



Republic of the Philippines  
**Department of Education**  
REGION VII - CENTRAL VISAYAS  
Division of City Schools - Tagbilaran City

**Office of the Schools Division  
Superintendent**

DIVISION MEMORANDUM  
No. *302*, s. 2022

October 5, 2022

**CONDUCT OF ORAL READING VERIFICATION TEST (ORVT) TO PUBLIC SECONDARY  
STUDENTS**

To: Chiefs, CID and SGOD  
Heads of Public Secondary Schools  
All Others Concerned

1. In line with the Regional Memorandum No. 0701, s. 2022, titled, Administration of Reading Inventory (IRI) Across Grade Levels for School Year 2022-2023, this Office, through the Curriculum Implementation Division (CID), informs the field of the administration of the Oral Reading Verification Test (ORVT) to all secondary schools this month, October.
2. The undertaking aims to:
  - 2.1 gather relevant and authentic data on the reading performance in English of the secondary students;
  - 2.2 guide every reading teacher on the differentiation of reading instruction during class hours and implementation of the after-class-hour and needs-based class reading remediation; and
  - 2.3 craft the School Reading Remediation Program
3. Attached are the enclosures.
  - 3.1 Guidelines on the administration of ORVT
  - 3.2 ORVT Template
  - 3.3 ORVT Reading Materials
4. For immediate dissemination and compliance.

**JOSEPH IRWIN A. LAGURA PhD**  
Schools Division Superintendent  
Office of the Schools Division Superintendent



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Republic of the Philippines  
**Department of Education**  
REGION VII – CENTRAL VISAYAS  
Division of City Schools – Tagbilaran City

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**GUIDELINES IN THE ADMINISTRATION OF ORAL READING VERIFICATION TEST  
(ORVT) TO SECONDARY STUDENTS**

1. The Reading/Language Teachers will administer the ORVT to all students in grades 7 to 12 in October for the pre-test and in April for the post-test.
2. The Heads of Schools will be responsible for ensuring that the reading materials are prepared for distribution to the students.
3. To ensure that the ORVT goes off without a hitch, the School Reading/English Coordinators should assist in the preparation of the materials.
4. All public secondary schools in the division will use the selected writers' quality-assured reading texts.
5. There will be eight questions in the reading texts for grades 7 and 8, ten questions in grades 9 and 10, and twelve questions in senior high.
6. The teacher will complete the templates and send a copy to the Principal's Office who in turn will communicate the school consolidated report to the Division Office.
7. After determining the students' reading levels, the teacher will create reading intervention strategies for students whose reading ability is at a frustration level.

**SCORING THE READER**

READING LEVEL	GRADES 7 & 8	GRADES 9 & 10	GRADES 11 & 12
Non-Reader	0	0	0
Frustration	1-3	1-4	1-5
Instructional	4-6	5-8	6-9
Independent	7-8	9-10	10-12





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Tagbilaran City, Bohol

## ORVT Form Grades 7 and 8

Grade: \_\_\_\_\_

Section: \_\_\_\_\_

School: \_\_\_\_\_

Teacher: \_\_\_\_\_

	Name	Test Taken or X	Total Score	Number of Correct Responses			
				Nonreader	Frustration	Instructional	Independent
			8	0	1-3	4-6	7-8
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
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Tagbilaran City, Bohol

# ORVT Form Grades 9 and 10

Grade: \_\_\_\_\_

Section: \_\_\_\_\_

School: \_\_\_\_\_

Teacher: \_\_\_\_\_

	Name	Test Taken or X	Total Score	Number of Correct Responses			
				Nonreader	Frustration	Instructional	Independent
			10	0	1-4	5-8	9-10
1							
2							
3							
4							
5							
6							
7							
8							
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## ORVT Form Grades 11 and 12

Grade: \_\_\_\_\_

Section: \_\_\_\_\_

School: \_\_\_\_\_

Teacher: \_\_\_\_\_

	Name	Test Taken or X	Total Score	Number of Correct Responses			
				Nonreader	Frustration	Instructional	Independent
			12	0	1-5	6-9	10-12
1							
2							
3							
4							
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7							
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**THE TARSIER**

The tarsier is a small primate that is found living in the forests on several islands in Southeast Asia. It is a unique-looking animal that has evolved several specific features to support its nocturnal and living lifestyle.

The tarsier's long anklebone allows it to jump more than 40 times farther than the length of its body. The tarsier takes its name from the bones, which are referred to as the tarsals. The long fingers and toes of the tarsier are tipped with pads and have nails to help them grip onto branches and prey, with long curved claws on their second and third fingers which are used for grooming. The most unique feature of the tarsier can be found on their heads which can turn 180 degrees in both directions so that this primate can see behind it without moving its body. Their big eyes can be up to 16mm across and enable the tarsier to hunt or prey and watch out for predators in the dark. Each eye weighs heavier than the brain. Tarsiers also have bat-like ears which are incredibly sensitive to detect even the slightest sounds close by. The tarsiers are unique animals as they are the only completely carnivorous primates in the world.

Today, many of the different tarsier species are either listed as being endangered or at risk by the International Union for Conservation of Nature (IUCN) with a number being listed as being critically endangered in their natural habitats. Although conservation work particularly of the Philippine Tarsier is striving to protect these animals and the primary forest, they remain threatened by loss of habitat throughout much of their natural range.

**276 words**

**QUESTIONS:**

**1. What is the size of the eyes of a tarsier?**

- A. 40 cm
- B. 16 mm
- C. 180 degrees
- D. 2 times heavier than its brain

**2. Where does the tarsier get its name?**

- A. from the IUCN
- B. from its origin country
- C. from its group of primates
- D. from its bones known as tarsals

- 3. How many degrees can the head of a tarsier turn?**
- A. 16 mm
  - B. 40 times
  - C. 90 degrees
  - D. 180 degrees
- 4. What is the use of the second and third fingers of a tarsier?**
- A. It is used to prey for food.
  - B. It is used to groom themselves.
  - C. It is used to grip onto branches.
  - D. It is used to hold their food or their babies.
- 5. What is the shape of a tarsier's ears?**
- A. bat-like ears
  - B. circular ears
  - C. heart shaped
  - D. deer-like ears
- 6. What is a primate?**
- A. a group of birds
  - B. a group of plants
  - C. a group of mammals
  - D. a group of reptiles and crocodiles
- 7. Why is the tarsier called the only primate that is carnivorous?**
- A. because they eat plants
  - B. because they eat animals and insects
  - C. because they hunt for plants and insects
  - D. because they love to be awake during night time
- 8. How can we help protect and preserve the tarsiers from their extinction?**
- A. Hunt them for food.
  - B. Disturb their habitat.
  - C. Plant trees and preserve the forest.
  - D. Capture them for the pet trade.

Written by:

**Rochelle Marie S. Bolotaolo**  
Teacher III  
Dr. Cecilio Putong National High School

**Gene L. Celis**  
Teacher III  
Manga National High School

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Written by:

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**Gene L. Celis**  
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Manga National High School

## ORVT-GRADE 8

### School Time

It was a lovely Monday morning, the first day of school. The sun was already up but Jemima was still in bed, fast asleep. Her mother, Mrs. Maceren, had awakened her twice already but each time she just groaned, turned over and gone to sleep again. Jemima was a sleepy head.

“Get up, Jemima,” her mother said in a loud voice. “Get up right now if you don’t want to be late for school. It is already six o’clock!”

Jemima sat up at last and rubbed her eyes.

“Come and eat your breakfast,” her mother said as she left the room.

Jemima remembered that it was the first day of school. She did not want to be late. So, she hurriedly washed her face and changed into her new uniform which her mother bought for her a week ago.

As Jemima was eating her breakfast her mother kept hurrying her. After eating she collected her leftovers and called her dog Blackie.

“Come, Blackie,” Jemima said. “Come and finish off your breakfast.”

The furry, little dog came wagging his tail and looking up at his master with adoring eyes. He looked at the food Jemima extended to him. He barked loudly as if saying “Thank you.”

Jemima left the house and went out into the street. She passed by Paulette’s house and called her. She and Paulette were classmates in Grade 8.

“I thought you would not come,” Paulette complained. “Let’s hurry or we’ll be late.”

The two girls walked fast. But before they had traveled too far, they heard a loud bark behind them. It was Blackie.

“He wants to go to school, too.” Paulette said and laughed.

Jemima shouted at her dog telling him to go home but Blackie just sat on the ground. He didn’t move. Jemima threw a stone at the dog but he would not go home. At last, Jemima picked up a stick and ran toward her dog to drive him away. Unfortunately, she stumbled on a stone. She tried to recover her balance, lost it and found herself sitting on the dirty road.

“Oh, look at my new uniform! It’s dirty!” she cried as she picked herself up. “How can I go to school looking like this?”

Paulette comforted her. “Give me your handkerchief and I’ll wipe the dirt off,” she said.

**Questions:**

- 1. What day was the first day of school?**
  - A. Monday
  - B. Tuesday
  - C. Friday
  - D. Thursday
  
- 2. Why did Jemima's mother wake her up early in the morning?**
  - A. Paulette was waiting for her.
  - B. It was the first day of school.
  - C. They were going to the church.
  - D. It was the feeding time for her dog.
  
- 3. Based on the story, how did Jemima showed her love to her dog?**
  - A. by driving him away
  - B. by looking at him
  - C. by throwing sticks
  - D. by feeding him
  
- 4. What did Paulette complain about Jemima?**
  - A. Jemima fed her dog before going out.
  - B. Jemima didn't wear her uniform.
  - C. Jemima did not come early.
  - D. Jemima woke up late.
  
- 5. Why did Jemima fall down?**
  - A. She ran too fast.
  - B. She stumbled on a stone.
  - C. She threw a stone to the dog.
  - D. She was very angry at her dog.
  
- 6. It can be inferred in the story that, Jemima \_\_\_\_\_.**
  - A. went to bed early
  - B. stayed up late at night
  - C. prepared her things for school
  - D. wanted to make a good impression
  
- 7. Jemima was a sleepyhead? This means that \_\_\_\_\_.**
  - A. she hates sleeping
  - B. she has a heavy head
  - C. she is always dreaming
  - D. she is a sleepy and lazy person

**8. Based on your experience, when dogs are happy, \_\_\_\_\_.**

- A. they sleep a lot
- B. they wag their tails
- C. they hide and avoid people
- D. they lick their paws and look at you

Written by:

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MT-I  
Manga National High School

**ANNA MARIE J. GUTANG**  
Teacher III  
Mansasa National High School

## ORVT-GRADE 8

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Written by:

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MT- 1

Manga National High School

**ANNA MARIE J. GUTANG**

Teacher III

Mansasa National High School

## ORVT-GRADE 9

### Amiable Friend

When I was pursuing my college education in a prestigious university, I happened to meet a friend who was introvert and simple but pretty, friendly, and smart. She used to wear a blouse and skirt and seldom we, her friends, had seen her wearing pants. She looked very attractive in whatever she wore, for she always wore her smile on her angelic face. Her tantalizing eyes aroused the interest and captivated the attention of everyone. With her simplicity, many thought and felt that she came from an impoverished family. Like me, she was also a “probinsyana” who decided to enroll a course that she had no idea of what she would become after graduation. Every time we had an examination, her name was always listed in the list of top 10 students who scored high in the exams. There was even a time when she obtained perfect score in our Chemistry midterm exam. Because of her laudable performance in school every semester, she used to receive medals and certificates during Recognition Rites. She had become the apple of the eye among our male classmates and batchmates.

The following year, when we were in our second year, everyone noticed that she remained humble and simple, yet everyone in the school campus thought that she had become more appealing than before and her beauty was awesome as what the people said. Furthermore, she had a lot of admirers and friends who cared for her. However, some female students who were envious of her beauty and elegance made negative comments behind her back. According to them, she wore too much makeup, while others said she was over dramatic and poor. Despite the mean remarks of her reputation, she didn't fight back. Instead, she continued to study harder until she finished college.

On the day of our graduation, she graduated Magna Cum Laude and received a lot of medals and certificates both for her co-curricular and extra-curricular achievements in the different fields. After the ceremony, we were introduced to her parents who alighted from their luxury car just to meet and invite us, her friends, to dine with them in the high-end restaurant in that city. At that time, we noticed that she became more beautiful wearing light makeup and looked so gorgeous with her attire. Meanwhile, the envious ladies were astonished with what they had seen, that the simple lass whom they ridiculed turned out to be the daughter of a rich and prominent family in their province.

Word Count: 415

Comprehension Questions:

- 1. Where did the author meet her friend?**
  - A. church
  - B. mall
  - C. market
  - D. school
  
- 2. How did the author describe her friend? She was \_\_\_\_\_.**
  - A. strict, simple yet intelligent and rich
  - B. introvert, simple yet pretty and smart
  - C. impulsive, but beautiful and awesome
  - D. understanding & friendly but strict and arrogant
  
- 3. What academic distinction did the lady get on her graduation day?**
  - A. Cum Laude
  - B. Magna Cum Laude
  - C. Suma Cum Laude
  - D. With no honors
  
- 4. When did they learn that their classmate came from a rich and prominent family?**
  - A. after the graduation rites
  - B. during the midterm exam
  - C. before the graduation rites
  - D. when they were strolling around the campus
  
- 5. What did she do when she knew that some ladies were saying offensive remarks against her?**
  - A. fought back
  - B. ignored their comments
  - C. made negative moves against the ladies
  - D. wrote a letter to the Dean about what the ladies did to her
  
- 6. What was the relation of the author to the lady being ridiculed?**
  - A. cousin
  - B. enemy
  - C. friend
  - D. professor

7. *With her simplicity, many thought and felt that she came from an impoverished family.* What does the word impoverished in the given sentence mean?
- A. candid
  - B. poor
  - C. rich
  - D. wealthy
8. What is the opposite meaning of the word laudable in this sentence?
- Her classmates were so envious of her laudable performance.*
- A. admirable
  - B. commendable
  - C. lousy
  - D. meritorious
9. What is the purpose of the author in writing the story?
- A. to critic her ideas and experiences
  - B. to inform the reader of her experiences
  - C. to persuade and convince the reader of her idea
  - D. to remind the reader not to judge / ridicule someone
10. What is the message that the author wants to emphasize?
- A. Asking apology from someone you hurt is a good act.
  - B. Be optimistic at all times.
  - C. Do whatever you think is right.
  - D. It is better to appreciate a person than to judge.

**Written by: BABE CELEÑA B. ISAGA PhD**  
Master Teacher II  
Dr. Cecilio Putong National High School

**F J CHARLENE C. LASTA**  
Teacher III  
Manga National High School

**Amiable Friend**

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3. **What academic distinction did the lady get on her graduation day? (Literal)**
  - A. Cum Laude
  - B. Magna Cum Laude
  - C. Suma Cum Laude
  - D. With no honors
  
4. **When did they learn that their classmate came from a rich and prominent family? (Literal)**
  - A. after the graduation rites
  - B. during the midterm exam
  - C. before the graduation rites
  - D. when they were strolling around the campus
  
5. **What did she do when she knew that some ladies were saying offensive remarks against her? (Literal)**
  - A. fought back
  - B. ignored their comments
  - C. made negative moves against the ladies
  - D. wrote a letter to the Dean about what the ladies did to her
  
6. **What was the relation of the author to the lady being ridiculed? (Literal)**
  - A. cousin
  - B. enemy
  - C. friend
  - D. professor

7. *With her simplicity, many thought and felt that she came from an impoverished family. What does the word impoverished in the given sentence mean? (Inferential)*
- A. candid
  - B. poor
  - C. rich
  - D. wealthy
8. **What is the opposite meaning of the word laudable in this sentence?**  
*Her classmates were so envious of her laudable performance.*  
**(Inferential)**
- A. admirable
  - B. commendable
  - C. lousy
  - D. meritorious
9. **What is the purpose of the author in writing the story? (Critical)**
- A. to critic her ideas and experiences
  - B. to inform the reader of her experiences
  - C. to persuade and convince the reader of her idea
  - D. to remind the reader not to judge / ridicule someone
10. **What is the message that the author wants to emphasize? (Critical)**
- A. Asking apology from someone you hurt is a good act.
  - B. Be optimistic at all times.
  - C. Do whatever you think is right.
  - D. It is better to appreciate a person than to judge.

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## ORVT Grade 10

### Bohol: A Sneak Peek

Bohol is an island province of the Philippines that includes the main island and 75 smaller outlying islands. It is situated in the Central Visayas region. Tagbilaran serves as its capital. Bohol is the tenth largest island in the Philippines with a surface area of 4,821 km<sup>2</sup> and a coastline that stretches over 261 km. While some historians claim it is taken from a barrio on the mainland, the word Bohol is actually derived from bo-ol, a type of tree that *flourished* on the island.

The province is a well-liked tourism destination in the Philippines. Bohol is home to many undiscovered treasures. The Philippine tarsier, recognized as one of the smallest primates in the world, the geological formation made up of unusual cone-shaped hills known as the Chocolate Hills, the breathtakingly gorgeous beaches and coastlines in Panglao and Anda, some of the best diving islets like Balicasag and the uninhabited Virgin Island with a scenic sandbar are just a few of the treasures that call Bohol home.

Bohol is a haven of protected natural wonders, including the Loboc River, which is a must-see, with river cruises serenaded by renowned local musicians playing Boholano folk tunes, the towering Can-umantad Falls in the town of Candijay, the Mag-aso Falls in Antequera, the Hinagdan Cave in Dauis, the Camugao Falls in Balilihan and the Bohol rice terraces that are dotted throughout the village of Cadapdapan.

In addition to the month-long fiesta celebration in May, which takes place over the entire island, it is rich in culture and traditions. Most Boholanos return home around that time, traveling from all over the country and the world to honor their patron saints and enjoy time with their families and loved ones. The *plethora* of centuries-old churches constructed during the Spanish colonization is evidence of the Boholanos' devotion to the Roman Catholic faith.

Bohol still has a lot to offer visitors, and until you visit the island province, it's impossible to properly appreciate how *stunning* and worthwhile it is.

336 words

#### 1. Where in the Philippines can you find Bohol?

- A. Central Luzon
- B. Central Visayas
- C. Northern Mindanao
- D. Western Visayas

2. **The following are the Boholanos' pride and joy EXCEPT \_\_\_\_\_.**
- A. Banaue Rice Terraces
  - B. Chocolate Hills
  - C. Philippine Tarsier
  - D. white sand beaches
3. **What is being implied by the phrase *plethora of centuries-old churches*?**
- A. Boholanos are artists.
  - B. Bohol is a rich province.
  - C. Boholanos are superstitious.
  - D. Boholanos are devoted Catholics.
4. **Which of the following shows that Bohol is rich in culture and traditions?**
- A. Boholanos are friendly and hospitable.
  - B. Bohol has lots of scenic spots to brag about.
  - C. Bohol is the home of the tiniest primates in the world.
  - D. Bohol celebrates a month-long fiesta in May honoring the patron saints.
5. **Based on the article, which is *NOT* true about Bohol?**
- A. It is located in Central Visayas.
  - B. It is home to many world-renowned wonders.
  - C. Bohol is the tenth largest island in the Philippines.
  - D. The province is not a well-liked tourism destination in the Philippines.
6. **Which adjective best describes Bohol?**
- A. ancient
  - B. glorious
  - C. secluded
  - D. stunning
7. **Which of the following words best replaces the word *flourished* in the first paragraph?**
- A. declined
  - B. died
  - C. grew
  - D. withered
8. **Bohol has a *plethora* of centuries-old churches. What is a synonym for *plethora*?**
- A. absence
  - B. abundance
  - C. scarcity
  - D. shortage

- 9. What is the meaning of the word *stunning* in the last paragraph?**
- A. second-rate
  - B. taken by surprise
  - C. not pleasing to look at
  - D. extremely impressive or attractive
- 10. What is the speaker's purpose in writing the article?**
- A. to argue
  - B. to entertain
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  - D. to persuade

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## ORVT – Senior High School

### Understanding Anxiety from a Worrier's Perspective

Have you ever felt feelings of tension, recurring unpleasant and worried thoughts or concerns? Have you experienced sweating, trembling, dizziness, or a rapid heartbeat? Have you visited hospitals frequently and hopped from one medical specialist to another for consultation and ended up with normal laboratory results? How many times have you googled what you have felt and why you felt such?

Then, you are probably anxious. This is not similar with fear, but they are often used interchangeably. Anxiety is prophesying the future with prolonged response emphasizing a dispersed threat, whereas fear is an appropriate, present-oriented, and short-lived response to an obviously specific threat. This occasional physical and emotional distress which signals jumpy breathing, heart pounding in your chest, trouble sleeping, feelings of dread, or even loops of worry might be uncomfortable. The good news is it can be managed.

In a study by Dr. Gene Beresin of Clay Center for Healthy Young Minds, he claims that experiencing anxiety is normal. It is emphasized that a certain amount of anxiety can even be helpful. The problem is that sometimes the systems underlying our anxiety responses get dysregulated, so that we overreact or react to the wrong situations. This contributes to more discomfort leading to more feelings of being anxious. People with anxiety magnify circumstances and they tend to worry on what may happen. Worrywarts who have chronic cases of anxiety get frequent strange and tingling sensations, numbness, and palpitations. These then create worry which lead them to overthink.

Anxiety is not really a major problem that requires immediate action. It is a biological shield response to danger that increases heart rate and breathing, pumps oxygenated blood to your muscles as your body prepares to battle or escape from the condition. Moreover, healthy anxiety can influence you to beat deadlines, push you to study hard for an exam, or discourage you from strolling on the streets all by yourself. Constant anxiety however threatens health. It increases levels of the stress hormone cortisol, raising blood pressure, which contributes over time to chronic diseases. No wonder why some get hypertensive at a young age with no predetermined cause. Worrying is fine but worrying much for things that may not happen is unhealthy.

Quality of life is affected when disturbing thoughts, dread of panic attacks, intense self-consciousness, fear of rejection, and other features of anxiety disorders force people to avoid anxiety-provoking situations. These become

threats to relationships, work, school, and activities as people with anxiety tend to detach themselves, forgo opportunities, and avoid pleasures in life.

People dealing with anxiety can find healing. Acknowledging and embracing this condition are good ways to start. So, the next time you worry, breathe deeply, stay calm, and find courage to seek professional help if you must. Don't worry if you worry, just switch perspectives, shift your energy to what you can control, and learn to trust.

Word Count: 479

Comprehension Questions:

**1. What is the text all about?**

- A. anxiety
- B. distress
- C. fear
- D. rejection

**2. Which is a manifestation of worry found in the text?**

- A. slow heartbeat
- B. calm thinking
- C. varied concerns
- D. frequent hospital visits

**3. How is anxiety dealt as stated in the text?**

- A. acceptance
- B. apathy
- C. denial
- D. indifference

**4. Which hormone increases when there is constant anxiety?**

- A. corticosteroids
- B. cortisol
- C. dopamine
- D. endorphins

**5. What is referred by the pronoun 'these' in paragraph 5?**

- A. quality of life
- B. people with anxiety
- C. features of anxiety disorders
- D. anxiety-provoking situations

- 6. Which of the following is NOT true about anxiety in the second paragraph? Anxiety \_\_\_\_\_ .**
- A. is a disruptive disorder
  - B. causes emotional distress
  - C. is sometimes confused with fear
  - D. may be threatening and uncontrollable
- 7. According to the text, when is anxiety advantageous to an individual? Anxiety is advantageous when \_\_\_\_\_.**
- A. it threatens one's health condition
  - B. it discourages you to do treacherous activities
  - C. it pushes you to stop and just give into the worries and fears
  - D. it leads you to cause others to become apprehensive about things
- 8. How is the word 'worrywart' used in the text?**
- A. adjective
  - B. noun
  - C. modifier
  - D. pronoun
- 9. What is the tone of the text?**
- A. cheerful
  - B. hopeful
  - C. humorous
  - D. pessimistic
- 10. Which scenario shows an unhealthy anxiety?**
- A. Kim refrains from wandering alone along dark streets.
  - B. Amy stutters when she is asked to participate in class.
  - C. Rose Marie panics every time she hears ambulance sirens.
  - D. Mark experiences palpitations when asked to give a speech.
- 11. Which of the following is NOT necessary in managing anxiety?**
- A. deep breathing
  - B. moving on
  - C. diversion
  - D. staying calm
- 12. What is the writer's purpose with the statement: 'Don't worry if you worry, just switch perspectives, shift your energy to what you can control, and learn to trust.'?**
- A. to convince
  - B. to entertain
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