

Quarter Two: I, as a Learner

Week 6

BECOMING A RESOURCEFUL LEARNER



WHAT THIS MODULE IS ALL ABOUT?

This module, if properly done, can bring out your resourcefulness. Do you know what resourcefulness is? It is the ability to meet your needs by making use of what is on hand.

Have you ever wondered how some persons can invent? How some persons can make new things out of scrap? It is not really amazing for resourceful persons to do all these all the time.

This is what you can learn from this module, if you study it well and do the exercises that you are told to do.



WHAT YOU ARE EXPECTED TO LEARN

After reading this module and doing the activities, you are expected to-

- learn how to listen for specific details and warning from weather bulletins
- know what to do and what not to do during emergencies
- learn how to draft a good speech observing certain criteria
- deduce meaning of words from context clues
- identify sentences according to purpose
- interact with a writer by responding to statements made in texts
- single out resourcefulness as a value to be developed

HOW TO LEARN FROM THIS MODULE

As you read this module and do the exercises, you will develop many skills, which hopefully, make you a resourceful learner. Before you start your work, however, there are a few things you need to remember:

1. Read carefully the first two sections of this module. The first section tells you what this module is all about and what to expect from it. The second section tells you what you are expected to learn.
2. Never move on to the next page unless you have done what you are expected to do, in the previous page.
3. Before you start working on the activities, take the pretest in the **Pretest Section**.
4. Take note of the skills that each activity is helping you develop.
5. After each activity, go over the **Self-Check Section** that follows to find out how well you understood the activity. Take note also of the items you have missed.
6. Work on the Posttest in the **“How much have you Learned”** section.
7. At this point you are now ready for a conference with your teacher. This is the time when you should ask her about any difficulty or confusion you may have.
8. Do not write anything on this module. Use a notebook or journal where you will write your answers.
9. Finally, prepare and collate all your outputs. You are expected to submit them to your teacher in **“What you are expected”** to produce section. This usually is a learning portfolio, containing the following:
 - All your tests
 - Your semantic web and/or graphic organizers
 - Your compositions and Journals.

BECOMING A RESOURCEFUL LEARNER



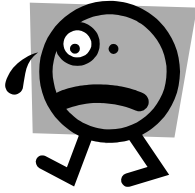
Sometimes when we study, we find that there are things we don't understand very well, and therefore we need more details to continue doing our work. Oftentimes we are at a loss as to where we should get the needed information. This module will assist you into becoming a resourceful learner.

Fortunately for us, we live in a “brand new world” where we can find information anywhere, at anytime without having to search for anything in volumes and volumes of books in several libraries. We now have the internet, where, with the click of a gadget, we can be taken anywhere in the world, and find the information-whatever it is- almost effortlessly.

In this module, we will take a glimpse at the past and look with optimism towards the future. But just as there are advantages in the “new age” there are also threats that may destroy the planet we live in – the planet earth, which is our home.

Aside from learning about the past, and some possible future scenario, you will also learn many other things like speaking well and writing for a purpose. You will also be doing reading exercises, where you will learn how to improve your grammar.

So read on and learn from this module!



Before you proceed to the activities found in this module, do the pre-test below:

A.

Directions: Classify the sentences in the conversation below. Tell whether they are declarative, interrogative, imperative, or exclamatory. Write your answers on your notebook. Number your answers.

1. **TV Host:** What happened that Sunday evening?
2. **Victim:** I was awakened by the strong wind and heavy rains shaking my house.
3. **TV Host:** What was your initial reaction?
4. **Victim:** At first, I was shocked! I screamed I asked for help.
5. **TV Host:** What did your neighbor do?
6. **Victim:** He told me not to panic. He accompanied me to get out of the house and he screamed for help. He was at the top of his voice shouting, "help!" "Please help us here!"
7. **TV Host:** Where did you go after that?
8. **Victim:** We went to nearby church where other residents also stayed. The Parish Priest was so accommodating.
9. **Victim:** He told us "Please come in." "Get inside and have a rest."
10. **TV Host:** What happened to your house?
11. **Victim:** It was damaged and totally devastated.
12. **TV Host:** Was your house the only one swept by the typhoon?
13. **Victim:** No, around 98% of the residents are homeless.
14. **TV Host:** Anything you want to say to the government officials?
15. **TV Host:** What will you tell the private sectors?

B.

Directions: Answer the following questions to show that you are resourceful.

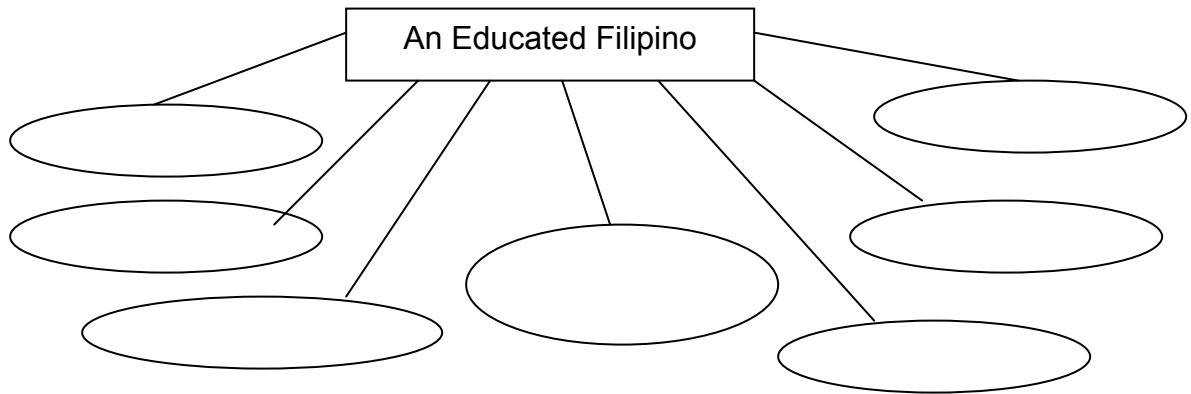
1. What can you do with a white sheet of paper? Give as many answers as you can.
2. Why does a student make absences?
3. What can this absenteeism be solved? Enumerate solutions.

C.

Directions: How do you describe an educated Filipino? Outline his positive traits by filling up the diagram below. Use adjectives in describing the Filipino.

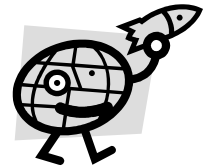
After filling up the semantic web below, write a paragraph or two describing an educated Filipino. You may copy the semantic web in your notebook where you will write your answers.

1. Describe an educated Filipino:



Now write a paragraph or two describing an educated Filipino

Now that you have done and self-checked the pre-test, let's see if you are or you can be resourceful after doing the different activities in this module. Set your mind on the lessons and start. Have a good journey that will prove that you are a good learner; therefore, you are resourceful.



Activity 1: Kinds of Sentences According to Purpose

In this activity, you will recall the different kinds of sentences that you have studied during your elementary years. These sentences have different purposes; each of them has definite purposes. Let's review them now:

THE KINDS OF SENTENCES ACCORDING TO PURPOSE

- Declarative

The declarative sentence is used to make statements of fact, wish, or intent. It should always be followed with a period (.).

Examples:

The king had three sons.

I wish I could have the Adarna bird.

Don Pedro announced that he would seek the Adarna bird.

- Imperative

The imperative sentence is used to state a command, request, or direction. The subject is always **you**. Often, the subject is not expressed; it is understood to be "you." The imperative sentence is always followed by a period (.).

Examples:

Go away.

Please spare some food.

Take the seven lemons and this knife with you.

- Interrogative

The interrogative sentence asks a question. It is always followed by a question mark (?).

Examples:

Can't you see that I'm having a difficult time?

Where is your brother?

What is breaking your heart, dear bird?

- Exclamatory

The exclamatory sentence is used to express strong feelings of surprise, disgust or other emotions. It is usually followed by an exclamation point (!).

Examples:

What a lovely bird!

What a fragrant flower!

What a sweet music!

All of these sentences are important when we communicate. We should know how to use them in their proper form. This will depend on the situations we may find ourselves in. Here are some important reminders regarding punctuation marks we should use after each type of sentence. Here they are -

1. Put one period only after a declarative sentence. If you add two more, periods it becomes ellipsis periods (...), the mark used to omit parts of a sentence.

Example: The king announced the search for the Adarna bird.

The king announced... for the Adarna bird. (Omitted words are 'the search')

If the last part of a sentence is omitted, you'll see four periods.

Example: The king announced the search for.... (Omitted words are 'the Adarna bird')

The first three periods are the ellipsis periods while the last one is the period to end the declarative sentence.

2. In punctuating an exclamatory sentence, a maximum of only three exclamation points are allowed. Never put as many exclamation points as you want.

Let us see how much you can remember about the facts given above. Below are some exercises for you to do. You may refer to the rules if you find some difficulty in answering some of the questions.

Task 1

Directions: Below are lines from a calamity victim. Study them carefully and classify the sentences according to purpose.

Victim: I am appealing to our local officials to please help us all here. We need financial assistance for the repair of our house. To the private group, we are in need of blanket and other beddings, toiletries and medicine for the children. If you can spare more canned goods and instant noodles, please do so. Thank you very much.

Answer the following questions:

- A. If you were the mayor in your town/city what three immediate questions would you ask the victim?
- B. If you were the mayor in your town/city what three requests would you ask the governor in you province to help you extend aid to the victim?
- C. If you were non-government official (NGO) what three commands would you give your subordinates to help the victims?

Task 2

Directions: On you paper, write **declarative, imperative, interrogative, or exclamatory** to identify each sentence below. Then give the correct ending punctuation.

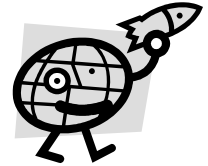
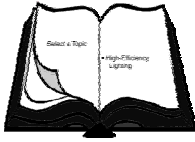
1. Have you ever been to the “chocolate hills”
2. What an awesome sight they are
3. The “chocolate Hills” are found in Bohol
4. When you go, I hope you will also visit the underground pool
5. Don’t miss the boat ride that will take you to the waterfalls

Task 3

Writing four kinds of sentences.

Write four sentences about a recent school event. Use one declarative, one imperative, one interrogative, and one exclamatory sentence. Remember to punctuate each sentence correctly. Then show your work to your teacher for corrections.

- 1.
- 2.
- 3.
- 4.



Activity 2: Today's World and its Future

In this section, we will see how Science and Technology has changed our world.

We live in a fast-changing world. We could barely master the use of a certain gadget, and another one comes along...newer, more sophisticated, can do many tasks, and of course, very expensive. Indeed, we need to do a lot of adjustments to this new, more sophisticated world.

Do you remember the story of **Rip van Winkle who slept for twenty years and woke up to a strange new world?** We may wonder what our forefathers must feel if they will suddenly wake up to our "strange new world."

Advances in Science and Technology have made our world very different from our forebears.

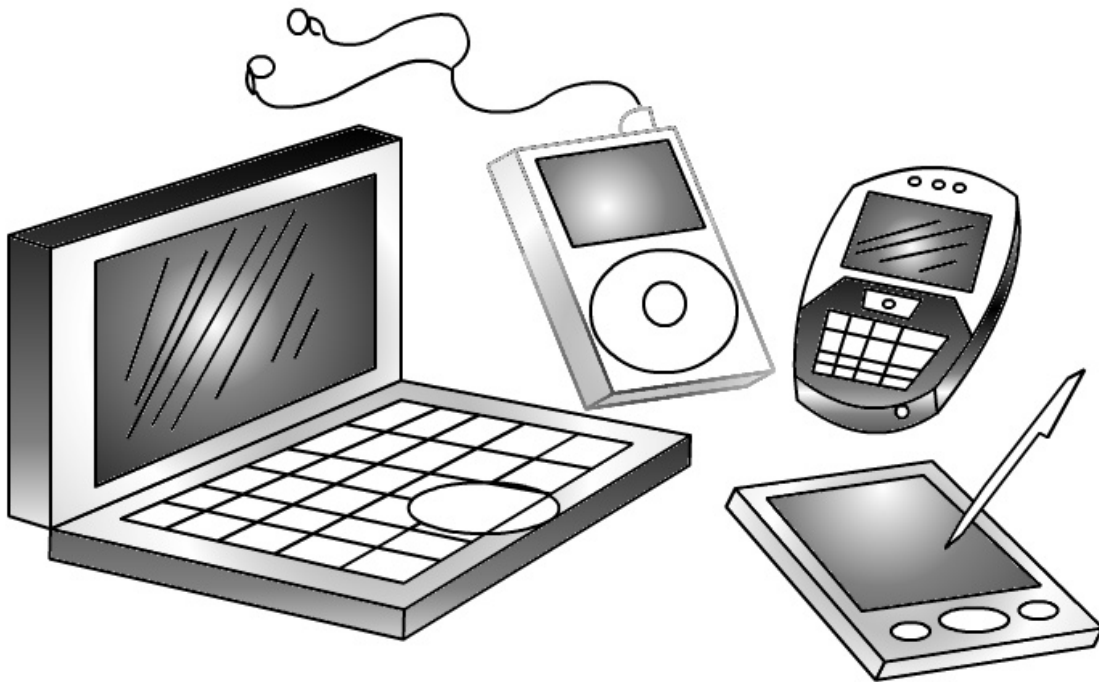
Pre-reading

Do you agree or disagree to the following statements? Why? Why not?

- If our forefathers would rise from their graves today, they would open their eyes wide at the many strange and wonderful things that science and technology have made possible.
- Before, man had to do a lot of activities slowly and even with difficulty and his pleasures was limited to reading, going outdoors on excursions, swimming, dancing, and conversing with friends in the neighborhood.
- Today, he can stay indoors and witness events he has read as if they were actually happening or watch events happening at the same time in distant places.
- Science and technology and, of course, man's ingenuity and increasing search for the seemingly impossible have made all these wonders already cited, possible.
- While man builds, he destroys; while he loves deeply, he hates bitterly; while he can be generous, he can also be greedy to the extent of disregarding the rights of others.

While Reading

After thinking and reacting to the statements above, read the whole text, “Today’s World and Its Future.” Be ready to do the exercises that follow. Enjoy reading the text!



Today’s World and Its Future

~Annie Menez~

If our forefathers would rise from their graves today, they would open their eyes wide at the many strange and wonderful things that science and technology have made possible.

Imagine the jet planes, electric train, escalators, long distance telephones, colored TV sets, betamax, different types of home appliances, medical instruments and industrial machines – all of which have changed our way of life and even our personalities.

Before, man had to do a lot of activities slowly and even with difficulty and his pleasures were limited to reading, going outdoors on excursions, swimming, dancing, writing friends in the neighborhood. Today, he can stay indoors and witness events he has read as if they were actually happening or events happening at the same time in distant places. Our ancestors would never have thought of traveling in a few hours to another continent or of man considered dead resurrected by transplants. They would wonder even more about underground and undersea or space explorations.

Science and technology and, of course, man's ingenuity and increasing search for the seemingly impossible have made all these wonders already cited, possible. And if we who are living today, would be given a chance to live longer in another century, our eyes too would pop out at the sight or more wonderful things that would be made by scientific progress, unless...

The big unless – this is what bothers man - is some things were invented to destroy. Unless man stops discovering and inventing destructive weapons that would annihilate humanity and the universe mankind is our great danger. This is our world today – many achievements that have made life on earth comfortable and satisfying. At the same time, however, with man's greed for power and material wealth, he has made destructive weapons to destroy his enemy. This is the reason for the arms race between developed and a few developing countries. How ironical humanity can be! While man builds, he destroys; while he loves deeply, he hates bitterly; while he can be generous, he can also be greedy to the extent of disregarding the rights of others.

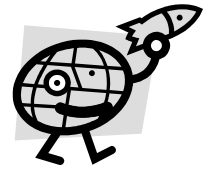
But if mankind can forget enmities, rivalries, self-aggrandizement and even defiance of his Creator, what wonders will we continue to have and enjoy now and in the generations to come!

For men and women, fired with the love of adventure and determination to meet challenges, will still be doing seemingly impossible things.

Task 1

Directions: Identify the following home appliances that have changed people's lives.

- _____ 1. It is called an idiot box. Some are colored; old ones are black and white.
- _____ 2. It keeps food fresh for a long period of time.
- _____ 3. It enables people to communicate even if they are so far from each other.
- _____ 4. It provides music. It records one's voice.
- _____ 5. It washes clothes. It could even dry them.



Activity 3: What do I want to tell the world?

Pre-writing

In the previous module, you have written an outline for a speech. You have also written a few paragraphs of a speech. Recall what you have done, and apply them as you write another speech, called for in this module.

I am sure you still remember the ideas given by Ms. Annie Menez. This time you will write a speech addressed to mankind. You will discourage them to use the destructive weapons like guns, bombs, etc. and to STOP WAR. Make sure that you follow the following steps in writing:

1. Address the destructive weapon users and manufacturer, but most of all, the people.
2. Give a brief explanation of the points that your speech intends to discuss.
3. Present at least two to four main points that address the topic at hand. Since your main points are about avoiding using destructive weapons to stop war, you should remind the people (your audience) on the disadvantages of war, and the destruction it causes mankind.
4. Your main points should be written in the form of topic sentences; sentences that direct the development of a main point.
5. Arrange your main points in a logical manner. It can develop from the most to the least important or from the least to the most important.
6. Support your points with specific data. Data may be in the form of facts, opinions, specific examples, situations or incidents.
7. Summarize the main points.

You may begin and end your speech with a question like “Why do we have war? Why do some people kill? Why do people use destructive weapons?”

You have to write a draft, then revise it, write again, revise it again, and so on until you are satisfied with what you have written. Make sure your speech is also error-free, aside from being informative and interesting.

While Writing

When you write your draft, remember to-



Consider purpose and audience.

After you have thought about what to speak about, consider your audience. Is it made up of elementary or high school students like you? Then think about the level of language that is suitable for your audience. Suit your vocabulary to your audience, and explain any technical terms you use.

Research the Topic.

Gather facts, examples, and other peoples’ opinions. You may read books magazines or newspaper about the topic. After studying the information you gathered, write a clear statement of the summary of your topic. Then select the important ones from the notes you have taken ABOUT the topic.

Create an Outline.

Choose a pattern of organization that fits your information and your purpose Outline your information carefully.

Draft and Revise.

Use your outline as a guide to drafting your speech, following the standard structure of an introduction, a body, and a conclusion.

Remember that in the introduction, you need to catch the reader’s attention. Consider one of the methods listed in the chart below.

GETTING YOUR AUDIENCE'S ATTENTION

Strategy	Example
Tell a story.	When my family's home was washed away in a flood three years ago, I felt as though my whole past has been washed away.
Ask a question	Why should you care about the possible extinction of the Philippine eagle?
Use a quotation	Mark Twain once wrote, "Civilizations proceed from the heart rather than from the head."
State an amazing fact or statistic	A bolt of lightning is five times hotter than the surface of the sun.

This time, prepare for your speech delivery. Here are some reminders:

1. **BE POISED AND CONFIDENT.** Refrain from making unnecessary bodily and facial movements. Remember poise is achieved when your mind is free from tension and fear and unavoidable distractions are minimized.
2. **MAINTAIN AUDIENCE CONTACT.** Speak to them, not at them. Reading your speech entirely and concentrating on your manuscripts do not allow for rapport to develop between you and your audience.
3. **ARTICULATE YOUR WORDS WELL.** Avoid mumbling or eating your words. When you are unsure of the pronunciation of a word, never hesitate to consult the dictionary for proper guidance.
4. **VARY YOUR SPEECH RATE.** Slow down on parts that need emphasis. Also, observe proper pausing and phrasing of words. Learn to speak in word groups or thought units.
5. **PROJECT YOUR VOICE WELL.** Be sure that everyone in the room, especially those at the back can hear well.



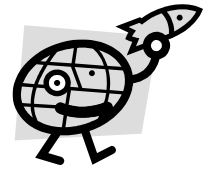
Before practicing your speech, read the following criteria which will be used in evaluating each one's delivery:

PARTICULARS	5	4	3	2	1
	O	VG	G	F	NI
1. Poise and confidence					
2. Audience contact					
3. Articulation					
4. Speech rate					
5. Voice					
a. Modulation					
b. Projection					
TOTAL POINTS					

Legend: **O** = Outstanding
 VG = Very Good
 G = Good

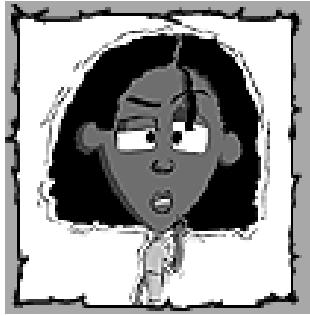
F = Fair
NI = Needs Improvement

As soon as you think you have had enough practice in delivering your speech, you may deliver it in front of your teacher and classmates.



Activity 4: Vocabulary Building

GETTING MEANING THROUGH CONTEXT CLUES



Do you still remember how to use context clues in one of our previous lessons?

An unfamiliar word nearly always appears among the other words that are familiar to you. These surrounding words provide the context for the new word. Thinking about the meaning of the rest of the phrase, sentence, paragraph, or passage, and analyzing how the unknown word fits into that meaning may help you figure out the meaning of the word.

Do you always use a dictionary when you meet a difficult word? Well, there are several ways of knowing the meaning of words without using a dictionary. One of them is through using contextual clues. Within the sentence, which is the context, there may be a word or some words that can provide the clues to the meaning of a difficult word.

Example: My grandmother will become a nonagenarian. She will be 90 years old on December 2.

The underlined word is difficult but you don't need to consult a dictionary to know its meaning. The sentence after the word is your best clue. 'Nonagenarian' means a ninety-year old person.

Task 1

Directions: Try to get the meaning of the underlined word in each of the sentences through context clues. Circle the context clues.

1. Ernie Baron is known to some as the “Walking Encyclopedia”, a seemingly know-it-all man.
2. I am very inquisitive by nature. I always ask about almost everything.
3. This led me to devour some 50,000 books when I was younger; that is, I read almost 50, 000 books.
4. Friends, who later became showbiz personalities like Dolphy, paved the way for Baron for a career in radio broadcasting.
5. Ernie Baron is a leading example of how man, just by reading books can discover the many mysteries of the world. One example of these mysteries he often talks about is the mystery of how dead bodies are mummified or preserved for very long time.

Using contextual clues in getting meaning of words is a real advantage to learners since when you read, you are not so much troubled by unfamiliar words. Remember that context clues may be in terms of:

1. synonyms
2. antonyms
3. appositive
4. examples

Tips on Discovering New Words and developing your Vocabulary:

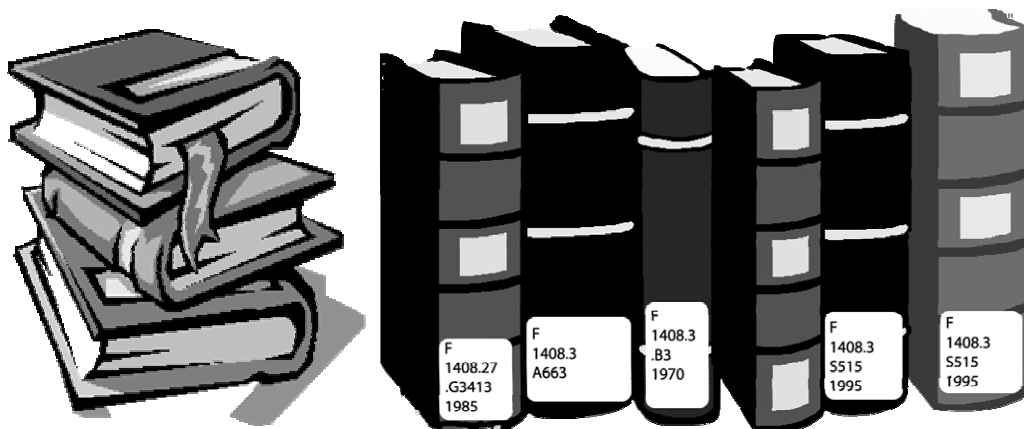
1. Read extensively in a variety of areas. The more you spend your time in reading high-quality material, the more new words and phrases you are certain to encounter.
2. Use a thesaurus or a dictionary. Try to retain the meaning of a “new word” by using it often.
3. Play word games or do cross-word puzzles.

4. Notice new words when reading. You might want to keep a vocabulary journal in which you record unfamiliar words and phrases and their meanings.
5. Understand the meaning of new words by studying the context.
6. Verify your understanding of the word with someone else. Use a dictionary or ask a friend or a teacher whether you understand correctly the meaning of the word.
7. Use the new word when speaking or writing. You may want to double-check the word to be sure you are using the word appropriately.

Task 2

Directions: Each of the following sentences contains a word in **bold letters that you may be unfamiliar**. Determine the meaning by examining the context. Write the word, and opposite it, **the context clue that gave you its meaning**,

1. Gary Valenciano frequently performs **gratis**. Last year he accepted no payment for singing in a charity concert.
2. Copper is highly **malleable**, that is, it is easily shaped.
3. The village was **enshrouded**, or enveloped, in a thick fog.
4. Michael's **acrophobia** was intense; his father also had an overwhelming fear of heights.
5. Teresa joined a **philately** club because she enjoys collecting stamps from different countries.



At this point you are now ready for the POSTTEST of this module. Here it is



Post Test

1. Read the weather forecast below and answer the questions that follow:

News Update. . . .

As of 4:00 p.m. yesterday, PAGASA said that the center of Typhoon Rosing was spotted at 460 kilometers east of Virac Catanduanes, with maximum center winds of 185 kilometers per hour. It was moving towards Luzon at a speed of 150 kph and had gusty wind up to 215 kph.

PAGASA hoisted storm Signal No. 3 over the Bicol Region, while placing Southern Tagalog under Signal No. 2. The rest of Luzon including Metro Manila was placed under Signal No. 1. These areas would experience inclement weather.

PAGASA urged residents of coastal areas are the storm's path to move to higher grounds because big waves were expected. It also urged government agencies to take the necessary precautions.

1. What kind of sentences according to purpose are used in the weather forecast?
2. Who made the announcement about Typhoon Rosing?
3. Where are its signals directed?

3.1 Bicol Region or Metro Manila?

3.2 _____
Metro Manila or Southern Tagalog?

3.3 _____
Metro Manila or Bicol Region?

3.4 _____
Virac, Catanduanes or Quezon City?

3.5 Batangas or Makati?

4. What do you do in the following situations? Circle the letter/s of acts that may be done during the following emergencies.

4.1 You are locked in a burning room

- a. Call a policeman
- b. Call your neighbors for help
- c. Buy a padlock and key

4.2 Your six-year-old sister was lost in a mall

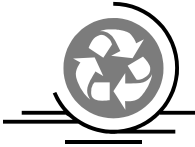
- a. Shout at the top of your voice in calling your younger sister
- b. Go to the information corner and ask for help in paging your sister.
- c. Go around the mall and look for your sister.

4.3 You forgot your daily allowance at home. You could not go back because you would be late for the first period class.

- a. You will not eat even when you're hungry.
- b. You will go back to get the allowance then apologize to your teacher.
- c. You will borrow money from your classmate.

4.4 Your younger brother fell from a tree.

- a. Massage the damage part of his body.
- b. Call a doctor.
- c. Apply first aid, then take him to the hospital.



Self – Check for Pretest

A.

- | | |
|----------------------------|-------------------|
| 1. interrogative | 8. interrogative |
| 2. declarative | 9. declarative |
| 3. interrogative | 10. interrogative |
| 4. exclamatory | 11. declarative |
| 5. interrogative | 12. interrogative |
| 6. declarative/exclamatory | 13. declarative |
| 7. exclamatory | 14. interrogative |
| | 15. interrogative |

B.

1. What can be done with a sheet of white paper?
(Check as many as you can. These are the suggested answers)

- | | |
|--------------------|-------------------------|
| - writing material | - notebook |
| - paper flower | - gift wrapper |
| - napkin | - book / notebook cover |
| - paper boat | - placemat |
| - paper animal | - hat |
| - box | - ribbon |
| - picture frame | - scratch paper |
| - wallet | - pattern, etc. |
| - plate | |

2. Why does a student make absences from classes?

- | | |
|----------------------|--|
| - sickness / illness | - fatigue |
| - no allowance | - mother / father needs |
| - transport strike | - taking care of little brother / sister |
| - family problems | - work in the field |
| - party hangover | |

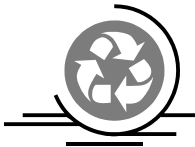
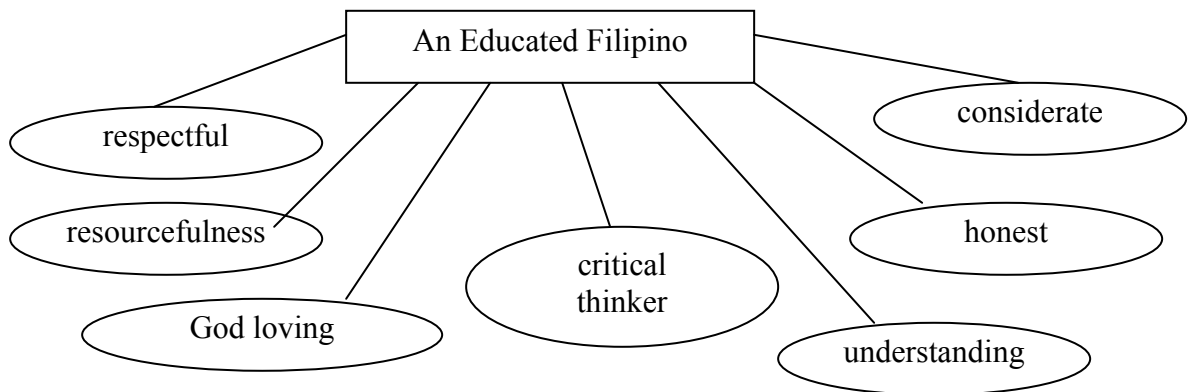
3. How can you solve absenteeism?

- take care of one's health
- avoid overspending
- avoid overworking
- get other persons to help in the field
- schedule family concerns

C.

Write a paragraph describing an educated Filipino. Be sure to use adjectives. Show this to your teacher for comments and suggestions. Then fill out the diagram with your adjectives. Again, show your work to your teacher.

Describe an Educated Filipino: (Suggested answers)



Self-Check for Activity 1

B. Lines from the calamity victim

- First sentence --- declarative
- Second sentence --- declarative
- Third sentence --- declarative
- Fourth sentence --- imperative
- Fifth sentence --- declarative

C. Mayor's Questions

- What is your exact location?
- Around how many families are affected?
- Have you asked help from others?

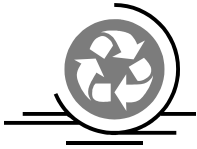
D. Mayor's Requests

- Please help me send immediate help to the victims of calamity in my town.
- Please send us means of transport so the victims may be reached.
- Please send us medical personnel to treat the victims who are ill.

E. NGO's Commands

- Help the victims.
- Send them blanket, beddings, toiletries and medicines.
- Send them canned goods and instant noodles.

NOTE: Other answers in B, C, and D may be accepted. Consult with your teachers for other answers.



Self-Check for Activity 2

Task 1

Home appliances

1. television or TV
2. refrigerator
3. telephone or e-mail or cellular phone
4. radio-tape recorder
5. washing machine

Task 2

IMPROVES LIFE

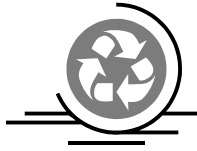
coffee maker
rice cooker
dishwasher
electric fan
vending machine
soap dispenser
car

DOES NOT IMPROVE LIFE

gun
hand grenade
atomic bomb

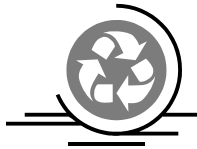
Task 3

Discuss your answer with your teacher.



Self-Check for Activity 3

- A. Please show what you have written to your teacher. Request him/her to critic your speech.
 - B. Deliver your speech before your teacher and your classmates.
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Self-Check for Activity 4

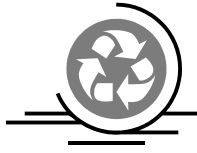
Note: Check Answers by consulting your Teacher...

Task 1

A.	<u>Word</u>	<u>Meaning</u>	<u>Contextual Clues</u>
1.	walking encyclopedia	-one who knows many things	-a seemingly know-it-all man
2.	inquisitive	-one who often asks	-I always ask almost about everything
3.	to devour	-to read many books	-I read almost 50,000 books
4.	showbiz personalities	-people appearing in show business	-like Dolphy
5.	mummified	-dead bodies preserved for a long time	-or preserved for a very long time

Task 2

1. gratis – accepted no payment
2. malleable – easily-shaped
3. enshrouded – enveloped
4. acrophobia – fear of heights
5. philately –stamp collecting



Self-Check for Post Test

1. PAGASA
2. declarative sentence
3.
 - 3.1 Bicol Region
 - 3.2 Southern Tagalog
 - 3.3 Bicol Region
 - 3.4 Virac, Catanduanes
 - 3.5 Batangas
4.
 - 4.1 b
 - 4.2 b
 - 4.3 b, c
 - 4.4 c

CONGRATULATIONS! You have now reached the end of Module 6 focused on you as the learner. Continue to be resourceful, hardworking and diligent. Apply the lessons you have learned in your everyday life. **KEEP ON LEARNING and GROWING!**

