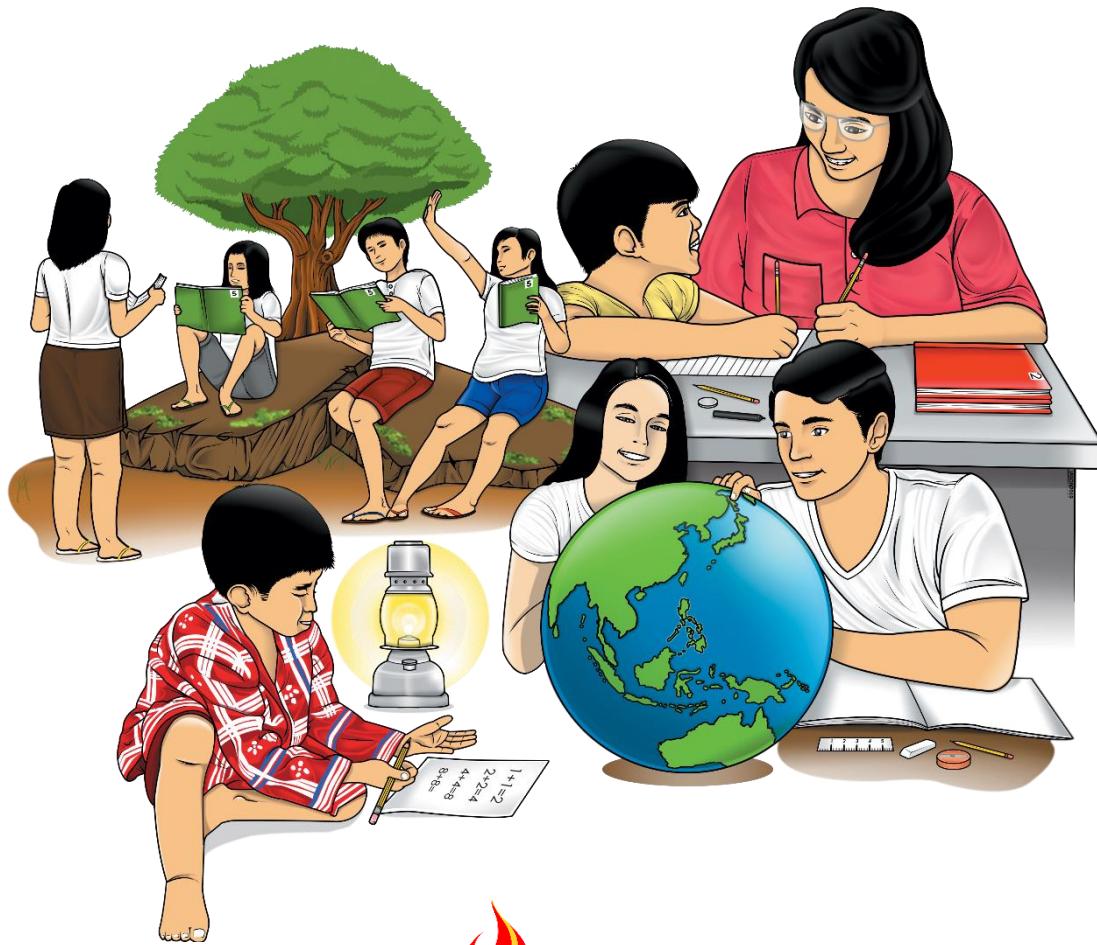


# English

## Quarter 2 – Module 1:

### Use Listening Strategies Based on Purpose, Familiarity with the Topic and Levels of Difficulty of Short Texts Listened to



**English – 7**

**Self-Learning Module (SLM)**

**Quarter 2 – Module 1: Use Listening Strategies based on purpose, familiarity with the topic and levels of difficulty of short texts listened to.**

**First Edition, 2020**

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# **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

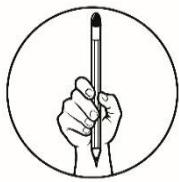
This module was designed and written with you in mind. It is here to help you master the use of Listening Strategies. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to 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 divided into two lessons, namely:

- Lesson 1 – Listening Strategies based on Purpose of short texts listened to.
- Lesson 2 – Listening Strategies based on familiarity with the topic and level of difficulty of short texts listened to.

After going through this module, you are expected to:

1. answer questions of content, key ideas, details and opinions
2. show effective, active listener behavior
3. listen effectively
4. note down the gist of the text
5. predict the outcome of the listening text
6. follow instruction



## What I Know

**Directions:** Answer the following questions. Do this in your paper.

**I. True or False.** Write **True** if the statement is correct, and **False** if it is wrong.

- 1. Hearing and listening are the same thing.
- 2. If someone does not agree, he/she is not listening.
- 3. Asking questions improves listening effectiveness.
- 4. The person speaking is responsible for making sure his/her message is understood.
- 5. People with higher IQs are better listeners.

**II. Choose the letter of the correct answer.**

- 6. Listening is poor when
  - A. we do not expend the effort.
  - B. we experience message overload.
  - C. we experience psychological noise.
  - D. All of these are correct.
- 7. Which is true?
  - A. Listening and hearing are remarkably similar.
  - B. It is possible to hear without listening.
  - C. Listening is physical; hearing is psychological.
  - D. It is possible to listen without hearing.
- 8. The stages of listening include all BUT
  - A. attending.
  - B. understanding.
  - C. responding.
  - D. activating.
- 9. When listening for information, it is wise to
  - A. make some quick judgments about the speaker, so you are not misled.
  - B. tie the message and speaker together in your mind.
  - C. be opportunistic by learning what you can from this speaker, even if you learn what not to do.
  - D. listen for details rather than the main ideas.
- 10. Research cited in your text shows listening to be a significant factor in maintaining
  - A. marital relationships.
  - B. family relationships.
  - C. career success.
  - D. All of these are correct.

# Lesson 1

## Use Listening Strategies based on purpose of the short texts listened to.

As human beings, we have many important ways to convey and understand information as we communicate. We are born with ears and never learn to hear - how to say it. As kids, we grow up learning how to speak by listening to the people who are close to us and imitating others.



### **What's In**

In your previous lesson you have learned the ability to scan and skim the text in order to find specific information using Reading Styles for one's purpose. Reading and listening are receptive skills. While listening and reading share many comprehension processes, there are differences in the way the information is processed. **Readers** often remember more details and can go back to the text. **Listeners** construct understanding as they listen and often come away with an overall understanding of ideas (Absalom and Rizzi, 2008).

In today's lesson you will practice your listening skills by applying the listening strategies based on purpose.



## **What's New**

### **Activity 1: TELL ME!**

Directions: Listen carefully to the passage. Write down important details and answer the questions below in complete sentences. Use a separate sheet for your answer.

1. What is coronavirus?

---

2. What causes COVID-19?

---

3. Can animals get infected with SARS-CoV?

---

4. When is a person infectious?

---

5. What are the symptoms of COVID-19 infection?

---

6. Who are more vulnerable or at risk of being infected with Coronavirus?

---

7. State three preventive measures against infection spread.

---

8. Why is social distancing important?

---

9. In what way can face masks protect people against COVID-19?  
State one.

---

10. What should we do if we develop symptoms of COVID-19?

---

## About Covid-19

Coronaviruses (CoV) are large family of viruses that can cause illness ranging from the common cold to more severe diseases such as Middle East Respiratory Syndrome (MERS-CoV) and Severe Acute Respiratory Syndrome (SARS-CoV). A novel coronavirus (nCoV) is a new strain that has not been previously identified in humans.

Coronaviruses are zoonotic, meaning they are transmitted between animals and people. Detailed investigations found that SARS-CoV was transmitted from civet cats to humans and MERS-CoV from dromedary camels to humans. Several known coronaviruses are circulating in animals that have not yet infected humans.

Common signs of infection include respiratory symptoms, fever, cough, shortness of breath and breathing difficulties. In more severe cases, infection can cause pneumonia, severe acute respiratory syndrome, kidney failure and even death.

Standard recommendations to prevent infection spread include regular hand washing, covering mouth and nose when coughing and sneezing, thoroughly cooking meat and eggs. Avoid close contact with anyone showing symptoms of respiratory illness such as coughing and sneezing.

Source: <http://www.emro.who.int/health-topics/corona-virus/about-covid-19.html>

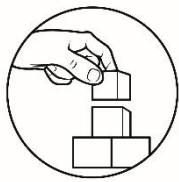


## What is It

Everyone understands that listening is an essential skill for effective leadership. But not many people realize that there are many ways to listen to someone.

### Five Key Active Listening Techniques

<b>Pay Attention</b>	Give the speaker your undivided attention and acknowledge the message. Recognize that non-verbal communication also "speaks" loudly.
<b>Show That You're Listening</b>	Use your own body language and gestures to show that you are engaged. Encourage the speaker to continue with small verbal comments like yes, and "uh huh."
<b>Provide Feedback</b>	Our personal filters, assumptions, judgments, and beliefs can distort what we hear. As a listener, your role is to understand what is being said. This may require you to reflect on what is being said and to ask questions.
<b>Defer Judgment</b>	Interrupting is a waste of time. It frustrates the speaker and limits full understanding of the message.
<b>Respond Appropriately</b>	Active listening is designed to encourage respect and understanding. You are gaining information and perspective. You add nothing by attacking the speaker or otherwise putting her down.



## What's More

### Activity 3: CAN YOU FOLLOW? (BOOKMARK MAKING) (Audio only)

#### Directions:

Listen to these simple steps on how to create bookmarks.

Follow each step as you listen.

Refer to the rubrics below for the criteria.

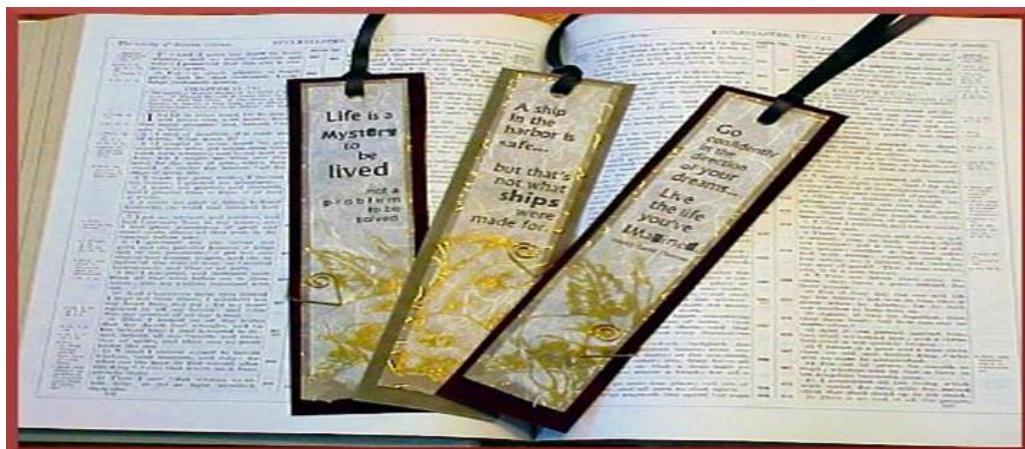
Get ready to submit your work later.

**CRITERIA FOR BOOKMARK MAKING**

Criteria	3	2	2
CREATIVITY			
ORIGINALITY			
NEATNESS			

Have you heard of bookmarks? Take a look at the pictures below. These are bookmarks. They are strips of leather, cardboard or any other material used to mark someone's place in a book. Listen to the guide and try to make one.

So, I'm going to teach you how to create a beautiful bookmark out of a piece of paper that you'll cherish forever (or until you lose or break it). Here are examples of bookmarks. Design and decorate your own bookmarks.



## **How to make A BOOKMARK**

### **1. Prepare your materials**

- ⊕ Craft Scissors/scissors
- ⊕ Card
- ⊕ Glue
- ⊕ patterned paper, art papers
- ⊕ colored pens/crayons

### **2. Cut out the basic shape**

- ⊕ Bookmarks and books should be the same size. Get the actual size of the book and use the best shape and design you want.

### **3. Choose your nice patterned paper**

- ⊕ You can have floral patterns and other paper designs that will enhance your work. Choose the design you like best.

### **4. Cut out and glue the patterned paper**

- ⊕ Use the bookmark base as a width reference. Choose the shapes and details you want and cut them carefully.

### **5. Decorate with any and all pens at your disposal**

- ⊕ Make it attractive and appealing. Mix the best color combinations you can to make the best bookmark.

### **6. You are mostly done.**

- ⊕ Cover the bookmark with clear tape to make this marking tool last longer. Enjoy bookmarking and enjoy reading.

<https://weavingwaveswords.wordpress.com/2015/02/25/how-to-make-a-bookmark-in-easy-steps/>

How was the activity? Did you enjoy making your bookmark? How did you get the instructions? Were you able to follow them? Now, in your bookmark, find or create a very simple slogan/quote/sayings on how to prevent COVID-19. See sample slogan below.

**Slogan – is a short phrase that is easy to remember.**

Example:

- An apple a day keeps the doctor away
- Health is precious – Protect It



## ***What I Have Learned***

### **Activity 4: WHAT CAN I SAY?**

**Directions:** Share your learnings by discussing your ideas on the following questions

- A. Why do you think some students do not listen in class?

In your own words, wrap it up in 5 sentences.

---

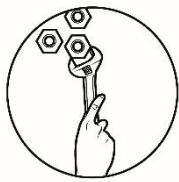
---

- B. What particular value is displayed when listening takes place.

Give only one and elaborate.

---

---



## What I Can Do

You are almost done with this module, let us review what you can do more by arranging the given steps after listening to an instruction.

### Activity 5: COMPLETE ME.

#### Directions:

1. The Ten Steps on How to Develop Effective Listening will be read.
2. Listen carefully.
3. Complete each sentence in Column A by choosing an appropriate word/phrase in Column B. Use a separate sheet for your answers.

#### Ten Steps on How to Develop Effective Listening

##### Column A

1. Face the speaker and maintain \_\_\_\_.
2. Keep an open \_\_\_\_.
3. Be attentive but \_\_\_\_.
4. Wait for the speaker to pause to ask \_\_\_\_.
5. Ask questions only to ensure \_\_\_\_.
6. Try to feel what the speaker is \_\_\_\_.
7. Give the speaker regular \_\_\_\_.
8. Listen for the \_\_\_\_.
9. Pay attention to what is not said \_\_\_\_.
10. Don't interrupt and don't impose your \_\_\_\_.

##### Column B

- A. mind
- B. relax
- C. solution
- D. feeling
- E. clarifying questions
- F. understanding
- G. non-verbal cues
- H. feedback
- I. eye contact
- J. words

<https://www.forbes.com/sites/womensmedia/2012/11/09/10-steps-to-effective-listening/>



## Assessment

Finally, you are almost done in this module. Congratulations for doing so well with the given tasks. Now, ask yourself, how well do you listen? To have a glimpse of your listening skill, do the last activity for this lesson.

### **Activity 6: TELL ME THE STORY.**

**Directions:** Fill in the “performance checklist for listening comprehension” while listening to a short passage (**BIG SISTER**) by Consorcio Borjeto to be read thrice for you. Copy and answer the chart in a separate paper.

**Checklist for Listening Comprehension**

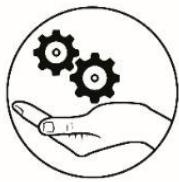
Questions	After 1 <sup>st</sup> listening (Guess? Reason?)	Before 2 <sup>nd</sup> listening (Other possibilities)	After 2 <sup>nd</sup> listening (Did I miss anything?)
Where			
When			
Who			
How			
What			
Why			

## **BIG SISTER**

by Consorcio Borjeto

The eighteen-year-old big sister, Inciang helps the twelve-year-old brother prepare his stuff for the travel to Vigan. In the process, Inciang recalls her hardship in tending to the needs of her only brother. Their mother has passed away giving birth to the brother of Inciang so she acts as the mother to Itong. The father never married again and spends his time tilling their land and help in the everyday sustenance of the family. Itong needs to go to school and being a valedictorian graduate in the barrio elementary school, there is a need for him to pursue not only his dream but more so of the dreams of the family members for him become a doctor or a lawyer. Inciang feels in pain soon being apart from her brother for the first time. The rest of the family and more of Inciang display support, love, concern, care for Itong. He left the first time and the rest of the neighbourhood tend up to the bus station. Inciang is in so much emotional pain seeing his brother leave for Vigan but she displayed firm attitude as everyone bids the boy goodbye. A year has passed and Itong returns to the barrio. He displays eagerness to see his old friends and Inciang notices everything. Few more years and Itong has grown taller and bigger, simultaneously he has changed in a way that he is no longer very tactile to his sister. Inciang is affected and she observes more yet accepting that change is indeed inevitable. The family needs to live a life despite the changes and Nena comes to the scene, someone whom she feels could be her sister.

[https://www.answers.com/Q/Summary\\_of\\_big\\_sister\\_by\\_consorcio\\_borjeto](https://www.answers.com/Q/Summary_of_big_sister_by_consorcio_borjeto)



## **Additional Activities**

**Bravo!** You are done with this lesson. For your additional task, do the next activity.

### **Activity 7: KNOW ME!**

**Directions:** You will hear an interview between the respondent (applicant) and the interviewer (manager). Note the detailed answers of the respondent and fill out the bio-data below.

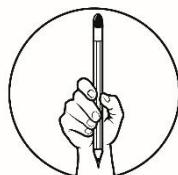
<b>Bio Data</b>		
Name:	Age:	Sex:
Address:		
Birthday:		
Height:		
Weight:		
Father's Name:		
Occupation:		
Mother's Name:		
Occupation:		
No. of Siblings:		
Position Applied for:		
Course/Degree:		
School:		
Work Experience:		

## Lesson

# 2

# Use Listening Strategies based on familiarity with the topic and level of difficulty of short texts listened to

Listening plays an important role in people's lives. Of the four major areas of communication skills and language development - listening, speaking, reading and writing - the most basic is listening. It is clear that children hear and respond before they speak. Familiarity makes listening easier for the listener.



## ***What I Know***

**Directions:** Answer the following questions. Use a separate sheet for your answers.

### I. True or False

- 1. If you are facing the person speaking, you're always actively listening.
- 2. Even if you are silent while someone else speaks, you might not be actively listening.
- 3. Listening means to pay attention to sound and be alerted to catch an expected sound.
- 4. Hearing is to apprehend by the ear while listening is to gain knowledge of by hearing.
- 5. Active listening skills help you to communicate your ideas and knowledge more effectively.

**II. Choose the letter of the correct answer.**

- \_\_\_\_ 6. Which of the following are reasons active listening is a must have skill?
- listening to one another generates new ideas
  - listening makes you feel good
  - listening diffuses conflict
  - listening makes you more powerful
- \_\_\_\_ 7. Which of the following are listening techniques to become a better listener?
- eye contact
  - paying attention
  - deferred judgment
  - proper manner and etiquette
- \_\_\_\_ 8. Things that compete with the message for the listener's attention
- barriers
  - distraction
  - emotional barriers
  - noise
- \_\_\_\_ 9. Why is it called "active listening"?
- you stay active rather than sitting around
  - it requires a lot of multi-tasking
  - you use your eyes and brain as well as your ears
  - you look very focused
- \_\_\_\_ 10. Which one is NOT one of the ways to give feedback when listening?
- repeat the information back
  - give advice
  - reflect how the speaker probably feels
  - put their statement in your own words, to clarify



## **What's In**

Lesson 1 of this module is on Listening strategies based on purpose. You listened to different texts with a purpose. You were able to do it because of the listening strategies applied.

For Lesson 2, it is another listening strategy which will be discussed based on familiarity of the texts listened to. Familiarity with the subject makes listening easier because it connects someone to his or her prior knowledge.

Let us find out if you are familiar with the pictures in the succeeding page.



### ***Notes to the Teacher***

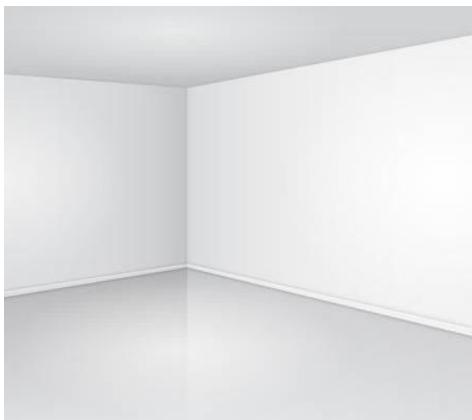
Motivate students to explain their ideas clearly in simple and meaningful sentences.



## What's New

### Activity 1. LOOKS FAMILIAR.

**Directions:** Look at the pictures below and supply the needed information to the questions that follow. Use a separate sheet for your answers.



1. What made you say it is a CORNER? a STORE?

---

2. What helped you identify the images easily?

---

3. How did your previous knowledge help you get the right word?

---

4. If you were to guess the content of the story, what could it be?

---

5. Did you think you would like the story? Why?

---



## What is It

### Activity 2. DID I GET IT?

**Directions:** Listen to the text. In a separate sheet, copy and answer the following questions.

#### THE CORNER STORE

By Eudora Welty

“Our Little Store rose right up from the sidewalk; standing in a street of family houses, it alone hadn’t any yard in front, any tree or flower bed. It was a plain frame building covered over with brick. Above the door, a little railed porch ran across on an upstairs level and four windows with shades were looking out. But I didn’t catch on to those. Running in out of the sun, you met what seemed total obscurity inside. There were almost tangible smells- licorice recently sucked in a child’s cheek, dill pickle brine I that had leaked through a paper sack in a fresh trail across the wooden floor, ammonia-loaded ice that had been hoisted from wet croaker sacks and slammed into the icebox with its sweet butter at the door, and perhaps the smell of still untrapped mice.

Source: <https://literarydevices.net/descriptive-essay/>

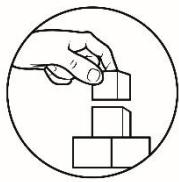
#### Comprehension Check

1. Where is the corner store located? \_\_\_\_\_.
2. What makes a building/room a store? \_\_\_\_\_.
3. Does the location help convince the customers? \_\_\_\_\_.
4. What is in a store? \_\_\_\_\_.
5. As a customer, how do you choose a store? \_\_\_\_\_.
6. If you are planning to put up a store what would you need to consider?  
\_\_\_\_\_

## **Six strategies to improve your listening skills:**

1. Be Attentive – practice mindfulness by consciously eliminating distractions from your mind and body.
2. Ask Questions – one of the ways you can live in the moment is by asking clear questions. Often times, people's comments are open to interpretation to understand their desire to understand what they hear. One of the ways you can stay in the moment is to ask clarifying questions.
3. Don't interrupt unnecessarily – use the acronym WAIT, Why Am I Talking? to keep your comments relative to the speaker's thoughts.
4. Use body language – being able to understand and interpret body language can help you grasp other people's unspoken questions, problems, or negative feelings. Face-to-face, you can convey that you are listening by nodding, smiling, and maintaining eye contact.
5. Empathize – the ability to perceive the feelings of others, as well as to imagine what someone else is thinking or feeling. To listen effectively to what the speaker is saying, try to look at him from his perspective.
6. Take notes – it provides you with a permanent record to refer back to. Good note taking will improve your active listening, comprehension of material, and retention.

<https://www.linkedin.com/pulse/20140805121004-5815444-six-strategies-for-effective-listening/>



## What's More

Are you familiar with the song Roar by Katy Perry?

### Activity 3. SING IT!

**Directions:** You are going to listen to a certain portion of that song to be played twice. Sing the song while filling up the missing words. Choose words from the box given below.

enough	bite	hey	brushing
mess	push	thunder	got up
everything	quietly	voice	

### ROAR Katy Perry

I used to \_\_\_\_\_ my tongue and hold my breath  
Scared to rock the boat and make a \_\_\_\_\_  
So I sat \_\_\_\_\_, agreed politely  
I guess that I forgot I had a choice  
I let you \_\_\_\_\_ me past the breaking point  
I stood for nothing, so I fell for \_\_\_\_\_  
You held me down, but I got up  
Already \_\_\_\_\_ off the dust  
You hear my \_\_\_\_\_, You hear that sound  
Like \_\_\_\_\_, gonna shake the ground  
You held me down, but I \_\_\_\_\_  
Get ready 'cause I had \_\_\_\_\_  
I see it all, I see it now.



## ***What I Have Learned***

### **Activity 4: NOW I KNOW.**

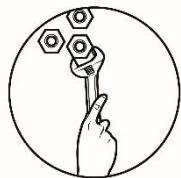
**Directions:** Complete the sentences by filling in the appropriate idea/word.

1. Taking down notes or note taking is important because \_\_\_\_\_.

\_\_\_\_\_.

2. Listening with instruction will give you correct \_\_\_\_\_.

3. When you are listening, you are receiving language through the \_\_\_\_\_.



## ***What I Can Do***

Now that you did well in the above activities, share some of what you have learned by discussing your answers to these questions.

### **Activity 5: I CAN.**

**Directions:** Share some of what you have learned by discussing your answers on these questions. Do this in 1 whole sheet of paper.

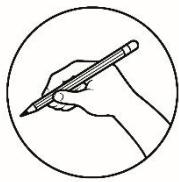
- “Why is active listening important?” Cite a real-life scenario/experience where you considered/realized that listening is important and discuss how it is so.

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## Assessment

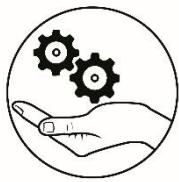
Listening therefore, is not only about identifying the language of the text but also with what the listener already knows about the topic.

To end this lesson, do this activity:

**Activity 6: SAY IT.** Heard what I've Said? Vowel Discrimination

**Directions:** Listen to the word as I say and on the opposite side of each word, write /ae/ for sound as in ("bat") and /ei/ sound as in "bay").  
Let us begin.

No.	Words	/ae/    or    /ei/
1.	Hand	_____
2.	Gray	_____
3.	Eight	_____
4.	Pass	_____
5.	Have	_____
6.	Beige	_____
7.	Child	_____
8.	Back	_____
9.	After	_____
10.	Family	_____



## ***Additional Activities***

You finished the lesson well on your own.

### **Activity 7: WHAT DID I SAY?**

**Directions:** Here is a conversation at the park. Listen and provide answers to the questions below.

*Link: (<http://orelt.col.org/module/unit/4-listening-communication-language-functions>)*

1. Who is the first speaker in the group?

---

2. What was the 1<sup>st</sup> line of Conny?

---

3. Jenny said, you're playing \_\_\_\_\_. Why didn't you call me? So \_\_\_\_\_!

4. Who uttered this line? That's too bad! The whole group's coming!

---

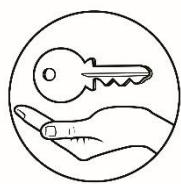
5. How many are in the conversation? \_\_\_\_\_

Give the names:

---

---

---



## **Answer Key**

**Lesson 1**

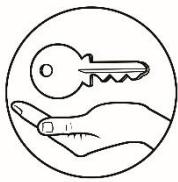
**WHAT CAN I DO**

**I. TRUE OR FALSE**

**WHAT I KNOW**

1.	I	
2.	A	
3.	B	
4.	E	
5.	F	
6.	D	
7.	H	
8.	J	
9.	G	
10.	C	
<b>II. Multiple choice</b>		
1.	False	
2.	False	
3.	True	
4.	False	
5.	False	
6.	D	
7.	B	
8.	D	
9.	C	
10.	D	

1.	I	
2.	A	
3.	B	
4.	E	
5.	F	
6.	D	
7.	H	
8.	J	
9.	G	
10.	C	



## Answer Key

### Lesson 1

language-functions

<http://orect.col.org/module/unit/4-listening-communication>

**Jenny:** Mum will give me a hiding! She made me promise!

**Connie:** That's too bad! The whole group's coming!

come — Mum said I have to help her with the washing.

**Jenny:** Really! Gee — that's nice! Thanks, Connie! Oh, but I can't

next. You want to come along?

**Connie:** Naughty girl, Jenny! We're going to play on the swings

me to get some stuff from the store, so I didn't answer!

**Jenny:** Uh? That's why Mum called me? I thought she wanted

**Connie:** I did! Your mum said you were watching TV.

mean of you!

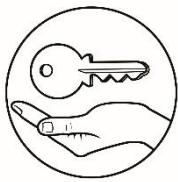
**Jenny:** You're playing hide-and-seek? Why didn't you call me? So

hiding? Ricky's there then, and he's going to find me!

**Connie:** Why are you yelling at me, Jenny? Can't you see I'm

**Jenny:** Connie! Connie! Come here!

**Conversation 5: At the park**



## Answer Key

### Lesson 2

<b>Assessment</b>	<b>What I Have Learned</b>	<b>What's More</b>
1. ei 2. æ 3. ei 4. æ 5. æ 6. ei 7. æ 8. eɪ 9. əɛ 10. əɛ 11. eɪ 12. əɛ 13. eɪ 14. əɛ 15. əɛ 16. eɪ 17. əɛ 18. əɛ 19. əɛ 20. əɛ 21. əɛ 22. əɛ 23. əɛ 24. əɛ 25. əɛ 26. əɛ 27. əɛ 28. əɛ 29. əɛ 30. əɛ 31. əɛ 32. əɛ 33. əɛ 34. əɛ 35. əɛ 36. əɛ 37. əɛ 38. əɛ 39. əɛ 40. əɛ 41. əɛ 42. əɛ 43. əɛ 44. əɛ 45. əɛ 46. əɛ 47. əɛ 48. əɛ 49. əɛ 50. əɛ 51. əɛ 52. əɛ 53. əɛ 54. əɛ 55. əɛ 56. əɛ 57. əɛ 58. əɛ 59. əɛ 60. əɛ 61. əɛ 62. əɛ 63. əɛ 64. əɛ 65. əɛ 66. əɛ 67. əɛ 68. əɛ 69. əɛ 70. əɛ 71. əɛ 72. əɛ 73. əɛ 74. əɛ 75. əɛ 76. əɛ 77. əɛ 78. əɛ 79. əɛ 80. əɛ 81. əɛ 82. əɛ 83. əɛ 84. əɛ 85. əɛ 86. əɛ 87. əɛ 88. əɛ 89. əɛ 90. əɛ 91. əɛ 92. əɛ 93. əɛ 94. əɛ 95. əɛ 96. əɛ 97. əɛ 98. əɛ 99. əɛ 100. əɛ	1. helps you to remember information 2. helps you to concentrate 3. helps you to push 4. helps you to brush your hair 5. helps you to concentrate 6. helps you to brush your hair 7. helps you to maintain a permanent record 8. voice 9. thunder 10. got up 11. enough 12. information 13. ears	1. bite 2. mess 3. quietly 4. push 5. everything 6. Hey 7. brushing 8. voice 9. thunder 10. got up 11. enough 12. information 13. ears

<b>WHAT I KNOW</b>	<b>Activity 7. What did I say</b>	<b>Additional Activities</b>
<b>I. TRUE OR FALSE</b>	<b>II. Multiple choice</b>	<b>III. Multiple choice</b>
1. False 2. True 3. True 4. True 5. True 6. A 7. B 8. B 9. C 10. B	1. Can't you see I'm hiding? Ricky's 2. Why are you yelling at me, Jenny? 3. Hide-and-seek, mean of you 4. Jenny 5. Jenny, Connny 6. Jenny, Connny 7. Jenny, Connny 8. Jenny, Connny 9. Jenny, Connny 10. Jenny, Connny 11. Jenny, Connny 12. Jenny, Connny 13. Jenny, Connny 14. Jenny, Connny 15. Jenny, Connny 16. Jenny, Connny 17. Jenny, Connny 18. Jenny, Connny 19. Jenny, Connny 20. Jenny, Connny 21. Jenny, Connny 22. Jenny, Connny 23. Jenny, Connny 24. Jenny, Connny 25. Jenny, Connny 26. Jenny, Connny 27. Jenny, Connny 28. Jenny, Connny 29. Jenny, Connny 30. Jenny, Connny 31. Jenny, Connny 32. Jenny, Connny 33. Jenny, Connny 34. Jenny, Connny 35. Jenny, Connny 36. Jenny, Connny 37. Jenny, Connny 38. Jenny, Connny 39. Jenny, Connny 40. Jenny, Connny 41. Jenny, Connny 42. Jenny, Connny 43. Jenny, Connny 44. Jenny, Connny 45. Jenny, Connny 46. Jenny, Connny 47. Jenny, Connny 48. Jenny, Connny 49. Jenny, Connny 50. Jenny, Connny 51. Jenny, Connny 52. Jenny, Connny 53. Jenny, Connny 54. Jenny, Connny 55. Jenny, Connny 56. Jenny, Connny 57. Jenny, Connny 58. Jenny, Connny 59. Jenny, Connny 60. Jenny, Connny 61. Jenny, Connny 62. Jenny, Connny 63. Jenny, Connny 64. Jenny, Connny 65. Jenny, Connny 66. Jenny, Connny 67. Jenny, Connny 68. Jenny, Connny 69. Jenny, Connny 70. Jenny, Connny 71. Jenny, Connny 72. Jenny, Connny 73. Jenny, Connny 74. Jenny, Connny 75. Jenny, Connny 76. Jenny, Connny 77. Jenny, Connny 78. Jenny, Connny 79. Jenny, Connny 80. Jenny, Connny 81. Jenny, Connny 82. Jenny, Connny 83. Jenny, Connny 84. Jenny, Connny 85. Jenny, Connny 86. Jenny, Connny 87. Jenny, Connny 88. Jenny, Connny 89. Jenny, Connny 90. Jenny, Connny 91. Jenny, Connny 92. Jenny, Connny 93. Jenny, Connny 94. Jenny, Connny 95. Jenny, Connny 96. Jenny, Connny 97. Jenny, Connny 98. Jenny, Connny 99. Jenny, Connny 100. Jenny, Connny	1. Jenny 2. Jenny, Connny 3. Jenny, Connny 4. Jenny, Connny 5. Jenny, Connny 6. Jenny, Connny 7. Jenny, Connny 8. Jenny, Connny 9. Jenny, Connny 10. Jenny, Connny 11. Jenny, Connny 12. Jenny, Connny 13. Jenny, Connny 14. Jenny, Connny 15. Jenny, Connny 16. Jenny, Connny 17. Jenny, Connny 18. Jenny, Connny 19. Jenny, Connny 20. Jenny, Connny 21. Jenny, Connny 22. Jenny, Connny 23. Jenny, Connny 24. Jenny, Connny 25. Jenny, Connny 26. Jenny, Connny 27. Jenny, Connny 28. Jenny, Connny 29. Jenny, Connny 30. Jenny, Connny 31. Jenny, Connny 32. Jenny, Connny 33. Jenny, Connny 34. Jenny, Connny 35. Jenny, Connny 36. Jenny, Connny 37. Jenny, Connny 38. Jenny, Connny 39. Jenny, Connny 40. Jenny, Connny 41. Jenny, Connny 42. Jenny, Connny 43. Jenny, Connny 44. Jenny, Connny 45. Jenny, Connny 46. Jenny, Connny 47. Jenny, Connny 48. Jenny, Connny 49. Jenny, Connny 50. Jenny, Connny 51. Jenny, Connny 52. Jenny, Connny 53. Jenny, Connny 54. Jenny, Connny 55. Jenny, Connny 56. Jenny, Connny 57. Jenny, Connny 58. Jenny, Connny 59. Jenny, Connny 60. Jenny, Connny 61. Jenny, Connny 62. Jenny, Connny 63. Jenny, Connny 64. Jenny, Connny 65. Jenny, Connny 66. Jenny, Connny 67. Jenny, Connny 68. Jenny, Connny 69. Jenny, Connny 70. Jenny, Connny 71. Jenny, Connny 72. Jenny, Connny 73. Jenny, Connny 74. Jenny, Connny 75. Jenny, Connny 76. Jenny, Connny 77. Jenny, Connny 78. Jenny, Connny 79. Jenny, Connny 80. Jenny, Connny 81. Jenny, Connny 82. Jenny, Connny 83. Jenny, Connny 84. Jenny, Connny 85. Jenny, Connny 86. Jenny, Connny 87. Jenny, Connny 88. Jenny, Connny 89. Jenny, Connny 90. Jenny, Connny 91. Jenny, Connny 92. Jenny, Connny 93. Jenny, Connny 94. Jenny, Connny 95. Jenny, Connny 96. Jenny, Connny 97. Jenny, Connny 98. Jenny, Connny 99. Jenny, Connny 100. Jenny, Connny

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