

Listening is one of the most complex skills in terms of assessment. It is difficult to assess listening as it entails careful analysis of every detail of the listening process. This involves not only the analysis of the texts but the process also includes the analysis of various listening conventions such as fluency, tone, cohesion, and correction, among others.

You are expected to evaluate various listening texts in different forms using the given criteria.

Are you familiar with the song, *The Journey*? Sing the song using the lyrics below.

THE JOURNEY

Lea Salonga

The song may be accessed at
<https://www.youtube.com/watch?v=zqVwhrWBzEM>

Half the world is sleeping,
 half the world's awake
 half can hear their hearts beat
 half just hear them break

What a journey it has been
 and the end is not in sight
 But the stars are out tonight
 and they're bound to guide my way

I am but a traveler, in most every way
 Ask me what you want...to know

When they're shining on my life
 I can see a better day
 I won't let the darkness in,
 what a journey it has been...

What a journey it has been
 And the end is not in sight
 But the stars are out tonight
 and they're bound to guide my way

Forward, always forward...
 Onward, always up...
 Catching every drop of hope
 In my empty cup

When they're shining on my life
 I can see a better day
 I won't let the darkness in,
 what a journey it has been.

What a journey it has been
 And the end is not in sight
 But the stars are out tonight
 and they're bound to guide my way

I have been to sorrow
 I have been to bliss
 Where I'll be tomorrow,
 I can only guess

When they're shining on my life
 I can see a better day
 I won't let the darkness in,
 what a journey it has been...

Through the darkest desert
 Through the deepest snow,
 Forward always forward, I go..

What a journey it has been...

Learning Task 1: In your notebook, answer the questions below.

1. How did the singer deliver the song in terms of pronunciation?
2. Are the words understandable? Describe the song's tone, volume, pitch and speed.
3. Are the thoughts or ideas portrayed in the song organized? Explain your answer.
4. What meanings or reflections does the song portray?



Learning Task 2: Match the items in Column B with their descriptions in Column A. Write the letters of your answers in your notebook.

Column A	Column B
_____ 1. feelings or emotions the speaker portrays in a listening text or material	a. fluency
_____ 2. highness or lowness of the speaker's voice	b. tone
_____ 3. slowness or fastness the speaker in speaking	c. volume
_____ 4. indicates attitude or certainty	d. pitch
_____ 5. ability to clearly pronounce words with appropriate speed, accuracy, and expression	e. speed
_____ 6. rightness or precision in grammar and concept	f. word choice
_____ 7. loudness or softness of speaker's voice indicating emphasis on important points or concepts	g. cohesion
_____ 8. organization of words, phrases, and concepts	h. correctness

EVALUATING LISTENING TEXTS/MATERIALS

Listening texts vary in sources. These texts may come from songs, speeches, conversations, interviews and the like. A lot of listening materials may be used in listening activities.

As evaluating listening tasks or texts require careful analysis, aside from understanding the concepts portrayed in listening texts, other criteria may be used in evaluating listening materials. These include the following:

1. **Fluency** refers to one's ability to clearly pronounce words with appropriate speed, accuracy and expression.
2. **Tone** refers to the feelings or emotions the speaker portrays in a listening text or material.
3. **Volume** deals with the loudness or softness of speaker's voice indicating emphasis on important points or concepts.
4. **Pitch** refers to the highness or lowness of the speaker's voice. This involves the concept of intonation.
5. **Speed** refers to how slow or fast the speaker is in speech or delivery.
6. **Word choice** is very essential as it indicates attitude or certainty. Aside from volume, word choice also indicates emphasis on important concepts.
7. **Cohesion** refers to the organization of words, phrases and concepts presented in a listening text.
8. **Correctness** refers to the rightness or precision not only in grammar, but more importantly, the accuracy in concept.



Learning Task 3: Examine/Read the (listening) text below.

FAREWELL ADDRESS TO THE NATION

Former US President Barack Obama
10 January 2017

You may accessed the video recording at
https://www.youtube.com/watch?v=jjsdHt_BwI4

Michelle --- Michelle LaVaughn Robinson, girl of the South Side --- for the past 25 years, you have not only been my wife and mother of my children, you have been my best friend. You took on a role you didn't ask for and you made it your own, with grace and with grit and with style and good humor. You made the White House a place that belongs to everybody. And the new generation sets its sights higher because it has you as a role model. So you have made me proud. And you have made the country proud.



Malia and Sasha, under the strangest of circumstances, you have become two amazing young women. You are smart and you are beautiful, but more importantly, you are kind and you are thoughtful and you are full of passion. You wore the burden of years in the spotlight so easily. Of all that I've done in my life, I am most proud to be your dad.

To Joe Biden --- the scrappy kid from Scranton who became Delaware's favorite son -- you were the first decision I made as a nominee, and it was the best. Not just because you have been a great Vice President, but because in the bargain, I gained a brother. And we love you and Jill like family, and your friendship has been one of the great joys of our lives.

To my remarkable staff: For eight years -- and for some of you, a whole lot more -- I have drawn from your energy, and every day I tried to reflect back what you displayed -- heart, and character, and idealism. I've watched you grow up, get married, have kids, start incredible new journeys of your own. Even when times got tough and frustrating, you never let Washington get the better of you. You guarded against cynicism. And the only thing that makes me prouder than all the good that we've done is the thought of all the amazing things that you're going to achieve from here.

And to all of you out there -- every organizer who moved to an unfamiliar town, every kind family who welcomed them in, every volunteer who knocked on doors, every young person who cast a ballot for the first time, every American who lived and breathed the hard work of change -- you are the best supporters and organizers anybody could ever hope for, and I will be forever grateful. Because you did change the world. You did.

And that's why I leave this stage tonight even more optimistic about this country than when we started. Because I know our work has not only helped so many Americans, it has inspired so many Americans -- especially so many

young people out there -- to believe that you can make a difference --- to hitch your wagon to something bigger than yourselves.

Let me tell you, this generation coming up -- unselfish, altruistic, creative, patriotic -- I've seen you in every corner of the country. You believe in a fair, and just, and inclusive America. You know that constant change has been America's hallmark; that it's not something to fear but something to embrace. You are willing to carry this hard work of democracy forward. You'll soon outnumber all of us, and I believe as a result the future is in good hands.

My fellow Americans, it has been the honor of my life to serve you. I won't stop. In fact, I will be right there with you, as a citizen, for all my remaining days. But for now, whether you are young or whether you're young at heart, I do have one final ask of you as your President -- the same thing I asked when you took a chance on me eight years ago. I'm asking you to believe. Not in my ability to bring about change -- but in yours.

I am asking you to hold fast to that faith written into our founding documents; that idea whispered by slaves and abolitionists; that spirit sung by immigrants and homesteaders and those who marched for justice; that creed reaffirmed by those who planted flags from foreign battlefields to the surface of the moon; a creed at the core of every American whose story is not yet written: Yes, we can.

Yes, we did. Yes, we can.

Thank you. God bless you. May God continue to bless the United States of America.

Source: The White House Archives
<https://obamawhitehouse.archives.gov/farewell>

In your notebook, answer the questions below.

1. Who were the persons mentioned in the speech? Determine the roles they played for the speaker.
2. What are hopes and dreams of Obama for the United States?
3. How did he describe the younger American generation?
4. How did he describe his experience in serving the country?
5. What are last requests to the American people?
6. What does 'Yes, we did. Yes, we can' emphasize?

Learning Task 4: In your notebook, analyze the speech in Learning Task 3 by accomplishing the table below. Write your answers in your notebook.

Indicators	Observations/Explanations
Fluency	
Tone	
Volume	
Pitch	
Speed	
Word Choice	
Cohesion	
Correctness	



Learning Task 5: Examine/Read the (listening) text below. Then, describe her speech by completing the table below. Write your answers in your notebook.

Speech of Senator Miriam Defensor-Santiago

Explaining Her Verdict on Chief Justice Renato Corona Delivered on May 29, 2012
The video may be accessed at <https://www.youtube.com/watch?v=lcSZLx3qHIM>

The Constitution provides that in all criminal prosecutions, the accused shall be presumed innocent until the contrary is proved. The burden of proof is on the Prosecution. How much proof is necessary? In other words, what is that standard of proof?

I have adopted the very high standard of overwhelming preponderance of evidence pursuant to the recommendation of Prof. Charles Black of Yale University, author of *The Impeachment*, considered the bible for the whole world on impeachment process in a democracy.

My standard is very high because removal by conviction on impeachment is a stunning penalty, the ruin of a life.

The Defendant admitted that he did not declare his dollar accounts and certain commingled peso accounts in his SALN. Let us begin with this threshold question: Did this omission amount to an impeachable offense? No.

Under the rule of *ejusdem generis*, when a general word occurs after a number of specific words the meaning of the general word shall be limited to the kind or class of thing within which the specific words fall.

The Constitution provides that the impeachable offenses are “culpable violation of the Constitution, treason, bribery, graft and corruption, other high crimes or betrayal of public trust.”

An omission in good faith in the SALN carries a light penalty. It is even allowed by law to be corrected by the person who submitted it. Thus, it is not impeachable because it is not in the same class as the offenses enumerated in the Constitution. If we disregard this rule of *ejusdem generis*, then we can interpret the law to mean anything as long as the enumeration of specific words is followed by a general word...

...The Constitution simply provides that the public officer shall submit a declaration under oath of his assets, liabilities, and net worth. I am quoting the Constitution. That is all. There are no details. The Constitution is a brief declaration of fundamental principles. Many constitutional provisions are only commands to the Congress to enact laws, to carry out the purpose of the Charter. As a general rule, constitutional provisions are not self-executory...

Source: Philippine Official Gazette

Indicators	Observations/Explanations
Fluency	
Tone	
Volume	
Pitch	
Speed	
Word Choice	
Cohesion	
Correctness	

PIVOT 4A CALABARZON



Answers

Textual Aids In Understanding Texts

<p>LT 1</p> <ol style="list-style-type: none"> 48,136 74,390 asymptomatic, mild, severe, critical Asymptomatic (patient with an RT-PCR confirmed case of COVID-19 without symptoms), mild (patient with mild symptoms and stable vital signs), severe (patient with difficulty breathing, altered mental status, considered high-risk or in-need of hospital care) and critical (patient with impending or ongoing respiratory failure or in need of mechanical ventilation or with evidence of end-organ damage) Asymptomatic - 4,322, mild - 43,355, severe - 258, critical - 206 Probable - 958, suspected - 37,951 	<p>LT 2</p> <ol style="list-style-type: none"> A C D A D B C B A D 	<p>LT 7</p> <ol style="list-style-type: none"> B D A D B C A B C B
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Plot, Setting and Characterization

<p>LT 2</p> <ol style="list-style-type: none"> G C J E A A K D F H 	<p>LT 5</p> <ol style="list-style-type: none"> C C B B A
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Sources of Information

<p>LT 2</p> <ol style="list-style-type: none"> C E B B A 	<p>LT 3</p> <ol style="list-style-type: none"> A A D B D A D
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Analytical Listening in Problem Solving

<p>LT 2</p> <ol style="list-style-type: none"> D A C E B 	<p>LT 5</p> <ol style="list-style-type: none"> analytical listening problem solving/solution Remembering Responding Evaluating Understanding
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Evaluating Listening Texts

<p>LT 2</p> <ol style="list-style-type: none"> Tone Pitch Speed Word choice Fluency Correctness Volume cohesion

Note: Learning Tasks with no answer key would require varied answers.



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