.

965. Civil Status : Married

966.

967. Employment History

968. January 6, 2014 – to date Secondary School
Teacher II

969. Parañaque National High
School Parañaque City

970.

971. July 10, 2006 -- January 5, 2014
Secondary School Teacher I
(Permanent)

972. Parañaque National High
School

973. Parañaque City

974.

975. July 6, 2005 – July 9, 2006 Secondary School Teacher I
(Substitute)

976. Parañaque National High
School Parañaque City

977.

978. January 6, 1992—July 5, 2005 Secondary School
Teacher

979. (Permanent)
St. Jude College

980. Basic Education
Department

981. Don Quijote St.
Sampaloc, Manila

982.

983. Education

984. April 2009 –October 2014 Philippine Normal
University

985. Taft Ave. Ermita Manila
Master of Arts in
986. Teaching
987. With Specialization in English
Language Arts
988. June 2002—October 2005
Technological University of the
Philippines
989. Taft Ave. Ermita Manila
990. Thirty three (33) Units in Master
of Arts in Industrial Education with
Specialization in
991. Administration and Supervision
- 992.
993. October 1888 –March 1989 Southeastern
College
994. Pasay City
995. 18 Units in Education
- 996.
997. June 1980—March 1985 Manuel L. Quezon
University
998. R. Hidalgo St. Quiapo, Manila
999. Bachelor of Arts
1000. Major in Journalism
- 1001.
1002. June 1976—March 1980 Tambogñon
National High School
1003. Tambogñon, Viga, Catanduanes
1004. Secondary Education
1005. June 1970—March 1976 Soboc Elementary
School
1006. Soboc, Viga, Catanduanes
1007. Elementary
- 1008.
- 1009.

1010.