



What Is This Module About?

Have you ever listened to somebody reciting a poem, reading a play or telling a story? Have you ever heard your grandmother tell you about a memorable event in her life that suddenly made you feel the exact same thing was happening to you? Have you ever experienced vividly imagining stories as they were being told by other people?

Being sensitive to the feelings, images and ideas suggested by words that you hear is called **appreciative listening**. Listening with appreciation implies understanding and enjoying what you are told as well as valuing what you hear.

Have you ever felt sad, happy, angry or afraid after hearing a poem or story? Appreciative listening also means being able to relive the experiences of the storyteller—as if you were actually there. Listening with appreciation requires skill—skill that can be developed for you to better appreciate stories.

This module comes with an audiotape. So you need a cassette player for you to be able to listen to the selections or passages presented in the lessons in this module. You will use this tape extensively as you study this module, so learn how to operate the cassette player before you proceed.

This module will help you develop appreciative listening. It is divided into two lessons:

Lesson 1 – *Appreciating Dramatic Interpretations*

Lesson 2 – *Understanding and Appreciating Passages Heard*



What Will You Learn From This Module?

After studying this module, you should be able to:

- ◆ make various dramatic interpretations of a text;
- ◆ describe the emotional appeal of a literary piece; and
- ◆ apply lessons learned from the stories or passages heard.



Let's See What You Already Know

Before you start studying this module, answer the questions below first to find out what you already know about the topics to be discussed in this module.

- A. Name the two features that you have to watch out for when listening to a story or passage.
1. _____
 2. _____
- B. Before you proceed, set the tape on cue. Then start playing the tape. Listen closely to **Tape Segment # 1: Pretest**. Stop the tape. Imagine what you just heard. To review, read the passage below.

The airplane traveled loudly along the runway before it made its ascent to the skies. The weather was sunny and you can see the airplane fly through the skies.

Convert the passage above into a more engaging story by rewriting it using more descriptive words.

1. _____

2. Give two reasons why tone of voice is important in telling stories.
 - a. _____
 - b. _____

Well, how was it? Do you think you fared well? Compare your answers with those found in the *Answer Key* on page 24 to find out.

If all your answers are correct, very good! This shows that you already know much about the topics in this module. You may still study the module to review what you already know. Who knows, you might learn a few more new things as well.

If you got a low score, don't feel bad. This means that this module is for you. It will help you understand some important concepts that you can apply in your daily life. If you study this module carefully, you will learn the answers to all the items in the test and a lot more! Are you ready?

You may go now to the next page to begin Lesson 1.

Appreciating Dramatic Interpretations

When you hear a phrase, sentence or paragraph, you hear words that convey different meanings. For example, if you hear the sentence “A single tear rolled down her trembling face,” you understand it to mean exactly what it says. You then imagine a single tear falling down a woman’s trembling face. But words can do more than give you images. Words can also suggest feelings and ideas beyond what they actually convey. From the same sentence, you can also imagine a very sad woman struggling to keep herself from crying. You can also appreciate her feeling of loneliness and even start to wonder what could have made her cry.



When you listen to a sentence, paragraph or selection, you receive information or knowledge through hearing. You can do this by keeping track of the words used, the images they create and the tone of voice the speaker used. When listening to a passage or story, always take note of the speaker’s choice of words and the details as well as the speaker’s tone of voice. These will help you appreciate what was said more.

This lesson will help you identify feelings, images and ideas suggested by certain oral texts or passages. In other words, it will help you develop appreciative listening skills.



Let's Think About This

When somebody tells a story, he/she has an unlimited choice of words that he/she can use to convey his/her ideas. Sometimes, certain words or details carry with them distinct feelings, images or ideas. When the words used in a story convey information about emotions, they are called **emotion-laden** or said to be emotionally focused. Emotion-laden words are also referred to as **feeling words**. An example would be “My love for you burns with rage.” Can you appreciate the intensity of the emotion expressed? How did the choice of words help you? Did the words used heighten the emotion of love conveyed by the speaker?

On the other hand, if the words used convey images and describe a scene, they are said to be **image-laden words** or **picture words**. An example would be “The butterfly’s wings fluttered gracefully in the air like a multicolored kite in flight.” Can you imagine how the butterfly’s wings look like? How did the choice of words help you form images inside your mind? Was it as if you saw the butterfly yourself even though it was not there?

Now, imagine the woman described earlier. The sentence “A single tear rolled down her trembling face” tells you a lot about what happened to her. Answer the following questions.

1. What feelings are conveyed by the words “a single tear” and “trembling”?

2. What could be the expression on the woman’s face?

3. Did the choice of words help you picture the woman in your mind? How?

The sentence about the sad woman you just read is both image laden and emotionally focused. The words help you imagine what was happening to the woman because they not only gave you information but described her emotions as well. The words “single tear” and “trembling” suggest sadness and distress. They can help you imagine the expression on the woman’s face and probably even the position of her hands. They can also make you start thinking of what could have made this woman so sad.

Words are powerful tools because they convey not only basic information but information that would make you think and imagine as well. When you start thinking and imagining after hearing a passage or story and enjoy it, you are practicing appreciative listening!



Let's Try This

You will need three sheets of paper and a pencil for this activity.

From the previous activity, you learned that words can not only convey images but also make you think and imagine. Listen to **Tape Segment # 2: Draw the Passages**. You may close your eyes as you listen. After each passage, stop the tape and picture the scenes being described by the paragraph in your mind. Rewind the tape up to the start of **Tape Segment # 2**. Stop the tape again after the first selection. Based on what you have heard, draw the scene you imagined on your first sheet of paper.

After drawing the scene, listen to the second passage. After listening, stop the tape and draw the scene you imagined on the second sheet of paper.

When you're done, listen to the third passage. Imagine the object being described. After you finish listening to the passage, stop the tape. Draw that object on your third sheet of paper.

After finishing the three drawings, use your reading power to check your hearing power. Read the passages below. These are the same passages you heard on tape. Check your drawings against the information they supply. Were you able to draw images as they were described below?

1. Grandma's kitchen was very clean and orderly. In the middle of the room was a big oak table covered with a checkered tablecloth. Laid on the table were all sorts of goodies. There were cookies in colorful jars, fruits in a big glass bowl and a vase full of sunflowers.
2. Carlo lived in a nipa hut. It was not as big as other houses but it was warm and cozy. It had two big windows with curtains that billowed in the wind. Its roof was covered with thatched coconut leaves. Its stairs was made of bamboo. There were also lots of flowering plants around the house.
3. My study table is very neat and organized. It is made of narra. My father made it himself as a birthday gift for me. It has a built-in bookshelf with a few books. A study lamp can be seen on the right. But what I like most about it is its sturdiness.

Compare your answers with those in the *Answer Key* on pages 24 and 25. Did you have similar drawings? If you did, then you already have an idea of what the passages really want to convey. If you didn't, then you may have interpreted what you heard differently and that is perfectly all right.

What did you learn from this activity? Write them down in the spaces provided below.

1. _____
2. _____
3. _____

You may show your answers to your Instructional Manager for further discussion.



Let's Learn

The activity you just finished showed you how words and passages convey particular images. These images are the pictures that we see inside our minds as we listen to the words being said. We do not usually draw images on paper to check if what we heard is similar to the image that the speaker has in his/her mind but doing this helps.

Every day, you use your imagination to “see” images of what others may say in your mind. Since words can create images, it is important for them to be properly understood. A good storyteller can use appropriate words to convey images easily. He/She can tell stories that are full of details. You can then use these details to create images or pictures and scenes in your mind.

To illustrate how words can be used to convey images, listen to **Tape Segment # 3: Busy Day**. Stop the tape. What images came to your mind?

Now, check your hearing skill against your reading skill. Read and study the passage below. This is the same passage you just heard on tape. Try to imagine the scene being described as you read the passage.

It was a busy day at the town market. Farmers were everywhere selling their produce. There were stalls selling fish, vegetables and meat. A lot of people were already buying the supplies they would need for the upcoming town fiesta.

Can you hear the noise made by the store owners? Can you feel the heat inside the market that's full of people? What else can you infer from this passage as you read it?

Now, compare the images formed in your mind when you read the passage with those images when you listened to the cassette tape. Which one gave you a clearer image?

Some people can picture a scene very well when they hear it, while some people can visualize it better when they read a passage describing it. To which category do you belong?

What did you learn from this activity?

This activity was designed to show you that images can be formed in our minds either by reading or hearing about them. Both ways though can be used to appreciate information. Unfortunately, most of the time, we hear about things more than we read about them. This is why you should learn how to listen with understanding and appreciation.

Now, listen to **Tape Segment # 4: Busy Day at the Town Market**. Imagine the scene being described as you listen to it.

Afterward, recall what the passage was all about. Describe the scene you just heard about. Write your description in the space provided below.

Compare the images you formed while listening to **Tape Segment # 3: Busy Day** with the one you described above. Which image was more vivid and “alive”? Which passage did you appreciate more? Why? Write your answers in the spaces provided below.

I like **Tape Segment** (encircle the number of your choice) # **3** or # **4** better because . . .

1. _____
2. _____
3. _____

Did you notice that **Tape Segment # 4** is longer than **Tape Segment # 3**? **Tape Segment # 4** gave a more detailed description and therefore a clearer picture of the scene. Although the two versions present the same market scene, you can hear more information about a busy day in the town market in **Tape Segment # 4** than in **Tape Segment # 3**. What did you learn from this activity?

This activity showed you that the more detailed the description of a scene is, the better. This way, you will have more information to work with in your mind. Passages, however, do not have to be long to convey more information. Choosing the right words is still more important.

Now, try reading the transcript of **Tape Segment # 4** below to check if you heard the passage correctly.

It was a busy day at the town market. Farmers were everywhere selling their produce. Some stalls sold fish that have just been caught that morning. The fishes were fresh and seemed to have just come from the sea. Some of the fishes were still moving their fins. It was a sight to behold. The farmers were selling their harvest too. The heads of cabbages were big and had a fresh tint of green. Watermelons were stacked on top of one another, still smelling sweet and juicy. The bananas were ripe and looked very inviting.

The town fiesta was fast approaching and everyone was busy preparing for the feast. The market was noisy. One could hear the striking of the big knives that the meat sellers used to chop fresh pork. The air was filled with shouts of sellers inviting customers to check out their produce. One could hear the haggling for lower prices. A brass band could be heard as it played marches in the plaza near the market. Laughter punctuated the noise every now and then. It was a wonderful day to buy and sell things!

Recall what you did while listening to **Tape Segment # 4**. Did you close your eyes while listening?

Listen to the tape again with your eyes open or closed (if you listened with closed eyes or open eyes the first time). What did you learn from this activity? Which was more effective, listening with open or closed eyes?

Notice that the images formed in your mind as you listen with eyes closed seem to be clearer. When you close your eyes while listening, you allow your mind to concentrate better on what you are being told. You remove visual distractions. You are then able to give more attention to what you hear.

Picture words help us “see” scenes being described in our minds better.

Good storytellers have lots of ways to encourage their listeners to see scenes more clearly in their minds. They can, for example, allow listeners to make comparisons with their own experiences.

Now, listen to **Tape Segment # 5: Bus on a Busy Highway**. You may close your eyes if you want.



Stop the tape, then read a similar passage below.

The bus flew past all the other cars. The driver seemed to be in a real hurry. The bus then screeched to a halt making a loud urgent sound like the crashing of glass when it reached the intersection.

Can you imagine the sound that the bus made? Which passage—the one you listened to or the one you just read—gave you a more vivid image? Which passage can you appreciate more?

I'm pretty sure you chose the one you read because it used **image-laden words** compared to the one on tape. The use of words such as “screeched” and “crashing of glass” contribute to a clearer picture of the scene being described.



Let's Try This

Listen to **Tape Segment # 6: Let's Try This**. After each sentence, stop the tape and imagine the scene being described. Write the sentences down on a separate sheet of paper. Then rewrite them using more image-laden words. You can also use comparisons and other words that encourage imagination and appreciative listening.

To help you review your work, read the sentences below. They are the same sentences you heard on tape. You may want to make another version of each of these sentences. Write your answer in the space provided for each number.

1. The dog barked at the thief.

2. Anna waited for Jose at the bus stop.

3. My mother was very tired.

4. The mayor urged everyone to vote for him.

5. Max, my cat, slept under my bed.

Your answers should be similar to the samples in the *Answer Key* on page 25. If you got a score of 3 or above, well done! You have learned a lot about appreciative listening. A score of 2 or below is okay but you need to practice some more.



Let's See What You Have Learned

Listen to **Tape Segment # 7: Let's See What You Have Learned**. Listen to the sentences but stop the tape after every sentence. Read the sentences and think of the meaning of the underlined word or phrase in each. Write down the images they convey. The first one has already been done for you.

1. We went to a farm to watch the farmers prepare the earth for planting seeds.
The farmers are tilling the soil.

2. She blushed when he proposed marriage to her.

3. Something in the way she looked at him made him feel warm inside.

4. Nonoy wanted to be a priest but his past kept haunting him.
-

5. The couple was like a pair of love birds.
-

The answers to this activity may vary but they should be similar with those in the *Answer Key* on page 25.

If you got a score of 3 and above, well done! You learned a lot about appreciative listening in this lesson and can therefore proceed to Lesson 2. If, however, you got a score of 2 or below, review the parts of this lesson you didn't understand very well before proceeding to Lesson 2.



Let's Remember

- ◆ Feelings, images and ideas in passages or stories can be inferred from the speaker's choice of words and tone of voice.
- ◆ Stories or passages can be better appreciated if they are image or emotion laden. Providing more details and using comparisons and imageries help achieve this.
- ◆ Appreciative listening depends on how well you listened and how well a passage was read or delivered.

Understanding and Appreciating Passages Heard

How does your mother or father react whenever you show him/her your grades? How do they react whenever you leave home without permission? How do they sound whenever they scold you? How do their tone of voices convey anger or disappointment?

In Lesson 1, you learned how the speaker's choice of words affect how he/she tells stories. Aside from choice of words, tone of the voice also affects how a listener responds to what the speaker is saying. When you listen to people, you do not only hear the words they say. You also feel the feelings the words convey.

This lesson will tell you how the speaker's tone of voice affects what he/she is saying. It features some literary pieces too.



Let's Learn

The simplest clue to feelings, images and ideas suggested by oral texts is the speaker's tone of voice or the expression with which he/she says the words in the texts. The same set of words can be said in different ways. For example, you can say the sentence "Come here" using different tones of voice to convey different emotions. You can say it angrily, happily or even with a hint of seduction. The way the speaker says these words can affect how the listener will understand and react to them.

Listen to **Tape Segment # 8: Come Here**. After hearing each version of the sentence, stop the tape then write the feeling the version conveys on the appropriate space below. Try to imagine the expression on the speaker's face as he/she says "Come here." The first number has already been done for you.

1. The speaker sounds angry.
2. _____
3. _____
4. _____
5. _____
6. _____

How did you feel after hearing each version?

You may rewind the tape to listen to each version again. Compare your answers with those below.

1. The speaker sounds angry.
2. He/She sounds excited.
3. He/She sounds unsure or afraid.
4. He/She sounds demanding or arrogant.
5. He/She sounds happy.
6. He/She sounds sad.

Were your answers similar to the answers given? Don't worry if they are not, it is really hard to distinguish a speaker's feelings by just basing your judgement on tone of voice. But this can be done. And that is what you will learn about in this lesson.



Let's Try This

Practice saying "I am sorry" using different tones of voice. Ask a friend or family member to listen to you. Take note of the feelings you want to convey as you say the words. Then, ask your partner which apology sounds best. What did you learn from this activity?

From the previous activity, you learned that tone of voice also affects how words are interpreted.



Let's Review

Listen to **Tape Segment # 9: Activity**. You will hear ten different sentences. Identify the feelings conveyed by the speaker's tone of voice as he/she says each sentence. Choose from the feelings listed in the box below. The first number has already been done for you.

happy	imploring	teasing	dramatic	sad
boastful	afraid	unsure	jubilant	playful
angry	sorry	desperate	sympathetic	hopeful

1. happy _____
2. _____
3. _____
4. _____
5. _____

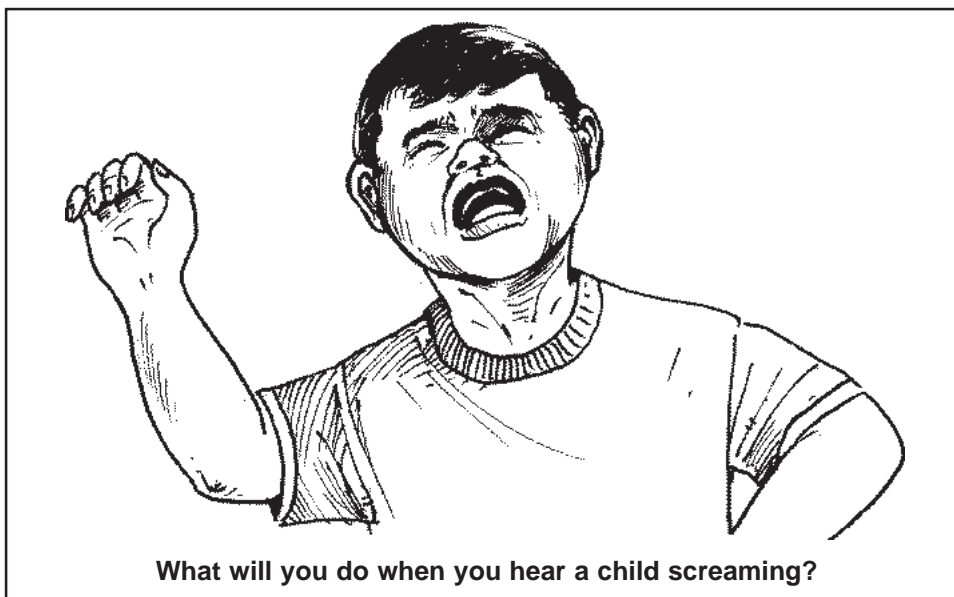
6. _____
7. _____
8. _____
9. _____
10. _____

Compare your answers with those in the *Answer Key* on page 25. Did you get a perfect score? I'm pretty sure you did.



Let's Learn

Aside from happiness, fear or anger, a person's tone of voice can also express a sense of urgency or great need. For example, a high-pitched scream coming from a child tells you that he/she needs help or attention immediately.



A child screaming probably needs something badly. If he/she doesn't scream, chances are, he/she would not get the attention he/she needs. This is why tone of voice is important in expressing oneself.

Good storytellers always use the appropriate tone of voice to enhance a person's appreciative listening skill. For example, they use a high-pitched voice to sound like a child or a rough voice to sound like a strict policeman.

To see how this is done, listen to **Tape Segment # 10: A Sample Radio Drama**. After listening, state what you thought about the radio drama.

Did you know that the witch's and good elf's dialogues were delivered by the same person? She was able to change the tone and quality of her voice to suit the character! Can you do the same thing too?



Let's Try This

Tell your friends a scary story using different tones of voices. You can make up any story as long as you use tones of voice that are appropriate for the characters in your story. See how your friends react. Were they scared, bored or angry?

To understand the use of proper tone of voice further, listen to **Tape Segment # 11: Tones of Voice**. Imagine the scenes happening as you listen.

After listening to the tape, answer the following questions briefly.

1. How do you think Cesar felt when he saw the ripe mangoes?

2. How did he express this feeling?

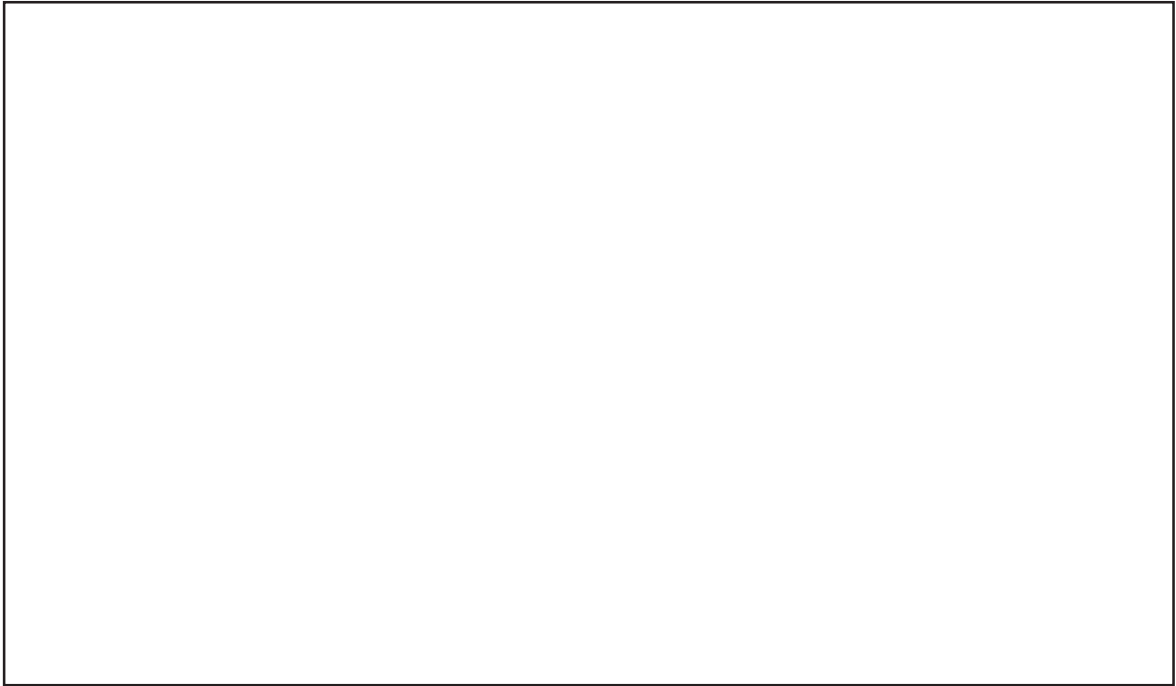
3. Did Janet agree with Cesar's plan to get the mangoes without Mang Pandoy's permission?

4. How did she express her sentiments?

5. How do you think Mang Pandoy felt when he saw the two teenagers? Why do you say so?

Based on my interpretation of the story, Cesar was tempted to steal Mang Pandoy's delicious-looking mangoes and was even excited about his plan. This was evident in his tone of voice. But Janet did not agree with Cesar's plan. Her tone of voice conveyed uncertainty and hesitation. Mang Pandoy was happy to see the two teenagers. He sounded jolly and was in a good mood when he greeted them.

Now, recall what you heard on tape. Draw the scene that came to your mind as you were listening to the story in the space provided below.



The image below is what came to my mind as I listened to the story. Compare your drawing with mine. Are they similar?



Whenever we hear stories, we have our own unique images of the stories we hear in our minds. What we picture depends on our own perception of things.

Now, write a summary of the story you just heard below.

To check if you wrote a correct summary, read the transcript of the story below.

- Cesar** : Look, Janet, look!
- Janet** : Look at what, Cesar?
- Cesar** : Do you see the ripe mangoes on the tree in Mang Pandoy's backyard? They sure look delicious. Hmmm, I can already taste them in my mouth!
- Janet** : Yes, I can see them. They look delicious, all right.
- Cesar** : Want to get some?
- Janet** : I don't know. It is not good to get something that is not ours.
- Cesar** : I know but they sure look tempting. Maybe we can just get a few.
- Janet** : How do you plan to do that?
- Cesar** : That's easy. We can get a long stick and try to poke at the mangoes. They are bound to fall sooner or later.
- Janet** : I don't know, I still think it's wrong.
- Cesar** : Come on.
- Janet** : Cesar, look! Mang Pandoy is coming. He's looking at us. He probably knows what you are planning to do.
- Cesar** : Shhh, be quiet! Pretend we're just looking around.
- Mang Pandoy** : Hi, guys!
- Cesar** : Hello, Mang Pandoy! It's a wonderful day, isn't it?
- Mang Pandoy** : Sure is, Cesar. Say, I saw you looking at my mangoes. They look good to eat, don't they?.
- Janet** : You're right, sure Mang Pandoy!
- Cesar** : Really looks good to eat!

Mang Pandoy : Say, guys, how about helping me harvest the mangoes? I plan to use that big ladder over there to go up the tree. But I need help. You can help me gather the mangoes and put them inside that basket. You can bring home some mangoes afterward.

Cesar : Really, Mang Pandoy? That would be great!

Janet : We'll be happy to help!

Cesar : I will hold the basket.

Janet : I'll gather the mangoes that fall to the ground. Told you, Cesar. It's better this way.

Cesar : I'm glad I listened to you.

Is your summary similar to what I have written below?

Cesar and Janet were passing by Mang Pandoy's house when they noticed the ripe mangoes on the tree in his backyard. They wanted to get some for themselves without asking his permission but hesitated. When Mang Pandoy saw them, he asked their help in harvesting the mangoes. Afterward, each of them were given several mangoes to take home.



Let's Review

Read the transcript again. Did you notice that some parts of the story were underlined? The underlined words were emphasized to show the speakers' feelings.

Listen to the audiotape of the story again while reading along. This time, pay closer attention to the underlined words and how they were said.

From the previous activities, you can see how important tone of voice is in expressing a person's emotions. As you were listening to the tape, were you able to picture the two teenagers as well as Mang Pandoy vividly?



Let's Try This

This time you will be asked to do something different. Ask a friend or family member to read the same story to you. Afterward, describe how he/she read the story (in terms of using proper tone of voice). Can you now see how tone of voice affects how one conveys feelings or emotions?



Let's Try This

Listen to **Tape Segment # 12: Let's Try This 1**. Identify what feeling the speaker wants to convey in each sentence. Write your answers in the spaces provided below. Encircle the numbers of the statements that were said with inappropriate tones of voice by the speaker on tape.

1. Look, Carlo! The parade is coming this way!
The speaker sounded sad.
2. I don't want to watch the parade. It's boring.

3. I told you I don't want to watch the parade!

4. Come on, don't be a killjoy. Come watch the parade with me.

5. What is there to see anyway?

6. There are clowns and acrobats too!

7. I don't think that would be interesting.

8. If you don't watch the parade with me, I won't help you with your homework.

9. Okay, I'll go just so you'd stop.

10. See? I told you it would be fun.

Compare your answers with those in the *Answer Key* on page 26. Did you get all the right answers? If you got a score of 7 or higher, that's great! You have learned a lot so far. A score of 6 below means you need to review what you have read before going to the next part of the lesson.

Before you proceed, go back to the items you missed and say them the way they should be said.



Let's See What You Have Learned

This time, let us practice appreciative listening to some literary excerpts. Listen to **Tape Segment # 13: The Horse Dealer's Daughter—Nondramatic Version**. Remember that listening appreciatively involves understanding everything the speaker says. Try to imagine the scenes being described as you listen to the tape. Are you ready? Start now.

Stop the tape at the end of the passage. Were you able to imagine the scenes being described? Were you able to appreciate the feelings felt by the characters in the passage? Answer the questions below.

1. What feelings did the scenes convey?

2. How did the man feel about the woman's actions? Why did he feel this way?

3. Why do you think the man drop to his knees?

The author used a lot of image-laden words in the passage but it wasn't able to express the characters' feelings very well. Why do you think so?

To find out, listen to **Tape Segment # 14: The Horse Dealer's Daughter—Dramatic Version**. Do the same things you did while listening to **Tape Segment # 13**.

Stop the tape and answer the same set of questions.

1. What feelings did the scenes convey?

2. How did the man feel about the woman's actions? Why did he feel this way?

3. Why do you think the man drop to his knees?

Compare your answers with those in the *Answer Key* on page 26. The answers to this activity may vary. So, don't worry if you didn't get the exact same answers.

When was it easier to answer the questions, after hearing the first or second version of the passage? Why do you think this is so?

The first version was read without feeling and so you couldn't really get the message of the passage. The second version, on the other hand, was read with feelings giving the story more depth and therefore making it more understandable and enjoyable.

If a painter can paint a picture with colors, a writer can use words to paint a picture. Literary works use words to describe "pictures" that we see in our minds. As a literary piece is read, we, the listeners, "see" with our ears. However, aside from mere choice of words, how a story is told and thereby heard, greatly affects how we understand and appreciate it.

You just heard two versions of the same excerpt from the short story, "The Horse Dealer's Daughter" by D.H. Lawrence. The first version was read in a nondramatic way as compared to the second version which was read dramatically.

What was the passage trying to describe? "The Horse Dealer's Daughter" tells of the love story between a man and a woman. The passage describes the moment when they were forced to confront their feelings for each other. The author was successful in making us feel what the characters were feeling because of his choice of words. But what was even more important was the tone of voice the speaker used in reading the passage.

Each person can have his/her own interpretation of what he/she hears. This is especially true when we hear passages from literary works. That's the beauty of the written word. You are given the freedom to interpret, think and imagine what they say in your own unique way!

Listen to **Tape Segment # 15: She Dwelt Among the Untrodden Ways**. Concentrate on its contents. Start now.

Stop the tape at the end of the poem. Answer the following questions briefly.

1. What was the poem about?

2. How did the poet feel about the person he was describing?

3. Write a short story about Lucy based on the poem. You may use a separate sheet of paper for this question. You may listen to the tape again if you want.

Now, how about reading the poem aloud. Be sure to read it with feelings. Try to feel what the poet was feeling when he wrote it.

She Dwelt Among the Untrodden Ways

She dwelt among the untrodden ways
Beside the springs of Dove,
A Maid whom there were none to praise
And very few to love:

A violet by a mossy stone
Half hidden from the eye!
—Fair as a star, when only one
Is shining in the sky.

She lived unknown, and few could know
When Lucy ceased to be;
But she is in her grave, and, oh,
The difference to me!

What is the poem all about? Write its main ideas in the space provided below.
What do the words symbolize?

What do you think of Lucy? After hearing the poem, I imagined Lucy to be a lady who was not so popular. Not a lot of people know her but the poet seems to have a fondness for her. She must have been very kind and gentle—someone he admired or even loved.



Let's Remember

- ◆ Appreciative listening can be developed with constant practice. You can do this by listening to what others say attentively, attending poetry readings and watching plays, movies and other presentations that would give you an opportunity to hear and appreciate new things.

Well, this is the end of the module! Congratulations for finishing it. Did you like it? Did you learn anything useful from it? A summary of its main points is given on the next page to help you remember them better.



Let's Sum Up

This module tells us that:

- ◆ Feelings, images and ideas in passages or stories can be inferred from the speaker's choice of words and tone of voice.
- ◆ Stories or passages can be better appreciated if they are image or emotion laden. Providing more details and using comparisons and imageries help achieve this.
- ◆ Appreciative listening depends on how well you listened and how well a passage was read or delivered.
- ◆ Appreciative listening can be developed with constant practice. You can do this by listening to what others say attentively, attending poetry readings and watching plays, movies and other presentations that would give you an opportunity to hear and appreciate new things.



What Have You Learned?

You have come to the end of this module on appreciative listening. To check and apply what you have learned, listen to **Tape Segment # 16: Ana's Home**. Imagine the scenes, feelings and images being conveyed by the speakers on tape. Focus on their choice of words and tones of voice. Start now.

Answer the questions below.

1. How did Ana feel when she first arrived in San Sebastian? Why did she feel that way?

2. Describe Auntie Saling's house in your own words.

3. How did Dolores feel about Ana? What makes you say so?

4. In the end, how did Ana feel? Why?

Your answers should be similar to those in the *Answer Key* on page 26. Give yourself two points for each correct answer. If you got a score of 6 to 8, well done! You have learned a lot from this module. A score of 4 below means you need to read this module again before starting a new module.



Answer Key

A. Let's See What You Already Know (page 2)

- A.
 - 1. choice of words
 - 2. tone of voice
- B.
 - 1. Sample passage: The airplane roared down the runway like an angry lion before it made its steady ascent to the skies. The sun was shining very brightly. You could see the airplane fly through the skies like an eagle soaring toward the heavens.
 - 2. A speaker's tone of voice can enhance his/her feelings as well as the feelings of the reader.
 - 3. It can also enhance the mood of the story.

B. Lesson 1

Let's Try This (page 5)

Illustration 1

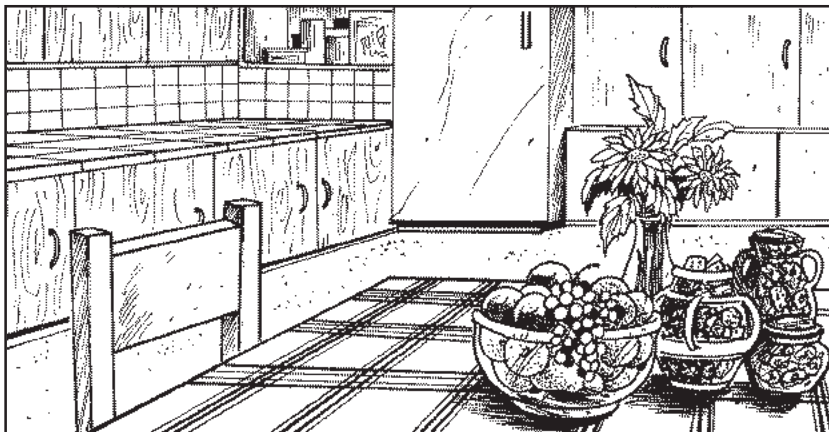


Illustration 2

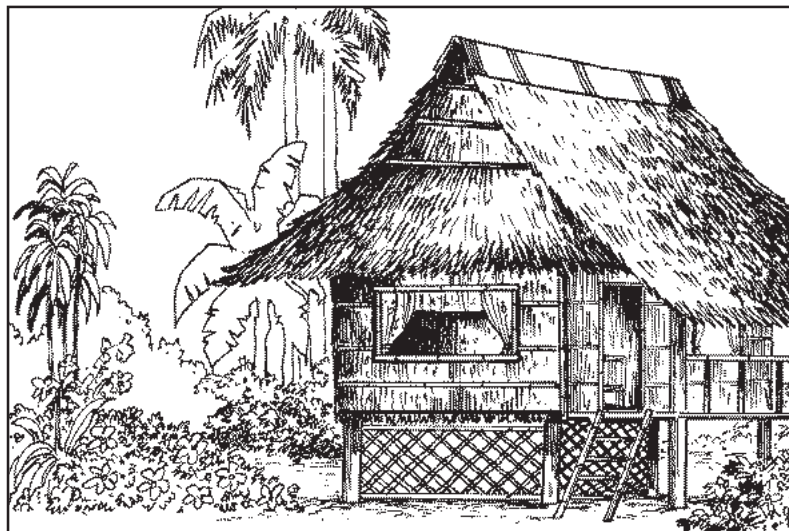
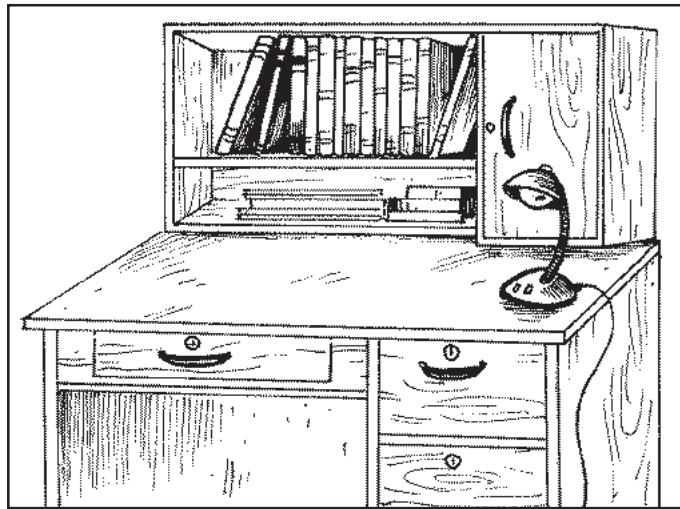


Illustration 3



Let's Try This (page 9)

1. The dog barked angrily at the thief.
2. Anna walked to and fro as she waited for Jose at the bus stop.
3. My mother looked as tired as if she cleaned the whole house.
4. The mayor earnestly pleaded with everyone to vote for him.
5. Max, my cat, slept like a log under my bed.

Let's See What You Have Learned (pages 9–10)

1. The farmers are tilling the soil.
2. Her face turned red.
3. The guy feels happy every time the girl looks at him.
4. Nonoy kept remembering something that he wished to forget.
5. The couple were obviously very sweet to each other.

C. Lesson 2

Let's Review (pages 12–13)

1. happy
2. imploring or wishful
3. sad
4. angry
5. happy or jubilant
6. sorry or sympathetic
7. boastful
8. dramatic
9. desperate
10. playful or teasing

Let's Try This (page 18)

- ①. The speaker sounded sad.
2. The speaker sounded bored.
- ③. The speaker sounded happy.
4. The speaker sounded like he/she was teasing.
- ⑤. The speaker sounded excited.
6. The speaker sounded excited.
- ⑦. The speaker sounded excited.
8. The speaker sounded angry.
9. The speaker sounded resigned.
10. The speaker sounded eager.

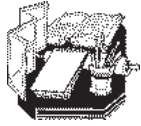
Let's See What You Have Learned (page 19)

Your answers for this part may not be exactly the same.

1. The scene describes a man and a woman in a moment of intense emotion. No words were spoken between the two characters but the scene strongly suggested that they loved each other. However, fear, doubt and despair from what could result from their love seemed to keep them apart.
2. The man felt hesitant to return the woman's affection for him. He clearly had his own fears and doubts about her feelings toward him.
3. The man dropped to his knees when he gave in to his feelings. Dropping finally to his knees showed his acknowledgment of his feelings despite his fears and doubts.

D. What Have You Learned? *(page 23)*

1. Ana felt sad because she was already missing her family.
2. Auntie Saling's house is a big two-story, pale-blue house with flowering plants all around. There were also mango trees in her backyard.
3. Dolores felt very happy to see Ana. She was also excited to share her room with Ana as well as introduce Ana to her friends in school.
4. In the end, Ana felt happy because she felt very welcome in her aunt's house.



Reference

Tomeldan, Yolanda, et al. *Prism—An Introduction to Literature*. Manila: National Bookstore Publishing, 1986.