

Module 9

Where Lies The Truth

TO THE STUDENT

Welcome to this module! You must be very eager to start with the learning activities. The activities in the module have been designed to provide you with rich and stimulating learning experiences that will help you communicate better in English! Familiarize yourself with the different sections of this module.

What are the parts of this module?

The different sections of the module are presented by the following headings and icons.



MODULE NUMBER AND TITLE appears on the first page of the module is represented by the icon on the left. The module number and the title are followed by a picture and a brief introduction which tells you what the module covers. You should read carefully the title and the introduction to give you an idea of the exciting things in store for you.



WHAT THIS MODULE IS ABOUT provides you insights on what you are going to learn. This section encourages you to read carefully the activities you need to work on.



WHAT YOU ARE EXPECTED TO LEARN FROM THIS MODULE This section lists what you should learn after going through the activities in the module. You can use this list to check your own learning.



HOW TO WORK ON THIS MODULE. This section provides the steps that you need to do in accomplishing the activities.



HOW MUCH DO YOU KNOW. Assesses what you already know about the skills you will learn in the module. Do not worry if you fail to answer all the question. After working on the various module activities, you will take similar test.



ACTIVITIES consist of a variety of learning experiences and exercises designed to help you develop the skills and competencies covered in this module. The icon on the left introduces this section. The learning areas are also introduced by a specific icon. The icons and the titles serve as your guide on the languages activities you are to focus on: listening, speaking, vocabulary, reading, grammar, literature and writing. You should not skip any of the activities. They have been sequenced to help you achieve what you are expected to learn from this module. After each exercise, you are invited to check your answer under the **Check Yourself** section.

Following are the specific icons for the specific activities discussed above.



A listening lesson is introduced by this icon.



This icon introduces a speaking lesson.



A reading lesson is introduced by this icon.



This icon introduces a grammar lesson.



A writing lesson is introduced by this icon.



This icon introduces a literature by this icon.



A vocabulary activity is introduced by this icon.



KEY POINTS provides the key terms, concepts and generalization from this module.

Grammar lessons are clearly discussed in this part.



HOW MUCH DID YOU LEARN. After you have work on all the activities in the module, check on how much you have achieved. It has the same icons as the **HOW MUCH DO YOU KNOW.**



CHECK YOURSELF provides the answers to the exercises as well as the answers to the **HOW MUCH DO YOU KNOW** and **HOW MUCH DID YOU LEARN.** The purpose of the **CHECK YOUR SELF** is to help you determine if your responses are correct, and to provide you with feedback. If you are able to answer correctly all the items in the exercise, you may proceed immediately to the next learning activities. If you are unable to answer most of the topics, you may need to go back and review the lessons which you have not understood well.

After checking your answer, go over the topics or items you missed.



What This Module Is About

“The truth will set us free!” This has always been the unending clamor of people searching for truth. Are you one of them?

Yes, of course you are given the freedom to know, to appreciate and to develop as well as the feelings to express the gift of truth about the world and your self. Somehow, you feel the need to learn and realize these gifts you possess to become what you are called to become. It’s high time for you to know the truth since everyone have the desire to be saved by coming to know the truth, but “Where lies the truth? How can it be attained?

Surely, this module will help you to focus on the unswerving search for truth through listening to the many voices of reason that rise above the din. That’s a great task – a challenge indeed! Care for it?



What You Are Expected To Learn

- State the values from the selection listened to.
 - React critically to issues raised.
 - Give the meaning of words by using context clues.
 - Determine the author's viewpoint.
 - React critically to what has been read by analyzing arguments presented.
 - Report direct commands, advise, request.
 - Express concern using indirect commands/advise.
 - Deduce the recurring theme discovered in listening pieces.
 - Discover literature as a means of understanding mankind.
 - Write the final draft of a research paper.
- ❖ Now that you know what you are expected to learn from this module, let's find out what you know about them. Follow the direction for each set of tasks.



How Much Did you Know



Reading

Directions: Read the article carefully. Write the letter of the expression that best completes each sentence.

VIDEO GAME, TV-SPURRED VIOLENCE REVERSIBLE

CUT exposure time. That's all it takes to lesson the violent tendencies exhibited by children, said Stanford University's Dr Thomas Robinson.

Dr. Robinson, an assistant professor of pediatrics and leader of this research recalled how previous studies successfully linked children's violence to media exposure

but failed to cite solutions to it. The results of this research, he observed, indicates that the effects of violence incited by television and video game programs could be reversed.

The research involved two comparable primary schools in San Jose, California. In one school, 120 participants were given no intervention and held under observation as a control group. In the other, 105 children were subjected to 18 lessons, each lasting about 30 to 50 minutes, over six months. Central to the lessons were the benefits of reduced exposure to television and video games.

The students were next challenged to abstain from spending time in front of the boob tube for ten days and then watch it only for seven hours a week tops.

After that, variable group of students demonstrated lesser aggressiveness and violence. Compared to the control group, the school were interventions had been introduced reported 25% lesser violence among students who participated in the study.

Dr Robinsons and his colleagues admitted to the limitations of their study, saying that they only examined two schools and did no consider the amount if violent media the children were exposed to.

Still, a children's violence expert, Dr Katherine Kaufer Christoffel said the findings were sound. She said the results of Dr Robinson's research echoed another, which suggests that overexposure even to nonviolent media made kids more aggressive.

Dr Chritoffel, however, hoped that further researches could tell whether or not the results of any such interventions were long-term.

This study has been published in the *Archives of Pediatrics and Adolescent Medicines*. MD

1. The article is about _____.
 - A. aggressive behavior of children
 - B. children's exposure to T.V and video games
 - C. solutions to children's over exposure to television
 - D. violence incited by T.V programs and videos games

2. Dr. Robinson's research suggests that over exposure even to non violent media made kids more _____.
 - A. aggressive
 - B. challenged
 - C. comparable
 - D. demonstrative

3. Dr Robinson's said that all it takes to lessen the violent tendencies exhibited by children is to _____.
- A. allow them to expose themselves to T.V and video games
 - B. cut exposure to T.V and video games
 - C. give more intervention
 - D. study children's behavior
4. The results of Dr. Robinson's research indicates that the effects of violence incited by T.V programs and video games could be _____.
- A. recounted
 - B. reduced
 - C. reversed
 - D. reproduced
5. Dr. Christoffel, children's violence expert said that the findings were _____.
- A. controlled
 - B. lasting
 - C. limited
 - D. sound
6. The findings and results of the said study is possibly true to _____ to children.
- A. all
 - B. few
 - C. limited
 - D. majority
7. The report clearly _____ the truth about children's violence and aggressive behavior
- A. controls
 - B. negates
 - C. limits
 - D. proves



Vocabulary

Directions: Use context clues to decide what each underlined word means in each sentence. Write the letter of the correct meaning of each underlined word. Choose from the word pool below.

Word Pool:

- A. associate in work
- B. come between
- C. roused to action
- D. urged on
- E. turn on both sides
- F. physician who externalizes on the care of babies and children

1. He is a popular professor of pediatrics.
2. There were no interventions given.
3. Violence is incited by some television programs.
4. His colleagues admitted its limitations.
5. Video games and T.V programs spurred violence.
6. They believe that T.V programs and violence are reversible.



Grammar

A. Directions: Write the letter of the correct expression that fits each mini dialogue. Choose from the word pool below.

Word Pool

- A. Remember
- B. Don't worry
- C. Tel her, I care too

1. Alex: How can I solve this problem?
Beth: _____ . I'll help you.
2. Micah: Your mother cares a lot for you.
Eric: _____ .

3. Sonny: _____ to drink your medicine on time.
Leif: Thanks! I will.

B. Directions: Write the letters of the correct reported command/requests.

1. "Respect other people always," he advised. He advised _____.
A. respect other people always
B. her to respect other people always
C. her respect other people always
D. that respect other people always
2. She requested, "Please, be careful." She requested _____.
A. please be careful
B. that please be careful
C. me to be careful
D. me be careful
3. "Don't be reckless with other people's hearts," mother said. Mother _____.
A. advised me not be reckless with other people's heart
B. advised not be reckless with other people's heart
C. said don't be reckless
D. said that not to be reckless
4. They tell us, "Speak the truth" They tell us _____.
A. speak the truth
B. that speak the truth
C. who speak the truth
D. to speak the truth
E. The truth is you've started it right?

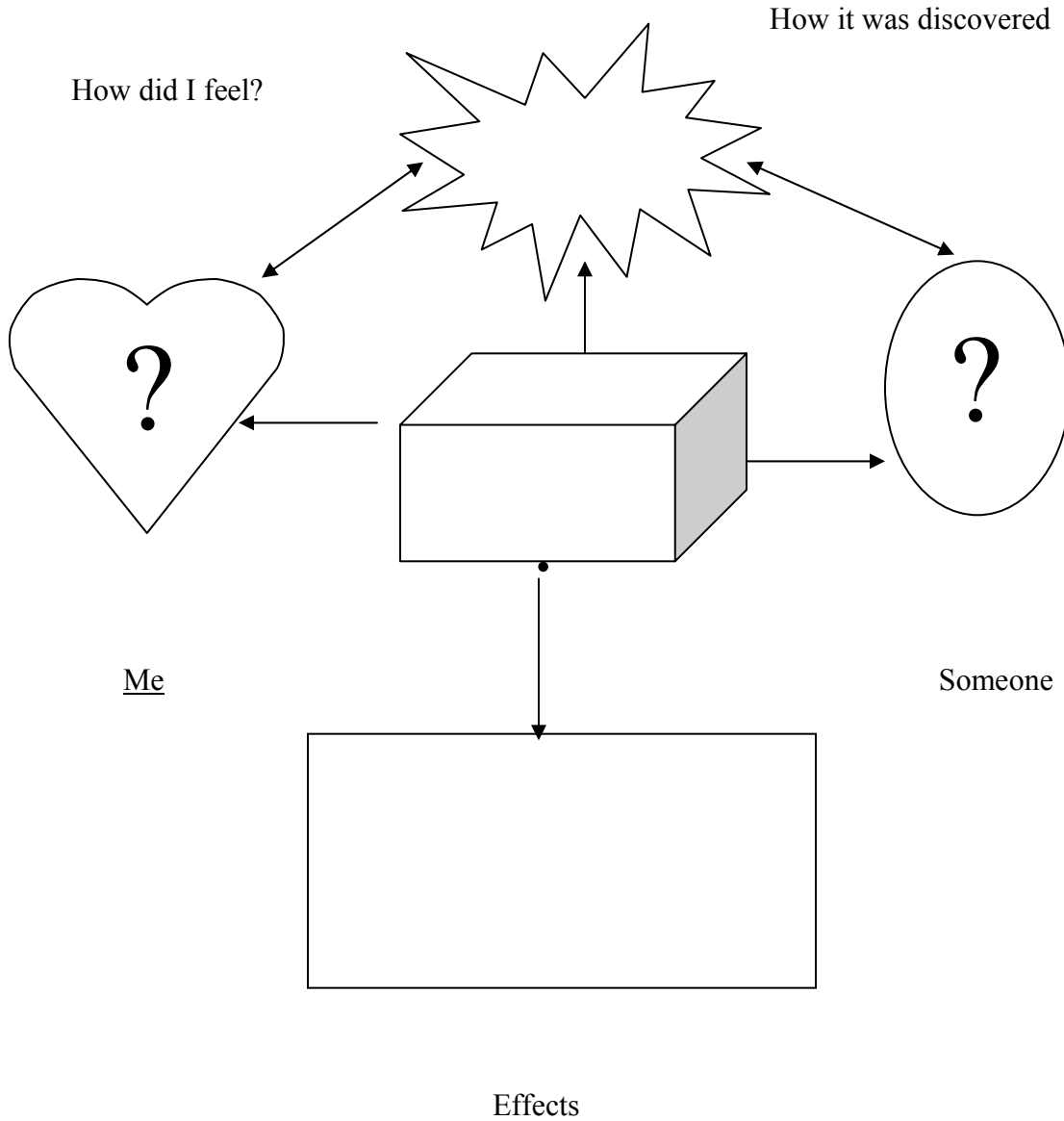
How do you feel about it? Great?

Listening

Have you experienced hiding a secret in life? No matter how you try to keep or hide a secret for sure there will come a time that your secret will be revealed. To be happy and contented in life, you must always be truthful. You must always be honest and sincere with yourself and others.

Activity 1

Recall the time when you tried to hide something from someone. How did you feel as you were trying to keep it from him/her? Were you able to keep it long? How was your secret discovered. Copy the illustration below and plot your entries as indicated.



Activity 2

Listen to your (friend, mother or sister) read “The Blessings of A Shinning Face” and find out what betrayed the prospector’s secret.



Vocabulary

Activity 3

Look for word clues in the sentence to help you understand the meaning of each underlined word. Then give its meaning. Plot your entries in a table as shown below.

Sentences	Word	Clue	Meaning
1. The <u>prospectors</u> did not give up searching gold.			
2. They <u>panned</u> the stream for many days until they have found gold.			
3. They discovered <u>nuggets</u> of gold and carefully collected them.			
4. Dozens of men <u>trailed</u> them.			
5. Their <u>beaming</u> faces can't be ignored.			
6. How they looked <u>betrayed</u> their secrets.			

Activity 4

This time listen carefully, and answer the following questions.

1. What is the passage all about?
2. Why did the early prospector want to keep their discovery a secret?
3. How was the secret discovered? Is it justifiable?
4. What would you do if you, too had made such a discovery?

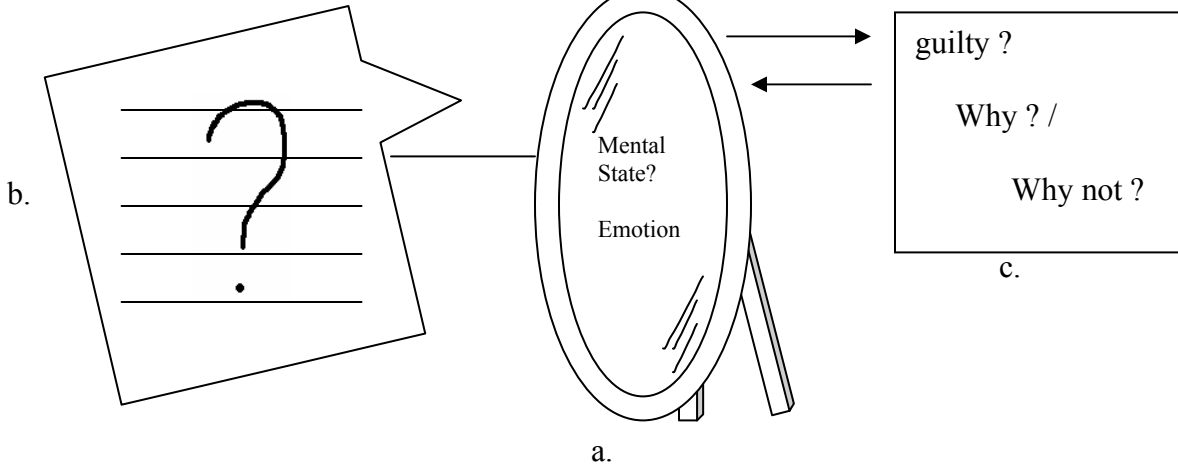
Explain the meaning of "Their beaming faces betrayed their secret".

Activity 5

This time, try the following. In your notebook, copy the illustrations below and plot your entries as indicated.

- a. Cite instances to prove that one's facial expression mirrors one's mental state or emotion.
- b. What is the value of an ever smiling face? What good can it do you and to others?
- c. Can you afford to smile and look happy if you feel guilty of a wrongdoing? Explain.

Value/Advantage



Activity 6

Write a letter expressing your reflection on the many blessings you have received from God. Show how you really appreciate them. Explain what values you obtained/learned from them.

A scroll-shaped writing template for a letter. It begins with the text 'Dear God,'. Below this, there are several horizontal lines for writing the body of the letter.

Reading

How can you learn the meaning of a word you don't know? One way is to look at the context. The context is the words and sentences around the unknown word. You may find clues in the context that will help you understand what the word means.

Activity 1

Vocabulary Development

Choose the appropriate word from the given options. Use context clues to decide what the missing words are.

1. Strangely the _____ and the great appear side by side on television.
 - a. noble
 - b. mediocre
 - c. ugly
 - d. old-fashioned

2. Television _____ non-materialistic values as it emphasizes buying the new and throwing away the old.
 - a. approves
 - b. promotes
 - c. sells
 - d. shuns

3. Television _____ the sender who is often portrayed by glamorous stars.
 - a. belittles
 - b. makes fun of
 - c. extols
 - d. criticizes

4. The thrifty person is to often considered a _____ of the free enterprise system.
 - a. hero
 - b. saboteur
 - c. partner
 - d. propagandist

5. "You watch is _____; buy the latest model."
 - a. obsolete
 - b. broken
 - c. too fast
 - d. too slow

6. If a person does not buy what TV tells him so, he is often considered a _____.
 - a. hero
 - b. spendthrift
 - c. deviate
 - d. normal consumer

7. On TV, the virtuous woman is _____ by the hero who usually prefers fallen women.
- a. spurned
 - b. pursued
 - c. praised
 - d. admired

Activity 2

How often do you watch television?

How does television influence you and your family's daily living?

Read the following article to find out what- values are promoted by TV.

Values Promoted by TV

On television, the mediocre and the great appear side by side. Singing commercials are heard more than great music. Pressed by the television, the other media adopt this same approach. Starving children and cigarette models face each other in color. The coexistence of the cheap, the vulgar, the violent, and the sacred, gives the impression of almost complete valuelessness. The danger in this is that the listener or viewer himself grows indifferent. As broadcasting does not discriminate between opinions, the listener-viewer also becomes indiscriminating.

If television can be said to have any values at all it is those of the salesman, big businessmen, manufacturers and showmen who control it – essentially materialistic values. And, like those who control it, television shuns everything which does not fit in with these values.

Television extols the speaker. He is portrayed by the stars. He buys everything. He knows that it is a duty to free enterprise to spend, rather than to save. Unlike the networks, which use the same films year after year, he is told to throw away the old and buy the new. Whether he needs a product or not, if he is not to be a saboteur of our economic system, he must buy. This value is used as a lever in various ways, affecting even the respect of son for mother and vice versa. If children do not spend on mother, on Mother's Day, they obviously do not love her. Affection or loyalty, like success, is measured in dollars.

Another conspicuous values taught by television is conformity or adjustment. Viewers and listeners are urged to do as the person on the screen does: "Buy item C, use like this." Television market research proves that this motivation is very effective – and that people do as they are shown. Television defines the good citizen. He is happy and carefree. He spoils himself. He does not walk when he can ride. The well-adjusted, happy individual goes along with the gang. He does not raise unpopular questions. If the craving an individual has is not satisfied by things, he is obviously out of step. He is an enemy.

Television exalts celebrities, treating them as society's most valued members. It is taken for granted that on the basis of both salary and prestige, except for corporation executives, show people are the most important people in the United States. They are paid more and imitated more than scientists, artist, journalist, composers, teachers, doctors, or government employees. The best programs on television are tributes to them. The public knows what products are good by noting what products the stars use.

What kind of values of the stars demonstrate the roles of hero and heroine which they portray? The Payne Fund Film Studies indicated that the hero had little reluctance to use violence, or to kill if necessary. The hero was responsible for 15 of the 71 deaths by violence found in one group of films. Even the heroine committed some of the murder shown. The violent and illegal use of weapons and other instruments (such as cars) is promoted by television and films. Lessons on how to use such tools for crime (rather than for hunting or safe driving) are, of course, included. So far of as respect for education and serious career is concerned in 115 films reviewed, scientific or educational achievement is shown as a desirable goal in only four.

Lest the problem of violence or weapons be oversimplified, however, it should be made clear that the position taken here is not simply that violence is always bad. Nor is the showing of the use of weapons necessarily bad. The situation is not that black and white. Cars may be used as weapons, to kill. Guns, used legitimately for sports, recreation, or law enforcement and crime prevention, are surely not bad in themselves.

As Edgar Dale noted (30 years ago) in his analysis "*The Content Of Motion Pictures* in the Payne Fund Studies, revenge (which the NAB Code outlaws as a motive) ranks fourth as a motivation and was found in 35 percent of the films. In the group of films studied, five heroes, eight heroines, and 10 villains were move by revenge. Revenge motivated more heroes and heroines than villains.

One recent shift in the qualities of heroines and heroes, as compared with those found in most of the films reviewed in the Payne Fund Studies, is to be noted. Heroes, especially athletes, used to be associated and identified with wholesome food, regular hours, exercise, and self-discipline. Recently, heroes are shown associated with soft drinks, shaving materials, beer, tobacco, automobiles, and luxuries.

The kind of woman who gets ahead is well-illustrated in westerns. Young ladies who wish to succeed may study them each evening on television. The pure and virtuous woman is dull. She is spurned by the marshal, the hero, and other males who are worth having. If a woman wishes to be interesting, she must have a past. To have fallen at least once usually qualifies her. In this factual study of the Western, Robert Warshaw writes: "Those women in Western movies who share the hero's understanding of life are prostitutes as they are usually presented, barroom entertainers... 'fallen' woman. Such as fallen woman can, of course, understand the marshal, or other interesting men, in ways which the wife cannot. The old Anglo-Saxon belief that chastity is important, or a virtue, seems to have been largely modified to meet modern television needs. So is the idea that woman should not drink too much. In popular television programs the woman most admired enjoys drinking and knows how, The social graces which television shows as desirable seem related to various liquor and tobacco interests, which are important sponsors. Skeptics see the suspicion of a payola type of a relationship. Just as Hollywood films were a powerful force in securing the repeal of prohibition, television and Hollywood films now seem to be providing their effectiveness in establishing drinking, smoking and several types of cosmetics, hair, and clothing practices as uniformly desirable social graces.

How heavily tobacco is promoted on television may come as some surprise to people who think it is promoted only, or principally, in paid commercial time. Before smoking by woman was widely accepted, Edgar Dale wrote in *The Content of Pictures*. "We note that in 26 of 40 pictures the hero used tobacco in some form; the heroines, in about one third of the pictures. The hero did the major part of smoking. The heroine smoked more than either than villain or the villainess and the villainess tied with the children for last rank.." As this is written, TV is on the verge of beginning to show cigars being smoked by woman – there is, or so the "message" goes, less risk of cancers and none at all of appearing unladylike.

What constitutes acceptable romance is also an interesting indication of television values. Smartly dressed girls are, of course, most popular, and most likely to find romance. The need for spending on clothes, makeup, perfumes and lotions, and hair preparation is demonstrated frequently and in many ways. This, too, is related to the large expenditures of sponsors (the somatic interests) in television advertising. Dressing scenes showing various degrees of nudity appeared in 23 percent and undressing scenes on 30 percent of the films analyzed in the Payne Fund Studies, and still seen on television. Romance appears to be principally a premarital phenomenon, or one experienced with someone else's husband or wife. The pleasure and joys of married life itself are rarely shown. In fact, marriage appears to dampen romantic and love interest considerably. It is a social convention still endured, but with little glamour or enthusiasm.

Activity 3

1. Complete the grid below by citing the undesirable values presented by some television programs/advertisements according to the author.

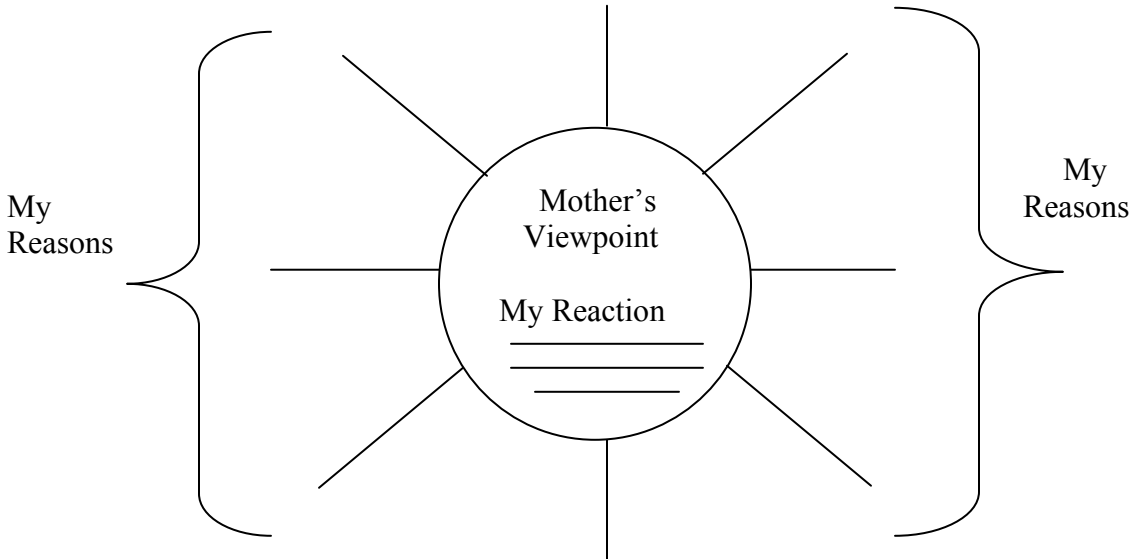
UNDESIRABLE VALUES	EXPLANATION
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Determine the author's viewpoint on values promoted by television. Give convincing reasons of the author to support viewpoint.

AUTHOR'S VIEWPOINT ON VALUES PROMOTED BY TV	AUTHOR'S REASONS

Activity 4

1. React critically to the author's viewpoint. Give your reasons to support your stand. Plot your answers in the sun diagram below.



2. Choose one television program/advertisement that you think promotes undesirable values. Then, modify this TV commercial/program to promote right values.

Activity 5

Two of the widely used propaganda devices in television commercials are bandwagon and testimonial. The bandwagon technique claims that since everybody is buying their product, you have to join the bandwagon. If you do not buy what they offer, you are not "in" – you are considered as "weird," outcast or deviate.

The technique of using a well-known personality in endorsing a certain product is called "testimonial." It gives the impression that since this personality who is supposed to be "rich and famous" is using it, the product, therefore, must be good.

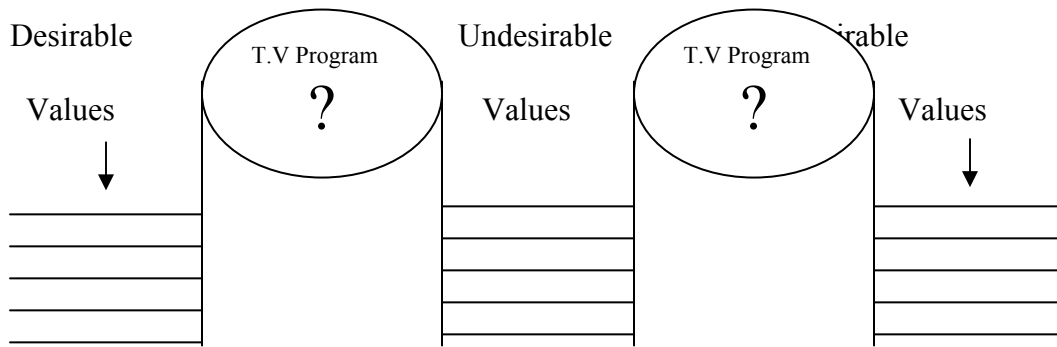


With your group recall some examples of bandwagon and testimonial seen on TV then, criticize it as to kind of values they foster.

Examples of Bandwagon /Testimonials on TV	Values as they poster
1. _____ 2. _____ 3. _____ 4. _____ etc. _____	_____ _____ _____ _____

Activity 6

Decide on two programs that you would like to study or survey for a week. They may be the daily T.V series that you and your family have been watching regularly. Determine the program's desirable and undesirable values. Plot your entries in the illustration as shown below.



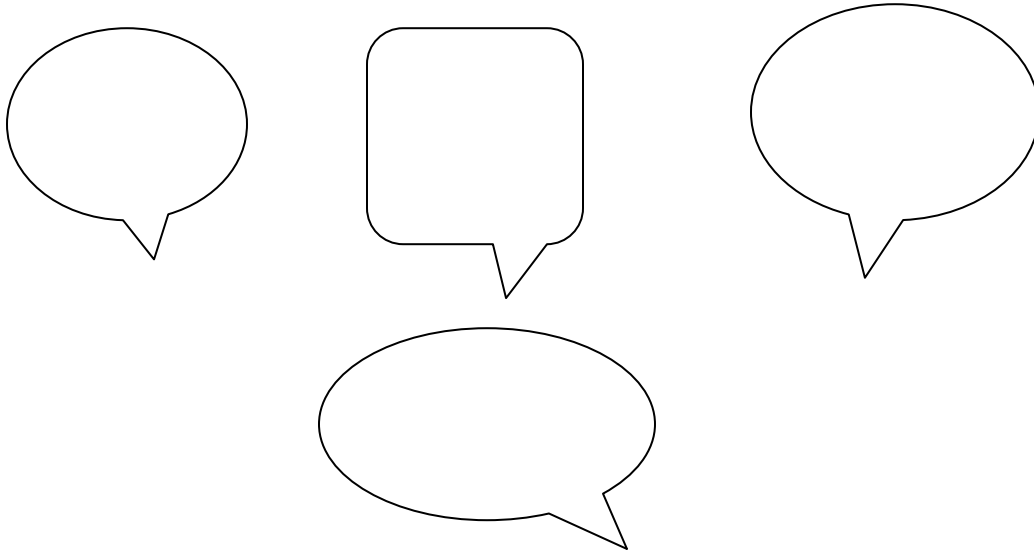
Grammar



One way of showing how sincere and honest you are in letting the truth be known is to show concern by giving advice or appealing to reason.

Activity 1

Say you are asked to recommend a T.V program which promotes the truth and/or desirable values. What will you say. Plot your entries in speech the bubbles.



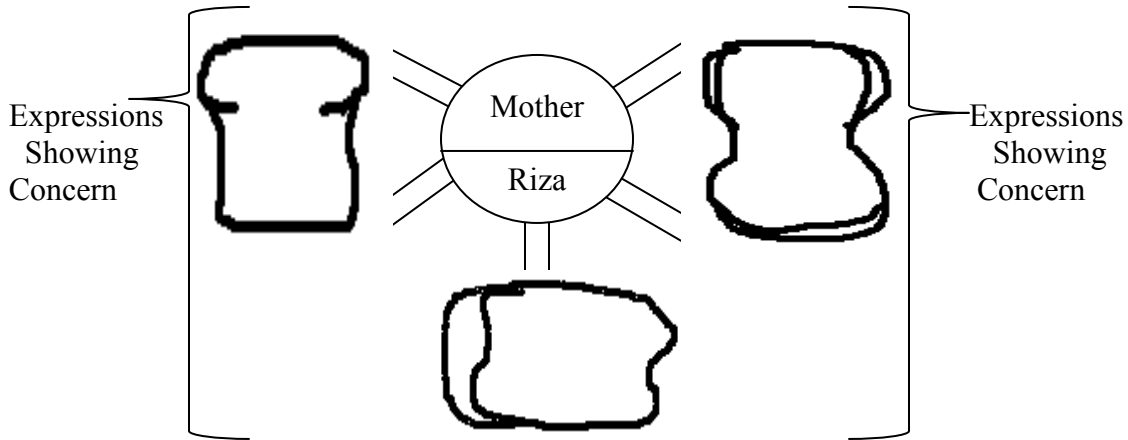
Activity 2

Read the dialog. Answer the questions.

1. In the dialog below, what , commands, appeals, advice does the mother give to her daughter?

Mother:	Be careful. Do not believe everything that the commercial says.
Riza:	But, Mother, my favorite actress is using it.
Mother:	How do you know that she is really using it? Commercials use actors and actresses to sell their products because they can attract consumers like you. But, it is not a guarantee that the product is effective. For all you know, your actress may not be using it.
Riza:	Is that so, Mom?
Mother:	Yes, you'd better consult a dermatologist to know what's best for your pimples.

2. What expressions show concern for her daughter? Plot your entries as indicated.



Key Points

Here are some expressions that show concern for others.

Are you all right?
What's happening to you?
Is everything ok?
I'm concerned about you.
I'm worried about them.
I care about what they do.
Tell him to take care

Activity 3

Read # the dialog again, and answer the following questions.
Comprehension Questions:

1. What does the mother explain to her daughter in the dialogs?
2. What expressions are used in the dialogue that show concern?
3. What other expressions are used to show concern for others?
4. How will you quote the exact advice or command of the mother?
5. What kind of sentences are quoted? What are the quoted statements in direct speech?
6. How do you transform imperatives into reported speech?

Activity 4

Analyze the following sentences: Consider the changes that take place. Answer the questions below.

Direct Speech	Indirect Speech
1. "Do not believe everything that the commercial says," Mother said.	1. Mother advised her not to believe everything that the commercial said.
2. "Do not use soap that can irritate your skin," she said.	2. Mother cautioned her not to use soap that could irritate her skin.
3. "Consult a dermatologist to know what is best for your pimples," mother said	3. Mother tells her to consult a dermatologist to know what is best for her pimples.
4. "Refrain from eating chocolates and peanuts." She says.	4. She advises her to refrain from eating chocolates and peanuts.

- ❖ When commands, advice or request are changed from direct to reported speech –
 1. What changes takes place in
 - a. the verb introducing the quoted statement?
 - b. punctuation mark like comma and quotation mark?
 2. What word is added
 - a. after the changed verb
 - b. to the verb in the quoted statement.

Key Points



Changes that take place for commands/requests/advice.

1. The verbs tell, advice, order, requests, caution or command are used in the introductory part.
2. The infinitive (to + verb) is used instead of the imperative form.
3. Warning on what not to do may be worded as follows:
Source of warning + warning + address + not to + verb(base form)
4. Tense sequence in the direct speech is observed.

Activity 5

Report the following commands/advice using the guidelines discussed.

1. "Take your studies seriously," his Mom said.
2. "Hold on to your dreams," Mrs. Cruz said.
3. "Do not forget your parent's advice," she reminds Ana.
4. "Be humble if you reap success," his Mom said.
5. "Forget about your emotional baggage and sentiments," the teacher said.
6. "Do not be too ambitious," he stressed.
7. Her friend says, "Visit your loved ones in your hometown."
8. Fr. John says, "Pray to the Lord for His guidance and blessing."
9. Annie says, "Enjoy your life."
10. "Do not get married early," Father said.

Activity 6

Using expressions showing concern. Write a mini dialogue based on any of the following situations. Box the expressions showing concern.

1. A concerned mother/father worries over the low grades of her/his school child.
2. A disturbed senior confides to the guidance counselor that his/her parents have decided to separate. The counselor is deeply concerned.

Activity 7

Formulate two imperatives based on the given situation | (given). Express these imperatives in direct speech. Then, transform them into reported commands, requests.

Situation:

Your classmate was absent from her English class. Your teacher gave your group presentation or (role play) about the story she discussed. You want your classmate to be a part of your presentation.

Literature



Activity 1

React as to the truth or falsity of this saying

"Truth is circular and... life goes on in a straight line which is the basic cause of human confusion."

- ❖ Express your reactions in a short paragraph clarifying your stand. Do you agree with what the saying implies? Support your contention. Plot your answer in the box shown below.

Activity 2 Look up the meaning of the following words in a dictionary.

1. innocent man perish
2. flogged with bamboo canes
3. heat the samovar
4. unjustly condemned
5. wretched man
6. long for vengeance
7. attracted to a troika
8. your blab continuously
9. betray him
10. miserable man

Activity 3

Read “God Sees The Truth But Waits” by Leo Tolstoy and answer the questions after it.

God Sees the Truth, But Waits

Leo Tolstoy

In the town of Vladimir lived a young merchant named Ivan Dmitrich Aksionov. He had two shops and a house of his own.

Aksionov was a handsome, fair-haired, curly headed fellow, full of fun, and very fond of singing. When quite a young man he had been given to drink, and was riotous when he had too much; after he married he gave up drinking, except now and then.

One summer Aksionov was going to the Nizhy Fair, and as he bade goodbye to his family, his wife said to him, “Ivan Dmitrich, do not start today; I have had a bad dream about you.”

Aksionov laughed, and said, “You are afraid that when I get to the fair I shall go on a spree.”

His wife replied, “I do not know what I am afraid of; all know is that I had a bad dream. I dreamt you returned from the town, and when you took off your cap I saw that your hair was quite gray.”

Aksionov laughed. “That’s a lucky sign,” said he. “See if I don’t sell out all my goods, and bring you some presents from the fair.”

So he said goodbye to his family, and drove away.

When he had traveled halfway, he met a merchant whom he knew, and they put up at the same inn for the night. They had some tea together and then went to bed in adjoining rooms.

It was Aksionov's habit to sleep late, wishing to travel while it was still cool. He roused his driver before dawn, and told him to put in the horses.

Then, he made his way across to the landlord of the inn (who lived in a cottage at the back), paid his bill, and continued his journey.

When he had gone about 25 miles, he stopped for the horses to be fed. Aksionov rested awhile in the passage on the inn, then he stepped out into the porch, and ordering a samovar to be heated, got his guitar and began to play.

Suddenly, a troika drove up with tinkling bells and an official alighted, followed by two soldiers. He came to Aksionov and began to question him, asking him who he was and whence he came. Aksionov answered him fully, and said, "Won't you have some tea with me?" But the officials went on cross-questioning him and asking him, "Where did you spend last night? Were you alone, or with a fellow merchant? Did you see the merchant this morning? Why did you leave the inn before dawn?"

Aksionov wondered why he was asked all these questions, but he described all that had happened, and then he added, "Why do you cross-question me as if I were a thief or a robber? I am a traveling businessman of my own and there is no need to question me."

Then, the official, calling the soldiers, said, "I am the police officer of this district, and I question you because the merchant with whom you spent the night had been found with his throat cut. We must search your things."

They entered the house. The soldiers and the police officer unstrapped Aksionov's luggage and searched it. Suddenly, the officer drew a knife out of the bag, crying, "Whose knife is this?"

Aksionov looked, and seeing a blood-stained knife taken from his bag was frightened.

"How is it there is a blood on this knife?"

Aksionov tried to answer, but could hardly utter a word, and only stammered, "I – don't know – not mine."

Then, the police officer said, "This morning the merchant was found in his bed with

his throat cut. You are the only person who could have done it. The house was locked from inside, and no one else was there. Here is this blood-stained knife in your bag, and your face and manner betray you! Tell me how you killed him, and how much money you stole.

Aksionov swore he had not done it; he had not seen the merchant after they had tea together; he had no money except eight thousand rubles of his own, and the knife was not his. But his voice is broken, his face pale, and he trembled with fear as though he was guilty.

The police officer ordered the soldiers to bind Aksionov and to put him onto the cart. As they tied his feet together and flung him into the cart, Aksionov crossed himself and went. His money and goods were taken from him, and he was sent to the nearest town and imprisoned there. Inquiries as to his character were made in Vladimir. The merchants and other inhabitants of the town said that in former days he used to drink and waste time, but he was a good man. Then, the trial came on: he was charged with murdering a merchant from Ryazan and robbing him of twenty thousands rubles.

His wife was in despair and did not know what to believe. Her children were all quite small, one was a baby at her breast. Taking them all with her, she went to the town where her husband was jailed. At first she was not allowed to see him, but after much begging, she obtained permission from the officials, and was taken to him. When she saw her husband in prison-dress and in chains, shut up with thieves and criminals, she fell down, and did not come to her senses for a long time. Then she drew her children to her, and sat down near him, she told him of things at home, and asked about what happened to him. He told her all, and she asked, "What can we do now?"

"We must petition the Czar not to let an innocent man perish."

His wife told him that she sent a petition to Czar, but it had not been accepted.

Aksionov did not reply, but only looked downcast.

Then his wife said, "It is not for nothing I dreamt your hair had turned gray. You remember? You should not have started out the day." And passing her fingers through his hair, she said, "Vanya dearest, tell your wife the truth: was it not you who did it?"

"So you, too, suspected me!" said Aksionov, and hiding his face in hands, he began to weep. Then a soldier came to say that the wife and children must go away; and Aksionov should say goodbye to his family for the last time.

When they were gone, Aksionov recalled what had been said, and when he remembered that his wife also had suspected him, he said to himself, "It seems that only God can know the truth; it is to Him alone we must appeal, and from Him alone expect mercy."

And Aksionov wrote no more petitions, gave up all hope and only prayed to God.

Aksionov was condemned to be flogged and sent to the mines. So he was flogged with a knout, and when the wounds made by the knout were healed, he was driven to Siberia with convicts.

For 26 years Aksionov lived as a convict in Siberia. His hair turned white as snow, and his beard grew long, thin and gray. All his mirth went; he stopped; he walked away slowly, spoke little, and he never laughed, but he often prayed.

In prison Aksionov learned to make boots, and earned a little money, with which he bought "The Lives on the Saints." He read this book when there was light enough in the prison; and on Sundays in prison-church he read the lessons and sang in the choir for his voice was still good.

The prison authorities liked Aksionov for his meekness, and his fellow prisoners respected him; they called him "Grandfather" and "The Saint." When they wanted to petition the prison authorities about anything, they always made Aksionov their spokesman, and when there were quarrels among the prisoners they came to him to put things right, and to judge the matter.

No news reached Aksionov from his home, and then he did not even know if his wife and children were still alive.

One day, a fresh gang of convicts came to the prison. In the evening the old prisoners collected round the new ones and asked them what town or villages they came from, and what they were sentenced for. Among the rest Aksionov sat down near the newcomers, listened with downcast air to what was said.

One of the new convicts, a tall, strong man of 60, with a closely cropped gray beard, was telling the others what he had been arrested for.

"Well friends," he said. "I only took a horse that was tied to a sled, and I was arrested and accused of stealing. I said, I had only taken it to get home quicker, and had then let it go; besides the driver was a personal friend of mine. So I said 'It's all right.' 'No,' said they, 'you stole it.' But how or where I stole it, they could not say. I once did something wrong, and ought by rights to have come here a long time ago, but that time, I was not found out. Now, I have been sent here for nothing at all... Eh, but it's lies. I'm telling you; I've been to Siberia before, but I did not stay long."

"Where are you from?" asked someone

"From Vladimir. My family are of that town. My name is Makar, and they also call me Semyonich."

Aksionov raised his hand and said: “tell me Semyonich, do you know anything about the family of a merchant Aksionov of Vladimir? Are they still alive?”

“Know them? Of course I do. The Aksionovs are rich, though their father is in Siberia, a sinner like ourselves, it seems! As for you gran’dad, how did you come here?”

Aksionovs did not like to speak of his misfortunes. he only sighed, and said, “For my sins, I have been in prison for 26 years.”

“What sins?” asked Makar Semyonich.

But Aksionovs said, “well, well – must have deserved it!” he would have said more, but his companions told the newcomers how Aksionovs came to be in Siberia; how someone had killed a merchant, and put the knife among Aksionov’s things, and Aksionovs had been unjustly condemned.

When Makar Semyonich heard this, he looked at Aksionov, slapped his own knee, and exclaimed, “Well, this is wonderful! Really wonderful! But how you’ve grown gran’dad!”

The other asked him why he was so surprised, and where he had seen Aksionov before; but Makar Semyonich did not reply. He only said, “It’s wonderful that we should meet here, lads!”

These words made Aksionovs wonder whether this man knew who had killed the merchant, so he said, “Perhaps, Semyonich, you have heard of that affair, or maybe you’ve seen me before?”

“How could I help hearing? The world’s full of rumors. But it’s a long time ago, and I’ve forgotten what I heard.”

“Perhaps you heard who killed the merchant?” asked Aksionov.

Makar Semyonich laughed and replied, ‘It must have been him in whose bag the knife was found! If someone else hid the knife there, “He’s not a thief till he’s caught,’ as the saying goes. How could anyone put a knife into your bag while it was under your head? It would surely have woke you up.”

When Aksionov heard those words, he felt sure this was the man who had killed the merchant. He rose and went away. All that night Aksionov was awake. He felt terribly unhappy, and all sorts of images rose in his mind. There was the image of his wife as she was when she parted from her to go to the fair. He saw her as if she were present; her face and eyes rose before him; he heard her speak and laugh. Then, he saw his children quite little, as they were at the time; one with a little cloak on, another at his

mother's breast. And then, he remembered how he sat playing the guitar on the porch of the inn where he was arrested, and how free from care he had been. He saw, in his mind, the place where he was flogged, the executioner and the police standing around the chains, the convicts, all 26 years of his prison life, and his premature old age. The thought of it all made him so wretched that he was ready to kill himself.

“And it's all that villain's doing!” thought Aksionov. And his anger was so great against Makar Semyonich that he longed for vengeance, even if he himself should perish for it. He kept repeating prayers all night but could get no peace. During the day, he did not go near Makar Semyonich, nor even looked at him.

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A fortnight passed in this way. Aksionov could not sleep at night, and was so miserable that he did not know what to do.

One night, as he was walking about the prison, he noticed some earth that came rolling out from under one of the shelves on which the prisoners slept. He stopped to see what it was. Suddenly, Makar Semyonich crept out from under that shelf, and looked up at Aksionov with a frightened face. Aksionov tried to pass without looking at him, but Makar seize his hand and told him that he had dug a hole under the wall, getting rid of the earth by putting it into his high boots and implying it out on the road when the prisoners were driven to their work.

“Just you keep quite, old man, and you shall get out too. If you blab, they'll flog the life out of me, but I will kill you first.”

Aksionov trembled with anger as he looked at his enemy. He drew his hand away, saying, “I have no wish to escape and you have no need to kill me; you killed me long ago! As to telling on you – I may do so or not, as God shall direct.”

Next day, the convicts were let out to work, the convoy soldier noticed that one of the prisoners emptied some earth out of his boots. The prison was searched and the tunnel was found. The Governor came and questioned all the prisoners to find out who had dug the hole. They all denied any knowledge of it. Those who knew would not betray Makar Semyonich, knowing he would be flogged almost to death. At last the Governor turned to Aksionovs whom he knew to be a just man, and said, “You are a truthful old man. Tell me, before God, who dug the hole?”

Makar Semyonich stood as if he were concerned, looking at the Governor and not so much as glancing at Aksionov. Aksionov's lip and hands trembled, and for a long time he could not utter a word. He thought, “Why should I screen him who ruined my life? Let him pay for what I have suffered. But if I tell, they will probably flog the life out

of him, and maybe I suspect him wrongly. And after all, what good would it be to me?"

"Well, old man," repeated the Governor, "tell me the truth. Who has been digging under the wall?"

Aksionov glanced at Makar Semyonich, and said, "I cannot say, your honor. It is not God's will that I should tell! Do what you like with me; I am in your hands."

However much the Governor tried, Aksionov would say no more, and so the matter had to be left.

That night, when Aksionov was lying on his bed and just beginning to doze, someone came quietly and sat down on his bed. He peered through the darkness and recognized Makar.

"What more do you want of me?" asked Aksionov. "Why have you come here?"

Makar Semyonich bent close over Aksionov, and whispered, "Ivan Dmitrich, forgive me!"

"What for?" asked Aksionov.

"It was I who killed the merchant and hid the knife among your things. I meant to kill you, too, but I heard a noise so, I hid the knife in your bag and escaped out of the window."

Aksionov was silent, and did not know what to say. Makar Semyonich slid off the bed shelf and knelt upon the ground. "Ivan Dmitrich," said he, "forgive me!" he cried. "When they flogged me with the knout it was not so hard to bear as it is to see you now... yet you have pity on me, and did not tell. For Christ's sake, forgive me, wretch that I am! And he began to sob.

When Aksionov heard him sobbing he, too, began to weep. "God will forgive you!" said he. "Maybe I am a hundred times worse than you." And at these words his heart grew light, and the longing for home left him. He no longer had any desire to leave the prison, but only hoped for his last hour to come.

In spite of what Aksionov had said, Makar Semyonich confessed his guilt. But when the order for his release came, Aksionov was already dead.

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Answer the following question

1. Why was Aksionov considered guilty of murder? Was there sufficient evidence to convict him? What steps were not taken to evaluate the charges against him?
2. Did Aksionov’s wife doubt his innocence? Give proof for your answer.
3. How did Aksionov discover the truth?
4. Why did Aksionov not avenge himself on Makar?
5. Why did God allow evil to remain unpunished for 26 years?
6. What does the title of the story mean?
7. How did Aksionov follow the teaching of Jesus Christ?
8. What would have happened if Aksionov had not been imprisoned?
9. Would you follow Christ’s commandment that if someone “strikes you on the right cheek, you should also turn to him the other cheek”?
10. If you were Aksionov, would you also have forgiven Makar?
11. State the theme or the sub-theme of the story. How do you apply this theme in real life? Highlight what you think are the probable reasons why God allows evil to remain unpunished for so long.

Activity 4

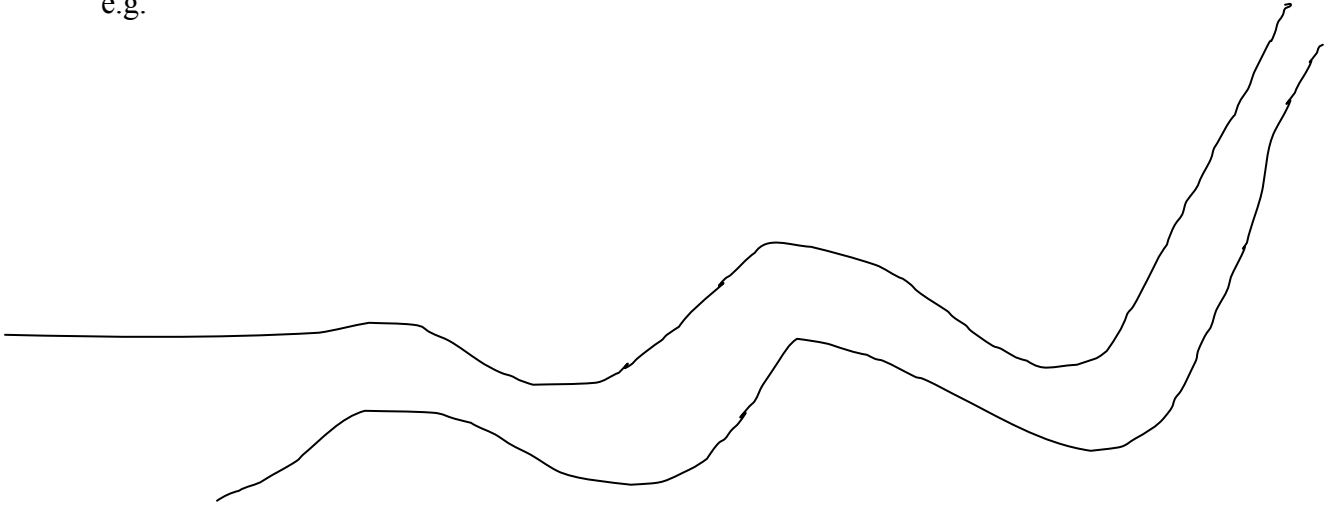
If you will be given a chance to be a modern day Aksionov, what problem will you solve? How will you solve such problem?

Activity 5

Create a road map of life of Aksionov. Highlight the major events in his life. Use symbols to represent them. Be guided by the following points.

- Aksionov as a. young man
b. merchant
c. prisoner
- His meeting with the Governor
- His meeting with Makar

e.g.



Activity 6

Pretend that you are Aksionov. Write a letter to God thanking him for what learned from your life. Include also your hopes and wishes for a different worlds.



Indeed truth begets truth!
Let's move on!

Writing



Activity 1

Mull on this –

“In searched of truth, let the fire of hope and love burning!

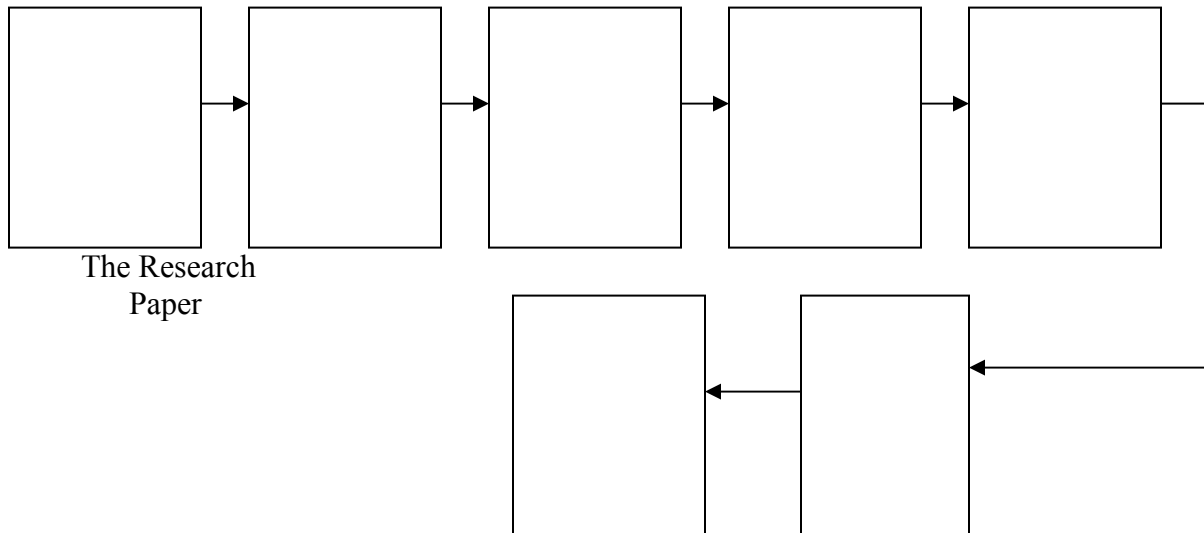
☆ Is this true? Do you agree? Explain.

Activity 2 A Review on...

How familiar are you with the parts of a research paper? Let's find out what you know about them. Identify what is being described in each of the following. Then, plot your answer in the flow chart shown below.

1. It states the title of the research and the name of the researcher.
2. It is the listing of the topics discussed in the research.

3. It is the part of the research paper which states the problem, the purpose of the study and its significance.
4. It includes the bulk of information gathered to support the hypothesis presented in the introduction. This is the heart of the research paper. Proofs, evidence are contained therein.
5. It includes the brief summary of the main parts presented in the paper. It also gives the recommendations of the researcher.
6. It is the documentation of the sources used in writing the paper.
7. It is an alphabetical listing of all the sources used in writing the paper.



Activity 3

Read the sample research paper and answer the following question.

1. When you type your research paper what do you need to remember in terms of
 - a. top, bottom, left and right margin?
 - b. Spacing of entries in
 - 1.) body of the paper
 - 2.) endnotes/footnotes
 - 3.) bibliography
2. Where and how do you write your name in each page?
3. How will you arrange your entries in
 - a. title page
 - b. outline
 - c. endnote/footnote
 - d. bibliography

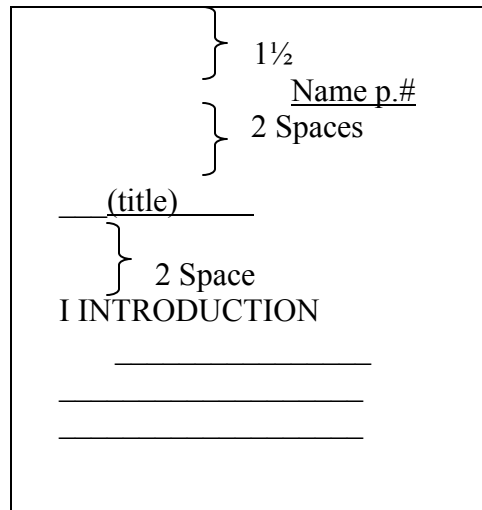
Key Points

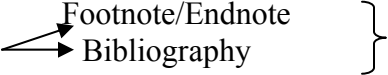
Take note and observe the following tips in preparing your final research paper.

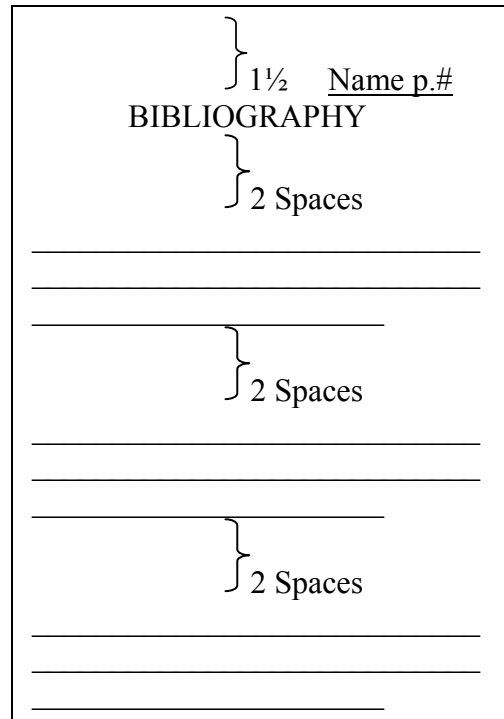
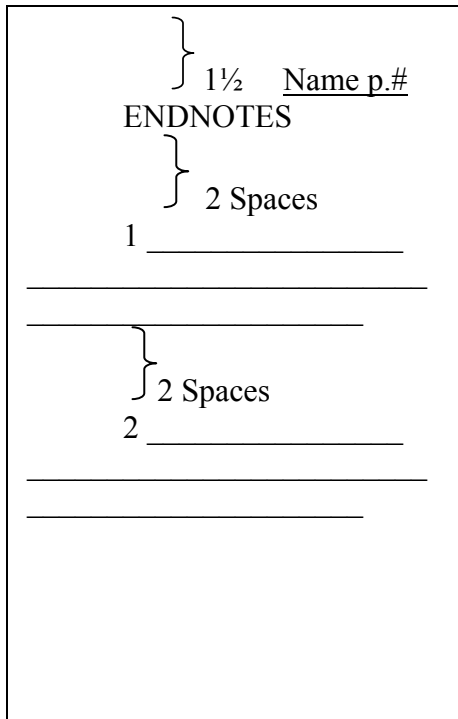
1. Observe 1½ inch both for top and left margin.
2. Allot 1 inch both for right and bottom margin.
3. Use double space for the
 - a. outline
 - b. introduction
 - c. body of the paper and
 - d. conclusion
4. Use single space for the endnote and bibliography entries except after every entry.
5. Write your name and page number on the top right corner of each page starting from the outline up to bibliography. Surname and initial of the first name, comma and page number.
e.g.
Sunday, K., 2
6. Entries in title page should follow this format

}	1½
}	<u>Title</u>
}	4 Spaces
In Partial Fulfillment	
in	
ENGLISH	
}	4 Spaces
by	
<u>(name)</u>	
Year. & section	
}	4 Spaces
<u>Presented to:</u>	
(Teacher)	
}	4 Spaces
<u>(Date)</u>	

1. Entries in Introductory page must be arranged this way



2. Entries in  must be arranged accordingly.



Activity 4

Ask a friend, a sister or your mother to read and check your research paper against the tips presented in the Key Point section. Note the comments made, then polish your draft. Remember to incorporate their suggestions. Present your final paper.

How Much Did You Learn



Reading



Direction: Read the excerpt from the speech delivered by Thomas Jefferson. Write the letter of the expression that best completes each sentence.

1.) We hold these truths to be self-evident, that all men are created equal, that they endowed by the Creator with certain inalienable rights, that among these are Life, Liberty and pursuit of Happiness. 2.) That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed. 3.) That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or abolish. 4.) And to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. 5.) Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly, all experience hath shown, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. 6.) But when a long train of abuses and usurpations, pursuing invariably the same objections, evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government and to provide new Guards for their future and security. 7.) Such has been the patient sufferance of this colonies; and such is now the necessity which constrain them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in all direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

From T. Jefferson's Speech: "The Unanimous Declaration of Independence of the Thirteen United States of American, July 4, 1776

1. According to T. Jefferson, truths are self. _____.
 A. dictated B. explanatory
 C. evident D. restricted

2. Jefferson states that it is the people’s right to overthrow a government under absolute _____.
 A. abuses B. despotism
 C. powers D. injuries

3. To serve as proofs of tyranny Jefferson calls for the submission of _____ to the world.
 A. cause B. design C. facts D. opinion

4. The statement “Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes” _____ truth.
 A. hides B. generalization
 C. limits D. shows

5. What happened as stated in Sentence 8 is most probably true to _____ world.
 A. a part of the B. entire universe
 C. some part of the D. whole

6. Considering the present world happening, we can say that Sentence 5 states ideas which are _____.
 A. doubtful B. lasting
 C. sentence D. true

Vocabulary



Direction: Write the correct meaning of each underlined word. use context clues and the word pool below.

Word Pool:

- | | |
|---------------|---|
| A. annul | D. care and caution |
| B. open | E. confine by force |
| C. oppression | F. misuse of power over others |
| | G. take more than legal interest by force |

1. Facts are found in this candid world.
2. You should abolish that institution of
3. Sufferings constrain people to move.
4. We have to reduce despotism in all countries.

5. Usurpation leads to repeated sufferings.
6. People needs prudence at any cost.
7. We need to fight all forms of tyranny.

Grammar



Direction: Write the letter of the correct expression that complete each mini – dialogue.
Use the

<p><u>Word Pool</u></p> <p>A. I care</p> <p>B. Be careful</p> <p>C. Don't forget</p>
--

1. Cid: It's time to reveal the truth
Nena: Please, _____ you might hurt other people's feelings
 2. Xerox: Really? That's something!
Lucille: _____ you can still make a difference in other people's lives.
 3. Cyrus: _____ a lot about how you face challenges
Olive: Thank you! You inspire and push me to be strong again.
- A. Direction: Write the letter of each reported imperative
1. My parents say, "Be honest always." My parents _____.
A. say be honest always.
B. say to be honest always.
C. advise me to be honest always.
D. Advised me to be honest always.
 2. "Please don't waste your time," the teacher requested. The teacher requested _____.
A. not to waste your time.
B. not to waste my time.
C. me not to waste your time.
D. me not to waste my time.

3. The writer advises, "Enjoy the power and beauty of life." The writer advises _____.
- A. enjoy the power and beauty of life.
 - B. us to enjoy the power and beauty of life.
 - C. to enjoy the power and beauty of life.
 - D. that me enjoy life.
4. "Be wise," father ordered. Father ordered _____.
- A. to be wise.
 - B. be wise
 - C. me to be wise.
 - D. that be wise.

Check Yourself



How Much Do You Know

Reading



1. D (violence incited by T.V. program and videogames)
2. A (aggressive)
3. B (cut exposures to T.V. and video games)
4. C (reserved)
5. C (sound)
6. D (limited)
7. D (proves)

Vocabulary



1. F (physician)
2. B (come between)
3. D (urged on)
4. A (associate to work)
5. C (roused to action)
6. E (turn on both sides)

Grammar



- A.
1. B (Don't worry)
 2. C (Tell her, I care too)
 3. A (Remember)

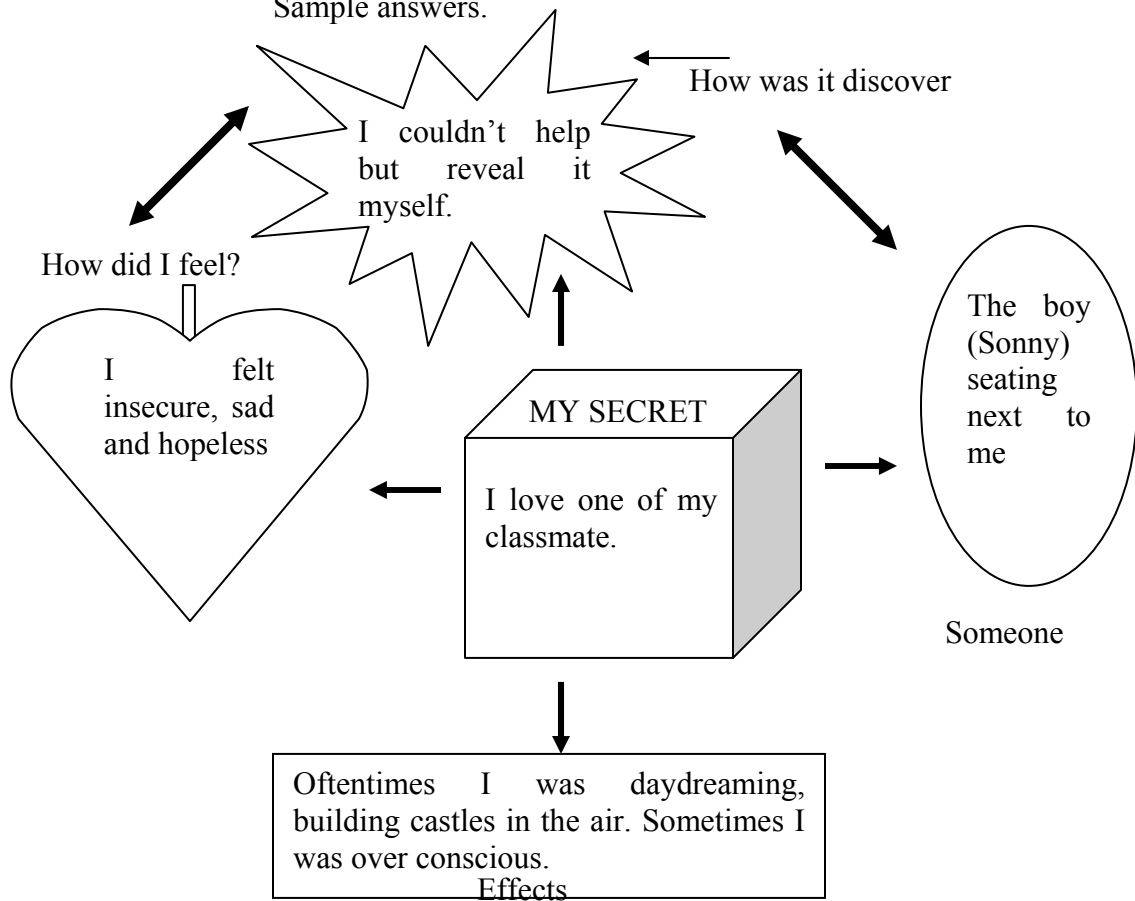
B.

1. B (her to respect other people always)
2. C (me to be careful)
3. A (me not to be reckless with other people's heart)
4. D (to speak the truth)

Listening

Activity 1 (Answer may vary)

Sample answers.



Activity 3

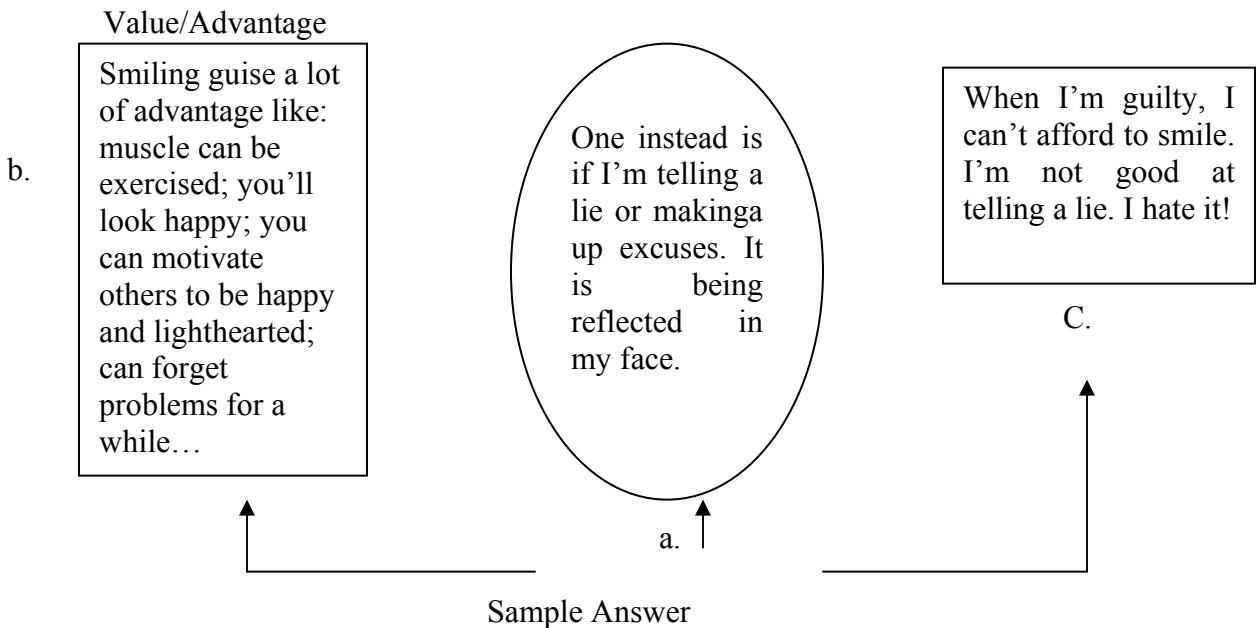
Sometimes	Word	Clue	Meaning
1. The prospector did not give up searching gold.	prospector	searching	searchers of gold
2. They panned the stream for many day until they found gold.	nuggets	collected	loeb for gold

3. They descried nuggets of gold and carefully collected them.	nuggets	collected	small gold
4. Dozens of man trailed them.	trailed	dozens	followed/hunted
5. Their beaming faces can't be ignored	beaming	can't be ignored	shining
6. How they looked betrayed their secrets	betrayed	secrets	revealed

Activity 4

1. It is about how prospector of gold are betrayed by their shining faces.
2. They wanted to keep the gold for themselves.
3. They were betrayed by their shining faces. Yes it is just refer their secret to be revealed. No can hide a secret forever.
4. I'll do the same as they did.
It's through their face that their secret was exposed.

Activity 5 (Answers may vary)



Activity 6 (Answer may vary)

Sample letter content

Dear God,
I have always bear grateful to you Lord for all the blessings you have showered to me. I can't show properly how I appreciate them though I feel, words are not enough to express...

Reading

Activity 1 Vocabulary

1. (
2. D (shuns)
3. C (extols)
4. B (saboteur)
5. A (obsolete)
6. B (spendthrift)
7. A (spurned)

Activity 2 (Answer may vary)

Activity 3

1.

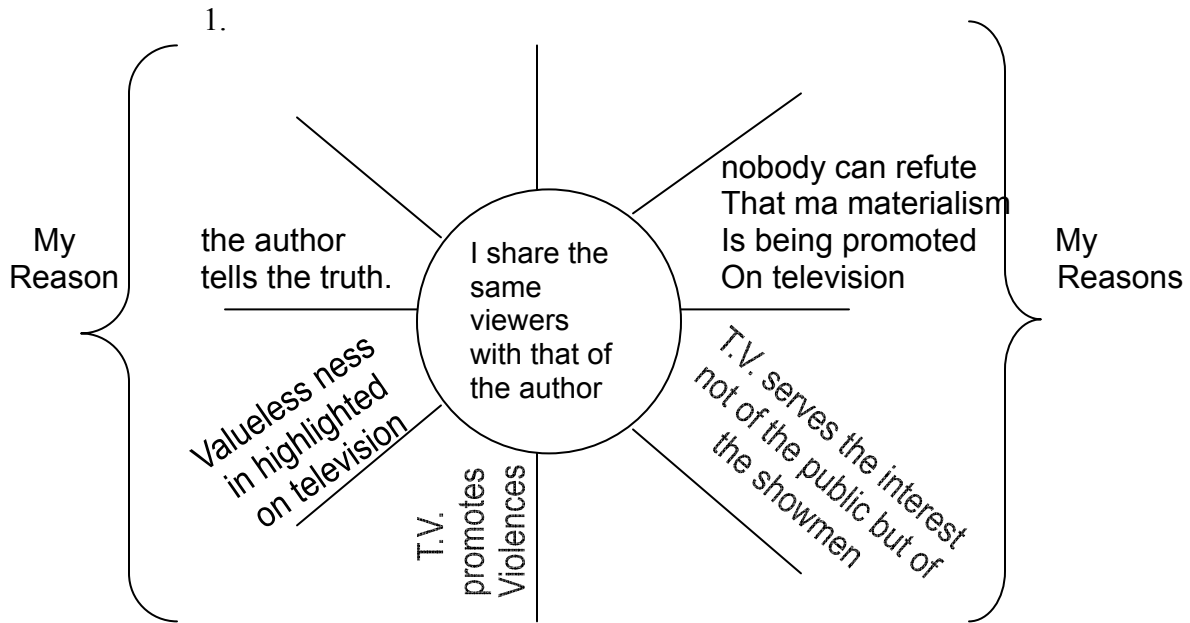
	Undesirable Values	Explanation
in any order	Starving children and cigarettes models face each other	T.V. promotes cigarette smoking and poverty
	Co – existence of the cheap, vulgar, violent and the sacred	Valueless ness is the by word
	Indifferent viewers	Danger of valueless ness
	Broadcasters do not discriminate between opinion	Indiscriminating broadcasting producer indiscriminating viewers – listener
	Spending rather than saving	Buying everything needlessly
	Shift in the qualities of heroes and heroines	Heroes and heroines portray the value of revenge
	Pure and vintons woman is dull and spurned	She's uninteresting compared to a woman who gets ahead
	Nudity and premarital sex are demonstrated	They are one's that give pleasure to viewers People found them as interesting.

Activity 3

2.

Author's Viewpoint on Values Promoted By T.V.	Author's Reasons
Television promotes materialistic values and valueless ness	Television shuns everything which does not serve the interest of big businessmen, salesmen, manufactures and showmen who control television.

Activity 4 (answer may vary)



2. Commercial Ads promoting cigarettes/Tabasco. They fluent the body of woman and incite people to smoke. They should always warn the public of the hazards of cigarette smoking.

Activity 5 (Answer may vary)
Sample Answer

Example of Bandwagon/Testimonials	Values they Poster
“San Miguel Beer” ad featuring Cris Aquino, Manny Pacquiao and the “Masang” Filipino	It promotes valueless ness inciting everyone to spend needlessly and to drink liquor endlessly
Cellphone/e – load ads featuring Michael V. and other popular artists and singers	Needless buying and giving importance to materialism over moral values.

Activity 6 (answer may vary)
Sample Answer

Desirable Values	T.V. Program	Undesirable Values	T.V. Program	Desirable Values
Love for truth	“Jewel in the Palace”	love for power	“Kim sam soon”	Life is love
Loyalty Honesty		inequality bet the rich ; the poor		Sincerity Honesty
Loving life Determination		cheats Lies		naturalness Simplicity

Grammar
Activity 1



You better watch
“Jewel In the
Palace” It’s the
best so far.

The search for
truth is being
emphasized these.

It’s beings out
the importance of
moral and
Spiritual values.

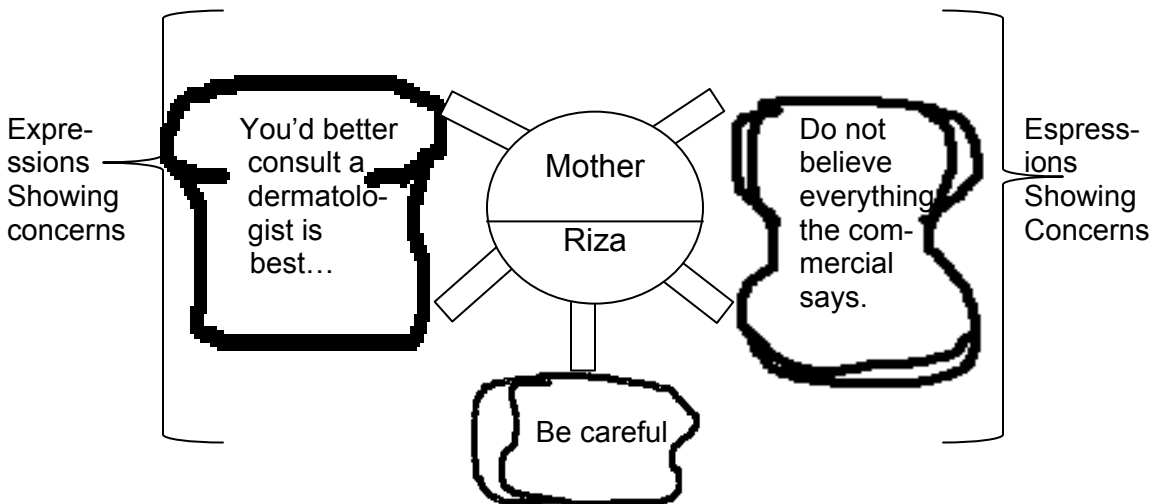
It’s worth watching! We
need programs like that.

Activity 2

1. a. Be careful
- b. Do not believe everything that the commercial says.
- c. You’d better consult a dermatologist.

Activity 2

2. Expression Used in the Dialog.



Activity 3

1. The mother shows concern.
2. Be careful, do not believe everything... you'd better...
3. Are you all right, is everything ok? I'm concerned about you, I'm worried etc.
4. I'll enclose them in a set of quotation marks
5. Imperatives (commands, advice, requests)
6. The quotes area becomes the direct objects (infinitive) of the introductory verb/verb of saying.

Pronouns or nouns serving as indirect object are added to the introductory verb before infinitives (direct objects) are written.

Activity 4

1. a. the verb saying "said" is changed to "advised"
b. comma and quotation marks are omitted
2. a. pronoun her, is added
b. the word "to" to make the verb an infinitive.

Activity 5

1. Mom advised me to take my studies seriously.
2. Mrs. Cruz advised us to hold on to our dreams.
3. She reminds Ana not to forget her parent's advice.
4. Mom advised me to humble if I reap success.
5. The teacher order us to forget about our garbage sentiments.
6. He told us not to be too ambition.
7. Her friends advise her to visit her love ones in their hometown.
8. Fr. John advises us to pray to the Lord for his guidance and blessing.
9. Annie order us to enjoy our life.
10. Father advise me not to get married early.

Activity 6 (answer may vary)

Sample Answer

Mother:

Daughter: I'll make up next year.

Mother: I hope you'll make it of course, I believe in you.

Daughter: trust me.

Mother: to give importance to your studies.

Daughter: Thanks for the advice, mom!

Activity 7

1. "Be careful," mother said.
Mother advised her to be careful.
2. Daughter said, "Don't underestimate me."
Daughter told her mother not to underestimate her.

Literature



Activity 1

Although life goes on continuously, truth moves in circle. I mean, truth revalues around covering the lives of all men. It moves and touches the good and the bad, the ups and down. It takes and offers a lot of sides of life where people have to experience challenges.

Activity 2

1. perish – die
2. flogged – beaten/lashed
3. samovar – kettle
4. condemned – sentenced/pronounced guilty
5. wretched – very miserable
6. vengeance – infliction of harm or injury
7. troika – carriage
8. blab – trick
9. betray – be unfaithful to
10. miserable – worthless

Activity 3

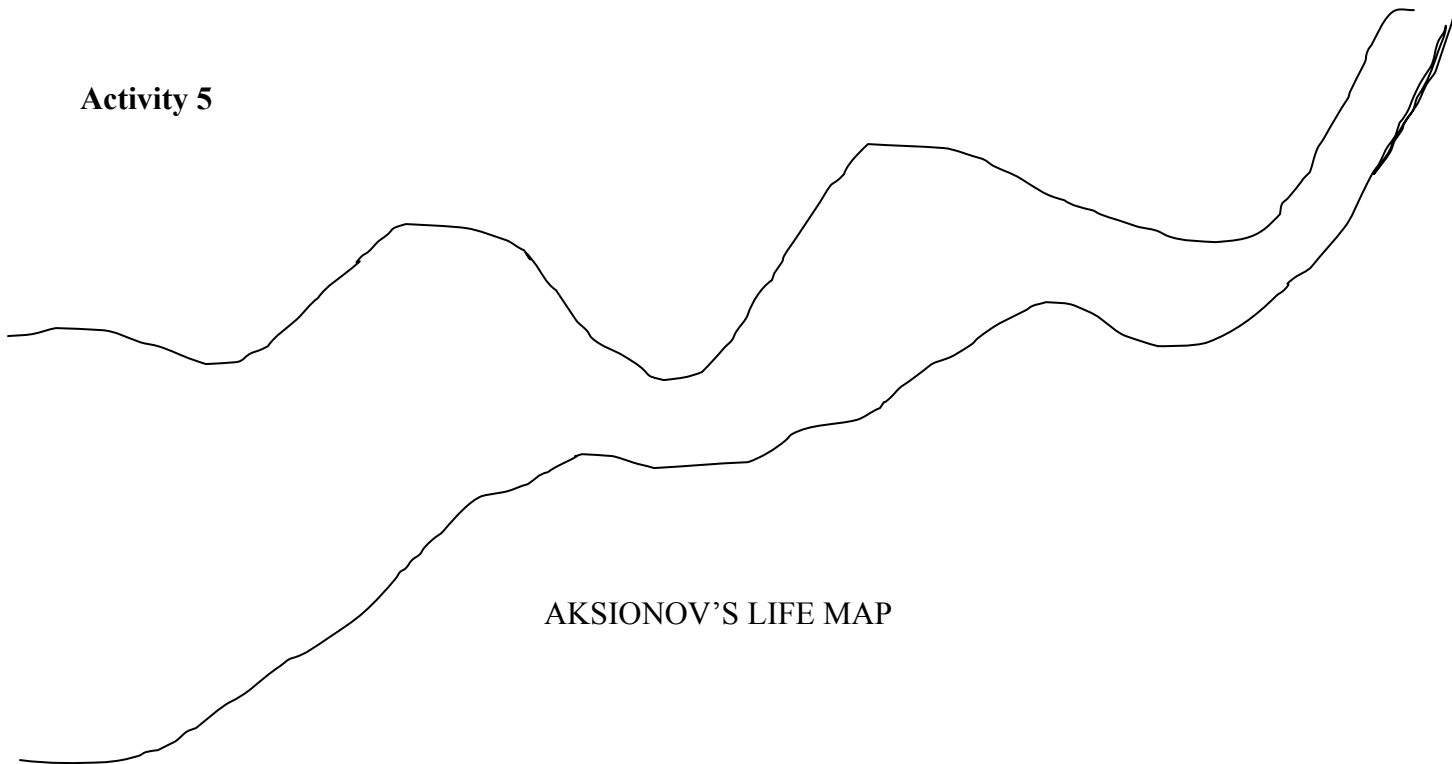
1. He trembled with fear. None.
2. At first no, but later the wife doubted him.
3. Makar was imprisoned and sent to the same cell with that of Aksionov. Makar knew who killed the merchant – himself and Makar accepted he was guilty of the offence.
4. He was a good fearing men.
5. God sees the truth but waits. He has his own reason no one knows.
6. Nobody can hide the truth from God.
7. He didn't take revenge and he accepted everything from God as gift and parts of his life.
8. Maybe, but it would surely take, yes.

9. God does everything subject to his will which is always the best for us. – Truth prevails.

Activity 4

There are many instances of injustices being committed by human being around the world. This problem I will address though promoting truth and its importance. I'll try to inspire others to hold on to what is true always.

Activity 5



Activity 6 (answer may vary)

Dear God,
Thank you for the wonderful lesson I learned out of the injustices, sufferings and downtrods I have experience. You have made me a strong person who I worthy of your love. I hope others will see the truth in your eyes. I wish I could make others appreciate what I experienced....

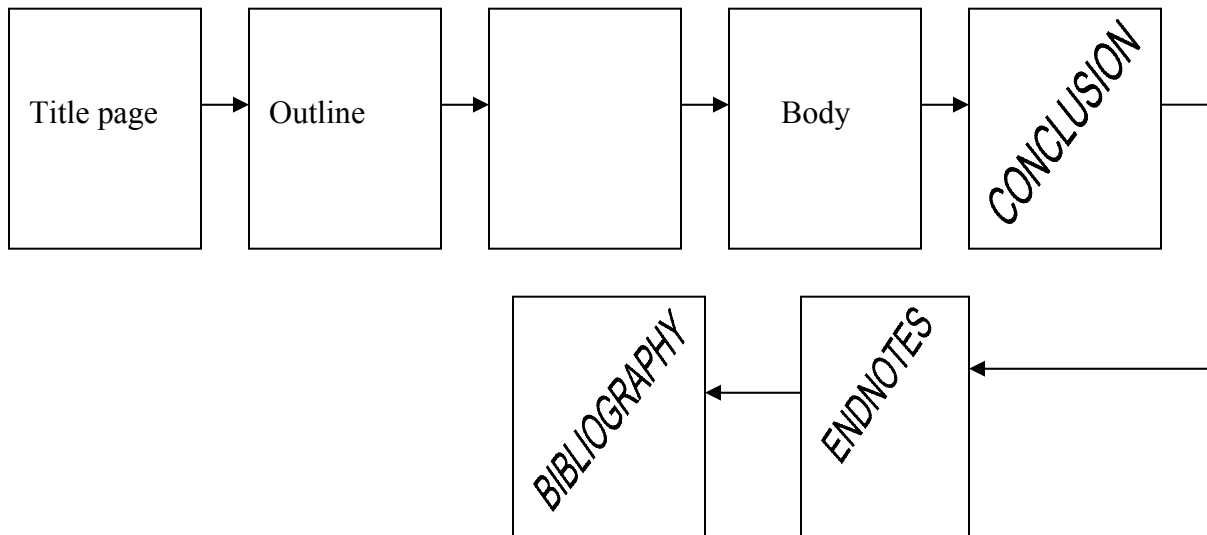
Writing



Activity 1 (answer may vary)

It is true that when we search for truth we need to arm ourselves with hope for the best and it should be flamed by love. Hope and love serve as instruments to find truth without going astray. These two being inner strength to us. We need both of them...

Activity 2



Activity 3

1. a. top and left margin → 1½ inch
2. top right
3. a. title page (Title, followed by “In partial fulfill must in ENGLISH III,” followed by “Name”, year and Section, presented to, teacher’s name and Date submitted)
- b. outline (title, followed by their statement, followed by major, minor, sub, sub – sub ideas)
- c. endnote/footnote (name of author [first name followed by surname], followed by “title of the article,” title of the book, open parenthesis, place of publication, name of publishing company, year of publication, close parenthesis then page number)

e.g. /,

Santosisimo I. Cruz, “The Art of Prayer”, Come with me, (Manila: level Pub. Co. , 2001) p.5.

- d. bibliography (Same as the entries in endnote/footnote except:
absence of number in superscript and the use of
invested pyramid on hanging indention)

How Much Did You Learn



Reading



1. C (swident)
2. B (despotism)
3. C (fact)
4. D (shows)
5. C (same parts)
6. D (true)

Vocabulary



1. B (open)
2. A (annul)
3. E (confine by force)
4. F (misuse of power)
5. G (take more than legal interest by force)
6. D (care and caution)
7. C (oppression)

Grammar



A.

1. (Be careful)
2. C (Don't forget)
3. A (I care)

B.

1. C (advise me to be honest always)
2. D (me not to waste my time)
3. B (us to enjoy the power and beauty of life.)
4. C (me to be wise)



Did you fare well?
Nice and easy, huh!
Congratulation!

The Blessing of a Shining Face

A group of prospectors went on a long and wearisome search for gold through many hardships and death for many. Discouraged, they started back towards their homes. Crossing a flowing creek, a man casually picked up a small rock, got a hammer and broke it. "There must be gold here!" he exclaimed.

True enough, the men panned the stream for many days and found several nuggets. "We've struck it rich!" they shouted.

Vowing not to breathe a word to anyone, the men immediately went to the nearest town for more tools and supplies. On the return trip, however, dozens of men trailed them.

In the years that followed, more than 30 million dollars worth of ore was mined in the area. The original party had not told of their discovery, but one of those who followed them to the site said: "their beaming faces betrayed their secrets."