

ENGLISH- IV

NAME: _____ SCORE _____

Direction: Read the questions carefully and encircle the letter of your answer.

1. Which of these tells us where and when a story takes place?
a. Character b. Plot c. Setting d. Theme
2. Who are the people or animals in a story?
a. Setting b. Characters c. Plot d. Theme
3. What is the series of events that make up a story?
a. Setting b. Characters c. Plot d. Theme
4. What is the main problem in a story called?
a. Resolution b. Conflict c. Climax d. Falling Action
5. What is the message or lesson the author wants you to learn?
a. Setting b. Characters c. Plot d. Theme
6. The ending of a story where the problem is usually solved is called?
a. Resolution b. Conflict c. Climax d. Falling Action

Read the story below:

Lily went to the park. First, she played on the swings. Then, she fed the ducks. After that, she ate her sandwich. Finally, she went home.

7. What did Lily do first?
a. Fed the ducks b. Ate her sandwich
c. Played on the swings d. Went home
8. What did Lily do after feeding the ducks?
a. Went home b. Played on the swings
c. Fed the ducks d. Ate her sandwich
9. What should come first in a story?
a. Ending b. Introduction c. Climax d. Problem
10. Which sentence uses a subordinating conjunction correctly?
a. I will go outside because it is raining. b. Because it is raining, I will go outside.
c. I will stay inside because it is raining. d. I will stay inside, and it is raining.
11. Which event happens last in a story?
a. Characters meet b. Setting is introduced
c. Problem is solved d. The problem appears
12. Arrange the sequence of events correctly:
a. The cat runs away.
b. A boy finds the cat.
c. The cat comes back home.
d. The cat goes missing.

The correct order is:

- a. D - A - B - C b. A - B - C - D c. C - B - A - D d. D - B - A - C

13. If a story is told using "I," who is telling the story?
- a. The author
 - b. A character in the story
 - c. Someone outside the story
 - d. All of the above
14. What is a good conclusion for an informational text about saving water?
- a. Water is used for drinking, cooking, and bathing.
 - b. I love playing with water on hot days.
 - c. We should save water so we do not waste this important resource.
 - d. The ocean has many fish.
15. If a story is told using "he," "she," or "they," who is telling the story?
- a. A character in the story
 - b. Someone outside the story
 - c. The author
 - d. All of the above
16. How does the narrator's point of view affect a story?
- a. It changes the setting
 - b. It does not matter
 - c. It makes the characters disappear
 - d. It affects how the reader understands the events
17. When you summarize a story, you should:
- a. Tell the main events
 - b. Tell every detail
 - c. Change the ending
 - d. Add new characters
18. A good summary should be:
- a. Long and detailed
 - b. Short and concise
 - c. Confusing
 - d. About the author
19. Which is the best summary of the story about Lily at the park?
- a. Lily went to the park and saw ducks.
 - b. Lily ate a sandwich.
 - c. Lily played on the swings, fed the ducks, ate her sandwich, and went home.
 - d. Lily went home.
20. Summarizing helps you to:
- a. Forget the story
 - b. Change the story
 - c. Understand the story better
 - d. Confuse the story
21. Which of the following is an example of an informative text?
- a. A poem about the season
 - b. A story about a magical adventure
 - c. A joke from a comedy book
 - d. A news article about a school event
22. Why is it important to connect stories to your own experiences?
- a. It helps you understand the story better
 - b. It makes the story boring
 - c. It makes the story confusing
 - d. It makes the story longer
23. If a story is about a child who is afraid of the dark, and you are also afraid of the dark, how might you connect to the story?
- a. You might laugh at the child
 - b. You might feel the same way the child feels
 - c. You might make fun of the child
 - d. You might not understand the story
24. Connecting stories to your experiences helps you develop:
- a. Empathy and understanding
 - b. Dislike for reading
 - c. Confusion
 - d. Anger

25. "The sky was gloomy before the storm." What does "gloomy" mean?
- Bright
 - Dark and sad
 - Hot
 - Soft
26. "The puppy was timid, hiding behind the couch." What does "timid" mean?
- Brave
 - Playful
 - Scared or shy
 - Angry
27. A prefix is added at the:
- Middle of a word
 - Next to a word
 - End of a word
 - Beginning of a word
28. The word "delicious" means:
- Bad tasting
 - Good tasting
 - Bland
 - Sour
29. What is the root word in "preheat"?
- Un
 - heat
 - pre
 - in
30. What is the main purpose of a recount text?
- To entertain the reader
 - To tell a story that never happened
 - To share past experiences in order
 - To explain how something works
31. What is the correct structure for an informational text?
- Introduction, body, and conclusion
 - Title, poem, and picture
 - Beginning, middle, and ending with no order
 - None of the above
32. Which of the following outlines correctly organizes a news report?
- Introduction → Supporting Details → Conclusion
 - Conclusion → Introduction → Supporting Details
 - Facts → Opinions → Arguments
 - Argument → Counter-Argument → Solution
33. Which of these is a visual element?
- Sound
 - Color
 - Smell
 - Taste
34. Lines in a drawing can show:
- Only color
 - Only shape
 - Movement and direction
 - Only texture
35. What can colors make you feel?
- Only happy
 - Only sad
 - Different emotions
 - Nothing
36. What is a good conclusion for an informational text about planting trees?
- Trees are important because they give us oxygen.
 - I love trees because they are green.
 - My favorite tree is the mango tree.
 - Trees have leaves and branches.
37. What is the purpose of a visual text like a poster?
- To confuse people
 - To give information or persuade people
 - To make people sad
 - To waste paper
38. Why is it important to know the difference between fact and opinion?
- To understand what is true
 - To ignore facts
 - To confuse others
 - To never share opinions
39. What is "tone" in spoken language?
- How loud someone speaks
 - The speaker's attitude or feeling
 - The words someone uses
 - The topic of the conversation

40. What is "mood" in spoken language?

a. How loud someone speaks

c. The feeling the listener gets

b. The speaker's attitude

d. The words someone uses

ANSWER KEY:

1. c. Setting
2. b. Characters
3. c. Plot
4. b. Conflict
5. d. Theme
6. a. Resolution
7. c. Played on the swings
8. d. Ate her sandwich
9. b. Introduction
10. a. Problem & Events
11. c. Problem is solved
12. d. D – B – A – C
13. b. A character in the story
14. c. We should save water so we do not waste this important resource.
15. b. Someone outside the story
16. d. It affects how the reader understands the events
17. a. Tell the main events
18. b. Short and concise
19. c. Lily played on the swings, fed the ducks, ate her sandwich, and went home.
20. c. Understand the story better
21. d. Think about how the story relates to your life
22. a. It helps you understand the story better
23. b. You might feel the same way the child feels
24. a. Empathy and understanding
25. b. Dark and sad
26. c. Scared or shy
27. d. Beginning of a word
28. b. Good tasting
29. b. heat
30. c. To share past experiences in order
31. a. Introduction, body, and conclusion
32. a. Introduction → Supporting Details → Conclusion
33. b. Color
34. c. Movement and direction
35. c. Different emotions
36. a - Trees are important because they give us oxygen.
37. b. To give information or persuade people
38. a. To understand what is true
39. b. The speaker's attitude or feeling
40. c. The feeling the listener gets

reflected in expressions, dialogues, and narratives.									
Learning Competency: Express ideas appropriately (age-appropriate, gender-responsive, culture-sensitive) for one’s purpose, context, and target audience. Lesson Objectives: 1. Examine the purpose, text structure, and features of a recount 2. Use recount to narrate events appropriately. Learning Competency: Use appropriate non-verbal cues for clarity of context, purpose, and meaning. Lesson Objectives: 3. Analyze how nonverbal cues aid in clearly recounting events. 4. Interpret nonverbal cues used in giving a recount. Learning Competency: EN4LR-IV-2 Learning Objectives: 1. Identify the structure of an informative text (news) 2. Distinguish fact from opinion. 3. Note important information through outlining.	10	10%	4	21	30 31 32				
Learning Competency: EN4LR-IV-2 Comprehend informational texts EN4SW-IV-5 Express ideas appropriately (age-appropriate, gender-responsive, culture-sensitive) for one’s purpose, context, and target audience. Learning Objectives: 1. Distinguish fact from opinion. 2. Express opinions based on facts. Learning Competencies: 1. Compose appropriate sentences for Clarity and Coherence. (EN4SW-IV-3) - composing complex sentences 2. Produce text with introduction, body, and conclusion in conveying ideas: using introduction, body, and conclusion. (EN4SW-IV-4) Lesson Objectives: 1. Use accurate subordinating conjunctions to write coherent clauses in complex sentences. 2. Write an informational science text with introduction, body, and conclusion.	10	7.5%	3	10				36	14
TOTAL		100%	40						

