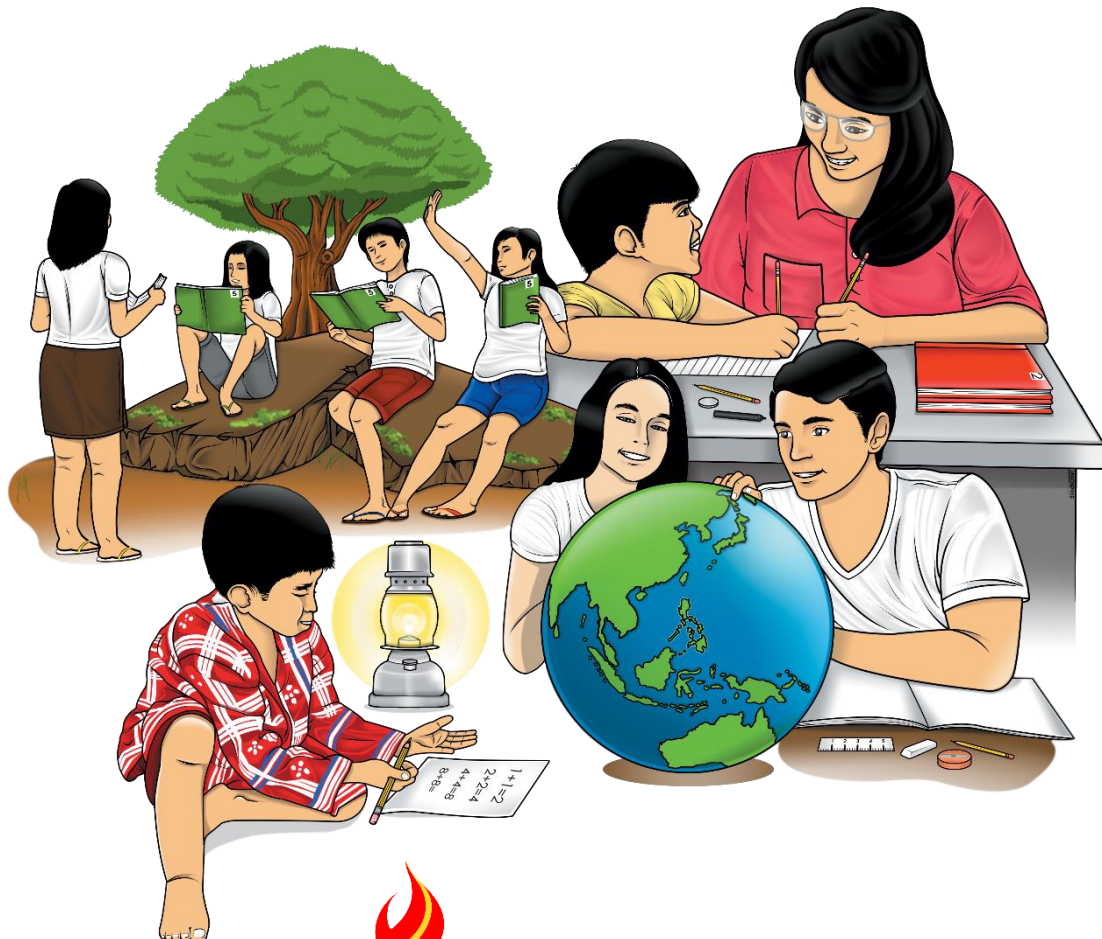


English

Quarter 1 – Module 1: Information Gathering for through Listening for Everyday Life Usage



English – Grade 10
Alternative Delivery Mode
Quarter 1 – Module1: Information Gathering through Listening for Everyday Life Usage
First Edition, 2021

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English

**Quarter 1 – Module 1:
Information Gathering through
Listening for Everyday Life
Usage**

Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



What I Need to Know

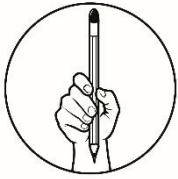
This module was designed and written with you in mind. It is here to help you get information from news reports, speeches, informative talks, panel discussions, and many other more that can be used in everyday life. The scope of this module permits it to be used in varied reading activities. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

The module is a one-part lesson entitled:

- Lesson 1 – Information Gathering through Listening for Everyday Life Usage

After going through this module, you are expected to:

1. note or get information for specific details or information by listening to panel discussions from news reports, speeches, informative talks, panel discussion;
2. identify effective listening approaches.



What I Know

TRUE OR FALSE. Write the complete word **TRUE** if the statement is correct. Otherwise, write the complete word **FALSE** if the statement is incorrect. Write your answer on a separate sheet of paper.

1. How well you listen has a major influence on study effectiveness, and on the quality of your relationships with others.
2. Informational Listening promotes conflict and misunderstanding.
3. Informational listening is listening for judging, criticizing, or evaluating the message.
4. Becoming a better listener can develop your productivity as well as your ability to influence, convince and negotiate.
5. Informational listening aims to learn, understand, and grasp information.

MATCHING TYPE: Match the listening ideas in column A with their explanations in column B.

6. Don't judge or argue prematurely	A. Make sure you receive the same thoughts which speakers are trying to convey.
7. Look for key ideas	B. Repeating the speaker's words as he or she says them will strengthen his or her message and help you to stay attentive
8. Info listening	C. Focus, stay disciplined in the face of distractions, actively and mentally say no to distractions, and accept responsibility in getting the listening task at hand accomplished.
9. Paraphrase	D. We should be open-minded when attempting to properly listen and retain information.
10. Knowledge of vocabulary	E. Listen carefully to the speaker to find out the main ideas that he or she is trying to convey.
11. Concentration	F. While listening, write down key concepts and terms instead of trying to write down everything that is being said.
12. Memory	G. Try to understand the speaker's ideas before judging them.
13. Refraining from judgment	H. When listening, asking mental questions to further grasp the information as the speakers are talking can mean that the listener is truly comprehending the information that is being said.
14. Asking questions	I. We can recall experiences and information from our lives to help make sense of information in informational listening.

15. Taking notes	J. Increasing mastery of vocabulary through techniques like learning a new word a day or reading books can contribute in being a good informational listener.
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Lesson

1

Information Gathering through Listening for Everyday Life Usage

One of your major responsibilities is to gather information related to the subjects that you are studying. You read your textbooks, watch informative medias, and even listen to news reports in order to fully understand not only your academic topics but as well as what's happening around you.

Information gathering is the act of getting varied kinds of information for a particular reason or purpose. The type of information you are trying to obtain, as well as the people or other resources providing the information will determine which techniques you should use.

The common methods in gathering information are the following:

1. listening
2. reading
3. interviews
4. questioning
5. questionnaires
6. observation
7. study of existing reports



What's In

In the present-day society, there is a great and urgent need for access and availability of accurate information because it is an aid in decision making, policy making or simply increasing the knowledge of the information recipient. Thus, noting details plays crucial part in gathering truthful information for everyday life usage.

You can gather information from news reports, speeches, informative talks, panel discussions and many other more. You can note details using the Cornell method wherein as you listen to the informative talks you divide the paper in two columns. The first column is used to enter key or cue words while the second is the notes column for recording ideas and facts. The Outlining Method organizes information into main topic and subtopic by using numbers, roman numerals, and letters. Mind Mapping Method is the method to see the "big picture" and how information relates to one another. This method uses diagram which represents words, ideas, tasks, or other items linked to and arranged radially around a central key word.



Notes to the Teacher

Prior to understanding the lesson on listening to be informed, the students are given a review on the ways and significance of information gathering. The students should be able to discern that information gathering is significant in all aspects of human life.



What's New

Activity: Check Me Out

Read the statements and put a check (/) mark on the ones that correctly describes informational listening. Answer on a separate paper.

Answer	Statements
1.	1. Informational listening is for understanding.
2.	2. The goal of informational listening is to evaluate or scrutinize what is being said
3.	3. Informational listening focuses on the ability to understand a speaker's message.
4.	4. Informational listening is considered a passive form of listening because the listener is not judging, criticizing, or evaluating the message.
5.	5. Informational listening is similar with appreciative listening or listening for enjoyment.
6.	6. We usually engage in informational listening so that we may encourage others to trust and like us.
7.	7. Informational listening requires restating the speaker's words to strengthen his or her message and help you to stay focused.
8.	8. Informational listening leads to assumptions and misunderstandings.
9.	9. Increasing mastery of vocabulary through techniques like learning a new word a day or reading books can contribute in being a good informational listener.
10.	10. Effective informational listening involves receiving the same ideas which speakers are trying to convey.



What is It

Listening is a significant skill you should have. How well you listen has a major influence on study effectiveness, and on the quality of your relationships with others. For example, we listen to obtain information, to understand, for enjoyment and to learn. Evidently, listening is a skill that we can all benefit from improving. By becoming a better listener, you can develop your efficiency, as well as your ability to influence, convince and negotiate. In addition, you'll avoid conflict and misinterpretations.

Gonzalez (2017) defined informational listening as listening with the goal of learning, understanding, and grasping information. It is considered a passive form of listening because

the listener is not judging, criticizing, or evaluating the message but is simply listening to understand it.

For example, Maria is listening to an informative talk about the modern cultural trends of her fellow millennials. In order to effectively engage in informational listening, Maria must keep her conservative traditional beliefs at bay in order to abstain from judging and critiquing the message her classmate is trying to convey.

Tay (2020) identifies some of the effective informational listening approaches which are:

Info listening. Make sure you receive the same thoughts which speakers are trying to convey.

Don't judge or argue prematurely. Try to understand the speaker's ideas before judging them.

Look for key ideas. Listen carefully to the speaker to find out the main ideas that he or she is trying to convey.

Paraphrase. Restate in your own words the message of the speaker. Repeating the speaker's words as he or she says them will strengthen his or her message and help you to stay attentive.

Gonzalez (2020) also added that informational listening helps us learn, become keener, and become better at what we do in life. Consequently, it is clear that improving skills that develop our informational listening abilities is advantageous to our lives. Other skills that help with informational listening are:

Knowledge of Vocabulary. The more words we know, the more we can understand. Therefore, increasing mastery of vocabulary through techniques like learning a new word a day or reading books can contribute in being a good informational listener.

Concentration. We must know that in order to concentrate, we need to be motivated to focus, stay disciplined in the face of distractions, actively and mentally say no to distractions, and accept responsibility in getting the task at hand accomplished. Informational listening requires immense concentration.

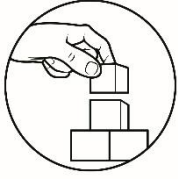
Memory. With good memory, we can recall experiences and information from our lives to help make sense of information in informational listening.

Refraining from Judgment. This skill requires an open mind. If we begin judging and jumping to conclusions when attempting to properly listen and retain information, our mind will wander and possibly miss valuable pieces of information.

Organization. This means identifying key concepts from auditory information and mentally organizing them into an outline so that you can better understand and remember material.

Asking Questions. If listening to a panel discussion, asking mental questions to further grasp the information as the speakers are talking can mean that the listener is truly comprehending the information that is being said.

Taking Notes. This is a common skill that enhances informational listening in school. One valuable tip in taking notes is to only write down key concepts and terms instead of trying to write down everything that is being said.



What's More

Activity 1: Fill-in-the-blanks

Listen to the audio recording of Emma Watson's speech about gender inequality through the link <https://www.youtube.com/watch?v=Q0Dg226G2Z8> and fill-in-the-blanks to complete the transcript. You may choose your answers from the option box and verify them as you listen.

Choices:

involved	submissive	true	equal	socially
of a man	inequality	unpopular	secondary	limit
gender	feminism	stereotypes	triumph	applaud
human	hating	advocates	invitation	inadvertent

Emma Watson Speech: Gender Equality

"I am reaching out to you because I need your help. We want to end gender 1.) _____—and to do this we need everyone to be involved.

This is the first campaign of its kind at the UN: we want to try and galvanize as many men and boys as possible to be 2.) _____ for change. And we don't just want to talk about it, but make sure it is tangible.

I was appointed six months ago and the more I have spoken about 3.) _____ the more I have realized that fighting for women's rights has too often become synonymous with man- 4.) _____. If there is one thing I know for certain, it is that this has to stop.

For the record, feminism by definition is: "The belief that men and women should have 5.) _____ rights and opportunities. It is the theory of the political, economic and social equality of the sexes."

I started questioning 6.) _____-based assumptions when at eight I was confused at being called "bossy," because I wanted to direct the plays we would put on for our parents—but the boys were not.

When at 14 I started being sexualized by certain elements of the media.

When at 15 my girlfriends started dropping out of their sports teams because they didn't want to appear "muscly."

When at 18 my male friends were unable to express their feelings.

I decided that I was a feminist and this seemed uncomplicated to me. But my recent research has shown me that feminism has become an 7.) _____ word.

Apparently, I am among the ranks of women whose expressions are seen as too strong, too aggressive, isolating, anti-men and, unattractive even.

Why has the word become such an uncomfortable one?

I am from Britain and think it is right that as a woman I am paid the same as my male counterparts. I think it is right that I should be able to make decisions about my own body. I think it is right that women be **8.)** _____ on my behalf in the policies and decision-making of my country. I think it is right that

9.) _____ I am afforded the same respect as men. But sadly, I can say that there is no one country in the world where all women can expect to receive these rights.

No country in the world can yet say that they have achieved gender equality.

These rights I consider to be **10.)** _____ rights but I am one of the lucky ones. My life is a sheer privilege because my parents didn't love me less because I was born a daughter. My school did not **11.)** _____ me because I was a girl. My mentors didn't assume I would go less far because I might give birth to a child one day. These influencers were the gender equality ambassadors that made me who I am today. They may not know it, but they are the **12.)** _____ feminists who are changing the world today. And we need more of those.

And if you still hate the word—it is not the word that is important but the idea and the ambition behind it. Because not all women have been afforded the same rights that I have. In fact, statistically, very few have been.

In 1997, Hilary Clinton made a famous speech in Beijing about women's rights. Sadly, many of the things she wanted to change are still **13.)** _____ today.

But what stood out for me the most was that only 30 per cent of her audience were male. How can we affect change in the world when only half of it is invited or feel welcome to participate in the conversation?

Men—I would like to take this opportunity to extend your formal **14.)** _____. Gender equality is your issue too.

Because to date, I've seen my father's role as a parent being valued less by society despite my needing his presence as a child as much as my mother's.

I've seen young men suffering from mental illness unable to ask for help for fear it would make them look less "**15.)** _____"—in fact in the UK suicide is the biggest killer of men between 20-49 years of age; eclipsing road accidents, cancer and coronary heart disease. I've seen men made fragile and insecure by a distorted sense of what constitutes male success. Men don't have the benefits of equality either.

We don't often talk about men being imprisoned by gender **16.)** _____ but I can see that that they are and that when they are free, things will change for women as a natural consequence.

If men don't have to be aggressive in order to be accepted women won't feel compelled to be **17.)** _____. If men don't have to control, women won't have to be controlled.

Both men and women should feel free to be sensitive. Both men and women should feel free to be strong... It is time that we all perceive gender on a spectrum not as two opposing sets of ideals.

If we stop defining each other by what we are not and start defining ourselves by who we are—we can all be free.

be freer and this is what HeForShe is about. It's about freedom.

I want men to take up this mantle. So, their daughters, sisters and mothers can be free from prejudice but also so that their sons have permission to be vulnerable and human too—reclaim those parts of themselves they abandoned and in doing so be a more true and complete version of themselves.

You might be thinking who is this Harry Potter girl? And what is she doing up on stage at the UN. It's a good question and trust me, I have been asking myself the same thing. I don't know if I am qualified to be here. All I know is that I care about this problem. And I want to make it better.

And having seen what I've seen—and given the chance—I feel it is my duty to say something. English Statesman Edmund Burke said: "All that is needed for the forces of evil to **18.)** _____ is for enough good men and women to do nothing."

In my nervousness for this speech and in my moments of doubt I've told myself firmly—if not me, who? If not now, when? If you have similar doubts when opportunities are presented to you. I hope those words might be helpful.

Because the reality is that if we do nothing it will take 75 years, or for me to be nearly a hundred before women can expect to be paid the same as men for the same work. 15.5 million girls will be married in the next 16 years as children. And at current rates it won't be until 2086 before all rural African girls will be able to receive a **19.)** _____ education.

If you believe in equality, you might be one of those inadvertent feminists I spoke of earlier.

And for this I **20.)** _____ you.

We are struggling for a uniting word but the good news is we have a uniting movement. It is called HeForShe. I am inviting you to step forward, to be seen to speak up, to be the "he" for "she". And to ask yourself if not me, who? If not now, when?

Thank you.



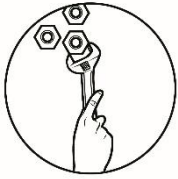
What I Have Learned

Activity: Complete Me

Complete the information about listening by choosing your answer in the box.

conflict	better	skill	information	influence
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Listening is a significant 1.)_____ you should have. How well you listen has a major 2.)_____ on study effectiveness, and on the quality of your relationships with others. For example, we listen to obtain 3.) _____, to understand, for enjoyment and to learn. Evidently, listening is a skill that we can all benefit from improving. By becoming a 4.)_____ listener, you can develop your efficiency, as well as your ability to influence, convince and negotiate. In addition, you'll avoid 5.)_____ and misinterpretations.



What I Can Do

Task: Listen and Choose

Listen to the panel discussion entitled *Bullying: Teen Panel Discusses the Issue* through the YouTube link <https://www.youtube.com/watch?v=hfVxrtF8C88> and answer the questions of the said panel discussion by choosing the letter of the correct answer.

1. Moderator: How are adults part of the problem?

- a) **Panel:** Our reliance on technology isn't helping. DoSomething.org reports that 68% of teenagers admit that cyber bullying is a real problem.
- b) **Panel:** According to StopBullying.gov, one in four school aged children report that they have been the victim of bullying in the past.
- c) **Panel:** Adults either don't want to do anything about it as they're trying to make you stronger or they try to take the whole situation to their hand and fix every problem with it. And, when adults get in situations about bullying with kids, they usually end-up making it worst for the victim.
- d) **Panel:** Our children are under a great deal of stress, more so than past generations. Recent research has shown that their pressures are equal to that of adults.

2. Moderator: How hard for school to deal with the issue?

- a) **Panel:** Kids used to be victims of targeting outside of the home. Now they are being tormented in the place where they should be safe: their own home.
- b) **Panel:** With suicide being the second leading cause of death in young people, it is critical that we do something.
- c) **Panel:** Teenagers don't have the brain development, self-care knowledge, emotional maturity or experience to deal with it in nearly as effective a way as adults do.
- d) **Panel:** The parents need to back-up the school officials. If the school officials aren't there, then it's nearly impossible to stop bullying on their own. This is a two-front war and you can't just do it in a school environment.

3. Moderator: Is standing-up for yourself letting an adult know what's going?

- a) **Panel:** If you respect yourself enough to realize that there is a problem, then you can take the action necessary to get it solved.
- b) **Panel:** What we can do is be proactive in teaching our kids to recognize and stand up to bullying. By raising young people to be brave and firm in the face of this behavior, we can stop bullying as it happens.
- c) **Panel:** In my opinion, it's too early to say, the rise of reported bullying cases is a consequence of the reporting requirements of the law. Bullying cases is rampant. However, it remains under reported prior to the anti-bullying act. This is understandable, since no parents or even school administration would like his/her family or school to be famous because of bullying.
- d) **Panel:** Outgoing and aggressive bully might make fun of you to your face or physically hurt you.

4. Moderator: What effective methods do you think adults can use to help kids deal with bullying and stand-up for themselves?

- a) **Panel:** Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems.
- b) **Panel:** Kids who bully use their power such as physical strength, access to embarrassing information, or popularity to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- c) **Panel:** Bullying behaviors happen more than once or have the potential to happen more than once.
- d) **Panel:** All the extra-curricular activities that schools use to have like the clubs, dramas and all those types of things, I think these always help kid's confidence and when you have kids that have confidence in themselves, it's easier to make friends and do those same things like those clubs. And the more people that are friends with each other, the less chance you have of being bullied.

5. Moderator: Should school's teach kids about morals and ethical behavior like discipline, respect, confidence, responsibility towards each other? Should that be a part of school curriculum?

- a) **Panel:** Schools, however, to mitigate the effects and reduce the incidence of bullying, should comply with the Implementing Rules and Regulations of the Anti-bullying law of 2013 to address the root causes of bullying.
- b) **Panel:** If we are going to teach them at a young age then we should take it to the parents as well and not just the kids.
- c) **Panel:** Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.
- d) **Panel:** Bullying can occur during or after school hours. While most reported bullying happens in the school building, a significant percentage also happens in places like on the playground or the bus.

6. Moderator: Should teachers be required to pass a course on conflict resolution as part of their accreditation so they understand how to deal with the situation?

- a) **Panel:** As adults, parents, teachers and others who are involved in the lives of our children, it is our job to help end this harmful epidemic. However, we can't be there 24-hours a day. We can't protect our children from every hurt feeling or confront bullies when they appear.
- b) **Panel:** Schools to have prevention program that is comprehensive, multi-faceted, and shall involve all education stakeholders and personnel.
- c) **Panel:** Cyberbullying is when bullies use the internet and social media and say things that they might not say in person. This can include sending mean texts, posting insults about someone on Twitter, or making rude comments on their Instagram pictures.
- d) **Panel:** If they establish that at the beginning of the school year that they are the dominant person in the classroom and get the accreditation to solve any problems peacefully then the whole problem right there can be eliminated.

7. Moderator: Why are the policies of bullying not working?

- a) **Panel:** Physical bullying is when bullies hurt their targets physically. This might be shoving, tripping, punching, or hitting.
- b) **Panel:** I think the problem that it's not working as no one wants to enforce the rules. No one wants to take the time, the effort. And, when they do the time, effort and punishment isn't fitting the crime. It's picking-up trash or staying after school.
- c) **Panel:** Some bullies don't understand normal social emotions like guilt, empathy, compassion, or remorse. These people need help from a mental health professional like a counselor, social worker, psychiatrist, or psychologist.
- d) **Panel:** If you've been bullied with rumors or gossip, tell your friends so that they can help you feel safe and secure. Avoid being alone, especially when the bullying is happening a lot.

8. **Moderator:** *Why do we feel the need to judge other people?*

- a) **Panel:** I deeply believe that people bully people because they're bored. They have nothing better to do because if you have something better to do like you had to go somewhere, you wouldn't take the time to sit there and make fun of somebody.
- b) **Panel:** Join your school's bullying or violence prevention programs. Peer mediation is another way you may be able to work things out with a bully. If your school doesn't have these programs, start one of your own.
- c) **Panel:** Try talking to a trusted adult to talk about why you have become a bully. Ask them for some advice on how you could change.
- d) **Panel:** You're more likely to be hurt and get into trouble if you try to fight a bully. Work out your anger in another way, such as exercising or writing it down.



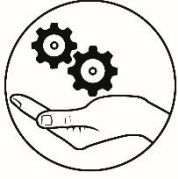
Assessment

TRUE OR FALSE. Write the complete word **TRUE** if the statement is correct. Otherwise, write the complete word **FALSE** if the statement is incorrect. Write your answer on a separate sheet of paper.

1. How well you listen has a major influence on study effectiveness, and on the quality of your relationships with others.
2. Informational Listening promotes conflict and misunderstanding.
3. Informational listening is listening for judging, criticizing, or evaluating the message.
4. Becoming a better listener can develop your productivity as well as your ability to influence, convince and negotiate.
5. Informational listening aims to learn, understand, and grasp information.

MATCHING TYPE: Match the listening ideas in column A with their explanations in column B.

6. Don't judge or argue prematurely	K. Make sure you receive the same thoughts which speakers are trying to convey.
7. Look for key ideas	L. Repeating the speaker's words as he or she says them will strengthen his or her message and help you to stay attentive
8. Info listening	M. Focus, stay disciplined in the face of distractions, actively and mentally say no to distractions, and accept responsibility in getting the listening task at hand accomplished.
9. Paraphrase	N. We should be open-minded when attempting to properly listen and retain information.
10. Knowledge of vocabulary	O. Listen carefully to the speaker to find out the main ideas that he or she is trying to convey.
11. Concentration	P. While listening, write down key concepts and terms instead of trying to write down everything that is being said.
12. Memory	Q. Try to understand the speaker's ideas before judging them.
13. Refraining from judgment	R. When listening, asking mental questions to further grasp the information as the speakers are talking can mean that the listener is truly comprehending the information that is being said.
14. Asking questions	S. We can recall experiences and information from our lives to help make sense of information in informational listening.
15. Taking notes	T. Increasing mastery of vocabulary through techniques like learning a new word a day or reading books can contribute in being a good informational listener.

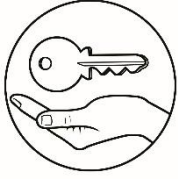


Additional Activities

Task : Self-Check

Write the complete word **YES** if you have already acquired the listening skill, the complete word **NO** if you haven't and the complete word **IMPROVING** if you are still developing the listening skill.

1. I make eye contact when I am being talked to.
2. I carefully study the gestures and facial expressions to fully understand the person I am conversing with.
3. I listen with the goal of fully understanding the speaker's point of view.
4. I refrain from interrupting.
5. I am not distracted by anything the speaker has my full attention.
6. I try to listen intently to remember the speaker's important points.
7. I remain neutral and open minded while listening to the speaker.
8. I refrain from judging the message of others.
9. I give time to the person I am conversing with to express her thoughts before I ask questions.
10. I listen to improve relationship with others



Answer Key

<p>Additional Activity</p> <ul style="list-style-type: none"> Answers may vary 	<p>Post Assessment</p> <p>1. TRUE 2. FALSE 3. FALSE 4. FALSE 5. TRUE 6. G 7. E 8. A 9. B 10. J 11. C 12. I 13. D 14. H 15. F</p>	<p>Lesson 1</p> <p>What's New</p> <p>1. ✓ 2. ✓ 3. ✓ 4. ✓ 5. ✓ 6. ✓ 7. ✓ 8. 9. ✓ 10. ✓</p> <p>What's More</p> <p>1. inequality 2. advocates 3. feminism 4. hating 5. equal 6. gender 7. unpopular 8. involved 9. socially 10. human 11. limit 12. inadvertent 13. true 14. invitation 15. of a man 16. stereotypes 17. submissive 18. triumph 19. secondary 20. applaud</p> <p>What I Have Learned</p> <p>1. skill 2. influence 3. information 4. better 5. conflict</p> <p>What I Can Do</p> <p>1. c 2. d 3. a 4. d 5. b 6. d 7. b 8. a</p>	<p>What I Know</p> <p>1. TRUE 2. FALSE 3. FALSE 4. FALSE 5. TRUE 6. G 7. E 8. A 9. B 10. J 11. C 12. I 13. D 14. H 15. F</p>
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