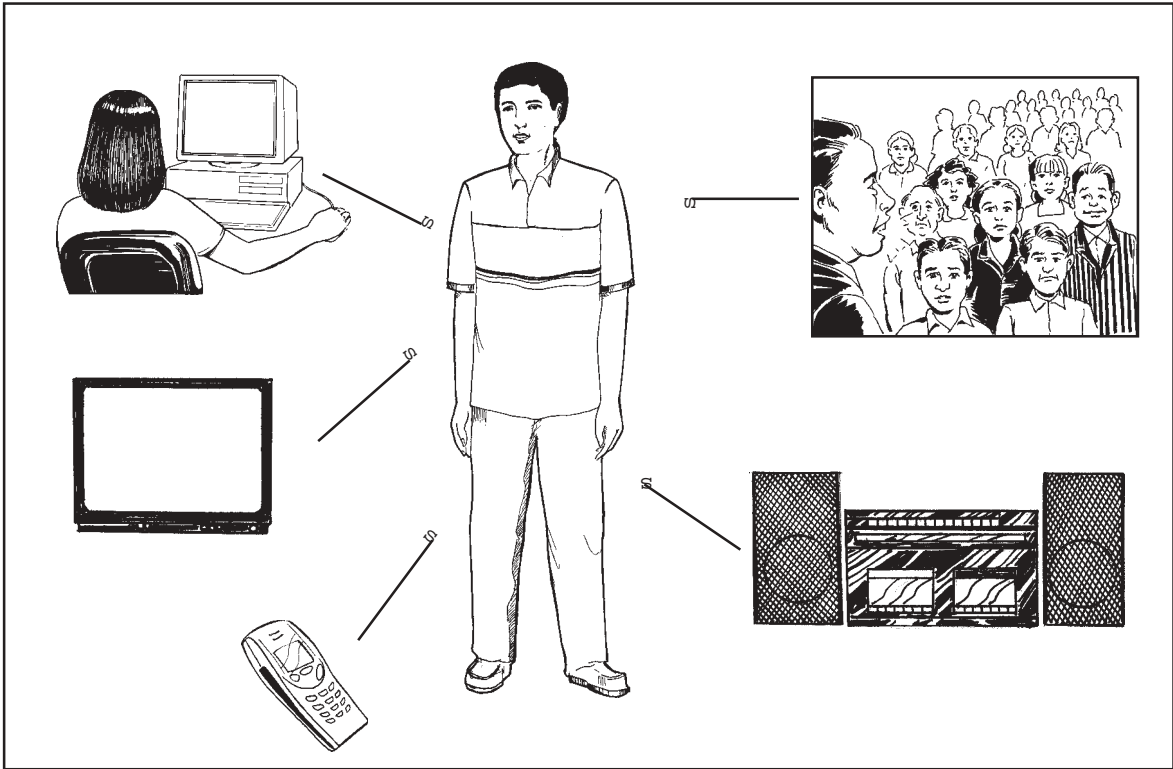




What Is This Module About?



We live in a world where knowledge is power. A person who knows or who has useful information has an advantage over others. We need information to live full and productive lives. However, we cannot expect to gather all the information we need by ourselves. There are many ways of gathering information. You can get information through reading printed materials, watching television or interacting with other people. Most of the information we receive, however, is through the spoken word. For example, if you are going to visit a place for the first time, you need to ask for directions from someone who knows the way.

Oral information might be told to you directly. You might also overhear it from other people's conversations or hear it on the radio. Whatever the source of oral information is, it is important that you have well-developed listening skills to understand and make good use of it.

Being an intelligent listener requires listening with understanding. It implies analyzing the spoken words that you receive as information. Through analytical listening, you can use oral information in an effective way.

This module shall help you to become an intelligent listener by analyzing the oral information that you receive. It is divided into four lessons;

Lesson 1 – *Determining the Accuracy, Adequacy and Relevance of Oral Information*

Lesson 2 – *Information: Fact or Opinion?*

Lesson 3 – *Making Inferences and Predictions*

Lesson 4 – *Agreement or Conflict? Making Decisions*



What Can You Learn From This Module?

After studying this module, you are expected to be able to:

1. restate accurately details of messages, commentaries or announcements heard;
2. evaluate messages according to accuracy, adequacy and relevance;
3. separate fact from opinion in information heard;
4. determine unsupported generalizations and exaggerations;
5. determine whether conclusions are logical or illogical;
6. identify conflicting information;
7. compare and contrast arguments in a discussion, and
8. predict outcomes from events described/presented.

Before you proceed with this module, make sure you have an audiotape or cassette tape player with you. Study how to use it first. If you are already familiar with the cassette player, set the audiotape that accompanies this module to **Tape Segment # 1**. Are you ready? Proceed to the next part of this module.



Let's See What You Already Know?

In this module, you will develop intelligent listening skills. Before you proceed, let's find out to what extent you have such skills. Write your answers to the questions on the blank provided below.

Listen to **Tape Segment # 1, My Grandfather's House**. Try to imagine or "see" in your mind the house being described. Make sure that you understand and remember the details of the passage that you hear. Stop the tape when you are told to stop. Then, answer the questions below.

1. What is the subject or topic of the passage?

2. Where is the house located?

3. Give a brief description of the house.

Listen to **Tape Segment # 1**, again. From the passage that you have just heard, identify the subject, main idea and supporting details. If you have a hard time answering this part, you can rewind the tape and listen to the passage one more time. You may do the exercise when you are ready.

4. Subject: _____
5. Main idea: _____
6. Supporting details: _____

Listen to **Tape Segment # 2, Buy Mariposa Laundry Bar**. Stop the tape after the passage. Answer the questions found below.

7. Will you buy Mariposa laundry bar after you have heard the announcement?

8. Why?

9. Is the passage/advertisement based on fact or opinion?

10. What makes you say so?

After doing the activity on the previous page, listen to **Tape Segment # 3, Uncle Caloy's Arrival**. Stop the tape when you are told to do so. Answer the questions below.

11. What can you infer from what you have just heard? To infer means to conclude or decide based on something known . It also means to predict what happens next or what needs to be done.

12. Predict what would happen if your Uncle Caloy arrives and he sees your untidy room.

13. Accuracy means correctness of information. If you heard somebody say that you are already 20 years old, would he/she be accurate? _____

What makes you say so?

14. Adequacy means completeness of information. You were asked to visit your friend for the first time in San Pablo, Laguna. Would that information be adequate for you to determine the exact location of his/her house? _____

What makes you say so?

15. Relevance means usefulness of information based on your present needs. You heard over the radio that a new company is selling a very effective hair grower. Would that information be relevant to you? _____

What makes you say so?

16. Conflicting information means information that does not agree or contradicts another. If you heard your classmate telling you about a six year old girl who got pregnant, would you believe him/her right away?_____

Why is the information conflicting?

Listen to **Tape Segment # 4, Is It Fact or Opinion**. Listen to the directions provided by the speaker. After each statement, write on the spaces provided below whether the information heard is fact or opinion. Indicate why you think the information is fact or opinion. Are you ready?

17. _____

Why is it fact or opinion?

18. _____

Why is it fact or opinion?

19. _____

Why is it fact or opinion?

20. _____

Why is it fact or opinion?

Compare your answers with those found in the *Answer Key* on pages 44–46 . Your answers may not be exactly the same as the ones provided.

If you get a score of 16 or more, congratulations! You have intelligent or analytical listening skills. This module would be useful to refresh the things you have learned and also to further develop your analytical listening skills.

If your score is 15 or lower, this means that you need to study the module a little more carefully. Do you now want to learn how to listen intelligently? Proceed to the next page.

Determining the Accuracy, Adequacy and Relevance of Oral Information

We live in a world filled with sounds. Every day, we hear oral information whenever we communicate with other people. We also give information by responding. Listening is such a big part of our lives. It is necessary for us to learn how to think and analyze while listening.

When we listen to understand and determine the value of what we hear, we practice **analytical listening**. Since we hear oral information every day, it is important that we know how to understand and analyze such information. It will help us make decisions more effectively. However, not all information that we hear are true. Some are false, inadequate or irrelevant (not useful).

In this lesson, you will learn how to make full use of oral information by understanding and evaluating what you hear. At the end of this lesson, you are expected to be able to:

1. restate accurately details of messages, commentaries or announcements heard; and
2. evaluate information in terms of accuracy, adequacy and relevance.



Let's Think About This

Have you ever experienced listening but without really understanding what you heard? Some people pretend to hear but really aren't listening. For example, when your friend introduced his mother to you, were you able to remember her name? Have you been late for an appointment because you did not hear the exact time of the meeting correctly? If these happened to you, then study this lesson carefully. It will help you to become a more intelligent listener.



Let's Try This

Listen to **Tape Segment # 5, This Is Mrs. Cruz.** Follow the directions given by the tape. After listening, answer the questions below.

1. Why was Mrs. Cruz being introduced?

2. What subject will she teach?

3. Does Mrs. Cruz have children? What are their names?

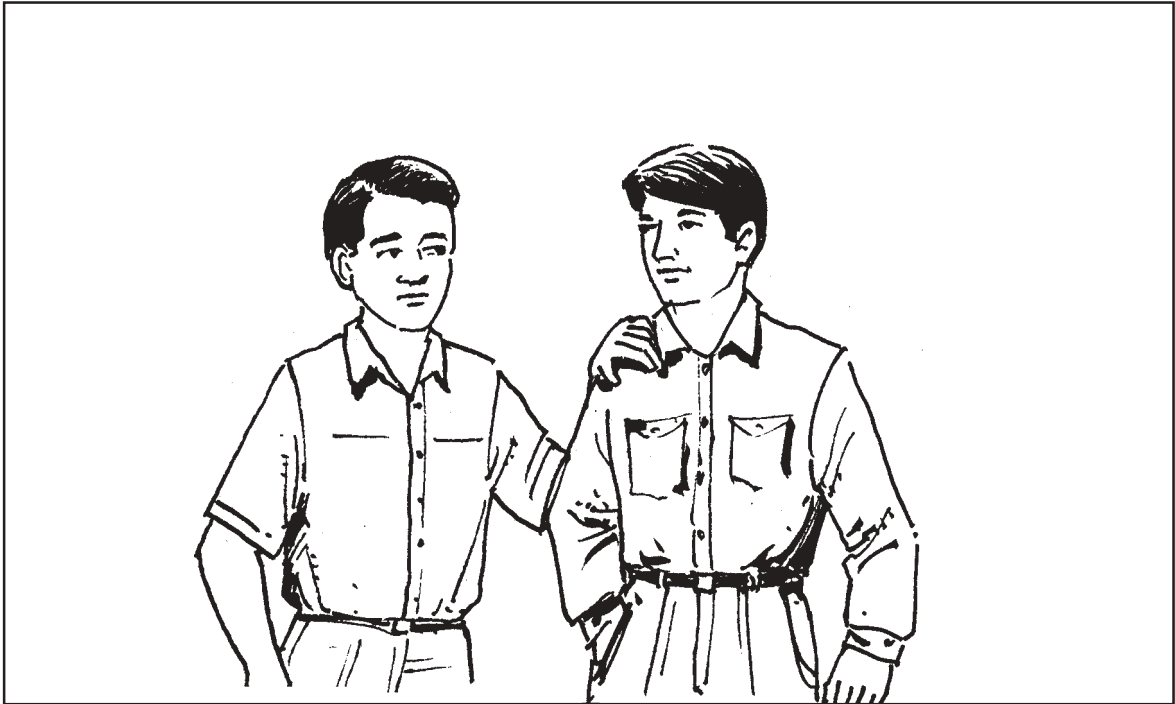
4. Where are they studying?

5. How long will she teach the class?

Compare your answers with those found in the *Answer Key* on page 46. Were you able to get the answers correct? If you were, that means that you have listened well and understood what you have heard. If you were not able to get the correct answers, I listen to **Tape Segment # 5** again and replace your wrong answers with the correct ones.

It is important to listen to messages, commentaries and announcements carefully. If you were able to give the details of oral information, that means that you understood and remembered what you've heard. However, sometimes we may not be able to get details right away. The speaker may have talked too fast or his/her voice may be too soft to hear. If that's the case, you can ask the speaker to repeat what he/she said. This time, you can listen more closely.

When you rewind the tape and listened to the passage again, did it help you understand the passage better? You can politely ask people to "rewind" oral information. Ask them to say it



again louder or slower, enough for you to hear and understand. However, make sure that you listen more closely the next time. It would be impolite to ask for a repetition several times. Like rewinding a tape takes effort, saying things again requires effort, too, right? When listening to somebody, it is important to focus or concentrate on what he/she is saying. If you are distracted, you cannot hear well, understand and remember what you've heard. Practise concentration by listening closely and understanding the next passage.



Let's Do This

Listen to **Tape Segment, # 6, Please Come to Anna's Party**. Focus on what you are listening to and remember the details provided. Follow the directions on tape. After listening, answer the questions below.

1. What was the announcement about?

2. When and where will it be held?

3. How can you get to Ana's house for the party?

4. What should you wear to the party?

Compare your answers with those found in the *Answer Key* on page 47. Were you able to get all your answers correct? If you did, that means that this time you have listened well and understood what you have heard. If you were not able to get the answers correct, you can listen to **Tape Segment # 6** again, then replace your wrong answers with the correct ones.

Now that you know how listen to and understand well, what can you do to further improve your listening skills? You must learn to analyze oral information for accuracy, adequacy and relevance.



Let's Listen To This

For this part of the lesson, listen to **Tape Segment # 7**, Announcement for a Meeting. Concentrate on the oral information provided. Stop the tape after the announcement. Afterwards, answer the questions below.

1. **Accuracy** refers to oral information being **truthful** and **correct**. Was the information provided accurate? To give you a clue, listen to the date set for the meeting. Check the date using calendar shown below. Was the date accurately given?

J U L Y						
MON	TUE	WED	THU	FRI	SAT	SUN
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

2. **Adequacy** refers to oral information being **complete**. Was the information provided adequate? You may listen to the announcement again. What information is missing?

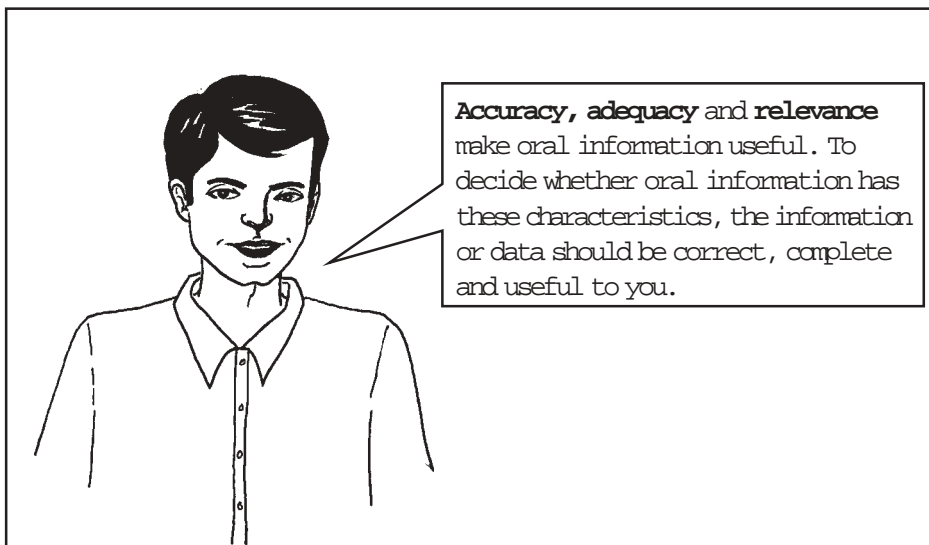
3. **Relevance** refers to **usefulness**. Was the announcement relevant to you? If you were not a member of the Glee Club, would the announcement still be relevant?

Accuracy, adequacy and relevance of oral information are important, because our decisions and actions usually depend on information we hear. In the announcement you have just heard, the information was inaccurate because the date given was incorrect. The date of the meeting July 25, falls on a Friday, not on a Thursday. As an announcement, the information was inadequate because the time of the meeting was not stated. The time the meeting will be held is very important when an announcement for a meeting is made. Relevance is something that you decide for yourself. Since you are not a member of the Glee Club, the announcement of the meeting will not be important to you. You may choose to ignore it because it is not relevant.



Let's Think About This

What can you do if the information you hear lacks accuracy, adequacy and relevance? If that information is important, what can you do to make the information more useful?

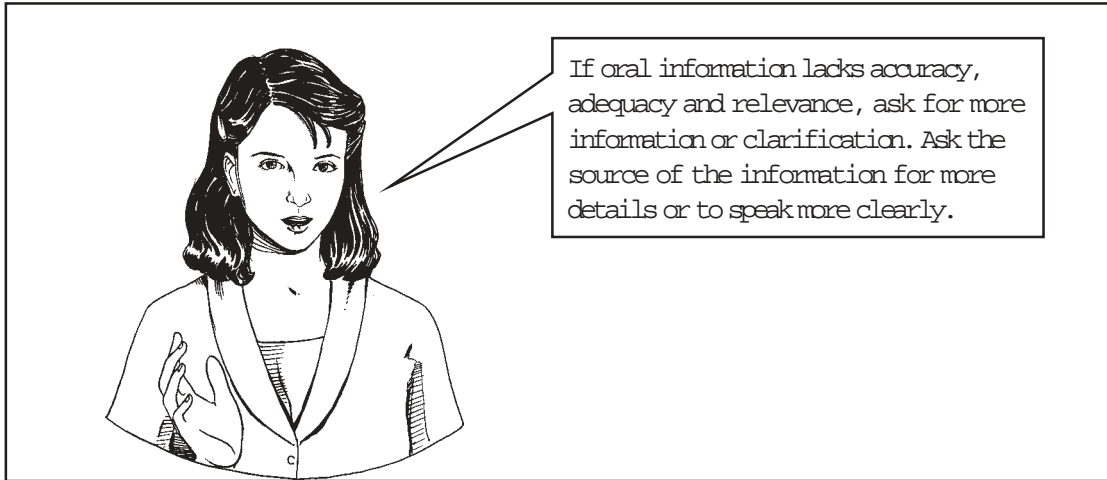


Accuracy, adequacy and relevance make oral information useful. To decide whether oral information has these characteristics, the information or data should be correct, complete and useful to you.



Let's Remember

1. Listening intelligently means being able to understand, remember and use oral information. It requires focus and concentration.



2. If it is necessary to ask a speaker to repeat what he/she said, avoid asking him/her to repeat it many times. This would be impolite.
3. **Accuracy** refers to **correctness** of oral information. **Adequacy** means completeness. **Relevance** refers to **usefulness or importance of the information**. These three qualities must be present in oral information for it to be useful. When hearing oral information, remember to check on these three characteristics.



Let's See What You Have Learned

Listen carefully to **Tape Segment # 8, A Newsflash**. Make sure you understand and remember the details of the announcement. You may listen to the announcement one more time. Afterwards, answer the following questions.

1. What was the announcement about?

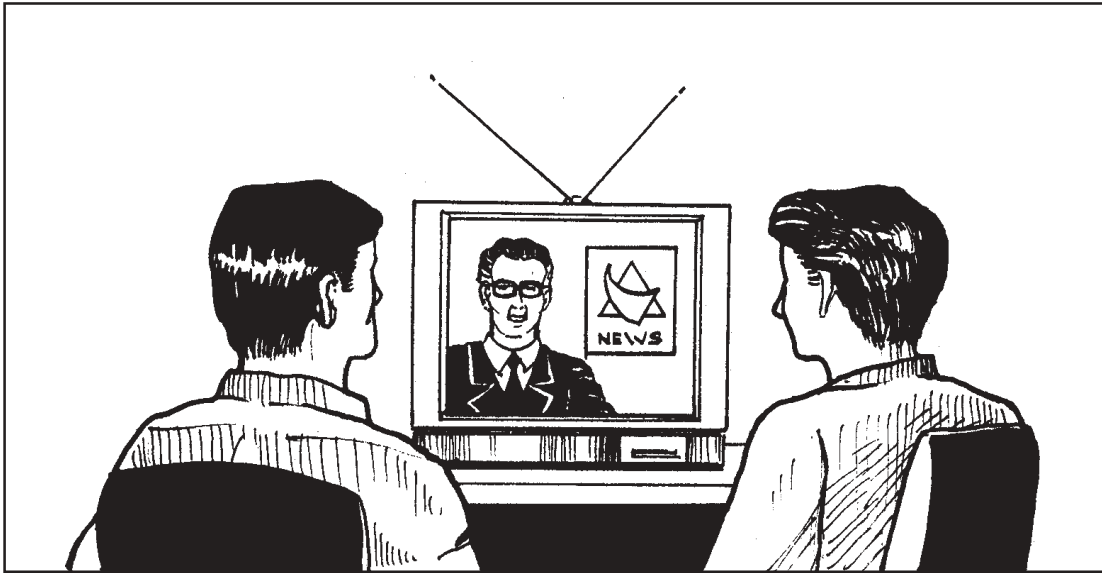
2. Who made the announcement?

3. What were the suggestions for preparing for the coming typhoon?

4. Was the announcement accurate, adequate and relevant?

Compare your answers with those found in the *Answer Key* on page 47. Were you able to get the answers correct? If you did, that means that this time you listened well and understood what you have heard. If you were not able to get the answers correct, listen to **Tape Segment # 8** again and replace your wrong answers with the correct ones.

Information: Fact or Opinion?



What is the latest news that you have heard on the radio or TV? What gossip is currently going around your neighborhood? After understanding what you hear, do you always believe or accept it? An analytical listener finds out if the information he or she hears is true or at least reasonable. Listening with intelligence means evaluating or analyzing everything that one hears.

In this lesson, you will be able to:

1. compare fact from opinion;
2. identify unsupported generalizations and exaggerations, and
3. determine whether conclusions are logical or illogical.

Developing these skills will help you determine whether what you hear is based on fact or an opinion.



Let's Try This

Do you often hear gossip? Gossip is a rumor that goes around. This usually juicy information tells about other people, mostly in not so nice ways. Gossip should be evaluated like any other information. If you hear that your neighbor, an unmarried teenager, is pregnant, would you believe it right away? If not, write down what you will do on the blanks below.

1. _____
2. _____
3. _____

Gossip and rumors usually excite people. Most of them are half-truth or are not true at all. Whenever I hear a rumor about a neighbor being pregnant out of wedlock, I will not believe it right away. I will do the following things.

1. Ask from that neighbor directly if it is true or not if she's very close enough to me.
2. Gather more information through observation.
3. Avoid spreading such information because it is unkind to do so.

In Lesson 1 of this module, you learned how to listen well and understand oral information. You also learned that oral information must be assessed based on its **accuracy, adequacy** and **relevance**.

Gossip could either be fact or opinion. How can you tell? Confirming information is not always an easy thing to do. However, it should always be analyzed and evaluated in terms of logic (being reasonable) and truthfulness. You can read the module on the **scientific method of problem solving** to get some ideas on how to make good conclusions based on observable information.



Let's Study and Analyze

How Truthful Is the Information: Fact or Opinion?

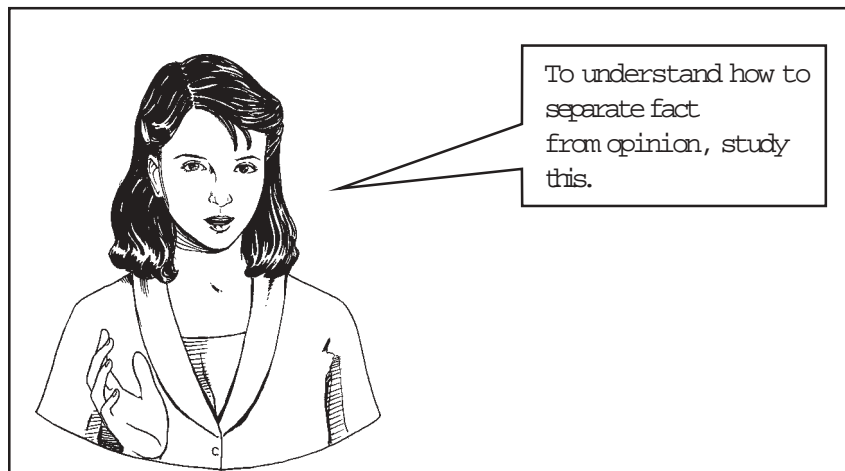
Listen to **Tape Segment # 9, Try Magic Pill – A New Slimming Product**. After hearing the advertisement, stop the tape and answer the questions below.

1. Would you try this new slimming product? _____
2. Why or why not?

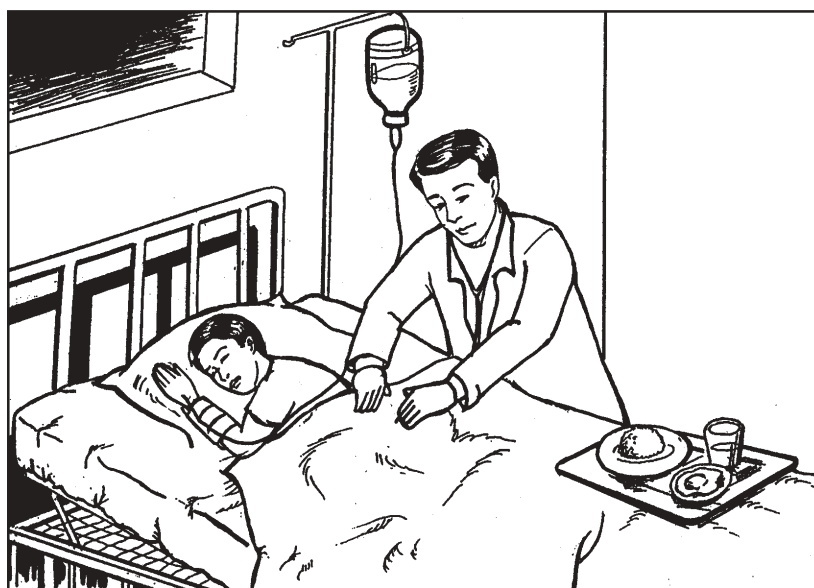
3. Is this oral information fact or opinion?

4. What is your basis for your answer to question number 3?

The advertisement or ad that you have just heard aims to sell a product. Advertising companies usually give false oral information to convince you to buy their product. After hearing the ad for the slimming product, I am still not convinced to try it. The claim of the ad is not based on actual studies of its effectiveness. It sounds more like an opinion rather than a fact.



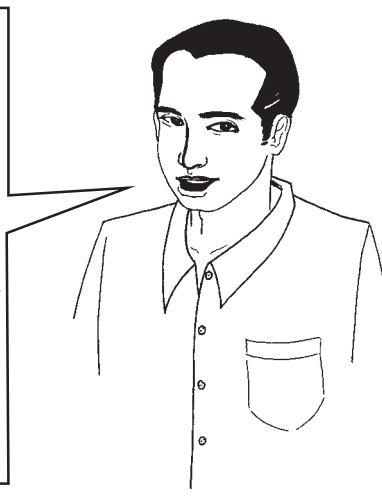
Suppose someone tells you that your cousin is sick. How will you decide if you will believe this news or not? You would visit your cousin or ask your other relatives if she really is sick, wouldn't you? If you do these things, you would be looking for supporting details. This is done to explain or prove the news. Supports can come in the form of **direct observations**, **reliable testimonies** or **reasoning**.



If you visit your cousin, you can take her temperature or find out if he/she feels warm. This is doing **direct observation** to prove that the news that he/she is sick is true. If you ask your cousin's family members about her condition, you ask for **reliable testimonies**. Reliable testimonies are taken from people who have actually observed an event or a person. In this case, since most families live under the same roof, they are the most reliable source of information about a member. Direct observation or reliable testimonies can prove that a piece of information is a fact.

Information based on facts are truthful information which can be proven without doubt and is considered very reliable (does not vary between the source of information). The news about your cousin's illness is factual if the visits to your cousin and information gathered from his/her family confirmed it. In the previous case where you heard that your neighbor is pregnant, it must be proven true by direct observation or reliable testimonies for it to become a fact.

Information that is based on feelings and beliefs that vary between sources and cannot be proven without doubt is called **opinion**. If the news about your sick cousin is based on opinion, your relatives will probably have different answers to your question about him/her. You may even find your cousin up and about when you visit him/her. You would not have adequate proof that news about his/her illness is true.



Not all opinions are true. In the case of the slimming product in the ad, I will try it only if I know some people using it are really losing weight. I can also ask for feedback from people I know who have used the product.



Let's Try This

Listen to **Tape Segment # 10, A Newsflash on the Upcoming Jeepney Fare Increase**. Stop the tape after the newsflash. Answer the questions below.

1. What was the newsflash about?

2. Is it based on fact or opinion? _____

3. What is your basis for thinking so? _____

The newsflash was about the upcoming jeepney fare increase from P3.00 to P4.00 because of oil price increase. I think that what I heard on the radio is a fact. This is because people in the media have the responsibility to confirm their stories before reporting them. They usually get their information from the actual sources. In this case, the report stated that the announcement was made by the Department of Energy. This makes the story more convincing because it is based on a reliable source.

Now listen to **Tape Segment # 11, Movie Star Fails To Go To Her Movie Taping Is Suspected of Drug Addiction**. After hearing the news item, stop the tape and answer the questions below.

1. What was the newsflash about?

2. Is it based on fact or opinion? _____

3. What is your basis for thinking so? Which words in the newsflash suggest it is based on opinion? _____

Clearly, this report is based on opinion. The use of the word suspected signals that the information was not confirmed to be true. News items about showbiz personalities are often exaggerated to excite the listeners. However, some showbiz news may be based on fact. It can be based on direct observation. For example, a movie star herself announced her drug addiction. A reliable person reports that he/she saw the movie star actually taking drugs. The report may not be accurate if it is based only on the movie star's failure to report for movie taping. She could have been sick or had to attend to a previous commitment.

Determining Unsupported Generalizations and Exaggerations

Read and analyze the following statements. Which of them do you think are true?

1. This slimming tablet will make you lose 50 pounds in a month. Try it!
2. All Filipinos love movies.
3. Since Petals Beauty Lotion is good for you, it will be good for your baby, too!
4. Joining this sweepstakes will make you an instant millionaire!
5. Since Father Santos is a priest, he cannot commit a crime.

Did you immediately believe the statements you have just read? If you did, you might have a problem, that is, believing something that is not true. Let us study the statements again. Answer the questions after each statement.

1. *This slimming tablet will make you lose 50 pounds in a month. Try it!*

Is it really possible to lose 50 pounds in one month? _____

If that is true, would it be good for your health? _____

The above statement is an exaggeration. It claims that taking a slimming tablet can make you lose 50 pounds in one month. This is not possible and may be bad for your health.

2. *All Filipinos love movies.*

Do you know anybody who does not love movies? _____

Is he/she a Filipino? _____

This statement is an example of an unsupported generalization. Not all Filipinos love movies, some would rather stay home and read.

3. *Since Petals Beauty Lotion is good for you, it will be good for your baby, too!*

Can Petals Beauty Lotion be bad for a baby? _____

How? _____

This is another example of an unsupported generalization. An unsupported generalization is one that applies to everybody what is true to only one person or a few persons. A lotion may contain chemicals not harmful to adult skin but could be bad for a baby's delicate skin.

4. *Joining this sweepstakes will make you an instant millionaire!*

Is this statement possible? _____

Why or why not? _____

It is impossible for everybody joining a sweepstakes or raffle to win. Only few people win in raffle draws. This statement is an exaggeration. It is also an unsupported generalization.

5. *Since Father Santos is a priest, he cannot commit a crime.*

Does it follow that all priests cannot commit crimes? _____

Why? _____

This statement is another example of an unsupported generalization. Some priests can, and have, committed crimes before.

An unsupported generalization applies what is true of one person or thing to everybody and all similar things. Exaggerations are overstatements. They claim more than what is actually true. You have studied some examples earlier. When you receive oral information, it is best to analyze if the statements contain unsupported generalizations or exaggerations. Do you think you can now recognize an exaggeration or unsupported generalization?



Let's Try This

Encircle the number of the statements that are exaggerated. Underline the statements that contain unsupported generalizations.

1. I am a Christian therefore I follow all Christian teachings.
2. I am the best basketball player in the world.
3. Try this new laundry detergent that will clean clothes with absolutely no scrubbing!
4. All men are strong.
5. Women should stay at home because they are weaker than men.
6. This shampoo will make your hair perfect in just three days!

Compare your answers with those found in the *Answer Key* on page 48. If you were not able to get all answers correct, review this part of the lesson before proceeding.

Listen to **Tape Segment # 12, Bomb Scare Hits Metro Manila**. You may listen to the selection one more time. Stop the tape after the report. Then, answer the questions below.

1. What was the report about?

2. What can you conclude from the report?

3. What do you plan to do after hearing the report?

4. Your friend decided not to go to school because she is afraid of the bombings. What will you advise her?

Were you able to answer correctly read on to find out. The report was about several bombings that happened in public places in Metro Manila. Concluding that it is better to be careful when you go to public places is good. This would make you more aware of the possible dangers while in a public place. You can limit your going to public places like malls and movie houses in response to the report. However, what do you think of your friend's conclusion after hearing the report? Was it logical?

Being logical means making proper conclusions based on the information given. If you did not go to a public place because of the report you heard, what would happen to you? You would feel safe, but you would perhaps miss the fun of seeing nice things and places.

Your friend's conclusion based on the report was illogical and shows unsupported generalization. She generalized that all places she goes to will have bombings and this includes her school. This will resort to her being absent and possibly being unable to graduate. Would she have more to lose because of this?

If, I were you, I would advise her to go to school but be more careful this time. She should avoid people she does not know. She should also be suspicious of unidentified packages left in the school. She should report them immediately to the principal or teachers. That way, her conclusion about the report would be logical and lead to more effective decisions and actions.



Let's Try This

Suppose somebody tells you that your father called your Instructional Manager and asked her to send you home immediately. How will you determine if it is true? Write down the steps that you will follow in the space below.

1. _____
2. _____
3. _____

Compare your answers with steps below.

1. *I will return my father's call to confirm the information.*
2. *I will ask the Instructional Manager who was able to talk to my father.*
3. *I will ask my friend how he/she was able to get the information.*

Asking your father about the information should be the first thing to do. You have learned that direct observation is the best way of confirming information. Talking to the Instructional Manager is a form of reliable testimony also because he/she has made a direct observation or took your father's call himself/herself. Asking your friend will give you an opportunity to analyze if his/her statement has enough logical support. If all this information is available, then you can make your conclusions more valid and logical.

Some of the information we hear, from other people and from mass media (television and radio) might not be factual and may not have enough logical support. This type of information or misinformation is often used in advertising or gossips.

Read the examples below. After each statement is a conclusion. Discuss with a friend why these statements are illogical.

1. Be a real man. Drink Sikat beer.

Conclusion: *I should drink Sikat beer if want to be a real man.*

2. Mr. Cruz has been seen talking with corrupt officials.

Conclusion: *He should be corrupt, too.*

3. My grandfather ate only fish and avoided meat. He lived up to 100 years.

Conclusion: *I will eat only fish, too, in order to live long.*

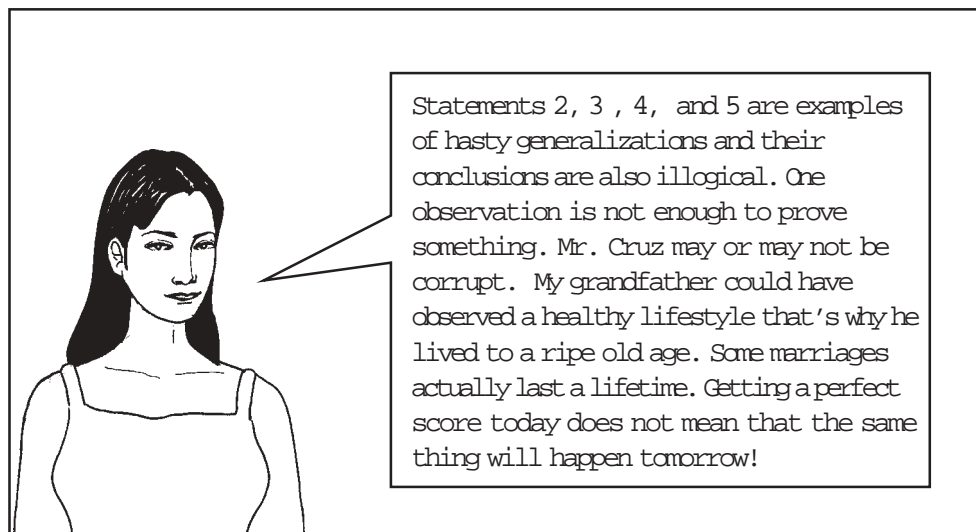
4. My sister was abandoned by her husband. My brother also got divorced recently .

Conclusion: *I will not get married because marriages never last.*

5. I got a perfect score in the exam today.

Conclusion: *I will get a perfect score again in tomorrow's exam.*

The conclusion based on *Statement #1* is illogical. It is an example of a fallacy or falsehood. A real man is not defined by what he drinks but by how he behaves as a person. This is a common technique advertisers use to encourage people to buy products. They often falsely associate these products with desirable qualities to impress customers.



In your daily life, you will hear or read some fallacies or falsehoods. You will receive information that is not factual or does not have logical support. Always take time to evaluate the information that you hear before using or sharing it.



Let's Remember

1. Facts are based on firsthand information or reliable sources. News reports are factual if they are based on the actual sources, not hearsay. Opinions may not have reliable information support.
2. To determine the truthfulness of oral information, it is important to analyze if it is factual or not. This can be done through direct observation, and reliable testimonies or by studying if the information has enough logical support.
3. Unsupported generalizations and exaggerations are baseless information which can mislead listeners or readers. Unless additional information to support them is available, do not believe them immediately. Check them for accuracy and truthfulness.
4. Conclusions based on oral information should be logical. This can be achieved by carefully analyzing the oral information and validating its truthfulness by generating factual information from reliable sources.



Let's Try This

Listen to **Tape Segment # 13, Let's Do This**. While listening, evaluate each piece of oral information presented. Stop the tape after each statement and answer the question in the spaces provided below. Write whether the statement and its conclusions are truthful, reasonable or neither. Then, write the reason for your answer. The first one was done for you.

1. All Filipinos are good singers. I am a Filipino. I am a good singer.

Neither truthful nor reasonable. Not all Filipinos are good singers although I could be.

2. I am overweight. I weighed myself and I am 20 pounds above my ideal weight.

3. My teacher is always late. She will be late again tomorrow.

4. I heard Nonoy wants to be a priest. This means he really wants to serve the Church.

5. The couple has a lot of children. They must have a lot of problems taking care of them.

After answering this exercise, compare your answers with those in the *Answer Key* found on page 47. Give yourself one point for each number correctly answered.

If your score is 4 and above, well done! You learned a lot about analyzing the truthfulness and logic of oral information. You may proceed to the next lesson. If your score is 3 or below, review the parts you missed before proceeding to the next page.



Making Inferences and Predictions

A piece of information may not be able to directly state what it tries to prove or explain. Another may point to an idea that could be different from what it states directly. In such cases, you will have to study the details of the information to capture what is not stated. This process is called making inferences or conclusions. Making **inferences** is important because your decisions and actions will be based on the inferences or conclusions that you make.

At the end of this lesson, you are expected to be able to:

1. make inferences or conclusions based on oral information, and
2. predict outcomes from events described or presented.



Think About This

Suppose someone tells you that a friend now wears a wedding ring on his ring finger. What can you infer? To infer is to reach an opinion or conclusion base on available information. You would easily think that your friend is now married, wouldn't you? How would this information affect you if you had a crush on that person? It could be terrible news for you!

Or suppose you heard that most of your neighbors are putting on their nice clothes to go to the town plaza. You would probably expect that there is going to be a special gathering there, wouldn't you? In both cases, you would be making inferences based on the details of a piece of information heard.



Let's Try This

No doubt you have made inferences or conclusions before. In life, we make many inferences every day. We may do it unconsciously most of the time. You may not know it, but you actually make inferences based on what you hear!

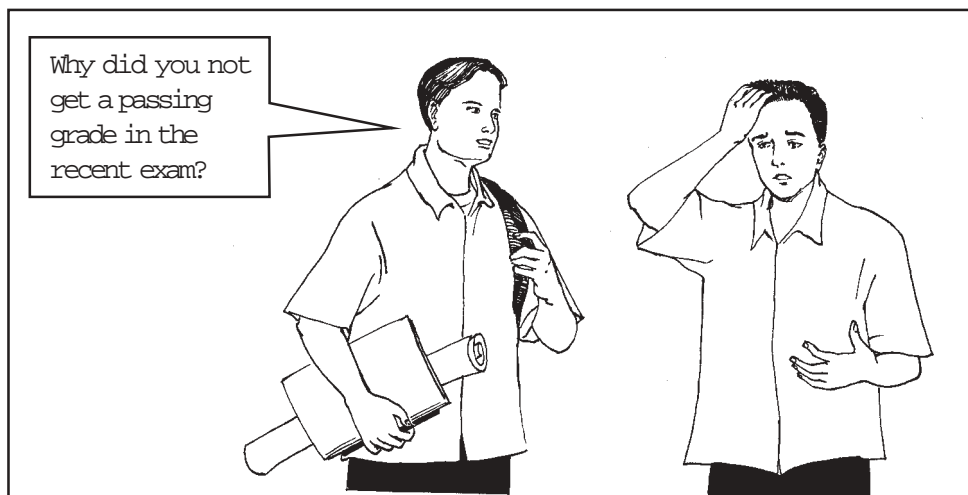
If your classmate tells you that he was not able to get a passing grade in your recent exam, what can you infer? Write some of your own inferences based on his statement on the spaces provided below.

1. _____
2. _____
3. _____

Was it hard to make inferences? Study examples below.

1. He was not able to study well
2. He may have been sick.
3. He was not able to understand the lessons well.
4. He did not know there was a scheduled exam.
5. He was not interested in the subject.
6. The exam was very hard.

What can you say based on this list? You must have found out that based on one statement, a lot of inferences can be made! Some of them may be true or correct, while some may not be true. How can you confirm which one of your inferences is true? The best way to confirm an inference is to ask the person concerned directly! That way, you can get first hand information from the person himself who made the statement.



However, you may not be able to ask that person right away. He may have already left. You may not have an opportunity to check with him anymore. Hence, you must be careful in inferring from statements that you hear.

Suppose your friend tells you that he failed the exam because he was not able to understand the lesson well. What would be your actions based on his statement? If you ask me, I would try to help that friend understand our lessons. If I am well versed in that subject, I can suggest that we review together. You can also advise him to consult with your teacher or attend tutorial lessons.

However, suppose he said...



What would you advise him? I would advise him to study way ahead of the scheduled so he wouldn't have to cram for the exams. I can also advise him to prepare a study schedule to follow. That would give him more time to prepare for the exam and get a good night's rest.

What did you learn from this activity? This activity illustrates that we can make a lot of inferences based on one statement alone. We also have to be careful which inference or conclusion to accept because this will determine what we say or do next. The best way to confirm an inference is to ask the person involved himself/herself, but this is not always possible.

Let's try another one. Listen to **Tape Segment # 14, Father's Advice**. After listening to the tape, answer the questions below.

What can you infer from the statements that you have heard? Make a list of your inferences below.

1. _____
2. _____
3. _____

Now, compare your answers with the ones below.

1. *Father fears that he will lose his job soon.*
2. *The family needs to prepare for that possibility.*
3. *I need to lessen my expenses and save.*

Did you make the same inferences? It's okay if your inferences are not exactly the same with those mentioned above. People make inferences based on their background and experiences. Another person can infer that he/she can borrow money from a rich relative because he/she is sick. You should realize that our inferences are based on the unique situations that our families and we are in.



Let's Study and Analyze

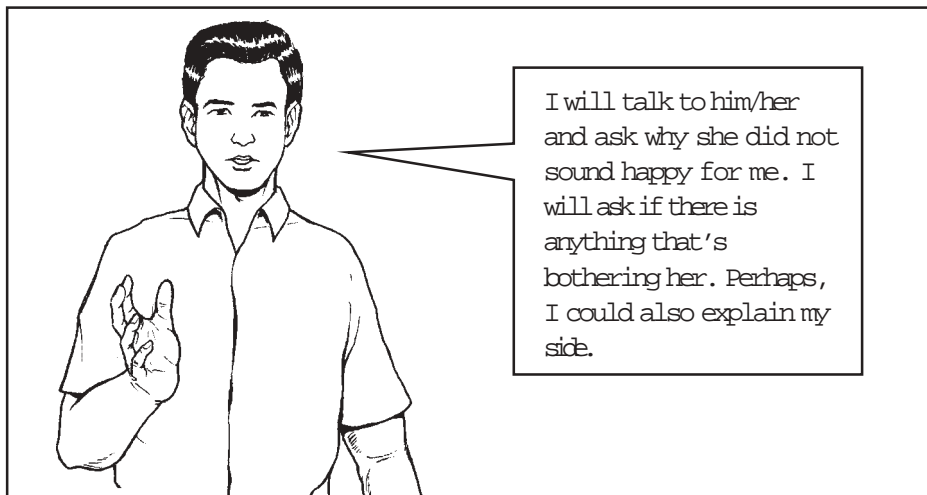
You have learned from the previous activity about inferences. You also learned that inferences are very important because they determine what we will say or do next. Aside from the choice of words, the tone of the voice of the speaker and other characteristics of speech are important aspects to consider in making inferences. Speed, loudness and pauses and others are other important things to consider when making inferences. In analyzing spoken words, we do not only listen to the words themselves but also how they were said.

At this point, listen to **Tape Segment # 15, Congratulations!**. You may rewind the tape and listen to the statement once again. Stop the tape and answer the following questions.

Did the speaker sound happy or sincere? What can you infer from his/her statement?

The speaker in the tape did not sound happy that you won as class president. She sounded sad and confused.

If she sounded sad instead of happy, what will you say or do next?



Now study this other example. What if somebody says, "Help me" but said so in a happy voice? What would you say/do? We always look for congruence or agreement between the words we hear and how these words were said. In fact, most of the time, we place more importance on how words are said than on the words themselves.

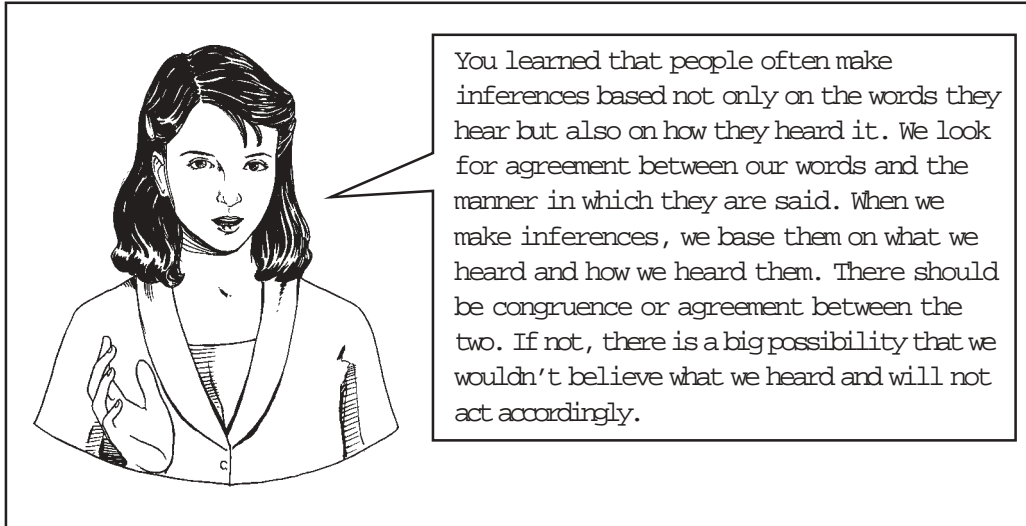


Let's Try This

Talk to a classmate or a friend. Try to borrow a piece of paper or a pencil. However, change the tone of your voice into something that sounds more demanding and arrogant (overly proud). Observe how he/she will react. Did sounding arrogant (proud) while borrowing something encourage him/her to lend you what you needed? Was it effective? After observing, ask him/her again. This time, try to sound more friendly and polite. Did it work this time?

Make sure that you explain to your friend or classmate what you have just done and why you did it. You do not want to give him/her a bad impression, don't you? Also, ask her how he/she felt when you tried to borrow a pencil arrogantly as compared when you borrowed it politely.

What did you learn from this activity?



Making Predictions

Sometimes, a piece of information tells a story or describes a process. You will be able to make inferences or conclusions about what will happen next in the story or the process being described. But you must understand the information well enough. An inference or conclusion about a future event is called a prediction.



Let's Think About This

Have you made predictions before? Chances are you already have but were not aware that you did.

To check if you are good in making predictions, listen to **Tape Segment # 16, Rainy Day**. Imagine the scene being described. Now stop the tape. Answer the questions below.

When the sky turns dark and cloudy and you hear thunder, what usually happens next?

Usually, rain comes pouring down when the sky turns dark and thunder is heard.

When it is raining, what other predictions can you make?



You can predict that when it rains, people will open their umbrellas to keep them from getting wet. Traffic and floods may occur. You also predict that it would be harder to get a ride home. These events are related. They happen one after the other most of the time. Your predictions are fairly accurate because they depend on your previous experience. In my case, I predict that when it rains, my mother would be worried about me. She would prepare soup for dinner because we like to eat something hot when it is cold and raining.

However, is there a possibility that my mother will not be cooking soup for dinner? Of course! She could have prepared something else. I will consider that to be possible too. But based on my experience, there is a big chance that I will come home to a nice bowl of soup on a cold rainy day. How about you, wouldn't you like that, too?

You can also make predictions in other situations. For example, are you able to tell what will happen next in a radio or TV drama that you're listening to or watching. Listen to **Tape Segment # 17, A Radio Drama**. Stop the tape after the passage and answer the following questions.

What do you predict will happen after the scene described in the tape segment?

Confirm your prediction by listening to **Tape Segment # 18, The Drama Continues**. Are your predictions correct?

Your predictions may or may not be correct. That's okay. Predictions have a chance of being right or wrong because they foretell future events.

Making predictions is something that you do every day. Most of our predictions are based on our observations of the environment and the messages we hear. Predictions are important, because like inferences or conclusions, they determine what we say or do next. We must be careful in making them.



Let's Remember

1. Inferences / conclusions are based on observations or information that is or is not expressly stated. Making inferences is very important because these determine how we will respond or act.

2. A single statement can result in many inferences. To determine which inference is accurate, it is best to ask the source of the information directly. Since this may not be always possible, we must be careful in making inferences and choosing which one to believe.
3. A prediction is an inference of a future event. It is based on our previous experiences and learnings. Predictions are important because they determine what we will say or do next.



Let's Try This

Listen to **Tape Segment # 19, Do This**. After each statement, stop the tape. Go back to this module. In the spaces provided, write down three inferences based on the statements that you have just heard.

1. Statement # 1
 - a. _____
 - b. _____
 - c. _____
2. Statement # 2
 - a. _____
 - b. _____
 - c. _____
3. Statement # 3
 - a. _____
 - b. _____
 - c. _____
4. Statement # 4
 - a. _____
 - b. _____
 - c. _____
5. Statement # 5
 - a. _____
 - b. _____
 - c. _____

You may review your answers by listening to the statements on tape once more or read a transcript of the statements you have just heard below.

1. Arturo is a very good friend of mine.
2. My teacher is always late.
3. The school principal donates a portion of his salary to charity.
4. The district high school won a national award for cleanliness.

Compare your answers with those found in the *Answer Key* on page 49. Give yourself one point for each correct inference made. If your score is 12 or above, well done! You know how to make inferences. A score of 11 or below 3 is okay, but you need to practise making inferences some more. You may then proceed to the next lesson.

Agreement or Conflict: Making Decisions

Have you ever experienced listening to a piece of information and saying to yourself, "This is the same as (or different from) what someone else said"? Or have you ever experienced being given advice by someone? You either nodded your head because you accepted the advice or shook it because you could not accept it? If you have had experiences similar to any of the above, then you have an idea of what this lesson is about.

The last skill in analytical or intelligent listening to be developed in this module is accepting or rejecting information heard. An analytical listener compares information that he/she hears with information that he/she possesses, or with his/her own ideas. This skill will help you decide how you will use such information.

At the end of this lesson, you should be able to:

1. identify conflicting information, and
2. compare and contrast arguments in discussions



Let's Try This

Listen to **Tape Segment # 20, Good Comments about Mr. Santos**. Stop the tape after the statement.

Imagine that you are entering school next year and you heard that Mr. Santos will be your teacher. You asked people who had been his students before to find out more about him.

Based on the statement that you heard, what is your impression about Mr. Santos. Would you like him to be your teacher?

You heard that Mr. Santos has been well recommended as a teacher. This is because he is kind, gives good grades, helps the students with their homework and makes sure that students understand their lessons well.

Based on this information, what was your inference or conclusion? Write your answer in the space provided below.

After hearing about Mr. Santos, I would like him to be my teacher. Is this inference the same as yours?

Now, listen to **Tape Segment # 21, Bad Comments About Mr. Santos**. Stop the tape after listening and answer the questions below.

What impression about Mr. Santos did another student state on tape?

Does this oral information run conflict with what you earlier heard about him?

The second statement about Mr. Santos tells you that he is not a well recommended teacher for the following reasons: 1. He is a terrible teacher, 2. He failed more than half of his class for failing his exam, 3. He is inconsiderate, and 4. He keeps on repeating lectures.

If you were to base your decision on this second statement alone, would you like Mr. Santos to be your teacher?



Now, compare the first set of statements with the second set. You can do this by listening again to **Tape segments # 20** and **21**, respectively.

Do the two statements have the same subject? Or are they talking about the same person?

The subject, Mr. Santos, is the same.

Do the messages given to you by the two statements about Mr. Santos agree with each other?

Apparently not. The two statements are in conflict with each other.

Conflicting statements talk about the same topic but convey pieces of information that are not in agreement with each other. You need to analyze these statements and make a decision on which to believe.

If all information you hear agree with each other, it is easier for you to decide how to use it. But what if the statements run conflict with each other? What can you do?



Let's Study and Analyze

In the previous exercise, the statements are in conflict with each other. The next best step is to determine whether they are true or reasonable. Remember Lesson 3? To determine truthfulness, you can make direct observations or get reliable testimonies. Direct observation is not possible because you will be Mr. Santos' student only when classes start. Now, is the testimony reliable? The testimony is reliable if the speaker or source of that information actually made direct observations. Both students were actually under Mr. Santos. They were able to make direct observations of his skills and qualities as a teacher. But the information you are getting about Mr. Santos are different or they are conflicting with each other. Who would you believe between the two?

To decide whom to believe, you ask them more questions and study the reasons behind their statements. You may review Lesson 3 to refresh your memory on how to determine if the statement has a logical support.

Since the information are conflicting, the next best step is to ask around some more. You can ask for information about Mr. Santos from his other former students. You can make a summary like the one below. By doing so, you are comparing and contrasting arguments in a discussion about the same topic.

Mr. Santos

Recommended

Not recommended

Source # 1

Source # 2

Source # 3

Source # 4

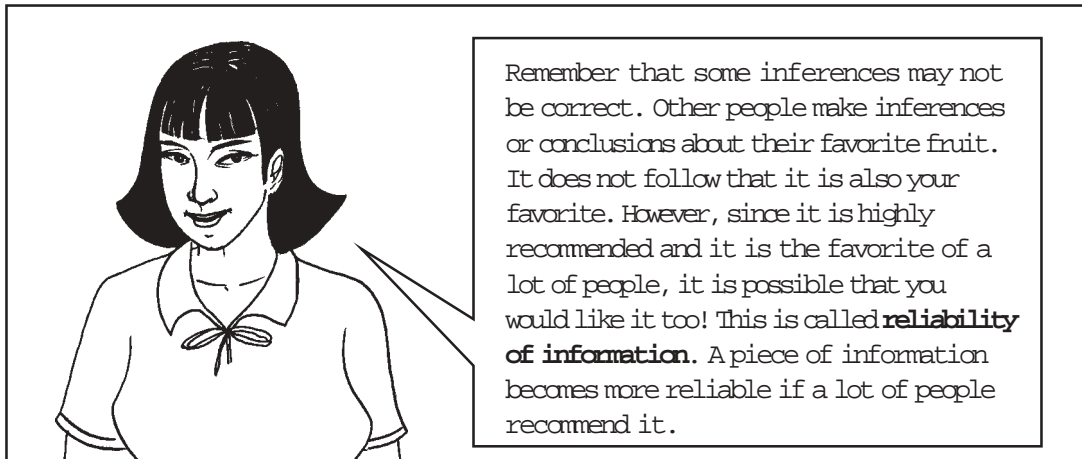
Based on this, what will be your inference or conclusion? My inference is that more people are in favor of Mr. Santos as a teacher. It could also mean that he is indeed kind and helpful to his students, therefore I look forward to being his student.

You can also make an inference about the student who made a bad remark about Mr. Santos. Could it be that he really did not study well or was often absent that's why he got a low grade? Could it also be that he was unruly in class? You can make as many inferences or conclusions as you want. However, you must remember that not all inferences can be true or correct. The best way to find out if an inference is correct is to directly observe (you can ask that person directly). If that is not possible, then look for reliable testimonies and study logical supports. It will help you check conflicting information.



Let's Try This

Ask as many people as possible regarding their favorite fruit. Make a list similar to what you did in the previous activity. Ask for reasons why this fruit was chosen. What fruit was more popular? Based on this information, would you try that fruit yourself? If you do not like what most people recommend, what could be the reason?



Comparing and Contrasting Arguments in a Discussion

In the previous example, there was a clear conflict between the two sets of statements about Mr. Santos. That made the decision on which to believe easier to make. However, some messages may not have that same amount of intensity of conflict. There are some that need to be analyzed more carefully to find out what information is conflicting.

Listen to **Tape Segment # 22** and **# 23** in sequence. You may listen to them again to understand them better. Stop the tape then read the next part of this lesson.

How can you tell if the information you hear is conflicting or not? First, you need to outline the information based on the subject, main idea and supporting ideas. The **subject** is the topic being described. The **main idea** refers to the general thought or theme of the piece of information. **Supporting details** are the additional information provided to support the main idea.

After you have done this, you can compare the two pieces of information by listing down their similarities and differences (For more about making comparisons, see the first lesson of the **module on Information Analysis**). Their **similarities** would be their point of agreement and their **differences** would be their points of conflict.

An additional step would be to see if there are more points of agreement or more points of conflict. Let's try these steps on the statements you just heard. Fill out the information needed below based on what you heard on **Tape Segment # 22** and **# 23**. You may listen to the tape segments again to refresh your memory. If you are done listening, fill out the summary below.

	Statement 1	Statement 2
Subject		
Main idea		
Supporting Ideas		
Conflicting Idea		

Can you identify the similarities between the two statements based on the summary you have made? What are the differences? What can you conclude about the two statements? Are there more points of agreement than points of conflict?

Compare your answers with the one shown below.

	Statement 1	Statement 2
Subject	My school	My school
Main idea	I love this school.	This school is great.
Supporting Idea	The people and teachers are nice and friendly.	The people are friendly and helpful
Conflicting Idea	The tuition fee is very expensive. The tuition fee is	The tuition fee is affordable too.

The two statements agree in terms of subject, main idea and most of the supporting ideas. However, a **single conflicting** idea can be identified.

The first speaker feels that the **tuition fee is too expensive** while the other one thinks that the **tuition fee is affordable**. Apparently, the two speakers made different inferences about the tuition fees. It is highly probable that the second speaker comes from a well-to-do family that can afford high tuition fees. But let's focus on your decision.



The next best step for you is to do direct observation by actually going to that school and inquiring about its tuition fee. If you get that information, then you can make the necessary decision for yourself. . If this is not possible, you make another outline about your own beliefs and compare them with those of the speakers. This way, you can effectively decide whether the tuition fee is indeed too expensive or not.



Let's Remember

1. Pieces of oral information can be in conflict or in agreement with each other. An analytical or intelligent listener evaluates such information by analyzing the subject, main idea and supporting ideas of each statement.
2. Analysis of the points raised in each argument presented is important. This analysis is done through writing the arguments or points stated. You can then study this summary of arguments and make your own decision.
3. The best way to confirm information, especially if it conflicts with other information heard, is through direct observation. If this is not possible, you can ask for reliable testimonies (statements of people who did a direct observation), or analyze the logical support of each statement.
4. The more people stating the information, the more reliable that information is. Most of the time, it should be the one to be accepted.



Let's Try This

Listen to **Tape Segment # 24** and **# 25**. Imagine the scene described. Stop the tape when you're done. Answer the questions on the next page.

Evaluate each piece of information by identifying the subject, main idea and supporting ideas. Compare each piece of information. Decide if they are in agreement, then make your decision on which statement to believe.

Below, read the transcript of the two statements you have just heard to help you in this exercise.

Statement # 1

Marriage is not really advisable for very young people. More often than not, these marriages are doomed to fail because of the immaturity of the couple involved. Keeping a relationship involves a lot of understanding and sacrifice from each person. Young people are really not capable of meeting these demands.

Statement # 2

Marriage is not advisable for young people because of their immaturity. However, some of these marriages may work as long as the couple involved are willing to make the necessary sacrifices to make the relationship work.

Which statement do you believe?

Why?

Compare your answers with those found in the *Answer Key* on pages 48–50. If your score is 8 and above, well done! You have learned how to determine if statements you hear are agreeable or not. A score of 7 and below means you need more practice. Review this lesson more carefully before proceeding to the next page.



Let's Sum Up

In this module, you have learned how to become an intelligent listener. You developed skills for analytical listening or listening with intelligence. Analytical listening is being able to understand and evaluate spoken words that you receive as information. Through analytical listening, you can use oral information in an effective way.

In Lesson 1, you learned how to focus on oral information and determine its accuracy, adequacy and relevance.

In Lesson 2, you studied how to assess oral information, whether it is fact or opinion. The best way to determine truthfulness is through direct observation. If this is not possible, reliable testimonies and analysis of logical supports can be made.

In Lesson 3, you learned how to make inferences or conclusions based on information that you hear. Making inferences is important because this determines how you will respond or act later on. Since a single statement can lead to many inferences or conclusions, it is best to be careful in choosing which inference to adopt. This is also true for making predictions.

In Lesson 4, you learned how to determine if statements are in agreement or in conflict. This is done through the identification of the contents of a piece of information and comparing them with each other.

You can very well apply what you learned from this module when you listen to lectures in school or even radio programs. Analytical listening can be applied to all types of oral information from other people, whether it be stories, announcements, news reports or other forms of writing. If you listen with intelligence or analytically, you can make very good use of oral information.



What Have You Learned?

You have come to the end of this module on analytical listening. To check and apply what you have learned, listen carefully to **Tape Segment # 26, Education Is a Privilege**. When you have finished listening, stop the tape and answer the questions below.

1. What is the selection about?

2. Is the selection fact or fiction? _____

3. Why do you think so?

Listen to the selection again. Afterwards, answer the questions below.

4. What is the selection about? _____

5. What is its main idea? _____

6. What are the supporting ideas?

7. What are your inferences and conclusions based on the selection?

Before checking your answers against those found in the *Answer Key* on page 49, read the transcript of the passage shown below. You can go back to your answers and make the necessary changes.

Education Is a Privilege

Being a student is a privilege that a lot of people take it for granted. In the Philippines, only 2 out of 10 people who enter school ever get to finish college. The cost of education is steadily increasing. It is now harder to pay tuition fees and other school expenses. If you are still in school, that means that your

family can support you. Not everybody is lucky enough to go school. Always study hard because a good education is the key to a brighter future.

After you have finished answering the questions on **Tape Segment # 26**, listen to **Tape Segment# 27, Skills Training as an Alternative**. Stop the tape and answer the following questions.

8. What is the selection about?

9. Is the selection fact or fiction? _____

10. Why do you think so?

Listen to the selection again. Afterwards, answer the questions below.

11. What is the selection about? _____

12. What is its main idea? _____

13. What are the supporting ideas?

14. What are your inferences and conclusions based on the selection?

Before checking your answers against those found in the *Answer Key* on page 50, read the transcript of the passage shown below. You can go back to your answers and make necessary changes.

Skills Training as an Alternative

In these modern times, formal, school-based education is really not that important anymore. What is more important is one's ability to cope with the demands of industry. In this aspect, a skills training course would be more

appropriate. Through skills training, one is taught how to prepare for a trade. This means more opportunities for employment and better income.

After answering that part, listen to **Tape Segments 27** and **28** for the last time. While listening, compare and contrast the oral information given. When you're finished, stop the tape and answer the questions on the next page.

15. Are the sentences in agreement or in conflict? Why?

Analyze the statements by completing in the outline below.

	Statement 1	Statement 2
Subject		
Main idea		
Supporting Ideas		
Conflicting Idea		

16. Based on your summary, which statement will you believe more? Describe what you can do to confirm each statement and what your decision is.

Compare your answers with those found in the *Answer Key* on pages 50–51. Your answers may not be exactly the same, with those in the *Answer Key*, that's all right.

Congratulations! You have reached the end of this module.



Answer Key

A. Let's See What You Already Know? (pages 3–6)

Tape Segment # 1, My Grandfather's House

1. What is the subject/topic of the passage? My grandfather's house
2. Where is the house located?
My grandfather's house is located in San Pablo, Laguna.
3. Give a brief description of the house.
My grandfather's house is a two-story house in San Pablo, Laguna. It has four bedrooms, each with an antique four poster bed. The house reminds me of the Spanish period.
4. Subject: **My grandfather's house**
5. Main idea: **My grandfather's house I like going home to.**
6. Supporting details:
 - a. It is a two story house near the church of the town of San Pablo, Laguna.
 - b. I like going there every weekend to relax and forget the noise of the busy city.
 - c. It has four bedrooms, each with an antique four poster bed.
 - d. The house, although old and quite dilapidated, still stands proudly.
 - e. It reminds me of the Spanish period.

Tape Segment # 2, Buy Mariposa Laundry Bar

7. Will you buy Mariposa Laundry bar after you have heard the announcement?
No
8. Why?
The advertisement makes false or exaggerated claims about the product.
9. Is the passage/advertisement fact or opinion?
It is opinion.
10. What made you say so?
The product claims to do the seemingly impossible task of making clothes as white as snow. The information is not based on studies or supported by any government agency.

Tape segment # 3, Uncle Caloy's Arrival

11. To infer means to make a conclusion or predict what happens next or what needs to be done. What can you infer from the above statements?

Since Uncle Caloy , a meticulously clean person, shall stay with my family, I can infer or conclude that...

- a. I need to keep my room clean.
- b. He might need to stay in my room.
- c. I should be more neat and orderly around the house.

12. Predict what would happen if your Uncle Caloy arrives and sees your untidy room.

Uncle Caloy will get angry and perhaps would scold me when he sees my untidy room.

13. Yes or No (depending on your age)

What makes you say so?

If for example, you are really 16 years old, and somebody says you are 20 years old, then he/she is not accurate.

14. No

What makes you say so?

The information given is not adequate. You would be able to find the house of your friend if a complete address is given, meaning with a house number, street name and other information.

15. No

What makes you say so?

Most young people are not balding. Unless your hair is thinning or you are bald, you wouldn't need a hair grower. The information will not be relevant.

16. No

Why is the information conflicting?

A 6 year old girl is too young to get pregnant. The female must have reached puberty before she would be able to bear children.

Tape Segment # 4, Is it Fact or Fiction?

17. I have heard from Joey's mother that he will not come to class today because he is sick.

This is a fact. It is based on a reliable source.

I think it will rain this afternoon.

18. This is an opinion. A reliable basis was not mentioned.

19. It was announced on TV that there would be no classes tomorrow.

This is a fact. News reports usually get information from direct sources.

20. She will not be a good class president. I can tell.

This is an opinion. It has no basis other than one's feelings or hunch.

Let's Try This (page 8)

1. Why was Mrs. Cruz introduced?

Mrs. Cruz was introduced as a substitute teacher because Mr. Jose is on leave.

2. What subject will she teach?

Mrs. Cruz will teach English.

3. Does Mrs. Cruz have children? What are their names?

Yes, Mrs. Cruz has children. They are Clara Cruz and Janus Cruz

4. Where are they studying? What school?

They are studying in the same school.

5. How long will she teach the class?

Mrs. Cruz will teach the class for about two weeks or until Mr. Jose arrives from the province.

Let's Try This (pages 9–10)

1. What was the announcement about?

The announcement was an invitation to Anna Perez's birthday party.

2. When and where will it be held?

The party will be held at her house at Langka Street on July 24, 2001 at 4 PM.

3. How can you get to Ana's house for the party?

A sketch showing the direction to her house will be posted.

4. What should you wear to the party?

Since the party is western inspired, you are supposed to wear cowboy or Indian costumes.

Let's See What You Have Learned (page 13)

1. What was the announcement about?

The announcement was about a coming typhoon, Typhoon Rosing.

2. Who made the announcement?

The announcement was heard over the radio, based on a PAGASA (the government agency for weather forecasting) advisory.

3. What were the suggestions for the coming typhoon?

It was suggested to move to a higher location if people live near the shoreline or low lying places because of the possible tidal wave or flooding. People were also advised to store clean water to prepare for the typhoon.

4. Was the announcement accurate, adequate and relevant?

The announcement was accurate because it was based on a government advisory. It is relevant because a typhoon affects everybody. The information may be inadequate for those who live near coastal areas. They need more information about a possible location where they would be safe from the typhoon.

Let's Try This (page 20)

These statements are exaggerations and should be encircled.

1. I am the best basketball player in the world.
2. Try this new laundry detergent that will clean clothes with absolutely no hand washing.

3. This shampoo will make our hair perfect in just three days

These statements show unsupported generalizations and should be underlined.

4. *I am a Christian therefore I follow all Christian teachings*
5. *All men are strong.*
6. *Women should stay at home because they are weaker than men.*

Let's Try This (pages 24–25)

1. I am overweight. I weighed myself and I am 20 pounds above my ideal weight .

This statement is truthful. It is based on a direct observation.

2. My teacher is always late. She will be late again tomorrow.

This statement may be truthful but is not reasonable. The teacher may be able to come on time tomorrow.

3. I heard Nonoy wants to be a priest. That means he really wants to serve the Church.

The second statement neither truthful nor reasonable. A man who wants to be a priest may have other motivations aside from serving the church. (Some enter the priesthood to escape family problems, etc.)

4. The couple has a lot of children. They must have a lot of problems taking care of them.

The second statement could be truthful but is not reasonable. Families who are rich can afford to have a lot of children.

Let's Try This (pages 32–33)

Other answers may be accepted.

1. I don't like Mathematics.
 - a. I have had a bad experience with a former Math teacher.
 - b. I don't study as much as I have to.
 - c. I get low scores in Math exams.
2. Arturo is a very good friend of mine.
 - a. We have the same interests.
 - b. We have known each other for a long time.
 - c. He cares for me as a friend.
3. My teacher is always late.
 - a. He/she will be late again.
 - b. We can arrive late in class.
 - c. She lives very far from the school.
4. The school principal donates a portion of his salary to charity.
 - a. The principal is a kind and generous man.
 - b. He must be making a lot of money.
 - c. It's easy to get a loan from him.
5. The district high school won a national award for cleanliness.
 - a. The district high school is very clean.
 - b. It has a strict policy on cleanliness.
 - c. Students in that school are clean and orderly, too.

Let's Try This (page 39)

Marriage is not really advisable for very young people. More often than not, these marriages are doomed to fail because of the immaturity of the couple involved. Keeping a relationship involves a lot of understanding and sacrifice from each person. Young people are really not capable of meeting these demands.

Marriage is not advisable for young people because of their immaturity. However, some of these marriages may work as long as the couple involved are willing to make the necessary sacrifices to make the relationship work.

	Statement 1	Statement 2
Subject	Marriage	Marriage
Main idea	It is not advisable. for young people.	It is not advisable for young people.
Supporting Ideas	These are doomed to fail. Young people are immature. Young people are not capable of giving a lot of understanding and sac- rifice in a relationship.	Young people are immature.
Conflicting Idea		It could work if the couple are willing to sacrifice for each other.

E. What Have You Learned? (*pages 41–42*)

Tape Segment # 27, Education Is a Privilege

1. What is the selection about? The selection informs us about how lucky students are because they are able to study in school.
2. Is the selection fact or fiction? Although we really cannot say for sure, my opinion is this statement is a fact.
3. Why do you say so? Although the basis of the numbers and figures were not provided, the selection has a good logical support
4. What is the selection's subject? Being a student
5. What is the main idea? Being a student is a privilege. Students have to study hard to achieve a brighter future.
6. What are the supporting ideas?
 - a. In the Philippines, only 2 out of 10 people finish college.
 - b. Tuition fees are increasing.
 - c. Being in school means that your family can support you.
7. What are your inferences/conclusions based on the selection?

I infer from the selection that I should study hard to make full use of the privilege of education given me.

Tape Segment # 28, Skills Training as an Alternative

8. What is the selection about? The selection informs us about the alternative of undergoing skills training if going to school is not an option.
9. Is the selection fact or fiction? Although we really cannot say for sure, my opinion is the statement is fact.
10. Why do you say so? The selection makes sense and has a good logical support.
11. What is the selection’s subject? Skills training.
12. What is the main idea? Skills training offers students more opportunities than formal education.
13. What are the supporting ideas?
 - a. One’s ability to cope with the demands of the industry is more important than formal school-based education
 - b. Skills training prepares one for a trade.
 - c. Skills training provides more opportunities and better incomes.
14. What are your inferences and conclusions based on the selection?
 - a. I should consider skills training as an alternative if formal education is not an option
 - b. There are still many opportunities for someone who was not able to finish school.

	Statement 1	Statement 2
Subject	Being a student	Skills training
Main idea	Education is a privilege	Skills training offer more opportunities than formal education.
Supporting Ideas	In the Philippines, only 2 out of 10 people finish college. Tuition fees are increasing. Being in school means that your family can support you.	It provides better income. It prepares one for a trade.
Conflicting Idea		

15. Are they generally in agreement or in conflict? Why?

The two statements are not in conflict. They somewhat agree. But the fact that the two statements have different subjects would make the comparison of the two selections harder.

16. What statement will you believe more? Describe what you can do to confirm each statement and what your decision is.

You can believe both statements. One says education is important, which is truthful and reasonable. The other says that if education is not possible, skills training for employment is a good option.



Glossary

Accuracy truthfulness and correctness

Adequacy completeness

Analytical listening listening with intelligence and understanding, being able to understand, remember and use oral information.

Direct observation actually observing the event and not just getting it from another source

Fact truthful, based on actual observed events

Inference an opinion or conclusion based on available information

Opinion personal ideas on a subject

Relevance usefulness

Reliable testimony information from people who have made direct observations

Unsupported generalization judging as true for many what is true for one



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