Appendix 1

ENE Listening Comprehension Questions

Part I

1. According to the conversation, what kind of weather is usual for March?
2. What is the topic of the dialogue?
3. What will the woman do?
4. What did Leon Iris do?

Part II

5. Woman : Whose car is it in front of my house?

   Man   : It's yours, madam. Congratulations. Our company has decided that you won the painting competition which was held last month.

   What will the woman reply?

   a. You'd better not do that
   b. The painting competition was really tough
   c. Are you sure? I can't believe it
   d. The car is very unique.

6. Man   : Hi Anita. We finish our national exam today. We can refresh our minds. How do you feel?

Woman : …

What does the girl probably respond?

   a. I am very doubtful

   b. I am very stressed

   c. I am very upset

   d. I am very relieved

7. Man   : I am so sorry. You didn't pass the audition for the new movie.

Woman : Yes. The director of the movie thought I was not suitable for the character of being a poor lady.

What will the man reply to express encouragement?

   a. It's alright. The movie is too expensive

   b. Are you okay? You must hate the movie

   c. Don't worry. You still have many other opportunities

   d. It will be the same thing for the next movie.

Part III

8.   Woman : What is your favorite music, Ben?

    Man   : Western music. But I like popular, and classical music.

    Woman : Can you play the guitar?

    Man   : A little bit. I also like to play, violin, piano, … and …

    Woman : Oh really? That's amazing, Ben. Which instrument are you most interested in?

    Man   : The piano. It's more flexible.

    Woman : That's marvelous.

Which picture matches the boy's favorite interest?

9. Woman : I think I've gained weight. I have eaten a lot recently.

    Man   : Why don't you check your weight? I put our scales next to the bathroom.

Which picture suits the conversation?

10. Termites are a group of social insects. They are commonly known especially in Australia as wide ants. They divide labor among castes producing overlapping generations and collectively taking care of the young. They live in colonies. People consider termites as pests that can cause serious structural damage of buildings, crops, or forest plantation.

    Which picture suits the monologue?

11. A car is a means of transportation. Almost everybody goes to work by car. Therefore, a car is very crucial. It needs to be serviced by the owner regularly. Besides servicing the engine, the owner should pay attention to all the tires. Inside a car, there should be important tools, such as a scissors, lift-pick jack for wheel alignment. Its' very important to change the tire when it's flat. A car doesn't need to have a nitrogen generator, a tire compressor, a tire changer, and a ditch to tire but the owner should check all tires regularly before driving.

    Which picture is the most suitable for the story?

Part IV

12. What is the monologue about?

13. In the twelfth century, which empire was strong
    enough to build the biggest temple of the world?

14. Who lived in the pond?

15. How did the hawk catch the mouse?

Appendix 2

CHECKLIST OF COMPREHENSION QUESTION TYPES
BASED ON BARRETT TAXONOMY

Sample Test Package 1

Item number	Questions	Literal	Reorga-nization	Inferen-tial	Evalua-tion	Apprecia-tion
1	According to the conversation, what kind of weather is usual for March?	v				
2	What is the topic of the dialogue?	v				
3	What will the woman do?	v				
4	What did Leon Uris do?	v				

Item number	Questions	Literal	Reorga-nization	Inferen-tial	Evalua-tion	Apprecia-tion
5	What will the woman reply?			v		
6	What does the girl probably respond?			v		
7	What will the man reply to express encouragement?			v		
8	Which picture matches the boy's favorite interest?	v				
9	Which picture suits the conversation?	v				
10	Which picture suits the monologue?	v				
11	Which picture is the most suitable for the story?	v				

Item number	Questions	Literal	Reorga-nization	Inferen-tial	Evalua-tion	Apprecia-tion
12	What is the monologue about?	v				
13	In the twelfth century, which empire was strong enough to build the biggest temple of the world?		v			
14	Who lived in the pond?	v				
15	How did the hawk catch the mouse?	v				
16	From the text, we know that …		v			
17	The underlined word is closest in meaning to …	v				
18	What is this advertisement about?	v				

Item number	Questions	Literal	Reorga-nization	Inferen-tial	Evalua-tion	Apprecia-tion
19	The good point about the office suits is …	v				
20	What is the topic of the text?	v				
21	The brain should exercise in order to …	v				
22	What is the main idea of paragraph 4?	v				
23	The text is …		v			
24	One of the good qualities of the work is …	v				
25	Who directs the final expedition?	v				

Item number	Questions	Literal	Reorga-nization	Inferen-tial	Evalua-tion	Apprecia-tion
26	It can be concluded that …			v		
27	The underlined word is closest in meaning to …	v				
28	What is Ana Iswanti, Inc?	v				
29	The underlined word is closest in meaning to …	v				
30	Who wrote The Chronicle of Narnia?	v				
31	The Chronicle of Narnia is a … book			v		
32	The synonym of the underlined word is …	v				

Item number	Questions	Literal	Reorga- nization	Inferen- tial	Evalua- tion	Apprecia- tion
33	What was Ronaldo action for MU in year 2004?	v				
34	We can learn from paragraph 2 that …			v		
35	The underlined word can be replaced by …	v				
36	What does the text tell us?		v			
37	We know from the text that …	v				
38	The underlined word is closest in meaning to …	v				
39	What is the topic of the text?	v				

Item number	Questions	Literal	Reorga-nization	Inferen-tial	Evalua-tion	Apprecia-tion
40	The letter tells us about…	v				
41	Who did Mr. Imron write his letter to?		v			
42	Which of the following arrangement is correct?		v			
43	What is the text about?	v				
44	What are interchanged in the process of ester interchange?	v				
45	According to the text, one of the advantages in using biodiesel is …			v		
46	The underlined word is closest in meaning to …	v				

Item number	Questions	Literal	Reorga-nization	Inferen-tial	Evalua-tion	Apprecia-tion
47	Homeschooling is considered better in offering more affective welfare to children as …			v		
48	Questions 48 to 50 based on the following cloze test.	v				
49	Questions 48 to 50 based on the following cloze test.	v				
50	Questions 48 to 50 based on the following cloze test.	v				
TOTAL		**36**	**6**	**8**	**0**	**0**

Appendix 3

RECAPITULATION OF COMPREHENSION QUESTION TYPES
BASED ON BARRETT TAXONOMY

Item Number	Test Package Number																			
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII	XVIII	XIX	XX
1.	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
2.	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
3.	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
4.	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
5.	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
6.	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
7.	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I

Item Number	Test Package Number																			
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII	XVIII	XIX	XX
8.	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
9.	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
10.	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
11.	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
12.	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
13.	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
14.	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
15.	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
16.	R	R	R	R	R	R	R	R	R	E	E	E	R	R	R	R	R	R	R	R
17.	L	L	L	L	L	L	L	L	L	I	I	I	L	L	L	L	L	L	L	L

Item Number	Test Package Number																			
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII	XVIII	XIX	XX
18.	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
19.	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
20.	L	R	R	R	R	R	R	R	R	L	L	L	L	L	L	I	I	I	R	R
21.	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	R	R	R	I	I
22.	L	L	L	L	L	L	R	R	R	L	L	L	L	L	L	L	L	L	L	L
23.	R	R	R	L	L	L	R	R	R	L	L	L	R	R	R	R	R	R	R	R
24.	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	R	R	R	L	L
25.	L	L	L	L	L	L	L	L	L	R	R	R	L	L	L	L	L	L	L	L
26.	I	I	I	I	I	I	R	R	R	R	R	R	R	R	R	R	R	R	R	R
27.	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L

Item Number	Test Package Number																			
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII	XVIII	XIX	XX
28.	L	L	L	L	L	L	L	L	L	R	R	R	L	L	L	L	L	L	L	L
29.	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
30.	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
31.	I	I	I	L	L	L	I	I	I	L	L	L	R	R	R	L	L	L	L	L
32.	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
33.	L	L	L	L	L	R	L	R	R	R	R	I	I	I	R	L	L	R	R	R
34.	I	I	R	R	R	L	I	L	L	L	R	R	R	L	L	L	L	L	L	L
35.	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
36.	R	L	I	L	R	R	L	L	L	L	R	L	R	R	R	R	L	R	R	R
37.	L	R	R	R	L	L	L	R	L	R	L	R	L	I	L	L	L	L	I	L

Item Number	Test Package Number																			
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII	XVIII	XIX	XX
38.	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
39.	L	L	L	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
40.	L	L	L	L	L	L	I	I	I	L	L	L	L	L	L	L	L	L	R	R
41.	R	R	R	L	L	L	R	R	R	L	L	L	L	L	L	L	L	L	L	L
42.	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
43.	L	R	L	R	R	R	R	R	L	R	R	R	R	R	R	R	R	R	R	R
44.	L	L	L	L	R	L	L	L	L	L	R	R	L	L	L	L	L	L	L	L
45.	I	R	I	R	R	R	R	I	L	R	R	L	L	L	R	L	L	L	L	L
46.	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
47.	I	I	I	I	I	I	I	I	I	R	R	R	R	R	R	R	R	R	R	R

Item Number	Test Package Number																			
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII	XVIII	XIX	XX
48.	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
49.	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
50.	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L

Appendix 4

COMPARISON BETWEEN EACH TEST PACKAGE BASED ON THE NUMBER AND PERCENTAGE OF COMPREHENSION QUESTION TYPES BASED ON BARRETT TAXONOMY

TEST PACKAGE	Literal		Reorganization		Inferential		Evaluation		Appreciation	
	Number of items	%	Number of items	%	Number of items	%	Number of items	%	Number of items	%
I	36	72%	6	12%	8	16%	0	0	0	0
II	35	70%	8	16%	7	14%	0	0	0	0
III	36	72%	7	14%	7	14%	0	0	0	0
IV	36	72%	9	18%	5	10%	0	0	0	0
V	35	70%	10	20%	5	10%	0	0	0	0

TEST PACKAGE	Literal		Reorganization		Inferential		Evaluation		Appreciation	
	Number of items	%	Number of items	%	Number of items	%	Number of items	%	Number of items	%
VI	36	72%	9	18%	5	10%	0	0	0	0
VII	32	64%	11	22%	7	14%	0	0	0	0
VIII	31	62%	13	26%	6	12%	0	0	0	0
IX	33	66%	10	20%	7	14%	0	0	0	0
X	35	70%	10	20%	4	8%	1	2%	0	0
XI	33	66%	12	24%	4	8%	1	2%	0	0
XII	32	64%	12	24%	5	10%	1	2%	0	0
XIII	35	70%	11	22%	4	8%	0	0	0	0

TEST PACKAGE	Literal		Reorganization		Inferential		Evaluation		Appreciation	
	Number of items	%	Number of items	%	Number of items	%	Number of items	%	Number of items	%
XIV	34	68%	11	22%	5	10%	0	0	0	0
XV	36	72%	11	22%	3	6%	0	0	0	0
XVI	34	68%	12	24%	4	8%	0	0	0	0
XVII	36	72%	10	20%	4	8%	0	0	0	0
XVIII	34	68%	12	24%	4	8%	0	0	0	0
XIX	33	66%	12	24%	5	10%	0	0	0	0
XX	34	68%	12	24%	4	8%	0	0	0	0
TOTAL	**686**	**68.6%**	**208**	**20.8%**	**103**	**10.3%**	**3**	**0.3%**	**0**	**0**

Appendix 5

ILLUSTRATION OF THE COMPREHENSION POINTS OF
BARRETT TAXONOMY

A. Illustration of the Literal Comprehension Points

Points under investigation related to the Literal Comprehension	Illustration	Sample questions
1.1.1 Recognition of details	The student is required to locate or identify facts such as the names of characters, the time of the story, or the place of the story (or just about any other kind of explicit fact or detail requiring literal comprehension.)	1. Locate the name of … 2. Find the following information: date of flight, time in orbit, speed of the space craft, and the height reached 3. Watch for details as you read 4. Find the story by using the

		Contents pages
		5. Read and find out: If _____ thinks _____ ; the time of day _____
		6. Add each explorer to your chart telling "Who," "What," "Where," and "When."
		7. Skim (or read) for locations, names, or dates.
		8. The good point about the office suits is …
		9. One of the good qualities of the work is …
		10. Who directs the final expedition?
		11. What is Ana Iswanti, Inc?

		12. Who wrote The Chronicle of Narnia?
		13. What are interchanged in the process of ester interchange?
1.1.2 Recognition of Main Ideas	The student is asked to locate or identify an explicit statement in or from a selection which is a main idea of a paragraph or a larger portion of the selection. (At times caution and real discernment must be utilized to distinguish a main idea from a detail.)	1. Find out what _____ is going to do. 2. What happened when or during _____? 3. What important thing did the character find out? 4. What part did the character play in _____? 5. Underline the main ideas in this __. 6. From the text, we know that … 7. What is this advertisement about?

		8. What is the topic of the text?
		9. The underlined word is closest in meaning to …
		10. The brain should exercise in order to …
		11. The synonym of the underlined word is …
		12. The underlined word can be replaced by …
1.1.3 Recognition of a Sequence	The student is required to locate or identify the order of incidents or actions explicitly stated in the selection.	1. Read to find out : What did _____ do first?
		2. What did _____ do next?
		3. What did _____ do last?
		4. What was Ronaldo action for MU

		in year 2004?
1.1.4 Recognition of Comparison	The student is requested to locate or identify likenesses and differences in characters, times, and places that are explicitly stated in the selection. (Levels 1.14, 1.24, and 3.4 involve comparisons. Seeing likenesses and differences, seeing relationships, and making comparisons between characters, incidents, and situations are fairly synonymous at these levels.	1. Read to find out the differences between _____ and _____ . 2. Look for ideas which conflict with each other. 3. Are _____ and _____ the same? 4. Find similes; find metaphors. 5. Read to find out how _____ changed. 6. Which picture matches the boy's favorite interest?

	However, when a cause and effect relationship exists, it shall be classified at the next higher level of the taxonomy provided the criteria of some other level are not more nearly met. There is a level for cognition of comparisons, a level for recall of comparisons, and a level for inferring of comparisons. Examples for each of these levels define what constitutes a comparison question.)	7. Which picture suits the conversation? 8. Which picture suits the monologue? 9. Which picture is the most suitable for the story?
1.1.5 Recognition of Cause and Effect Relationships	The student in this instance may be required to locate or identify the explicitly stated reasons for certain	1. Find out the reasons for _____ ? 2. What caused _____ ? 3. What were the results of _____ ?

	happenings or actions in the selection. (Cause and effect are not restricted to motivations and interests. For example, there are cause and effect relationships which are inorganic.)	(In this example the effect has to be recognized.) 4. Find the sentence that tells why _____ did (or was) ___ . 5. What happened to shorten his stay at _____?
1.1.6 Recognition of Character Traits	The student is required to identify or locate explicit statements about a character which help to point up the type of person he or she is.	1. Read orally the parts which prove that he was clever, bold, kind, courageous, and intelligent. 2. Find the words and phrases which describe the characters. (Some of these words and phrases describe character traits. Of course, many descriptive words and phrases do

		not pertain to character traits.)
		3. Find agnomens (Nicknames)
1.2.1 Recall of Details	The student is asked to produce from memory facts such as the names of characters, the time of the story, or the place of the story. (Recall of almost any explicit fact or detail from the selection is included. A single detail as well as several details scattered throughout the story are both level 1.21 questions.)	1. What hardships were endured? 2. How much land was claimed? 3. Who paid for his journey? 4. Over what kind of land did they travel? (This question requires recall of details from several places in the story; however, no sequencing or reorganization is asked for.) 5. Write a list of all the details you can remember. 6. Recite the _____ listed.

		7. According to the conversation, what kind of weather is usual for March?
		8. Who lived in the pond?
1.2.2 Recall of Main Ideas	The student is required to state the main idea of a paragraph or a larger portion of the selection from memory, when the main idea is explicitly stated in the selection.	1. What did the _____ mean to this world?
		2. What important statement did he make?
		3. What uses were made of _____ ?
		4. What knowledge was gained from _____ ?
		5. What did he or she do ___?
		6. What did he or she say?
		7. What happened to _____ ?

		8. What did Leon Iris do?
		9. What is the monologue about?
1.2.3 Recall of a Sequence	The student is asked to provide from memory the order of incidents or actions explicitly stated in the selection. (A sequence will be constituted only when order of occurrence is specifically required.)	1. Describe in correct sequence ___.
		2. Look at the illustrations and tell the story in sequence. (The illustrations aid the recall but are not sufficient.)
		3. Number these _____ in the order in which they took place in the selection.
		4. Make a chart that shows the _____ throughout the selection.
		5. Tell in correct order _____ .
		6. What happened on the fourth day?
		7. What will the woman do?

		8. How did the hawk catch the mouse?
1.2.4 Recall of Comparison	The student is required to call up from memory the likenesses and differences in characters, times, and places that are explicitly stated in the selection. (Questions are classified at this level if they ask for likenesses and/ or differences.)	1. Compare and contrast one journey with another journey as to: climate, terrain, natives, length of time, difficulties and successes. 2. How was this _____ different from others? 3. In what ways were _____ and _____ similar/ different? 4. Compare and contrast each of the following pairs: (Each pair constitutes a question.) 5. Compare the size of__ and ___ .

1.2.5 Recall of Cause and Effect Relationships	The student is requested to produce from memory explicitly stated reasons for certain happenings or action in the selection.	1. Why did _____ do _____? 2. Why was _____ so determined to _____ ? 3. What was the purpose of _____ ? 4. What caused _____ ? 5. Why did _____ decide to _____ ? 6. How did _____ accomplish _____ ? (This action in such instances causes an effect.) 7. What was the reaction of _____ to _____ ?
1.2.6 Recall of Character Traits	The student is asked to call up from memory explicit statements about characters which illustrate the type of	1. Why are they well suited to ___ ? 2. How did Stanley feel? (The story states that Stanley felt shy.)

	persons they are.	3. How had he shown he was ___ ?
		4. What was _____ like?
		5. Summarize her attitude toward life. (In spite of the use of the word summarize, this question actually calls for no more than the recall of an explicit statement.

B. Illustration of the Reorganization Comprehension Points

Points under investigation related to the Reorganization Comprehension	Illustration	Sample questions
2.1 Classifying	The student is required to place people, things, places, and/ or events into categories. (When pupils are asked to recognize or recall certain kinds of details, relationships, or traits, they are in effect classifying, but at a lower level of the taxonomy. The key to this level is that things must be sorted into a category or a class.)	1. Read each phrase below. Does it tell you "who," "what," "when," "how," or "where?" 2. "Sank here." (A phrase taken from a selection) 3. Which of the following are ___ ? 4. Place the following under the proper heading. 5. Classify the following according

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		to _____ .
		6. Which of the following _____ does not belong. (Where based upon the selection and not merely a matter of word meaning. Care also has to be exercised in such cases to make sure the inferring of a comparison, level 3.4 is not necessitated.)
		7. In the twelfth century, which empire was strong enough to build the biggest temple of the world?
		8. The text is …

		9. Which of the following arrangement is correct?
2.2 Outlining	The student is requested to organize the selection in outline form using direct statements or paraphrased statements from the selection.	1. Organize the facts into main heads and subheads to form an outline. 2. Complete the following outline. 3. Divide the story into _____ parts.
2.3 Summarizing	The student is asked to condense the selection using direct or paraphrased statements from the selection. (This level is interpreted as also being applicable when less than the entire selection is condensed.)	1. What has happened up to this point? 2. Tell the story in your own words. 3. What does the text tell us?

2.4 Synthesizing	The student is requested to consolidate explicit ideas or information from more than one source. (The pupil is required to put together information from more than one place. More is required than just a collecting of information for this information must become fused so that information from more than one source provides a single answer to a question. While the taxonomy refers to a single selection, quite often in order to answer a question, information obtained from a previous selection or selections must	1. How long did the entire _____ last ? 2. Fill in your time line. 3. What was the speed of the ____ ? 4. Did _____ have enough _____ ? 5. Compute _____ . 6. How many times did _____ take place ? 7. On what day did _____ happen ? 8. Figure out _____ .

| | be utilized. The intent of the taxonomy, despite its restrictive reference to the selection, is not only the reading comprehension questions from review units, lessons, and exercise, but also many other reading comprehension questions.) | |

C. Illustration of the Inferential Comprehension Points

Points under investigation related to the Inferential Comprehension	Illustration	Sample questions
3.1 Inferring Supporting Details	The student is asked to conjecture about additional facts the author might have included in the selection which would have made it more informative, interesting, or appealing. (Whether or not additional details are indeed "more informative, interesting, or appealing" is largely subjective. If the inferring of a detail is required, the question is to be placed at this level.)	1. Did he realize _____ ? 2. Was the discovery planned or accidental? (The classification of this question at this level is another example of making a debatable decision in favor of the higher category. The statement in the text says, "He sailed west toward Greenland, but because of bad storms he went off course and

		came instead upon an unknown land.")
		3. How did she converse with the natives?
		4. What was the weather like?
		5. Do you think _____ ?
		6. Did _____ believe? (Such a question may go beyond inference and require level 5.2, Identification.)
3.2 Inferring Main Ideas	The student is required to provide the main idea, general significance, theme, or moral which is not explicitly stated in the selection. (Such questions may	1. What is the main idea of this __ ?
		2. Discuss the significance of ____ ?
		3. Read these short workbook selections and then select or write

	pertain to part of a selection.)	the best title for each. (This question goes beyond synthesis and requires inference.) 4. What is the poem or story saying? 5. Answer this riddle. (Where more than mere word meaning is required.) 6. Read these paragraphs and then write or select the main idea of each. 7. Write a sentence summarizing the main idea of _____ . 8. It can be concluded that … 9. The Chronicle of Narnia is a …

		book.
		10. We can learn from paragraph 2 that …
		11. Homeschooling is considered better in offering more affective welfare to children as …
3.3 Inferring Sequence	The student, in this case, may be requested to conjecture as to what action or incident might have taken place between two explicitly stated actions or incidents, or he or she may be asked to hypothesize about what would happen next if the selection had not ended as it did but had been	1. Many days from _____ through _____ are omitted in her report. 2. Suggest the events that happened in those days. 3. What will happen next? 4. What happened between _____ and _____ ? 5. Place these _____ in logical order.

	extended.	
3.4 Inferring Comparisons	The student is required to infer likenesses and differences in characters, times, places, things, or ideas. Such inferential comparisons revolve around ideas such as: here and there, then and now, he and she, and she and she.	1. Compare: effectiveness and value to future explorers. 2. Compare _____ as to completeness and importance or detail. 3. How does _____ resemble ____ ? 4. Compare _____ with _____ . 5. Are _____ and _____ related? 6. Complete the following similes or metaphors. (If based on ideas in the selection.)
3.5 Inferring Cause and	The student is required to hypothesize about the motivations of characters and	1. Why did Marco Polo say, "Take this book and cause it to be read

Effect Relationships	their interactions with time and place. He or she may also be required to conjecture s to what caused the author to include certain ideas, words, characterizations, and action in his or her writing. ("Why" and "Because" are often clues to this category.)	to you?" (The answer requires inferring why people would have to have the book read to them.) 2. Why was it necessary to __ ? 3. Why would _____ ? 4. How did _____ know ____ ? 5. Why did they _____ ? 6. Why did the author include ___ ? 7. What is the result of _____? 8. What might have happened if __ ? 9. What makes this _____ a _____ ? 10. What makes you think ____ ? 11. Did _____ because _____? 12. How could _____ ?

		13. Why is it helpful to have a ____ ?
3.6 Inferring Character Traits	The student is asked to hypothesize about the nature of characters on the basis of explicit clues presented in the selection.	1. List their character traits. 2. What did _____ prove about their attitudes toward _____ ? 3. What does _____ tell us about her? 4. Is _____ very wise? 5. What kind of person is ____ ? 6. What words will describe _____ ? 7. What was _____ 's attitude about _____ ?
3.7 Predicting Outcomes	The student is requested to read an initial portion of a selection and on the basis of this reading he or she is	1. Do you think _____ will __ ? 2. What do you think will happen? 3. Will he help them?

	required to conjecture about the outcome of the selection. (An initial portion of a selection may be no more than the title.)	4. Someone may predict ____ ? 5. Read _____ and guess what will happen. 6. What will the woman reply? 7. What does the girl probably respond? 8. What will the man reply to express encouragement?
3.8 Interpreting Figurative Language	The student, in this instance, is asked to infer literal meanings from the author's figurative use of language	1. What is meant by the phrase, "continue unrolling the map"? 2. Interpret the following figurative expressions: ...

D. Illustration of the Evaluation Comprehension Points

Points under investigation related to the Evaluation Comprehension	Illustration	Sample questions
4.1 Judgments of Reality or Fantasy	Could this really happen? Such a question calls for a judgment by the reader based on his or her experience.	1. Is _____ imaginary? 2. How many unreal things can you find? 3. Did _____ really happen? 4. Is _____ fact or fiction? 5. Is _____ possible?
4.2 Judgments of Fact or Opinion	Does the author provide adequate support for his or her conclusions? Is the author attempting to sway your	1. Do you think _____ had anything to do with ____ ? 2. Which _____ seem to be correct?

	thinking? Questions of this type require the student to analyze and evaluate the writing on the basis of the knowledge he or she has on the subject as well as to analyze and evaluate the intent of the author.	3. What strange ideas did _____ have? 4. Which _____ are fact/opinion? 5. Based on the facts that are given, does _____ seem reasonable?
4.3 Judgments of Adequacy and Validity	Is the information presented here in keeping with what you have read in the subject in other sources? Questions of this nature call for the reader to compare written sources of information with an eye toward agreement and disagreement and	1. Did _____ ever actually _____ ? 2. Continue to check on ___ . 3. Why was _____ true? not true? 4. Is adequate information given about _____ ? 5. Is _____ really _____ ? 6. Which ideas are still accepted and which ones are no longer

	completeness and incompleteness.	believed?
		7. Label each _____ true or false.
		8. Find proof from other sources that _____ ?
4.4 Judgments of Appropriateness	It requires the reader to make a judgment about the relative adequacy of different parts of the selection to answer the question. (It is believed that this level should not be limited to the main character, nor should it be limited to just narrative text. One can judge the appropriateness of text support to prove a subject or topic.)	1. What part of the story best describes the main character?

| 4.5 Judgments of Worth, Desirability and Acceptability | Was the character right or wrong in what he or she did? Was his or her behavior good or bad? Questions of this nature call for judgments based on the reader's moral code or his or her value system. The same holds true for judging the moral character of a political, social, or economic policy in informational or expository text as well as evaluating an author's proposal. | 1. Do you like this character?
 2. How do you feel about this character?
 3. Is _____ the right thing to do?
 4. Is _____ acting fairly?
 5. Why was it wrong for _____ to _____ ?
 6. What do you think of _____ 's attitude?
 7. Is a high degree of _____ a good quality to have? |

E. Illustration of the Appreciation Comprehension Points

Points under investigation related to the Appreciation Comprehension	Illustration	Sample questions
5.1 Emotional Response to the Content	The student is required to verbalize his or her feelings about the selection in terms of interest, excitement, boredom, fear, hate, amusement, etc. It is concerned with the emotional impact of the total work on the reader. (The emotional impact of the total work on the reader is not considered	1. Are you surprised? 2. Why did you like or dislike this selection? 3. Was this selection interesting? funny? 4. What part of the story did you find most exciting? 5. Select your favorite story or

		passage.
		6. Questions requiring the pupil to respond to the plot.
		7. Did the story have a happy ending?
		8. Which _____ did you enjoy the most?
5.2 Identification with Characters or Incidents	Teachers' questions of this nature will elicit responses from the reader which demonstrate his or her sensitivity to, sympathy for, and empathy with characters, happenings, and ideas portrayed by the author.	1. What words will describe the feelings of _____ ?
		2. How did they feel when _____ ?
		3. Will _____ be difficult for _____ ? (This goes beyond level 3.7, prediction.)
		4. Would you _____ ?

		5. Encourage pupils to identify with _____ .
		6. Do you think he will follow the advice?
		7. Did she act recklessly? (This would be an example of level 4.5, except that in order to make a decision as to whether or not she acted recklessly, the situation must be identified with.)
		8. Write your own ending to this story. (It is believed that this question goes beyond inferring of a sequence and the making of a

		prediction and falls at level 5.2.)
		9. Devise a conversation between _____ and _____ .
		10. What would you do if you were _____ ?
		11. What is _____ thinking?
		12. How would you have felt if you were _____?
		13. How did _____ talk when ____ ?
		14. Relate _____ to you own life.
5.3 Reactions to the Author's Use of Language	The student is required to respond to the author's craftsmanship in terms of the semantic dimension of the selection, namely, connotations and	1. Questions requiring recognition or discussion of qualifiers.
		2. Why is _____ a good term?
		3. Demonstrate how _____'s voice

	denotations of words. (Level 5.3 pertains essentially to the appreciation of the author's skill and craftsmanship in selecting and using words. Such appreciation is dependent upon the denotation and connotations of words. Emotions are inherent in appreciation.)	sounded when he spoke _____ . 4. What personifications, allegory, puns, malapropisms did the author use? 5. What "loaded" language was used? propaganda? understatements? exaggerations? emotion-laden words? 6. How did the author express the idea of ____ ? 7. In what way is the word _____ used in the selection?
5.4 Imagery	In this instance, the reader is required	1. Picture may be drawn to illustrate

	to verbalize his or her feelings with regard to the author's artistic ability to pain word pictures which cause the reader to visualize, smell, taste, hear, or feel.	the different phases of the antelope hunt. (This was classified at level 5.4 which would be perfectly congruent if Barrett had used the word express instead of verbalize.) 2. Based upon the selection draw a picture or make a design. (Caution must be exercised in determining that such questions do require appreciation of the author's artistic ability to create imagery and not just understanding of word or

		sentence meaning.)
		3. Read rhythmically and expressively. (Includes choral reading.)
		4. Dramatize the story.
		5. Read the part the way the character might have talked. (This question goes beyond identifying as spelled out at level 5.2 and requires level 5.4.)
		6. Find the phrase which helps you build a mental picture of _____ .
		7. In a mind's-eye picture, how did the _____ look?

		8. Reenact the _____ scene.
		9. How does _____ make you feel?
		10. Take the role of _____. (This goes beyond identification)
		11. Questions requiring appreciation of dialogue may require utilization of this level.
		12. What _____ has the author created?
		13. How did the author cause you to _____ ?