

# LEARNING STRAND 1 COMMUNICATION SKILLS IN ENGLISH

## MODULE 6: GIVE ME A HINT (USING CONTEXT CLUES)

ALS Accreditation and Equivalency Program: Junior High School







## **GIVE ME A HINT**

### **USING CONTEXT CLUES**

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**COMMUNICATION SKILLS IN ENGLISH**  
**MODULE 6**

**ALS Accreditation and Equivalency Program:** Junior High School  
**Learning Strand 1:** Communication Skills in English  
**Module 6:** Give Me A Hint (Using Context Clues)

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# User's Guide

## *For the ALS Learner:*

Welcome to this Module entitled Give Me A Hint (Using Context Clues) under Learning Strand 1 Communication Skills in English of the ALS K to 12 Basic Education (BEC).

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:



### *Let's Get to Know*

This will give you an idea of the skills or competencies you are expected to learn in the module.



### *Pre-assessment*

This part includes an activity that aims to check what you already know about the lesson. If you get all the answers correct (100%), you may decide to skip this module.



### *Setting the Path*

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



### *Trying This Out*

This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



### *Understanding What You Did*

This includes questions that process what you learned from the lesson.



### *Sharpening Your Skills*

This section provides an activity that will help you transfer your new knowledge or skill in real-life situations or concerns.



### *Treading the Road to Mastery*

This is a task which aims to evaluate your level of mastery in achieving the given learning competency.



### *Don't Forget*

This part serves as a summary of the lessons in the module.



### *Explore More*

In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned. This also tends retention of learned concepts.



### *Reach the Top*

This part will assess your level of mastery in achieving the learning competencies in each lesson in the module.

### *Answer Key*

This contains answers to all activities in the module.

### *Glossary*

This portion gives information about the meanings of the specialized words used in the module.

At the end of this module you will also find:

***References***

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer the Pre-assessment before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your ALS Teacher/Instructional Manager/Learning Facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your ALS Teacher/Instructional Manager/Learning Facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!

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## MODULE 6

# LET'S GET TO KNOW



**R**eading will always be a part of you as a learner. We all learn from many sources: from viewing films, looking at pictures, meeting other people, or simply living life and interacting with our environment. Of all the many sources available to us, reading is essential because it helps broaden the mind and give us more ideas.

This module on reading is divided into two parts. First, it starts off with looking for the main idea, then differentiating fact from opinion. It proceeds to making inferences, which can be viewed as part of opinion making.

In what ways can we develop our reading comprehension skills? Understanding how prefixes and suffixes are constructed contributes to reading comprehension. This module offers two more skills: making inferences and looking for context clues. An easier way is to use Google or even use a dictionary.

## MODULE 6

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Although using Google is practical, this module discourages the dictionary route, even if it is easy because it defeats the development of critical thinking. After all, an ALS learner is a critical thinker and a proactive learner.



## MODULE 6

# PRE-ASSESSMENT

Do you remember the difference between a prefix and a suffix? If you do not, it's all right. We are just not conscious of it, but we encounter and use them all the time. Words like *sub*marine, *auto*biography, *un*happy, *semi*conscious—have prefixes.

Can you locate the prefixes?

How about these words searched, *fandom*, removal, and shipment. They have suffixes.

Can you locate the suffixes? Now you know. Will you remember? C'mon, it's worth remembering.

*Answer the following pre-assessment on a separate sheet of paper.*

**Directions:** Read carefully and write the letter that corresponds to the correct answer.

1. What is the meaning of the word prefix?
  - A. A word within a word
  - B. A group of letters placed before a root word that changes its meaning
  - C. A group of letters put after a root word which changes its meaning
  - D. A stand alone word
2. What is the meaning of the word suffix?
  - A. A word within a word
  - B. A group of letters placed before a root word that changes its meaning
  - C. A group of letters put after a root word which changes its meaning



3. What is the meaning of root word?
  - A. A word within a word
  - B. A group of letters put before a root word which changes its meaning
  - C. A group of letters put after a root word which changes its meaning
  - D. A stand alone word
  
4. *Incorrect* only has a prefix and root word.
  - A. True
  - B. False
  
5. If you take the prefix away from disagree, the root word is agree.
  - A. True
  - B. False
  
6. If you take the suffix away from unbreakable, the root word is breakable.
  - A. True
  - B. False
  
7. What are you doing if you reread a book?
  - A. Read it for the first time
  - B. Recycle it
  - C. Read it again
  - D. Not do anything with it
  
8. Look at the following words and use context clues to identify what the prefix “re” means.  
*Redo, retry, retouch, and retake.*
  - A. Do again
  - B. Recycle
  - C. Ignore
  - D. Enjoy

## MODULE 6

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9. A suffix is a group of letters which are added to the beginning of a root word.
- A. True  
B. False
10. If you take away the prefix and suffix, what is left of the word unemployed?
- A. Unemploy      B. Employed      C. Employ      D. Employi
11. Context clues are hints that the author gives us to help define a word within a sentence or passage.
- A. True  
B. False
12. Use context clue(s) from the sentence to choose the correct meaning of the word written in **bold-faced letters**.
- Filipino families show their **generosity** by sharing food to the homeless.*
- A. sadness      B. happiness      C. willingness to give      D. meanness
13. Which type of context clue hints the word's meaning?
- Mr. Dela Cruz is **affable**. In fact, he reminds me of Ms. De Jesus who was so kind.*
- A. example      B. synonym      C. definition      D. antonym
14. Use context clue(s) to choose the correct meaning of the word written in **bold-faced letters**.
- Regular exercise is **beneficial** to your body, but too much exercise is not good for you.*
- A. harmful      B. helpful      C. pleasant      D. bad

15. Use context clue(s) to choose the correct meaning of the word written in **bold-faced letters**.

*The summer was extremely **harsh**, with very high temperatures.*

- A. severe                      B. windy                      C. gentle                      D. pleasant

16. People used other methods to keep track of time before clocks were invented. A water clock was utilized in ancient Egypt. Water steadily dripped from one clay container into the next. People timed themselves by how long it took one pot to empty and the other to fill. During the Middle Ages, candle clocks were very popular. As a result, when a candle burned, the marks on its side indicated the amount of time that had elapsed. The sundial, which relied on the movement of the sun across the sky, was a final ancient method of time measurement. The current time was indicated by the shadows travelling over the sundial's face.

*The main idea of this paragraph is that...*

- A. Marks on the sides of burned candles indicated the passage of time.  
B. Before the invention of clocks, people kept track of time using other means.  
C. During the Middle Ages, candle clocks were very popular.  
D. All the above.





## LESSON 1

# SETTING THE PATH

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## IN MY VIEW

At the end of this lesson, you will be able to:



recognize main/key ideas;  
(LS1CS/EN-L-PSA-JHS-22)



distinguish/differentiate facts from opinions/  
beliefs/fantasy from reality in the text (LS1CS/  
EN-R-PSD-LE/JHS-26); and



make inferences and draw conclusions from a  
set of details based on texts /passages (pictures,  
title, and content words) (LS1CS/EN-R-PSD-  
LE/JHS-25).



## LESSON 1

# TRYING THIS OUT

**Directions:** Carefully read the statements below and distinguish facts from opinions. On a separate sheet of paper, write **F** if the statement is a fact, and **O** if you think that the statement is an opinion.

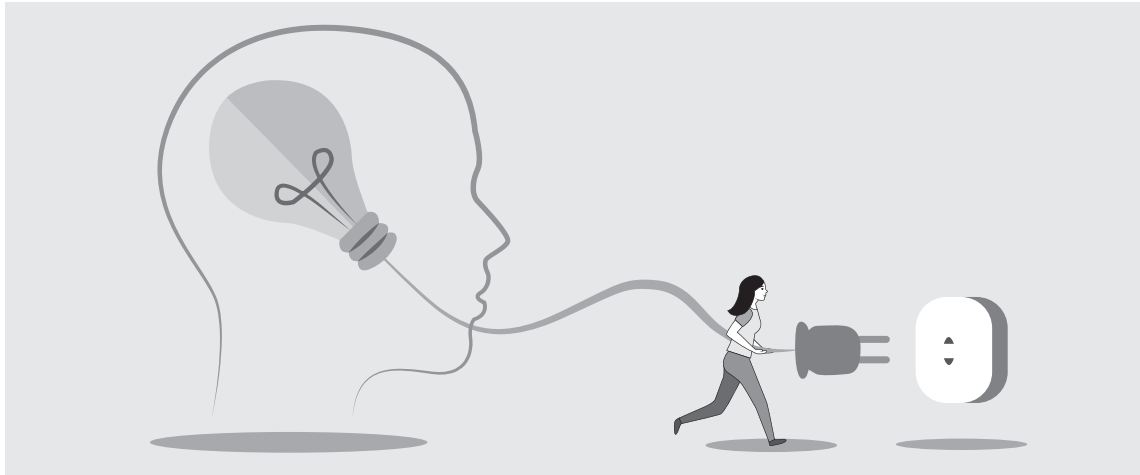
1. Andy thinks Lea took his pen, but he couldn't prove it.
2. After several tests, the medical report revealed his illness.
3. It is my view that you have nothing important to say.
4. They are arguing for the early release of the prisoner.
5. The business report indicated a 2.7% inflation rate for the year.
6. Nutritionists found a link between obesity and high sugar consumption.
7. Recent studies show that the Philippines is the largest rice importer in Southeast Asia.
8. What do you think did he do?
9. The investigation confirms what the witness told to the police.
10. We knew it was him that took the laptop.

*Andy thinks, It is my view, They are arguing, What is your viewpoint, What do you think,* they all point to one thing: opinion. What the medical report *revealed*, what the business report *indicated*, and what the investigation *confirms*, all point to revelation of facts. Facts are something verifiable. Opinions are not verifiable. They are viewpoints. They are based on beliefs.



## LESSON 1

# UNDERSTANDING WHAT YOU DID



## RECOGNIZING THE MAIN IDEA

The main idea of a paragraph is the primary point that the author wants to communicate to the readers about the topic. To efficiently identify the main idea in a piece of writing, you should first determine the topic of the text. Then, you will need to work out what the writer wants you to understand about that topic. This is the essence of identifying the main idea.

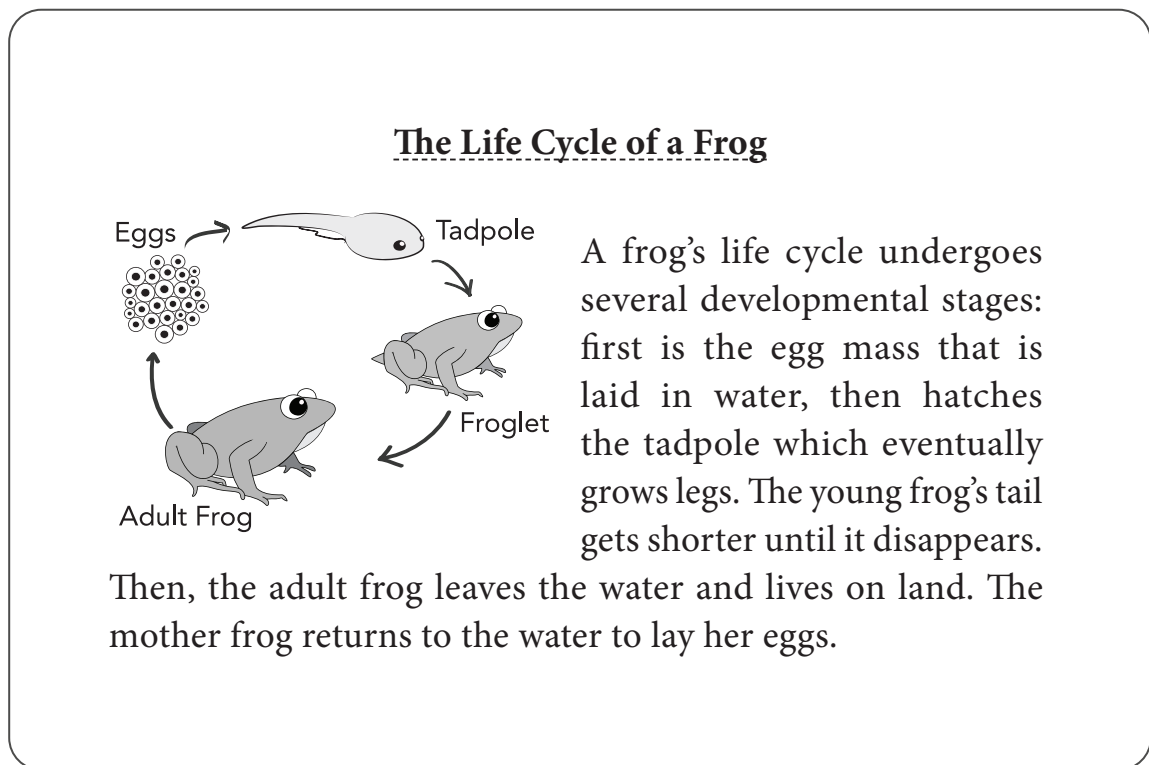
### Where can we find the main idea?

- Main ideas are often found at the beginning of paragraphs. The first sentence often explains the subject being discussed in the passage.
- Main ideas are also found in the concluding sentences of a paragraph. The main idea can be expressed as a summation of the information in the paragraph.



## LESSON 1

The main idea of a text is simply what it is about. Remember, it answers the question, “Who or What is being discussed?” Let us take a look at the following example.



Getting the main idea can be broken down into three steps:

- Determine **who** or **what** is the focus of the text being read.
- Determine what the most important thing about the **who** or the **what** from Step 1.
- Say your answers in steps 1 and 2 in one sentence.

# LESSON 1

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*Let's apply:*



Who? The frog.

What about the frog? The frog's life cycle.

What about the frog's life cycle? It undergoes several stages.

## FACTS VS FICTION

### WHAT IS A FACT?

A fact refers to something true that is verifiable. It can be proven to be true.

### WHAT IS AN OPINION?

An opinion is a personal belief on things, situations and events. It usually affects persons values and decisions.

## Distinguishing facts from opinion

Reading and listening skills are essential for you to develop your critical and analytical skills. Facts and opinions are accessible in texts and speeches which need to be distinguished from what is true and what is mere perception. You will encounter a lot of facts and opinions in your life. Knowing the difference between the two will surely improve your critical thinking skill as you journey through the mass of information.

## LESSON 1

---

Look at the two sets of statements below. Observe carefully the key words present in each statement that hints its being a fact or an opinion.

### FACT

The annual report **confirms**...  
Scientists have recently  
**discovered**...  
**According** to the results of  
the tests...  
The investigation  
**demonstrated**...

### OPINION

He **claimed** that...  
It is the officer's **view** that...  
The report **argues** that...  
Many scientists **suspect** that...

### ACTIVITY

**Directions:** On a separate sheet of paper, write **F** if the statement below is a fact, and **O** if it is an opinion.

1. A frog's life cycle undergoes several developmental stages.
2. From the egg mass hatches the tadpole which eventually grows legs.
3. The young frog's tail gets shorter until it disappears.
4. It is my view that frogs prefer to live on land than in water.
5. Many suspect that the mother frog prefers to lay its eggs on land.

## WHAT IS AN INFERENCE?

Readers who make inferences use context clues in the text along with their own personal experiences. This helps them figure out what is not directly said, making the text personal and memorable.

An inference is an idea or conclusion from evidence and logical reasoning known as an educated guess which is likely to be correct.

We infer by observing and using our background knowledge to derive a conclusion that makes sense.

When we make **inferences** while reading, we use the evidence that is available in the text to draw a logical conclusion.

## Drawing inferences from reading

Students begin the process of learning to read with simple decoding or understanding what a text means or stands for. From there, they work towards full comprehension of the text by learning to understand what has been said, not only through what is explicitly stated on the page but also through what the writer has implied. It is this ability to read what has been implied that the term *inference* refers to.

- We need to find clues to be able to make an inference.
- We need to add those clues to what we already know or have read.
- We need to be able to support inferences from gained knowledge.
- There can be more than one inference drawn.

ACTIVITY

**Directions:** Read the texts and complete the graphic organizer on a separate sheet of paper, “It says, I say, and so.” It will help you find information in a text and combines it with what you already know to find a complete answer.

1. Pedro lives with his aunt and uncle. His room is a cupboard under the stairs.
2. Birds chirped, flowers bloomed and it rained everyday. The green fields are everlasting, this is where we live.

**It Says – I Say – And So...**

Reading Strategy: Making Inferences, Making Connections, and Synthesizing

QUESTION	IT SAYS...	I SAY...	AND SO...
<b>Step 1.</b> Write the question (created or provided)	<b>Step 2.</b> Find information from the text that will help answer the question.	<b>Step 3.</b> Think about what you know about that information.	<b>Step 4.</b> Combine what the text says with what you know to come up with the answer.
1. Why does Pedro live with his uncle and aunt?	It says that Pedro lives with his aunt and uncle. His room is a cupboard under the stairs.	Pedro's parents have died because he doesn't live with them.	So his aunt and uncle don't like him because of where he sleeps.



## Function of Inference

The function of inference is important, not only in what you read, but in daily life to make sense of things people say and do. The skills that inference teaches us are not only required to figure out underlying meanings of phrases and arguments but they are also needed to perceive the implicit concealed meanings that enhance the overall quality of communication.

The ability to make inferences can help you develop an understanding of the author's perspective by grasping the implied meanings in a text or those that are not clearly stated. There are certain concepts and feelings that we understand better when we associate them with our own experiences.

### EXAMPLES

- Observation:** You're going into a class. It's 1:45, and noise is coming from the room.  
**Inference:** You infer that there's a 2:00 class that hasn't started yet.
- Observation:** A sandwich is half eaten.  
**Inference:** The person didn't like the sandwich.
- Observation:** A girl sitting on a bench is yawning.  
**Inference:** The girl is sleepy.
- Observation:** Liz was all smiles when she picked up the phone.  
**Inference:** She was happy to receive the call.
- Observation:** A child tastes the fruit and gets disgusted.  
**Inference:** He does not like the taste of the fruit.

## LET'S PRACTICE

**Directions:** Make inferences based on the following observations. Write your answer on a separate sheet of paper following the format of the **Inference Worksheet** below.

OBSERVATIONS	INFERENCES
1. It was 9 o'clock in the evening. The sky was dark, the stars are covered with thick and heavy clouds.	
2. There are pieces of shells in a nest.	
3. A girl is dressed in shorts and a jersey. She is holding a basketball.	
4. A guy arrives with a coat. He has an umbrella. His shoes are wet.	
5. A kid is smiling in giving his learning modules to his parents.	



### Understanding What You Did

- The main idea of a paragraph is the primary point that the author wants to communicate to the readers about the topic.
- A fact usually refers to something that is real and is verifiable as such.
- An opinion refers to a personal belief.
- Readers who make inferences use context clues in the text along with their own personal experiences.



## LESSON 1

# SHARPENING YOUR SKILLS

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*Write your answers on a separate sheet of paper.*

I. Read the sentences below. Identify the main idea of each sentence by underlining the word or phrase that indicates the main idea.

1. Goldfish are my favorite pets.
2. Your ideas are awesome! I shall consider them.
3. Turning the switch on will put the coffee-maker to work.
4. The zoo features monkeys, zebras, and lions.
5. Gift-giving during Christmas is something I always look forward to.

What can you infer from the following sentences?

1. She walked out without saying a word and slammed the door shut.
2. I opened the birthday gift she gave me, gave her a big smile, and hugged her.
3. After what he told me, I was left speechless.
4. I knocked on the principal's door and after a while decided to leave.
5. I entered the dark house, then run out as fast as I could.

## LESSON 1

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II. Read each sentence. Write **F** if it is a fact or **O** if it is an opinion.

1. It's 24 hours in one day.
2. I really enjoyed learning my module in English.
3. The Christmas season is the best time for holidays.
4. English is my favorite subject.
5. It's 12 months in one year.

III. Do the following.

1. Write a sentence that states a fact.
2. Write a sentence that states an opinion.



## LESSON 1

# TREADING THE ROAD TO MASTERY

**Directions:** Read the passage below and answer the questions that follow. Write your answers on a separate sheet of paper.

The Philippines is an archipelago located in Southeast Asia. There are over 7,641 islands in the Philippines, which are mainly categorized into three groups of islands: Luzon, Visayas, and Mindanao. Its capital city Manila, found in the island of Luzon, is home to various monuments, museums, and restaurants. People say that going around Manila is the best way to experience Filipino culture.

One of the places tourists frequently visit is Binondo, which is considered as the oldest Chinatown in the world. The best street foods can be found here. Some of the best hopia, tikoy, dumplings, and siopao can be found here, too.

Meanwhile, the National Museum of Fine Arts is home to a wide collection of paintings and sculptures made by Filipino artists like Juan Luna and Guillermo Tolentino. The most beautiful painting in the museum would be “The Parisian Life” by Juan Luna. Luckily, the Museum does not charge for an entrance fee.

Another popular destination in Manila is Rizal Park, where the Rizal Monument is located. Jose Rizal’s remains can be found in the base of the monument. The place is very popular especially among foreigners. People like taking their pictures here with the monument serving as the background.

The best way to complete a visit in Manila is to dine in some old restaurants in the city that serve traditional Filipino cuisine.

## LESSON 1

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Visiting Manila may take a lot of time and money. In order to make the most of visiting Manila, make sure to prepare and plan so you can have a great time.

### *Questions*

1. What is the main idea of the essay?
2. Identify a statement of fact in the second paragraph.
3. What is the main idea of the third paragraph?
4. Identify a statement of opinion in the fourth paragraph.



## LESSON 2

# SETTING THE PATH

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## LET US FIX IT

At the end of this lesson, you will be able to:



identify/explain the meaning of words with prefixes un-, in-, im-, dis-, mis-, and re- (LS1CS/EN-R-PSD-AE/JHS-34); and



identify meaning of word with suffixes -ful and -less, -er and -or; -ly and y; -able and -ible (LS1CS/EN-R-PSD-AE/JHS-35).



## LESSON 2

# TRYING THIS OUT

**Directions:** Below is a table containing a set of words. Each row contains the same base/root word, although with minor changes in the spelling. What do you think is the meaning of the changed words? Following the template below, write the meaning of the word/s on a separate sheet of paper.

WORD	MEANING	WORD	MEANING	WORD	MEANING
accurate		inaccurate		accuracy	
agree		disagree		agreement	
place		replace		placement	
approve		disapprove		approval	
correct		incorrect		correctly	

Did you get them right? Notice how adding a group of letters before or after the base/root changes its meaning altogether. These groups of letters, called *prefixes* or *suffixes*, change the meaning of a word depending on how it is used.





## LESSON 2

# UNDERSTANDING WHAT YOU DID

## WORDS WITH PREFIXES AND SUFFIXES



### Prefixes

A prefix is a group of letters that is added at the beginning of a word. Some of the most common prefixes in the English language are **dis-**, **in-**, and **un-**, which make words negative. For instance, adding the prefix **un-** to the word *kind* creates the word *unkind*, meaning “not kind.”

Another common prefix is **re-**, that denotes repetition. For instance, by adding **re-** to the word *build*, you have *rebuild*, which means “to build again.”

Other prefixes can indicate position: **Sub-** (meaning *under* or *below*) is found in common words like *subway* and *submarine*. **Super-** (which means *above* or *over*) such as in *superhighway* or *supernatural*.

## LESSON 2

### EXAMPLES

<b>sub</b>	“under”	<b>sub</b> marine, <i>sub</i> way, <i>sub</i> continent
<b>post</b>	“after”	<b>post</b> graduate, <i>post</i> modern, <i>post</i> mortem
<b>auto</b>	“self”	<b>auto</b> -regulate, <i>auto</i> mobile, <i>auto</i> biography
<b>un</b>	“not”	<b>un</b> worthy, <i>un</i> able, <i>un</i> happy
<b>semi</b>	“half”	<b>semi</b> -retirement, <i>semi</i> circle, <i>semi</i> conscious
<b>mis</b>	“wrong”	<b>mis</b> pronounce, <i>mis</i> cue, <i>mis</i> match
<b>dis</b>	“not”	<b>dis</b> band, <i>dis</i> agree, <i>dis</i> continue
<b>re</b>	“again”	<b>re</b> iterate, <i>re</i> introduce, <i>re</i> match
<b>im</b>	“not”	<b>im</b> mature, <i>im</i> perfect, <i>im</i> possible
<b>in</b>	“not”	<b>in</b> correct, <i>in</i> active, <i>in</i> expensive

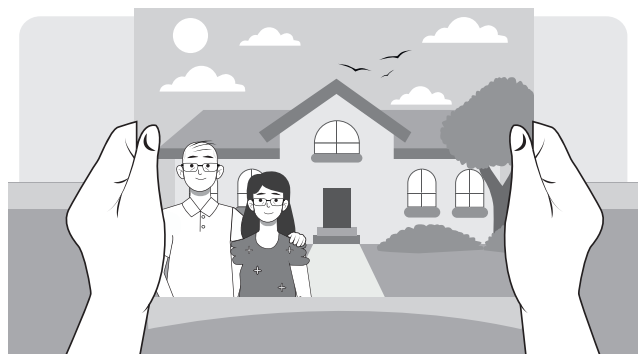
## Suffixes

A suffix is added at the end of a word. Some common suffixes are **-ed**, **-ing**, and **-ly**.

The suffix **-ed** changes verbs to the past tense. In the sentence “Eliza *showed* me her grandmother’s photo,” the **-ed**

suffix creates the past tense of the verb *to show*. The **-ing** suffix makes the verb take place in the present, as in the following sentence: “Eliza is *showing* me her grandmother’s photo.”

The suffix **-ly** is usually combined with adjectives to form *adverbs*.



## LESSON 2

Adverbs are words that describe verbs, adjectives, or other adverbs. Examples of adverbs with the *-ly* suffix include *joyfully*, *quickly*, and *loudly*. The suffixes *-s* and *-es* make words plural, as in *foxes*, *lamps*, and *chairs*.

### EXAMPLES

<b>-age</b>	“a condition”	<i>leakage, marriage, breakage</i>
<b>-al</b>	“an action”	<i>denial, removal, approval</i>
<b>-ar</b>	“one who performs the action”	<i>beggar, liar, scholar</i>
<b>-cy</b>	“state; quality”	<i>urgency, emergency, accuracy</i>
<b>-dom</b>	“place; state of being”	<i>kingdom, freedom, stardom</i>
<b>-hood</b>	“state of being”	<i>boyhood, childhood, manhood</i>
<b>-ment</b>	“the condition of an action”:	<i>acknowledgement, punishment, agreement</i>
<b>-ship</b>	“position held”	<i>internship, partnership</i>
<b>-ful</b>	“characterized by”	<i>beautiful, careful, thoughtful</i>
<b>-less</b>	“without”	<i>tireless, fearless, careless</i>
<b>-er</b>	“one who or showing a comparison”	<i>reader, traveler, caterer, faster</i>
<b>-or</b>	“one who or showing a comparison”	<i>processor, professor, confessor</i>
<b>-ly</b>	“how”	<i>quietly, angrily, automatically, safely</i>
<b>-able</b>	“capable of being”	<i>unforgettable, adaptable, adorable</i>
<b>-ible</b>	“capable of being”	<i>credible, reversible, edible</i>

## LET'S PRACTICE

**Directions:** Give the meaning of these words. Write your answer on a separate sheet of paper.

WORDS WITH PREFIX	MEANING	WORDS WITH SUFFIX	MEANING
1. reapply		1. lovable	
2. prewash		2. peaceful	
3. inaccurate		3. selfless	
4. repay		4. portable	
5. incorrect		5. ventilator	
6. disconnect		6. slowly	
7. unhappy		7. lawyer	
8. recover		8. rainy	
9. unnatural		9. quickly	
10. improper		10. legible	



### Understanding What You Did

- A prefix is a group of letters added at the beginning of a word to form another meaning.
- A suffix is a group of letters added at the end of a word to form another meaning.



## LESSON 2

# SHARPENING YOUR SKILLS

**Directions:** Write a word that uses a prefix or suffix that should mean based on the description provided in the first row. An example with an asterisk (\*) has been provided for your reference. Write your answers on a separate sheet of paper.

MEANING	ANSWER
To match again*	Rematch*
Out of the ordinary	
To pronounce incorrectly	
An action to refuse	
The state of being an adult	
The state or quality of being intimate	
The state or quality of being satisfied	
To phrase again	
To organize incorrectly	
Below the standards	
Not stable	



## LESSON 2

# TREADING THE ROAD TO MASTERY

**Directions:** Complete the sentences by filling out the blanks with the corresponding words that use a particular prefix/suffix based on the clues in the sentence. Write your answers on a separate sheet of paper.

1. I had to \_\_\_\_\_ (submit) my application for the job because I forgot to fill out my birth date.
2. In the end, she was \_\_\_\_\_ (happy) married to the man of her dreams.
3. This loan requires the \_\_\_\_\_ (approve) of your supervisor.
4. The \_\_\_\_\_ (ship) of the package was delayed due to the storm.
5. When he went outside, he did not notice that his slippers were differently colored and \_\_\_\_\_ (match).
6. The sign inside the church asks the attendees to dress \_\_\_\_\_ (appropriate).
7. Part of \_\_\_\_\_ (adult) involves getting a job.
8. My friend was applying for an \_\_\_\_\_ (intern) offered by the company, who happens to have an open position.
9. His \_\_\_\_\_ (free) was guaranteed when the judge said that he was not guilty of the crime.
10. A new \_\_\_\_\_ (way) is currently being built underground from Manila to Pampanga.



## LESSON 3

# SETTING THE PATH

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## GIVE ME A CLUE

At the end of this lesson, you will be able to:



use context clues ( synonym and antonym) to find/ arrive at meanings of unfamiliar words (LS1CS/ EN-R-PSD-AE/JHS-36).



## LESSON 3

# TRYING THIS OUT

**Directions:** Below are some things that people do when they encounter a word that they don't understand while reading something. Which one do you practice? Put a check mark before the number. Otherwise, leave it blank. Write your answers on a separate sheet of paper.

1. I immediately check the dictionary.
2. I look for clues in the passage and guess its meaning.
3. I search for its meaning over the internet.
4. I make an educated guess based on my experience and knowledge.
5. I ask help from a friend or relative to explain the meaning of the word.

Which ones did you check? If you checked at least one even number, then you have been unknowingly using context clues! You might encounter instances where you would not be able to look for a dictionary or the internet to check the meaning of the word. In these situations, you might want to look for clues within the same sentence, or the succeeding sentences in order to uncover the meaning of the word.

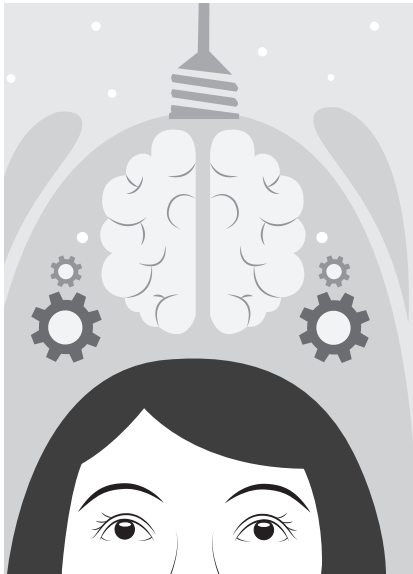




## LESSON 3

# UNDERSTANDING WHAT YOU DID

## WHAT ARE CONTEXT CLUES?



If you did not know the meaning of context clues, were you able to at least make an educated guess? You have to take the time to think in order to make an educated guess where you use your experience and knowledge to come up with an approximation or close answer.

What did you think context clues mean?

**Context clues** are hints that an author gives to help define a difficult or unusual word within a written text. Clues are hints while context is the background in which these hints are used.

In other words, context clues are hints found in the text background *if you know where to find them.*

Now this part is very important: *if you know where to find them.*

## Where to find context clues



Where can we find the context clue?

- The clue may appear within the same sentence.
- Or, sometimes it may appear in the next sentence

Remember what we said, most knowledge is gained through reading. Knowledge through

## LESSON 3

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understanding can greatly help us if we know how to identify and take advantage of these context clues.

### How to find and identify context clues

Readers use context clues to figure out a word's meaning; therefore, it would be important for learners to know how to use them.

Why is it important? Because in doing so, learners will have ways to access unknown words to help gain deeper meaning of the text.



### THE FIVE MOST COMMON CONTEXT CLUES DEVICES

The following are devices that authors use to incorporate context clues into their writing. The writing provides the background or context.

**NOTE!** You are not expected to memorize each type of context clue. Just understand that authors give hints in all kinds of ways to help you figure out what words mean.

Let's familiarize ourselves with some of them:

#### 1. Word Parts

**The idea:** Break down the different parts of a word.

Start with the *base* word or what we also call *root* word:

**Example:** Base word = *Read*.

Base word + prefix = *reread* (To read again.)

## LESSON 3

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Base word + suffix = **reading** (The act of reading.)

Base word + prefix and suffix = **prereading** (Before the act of reading.)

### 2. Definition

*The idea:* Look for a definition or an explanation within the sentence.

*Example:* ‘Discrimination, or unfair treatment of other people, can cause distress.’

### 3. Synonym

*The idea:* Words next to the unknown word can be a clue that there is a synonym. Remember ‘*synonym*’? This is a word with similar meaning.

*Example:* ‘Discrimination, or *bias*, can cause distress toward others.’

### 4. Example

*The idea:* Providing readers with examples of the unknown word can help them figure out what it means.

*Example:* ‘Vulnerable people, *such as the elderly or those with disabilities*, deserve protection under the law.’

### 5. Contrast

*The idea:* Use words and phrases that can imply opposing information about the unknown word. Some examples of these words and phrases include *as opposed to*, *unlike*, and *different from*.

Contrast is the opposite of synonym.

*Example:* ‘Antonio is indefatigable, *unlike* his brother Joshua, who tires easily.’

### CONTEXT CLUES LIMITATIONS

Trying to figure out what a word means is not 100% reliable just through contextual clues. To find out why, keep reading.



Learning new words through context clues has its limitations, as contexts aren't always informative. Most likely, they'll give the reader only a general idea of a word, not a full meaning.

If the sentences in which the new word appears don't clearly spell out the definition of the word, the meaning may be lost to the reader.

#### **Context clues may not always be present on purpose**

On the other hand, some authors do not always provide context clues throughout the text on purpose because they might have the assumption that readers come to the text knowing the meaning of certain words or concepts.

Despite these warnings, equipping students with context clues tools will still help them improve their reading comprehension skills.

## LET'S PRACTICE

**Directions:** Define the meaning of the words written in **bold-faced letters** using context clues. Write the letters of the correct answer on a separate sheet of paper.

1. No matter what happens, I **assure** you that I will not forget how hard you have worked on this project.

A. dare  
B. act like a donkey  
C. promise  
D. forget

2. Some people are sure that the new health care law will mean better care for everyone. Others argue that the law will mean less care and longer waiting lines for those who need to see doctors. It's a **controversy** that will not go away soon.

A **controversy** is something that people \_\_\_\_\_.

A. have strong disagreements over  
B. blow their noses into  
C. need to pay for a visit to a doctor  
D. eat with sweet candy

3. No matter where you go, the Internet is following you. Almost every portable device is being made with an Internet connection. Most new TVs and many other appliances come with Internet connections as well. The internet is truly **ubiquitous**.

If something is **ubiquitous**, \_\_\_\_\_.

A. it is fuzzy and will bite you  
B. it is everywhere  
C. it costs too much

4. A wonderful 98-year-old woman is working day and night to knit scarves to send as gifts for the troops. What a **selfless** person she is!

A **selfless** woman \_\_\_\_\_.

- A. is selfish
  - B. has no name
  - C. likes to wear scarves
  - D. cares more about others than herself
5. Your plan looks good. I hope it will really work. It's time to **implement** it and see if it's as brilliant as you claim.
- A. instrument
  - B. take apart
  - C. change
  - D. carry out



### Understanding What You Did

- Context clues are hints that a learner can use to help define a difficult or unusual word within a written text.
- There are several devices to help readers recognize context clues in sentences.
- Context clues are especially important for self-learning students. Teaching this skill supports self-learning so students can define unfamiliar words independently.



## LESSON 3

# SHARPENING YOUR SKILLS

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**Directions:** Read the sentences below. Determine the meaning of the underlined word by looking for clues throughout the sentence. Write the letter of the correct answer on a separate sheet of paper.

1. The newly-elected officials of the town were divided in groups as they bickered about the policies.  
A. agreed      B. argued      C. compromised      D. approved
2. During the pandemic, we had to wait in a long queue to get a quarantine pass since there was only one official at work.  
A. group      B. team      C. circle      D. line
3. Jose Rizal used the pseudonym “Laong Laan” in order to hide his identity from the Spaniards.  
A. real name      B. pen name      C. nick name      D. birth name
4. Joshua is very frugal with his money; but when it comes to his family, he is very generous.  
A. thrifty      B. spending      C. cheap      D. wasteful
5. Raymart was the underdog of the elections as he was running against the crowd favorite, PJ.  
A. young      B. least favorite      C. the dog below      D. most liked
6. Back in the day, travelling to places was a daunting task since you’re limited to walking or riding on horseback; but now, we can either ride a jeepney, bus, or car to get to places.  
A. easy      B. tiring      C. difficult      D. lonely







## LESSON 3

# TREADING THE ROAD TO MASTERY

**Directions:** Read the sentences below. Determine the meaning of the underlined word by looking for clues throughout the sentence. Write the letter of the correct answer on a separate sheet of paper.

- Lakes take up less than two per cent of the Earth's surface, but they help sustain life. For example, lakes provide us with fish to eat and water our crops.  
A. support      B. obstruct      C. prolong      D. destroy
- The yard was flooded with intermittent rainfall several times throughout the day.  
A. from time to time      B. continuous      C. light      D. heavy
- The news reporter used a euphemism for the unpleasant news of the day.  
A. ugly picture      B. replacement word      C. homeless person      D. visual aid
- The lawyer wanted to expedite it because his client was starting to worry.  
A. speed up      B. evaluate      C. reverse      D. justify
- The team leader often delegated responsibility to his team members so he can work on some important tasks.  
A. analyzed      B. respected      C. criticized      D. assigned
- The volcano lies dormant now but we feel that it will erupt again within the year.  
A. inactive      B. slack      C. elevated      D. inattentive

## LESSON 3

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7. The people in the barangay were dissatisfied, so various methods to alleviate the situation were discussed.
- A. ease                      B. tolerate                      C. clarify                      D. intensify
8. He demonstrated a blatant disregard for the rules.
- A. obvious                      B. hidden                      C. last-minute                      D. rebellious
9. The police conducted a covert operation to catch the criminals later in the evening.
- A. dangerous                      B. foreign                      C. hidden                      D. illegal
10. You cannot finish the course without completing the prerequisite modules.
- A. advisable                      B. optional                      C. preferred                      D. required



## MODULE 6

# DON'T FORGET

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- A prefix is a group of letters added at the beginning of a word while suffix is added at the end of a word. Readers use context clues to figure out a word's meaning. There are devices that authors use to incorporate context clues into their writing. The writing provides the background or context.
- On the other hand, some authors do not always provide context clues throughout the text *on purpose* because they might have the assumption that readers are already familiar with the meaning of certain words or concepts.





## MODULE 6

# EXPLORE MORE

**Context clues and self-learning.** Context clues are more frequently encountered when reading passages or essays. Try to look for a story, essay, passage, or article in books, magazines, or any other reading material. Based on the story, essay, passage, or article that you just read, write down at least five unfamiliar words that you encountered and try to find out its meaning using your skills in reading and context clues.



## MODULE 6

# REACH THE TOP

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**Write something.** By this point, you have probably learned a lot of new words! Now, to put your newly acquired vocabulary skills to the test, try to write a story that features at least five new words that you have recently learned. Make sure to provide context clues in your story.

# ANSWER KEY

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## PRE-ASSESSMENT

PAGE 3

- |      |      |       |       |
|------|------|-------|-------|
| 1. B | 5. A | 9. B  | 13. B |
| 2. C | 6. B | 10. C | 14. B |
| 3. D | 7. C | 11. A | 15. A |
| 4. A | 8. A | 12. C | 16. B |

## LESSON 1: IN MY VIEW

### TRYING THIS OUT

PAGE 8

- |      |       |
|------|-------|
| 1. O | 6. F  |
| 2. F | 7. F  |
| 3. O | 8. O  |
| 4. O | 9. F  |
| 5. F | 10. O |

## UNDERSTANDING WHAT YOU DID

### ACTIVITY

PAGE 12

1. F
2. F
3. F
4. O
5. O

## SHARPENING YOUR SKILLS

PAGE 17

### ACTIVITY I

1. Goldfish are my favorite pets.
2. Your ideas are awesome! I shall consider them.
3. Turning the switch on will put the coffee-maker to work.
4. The zoo features monkeys, zebras, and lions.
5. Gift-giving during Christmas is something I always look forward to.

# ANSWER KEY

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1. **Inference:** She left the room angry or upset.
2. **Inference:** It was a gift I have always wanted or wished for.
3. **Inference:** He told me shocking news.
4. **Inference:** The principal was not in.
5. **Inference:** Something inside the dark house scared me.

## ACTIVITY II

1. F
2. O
3. O
4. O
5. F

## TREADING THE ROAD TO MASTERY

PAGE 19

1. Manila is home to various tourist spots such as museums, monuments, and restaurants.
2. “The oldest Chinatown in the world”
3. The National Museum of Fine Arts is home to various paintings, such as “The Parisian Life” by Juan Luna.
4. “Very popular especially among foreigners”; “People like taking pictures here with the monument serving as the background”
5. The food must taste good; the dining experience is great; the restaurant offers a different experience.

# ANSWER KEY

## LESSON 2: LET US FIX IT

### TRYING THIS OUT

PAGE 22

WORD	MEANING	WORD	MEANING	WORD	MEANING
accurate	correct in all details; exact	inaccurate	not accurate; inexact	accuracy	the manner of being exact or accurate
agree	to have the same opinion about something	disagree	refusing to agree; not having the same opinion	agreement	the action of agreeing
place	a particular position or point	replace	to put something back in a previous position	placement	the action of putting something in place
approve	to accept	disapprove	to refuse	approval	the action or manner of approving
correct	in agreement with the true facts	incorrect	not true	correctly	with what is generally accepted

### SHARPENING YOUR SKILLS

PAGE 27

MEANING	ANSWER
To match again*	Rematch*
Out of the ordinary	Extraordinary
To pronounce incorrectly	Mispronounce
An action to refuse	Refusal
The state of being an adult	Adulthood
The state or quality of being intimate	Intimacy



# ANSWER KEY

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The state or quality of being satisfied	Contentment
To phrase again	Rephrase
To organize incorrectly	Disorganize
Below the standards	Substandard
Not stable	Unstable

## TREADING THE ROAD TO MASTERY

PAGE 28

1. Resubmit
2. Happily
3. Approval
4. Shipment, shipping
5. Mismatched
6. Appropriately
7. Adulthood
8. Internship
9. Freedom
10. Subway

# ANSWER KEY

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## LESSON 3: GIVE ME A CLUE

### UNDERSTANDING WHAT YOU DID

#### LET'S PRACTICE

PAGE 35

1. C
2. A
3. B
4. D
5. D

### SHARPENING YOUR SKILLS

PAGE 37

- |      |       |
|------|-------|
| 1. B | 6. C  |
| 2. D | 7. B  |
| 3. B | 8. A  |
| 4. A | 9. B  |
| 5. B | 10. D |

### TREADING THE ROAD TO MASTERY

PAGE 39

- |      |       |
|------|-------|
| 1. A | 6. A  |
| 2. A | 7. A  |
| 3. B | 8. A  |
| 4. A | 9. C  |
| 5. D | 10. D |

# GLOSSARY

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Context Clues	Context clues are hints that an author gives to help define or illuminate a difficult or unusual word within a written text.
Fact	A fact generally refers to something that is true and can be verified as such.
Inference	Readers who make inferences use context clues in the text along with their own personal experiences. This helps them figure out what is not directly said.
Main Idea	The main idea of a paragraph is the primary point that the author wants to communicate to the readers about a topic.
Opinion	An opinion refers to a personal belief. It relates to how someone feels about something.
Prefix	A prefix is a group of letters that is added to the beginning of a word. Examples are <i>subway</i> , <i>semi-circle</i> , <i>unworthy</i> , etc. Compare <i>Suffix</i> .
Suffix	A suffix is a group of letters added to the end of a word. Examples are <i>leakage</i> , <i>approval</i> , <i>childhood</i> , etc. Compare <i>Prefix</i> .

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