

English

Quarter 1 – Module 2

Lesson 2: Inferring the Meaning of Words with Affixes Using Context Clues



English – Grade 5

Alternative Delivery Mode

Quarter 1 – Module 2, Lesson 2: Inferring the Meaning of Words with Affixes Using Context Clues

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English

Quarter 1 – Module 2

**Lesson 2: Inferring the Meaning
of Words with Affixes Using
Context Clues**

Introductory Message

For the facilitator:

Welcome to the **English 5** Alternative Delivery Mode (ADM) **Module 2, Lesson 2 on Inferring the Meaning of Words with Affixes Using Context Clues!**

This module was collaboratively designed, developed, and reviewed by educators from both public and private institutions to assist you, the teacher or facilitator, in helping the learners to meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.










As a facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

Welcome to the **English 5** Alternative Delivery Mode (ADM) **Module 2, Lesson 2 on Inferring the Meaning of Words with Affixes Using Context Clues!**

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:

- | | | |
|---|-----------------------------------|---|
|  | <i>What I Need to Know</i> | This will give you an idea of the skills or competencies you are expected to learn from the module. |
|  | <i>What I Know</i> | The activity in this part is designed to check what you already know about the lesson. If you get all the answers correct, you may decide to skip this module. |
|  | <i>What's In</i> | This is a brief drill or review to help you link the current lesson with the previous one. |
|  | <i>What's New</i> | In this section, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity, or a situation. |
|  | <i>What Is It</i> | This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills. |
|  | <i>What's More</i> | This comprises activities for independent practice to solidify your understanding of the topic. You may check the answers to the exercises using the Answer Key found at the end of the module. |
|  | <i>What I Have Learned</i> | This part may require you to answer questions or complete statements to help you see a summary of what you have learned from the previous sections of this module. |
|  | <i>What I Can Do</i> | This section provides an activity which will help you apply your new knowledge or skill into real-life situations. |
|  | <i>Assessment</i> | This section tests your level of mastery in realizing the objectives of the lesson which are based on the learning competency. |



Additional Activities

In this section, another activity will be given to you to enrich your knowledge or skill of the lesson that was presented.



Answer Key

This contains answers to all activities in the module.

At the end of this module, you will also find the **References** which contains the list of all sources cited or used as a guide in developing the material.

To get the most out of this module, you should take note of the following reminders:

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 *What I Know* 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 each task before proceeding to the next.
6. Return this module to your teacher/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 teacher or facilitator. Always bear in mind that they are there to help you.

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



What I Need to Know

In this module you will learn how to infer the meaning of unfamiliar words (affixed) based on given context clues (synonyms, antonyms, word parts) and other strategies.

Specifically, you will learn to:

1. define and describe affixes;
2. identify words formed by affixes; and
3. infer the meaning of words that contain affixes with the help of context clues (synonyms, antonyms, word parts) and other strategies.



What I Know

Directions: Read each sentence carefully. Try to identify the meaning of the underlined word with the help of the context clues in the sentence. Write the letter of the correct answer in your notebook.

1. Many kings and emperors in the olden times were untouchable. Despite the cruelty people suffer, nobody wanted to say anything against them out of fear. To be untouchable means _____.
 - a. afflicted with an incurable disease
 - b. cannot be criticized or talked about
 - c. hidden in their chambers
 - d. possessing a very fair and sensitive skin

2. Playing some games in your smart phone for long periods of time can cause some fatigue and discomfort.
 - a. sleepless nights
 - b. hallucination
 - c. slight pain
 - d. nice feeling

3. Do you know why some old people want to keep a list of things they need to do during the day? The list serves as their constant reminder in case they forget. A reminder is _____.
 - a. something that helps a person remember
 - b. a set of guidelines that people need to follow
 - c. a signal that tells you to do something
 - d. something that stands for another thing

4. When I tried calling up my friend who went out for some hiking on the mountains, he was already unreachable.
 - a. very rich and famous
 - b. out of phone coverage
 - c. very far
 - d. gone

5. Aga Mulach's "**Miracle in Cell No. 7**" is a remake of a South Korean film bearing the same title.
 - a. pirated version of the original movie
 - b. movie downloaded from the internet
 - c. stage play adapted from a movie
 - d. movie that has been filmed again

Did you get all items correctly? How did you figure them out? Did something help you find the correct answer? Great! Now, let's do the next activity.

Lesson 2

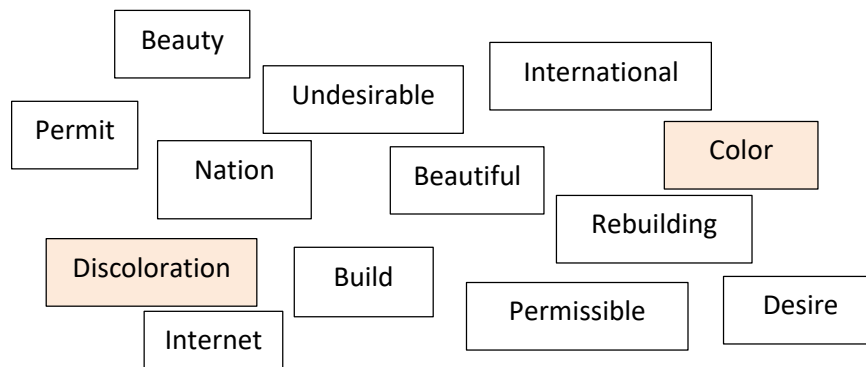
Inferring the Meaning of Words with Affixes Using Context Clues



What's In

Activity 1

Directions: Study this puzzle and match two words that are related to each other. The first pair of related words has been identified as an example.



Example:

Color - Discoloration

1. _____ - _____
2. _____ - _____
3. _____ - _____
4. _____ - _____
5. _____ - _____

Activity 2

Directions: Were you able to match the words? What was your basis in matching the words? Are they related? Do they have something in common? Complete the paragraph by using the words given below to clarify this point.

In the puzzle, the words were matched according to a similarity or likeness in their word structure or (1) _____. Each of the (2) _____ words being matched shares a common base word or root word. One of the words is (3) _____ while the other is much longer. It appears that the shorter word or the root becomes longer when something is (4) _____ to it. The new word parts may be added at the beginning or at the (5) _____ of the word. There is something about these new, added word parts that I should know more.

- added
- pattern
- unfamiliar
- longer
- end
- two



What's New

Activity 1

Directions: Read the selection and take note of the underlined words.

Beauty Spots in Luzon

Luzon Island has many charming places which attract many tourists to its shores.

In the mountains of Northern Luzon is the legendary Banaue Rice Terraces which is considered as one of the wonders of the world. Nearby is Baguio City - a vacation spot during the hot summer months. Baguio teems with scenic delights like the Burnham Park, Camp John Hay, and Mount Mirador.

The northern shores along Lingayen Bay boast of the Hundred Islands whose clear water and white sands fascinate visitors. Each island is a beauty spot in itself. The place is a favorite among excursionists.

Down south is Manila, which is noted for its colorful sunset, and the beautiful Rizal Park.

Around Manila is the famous Corregidor and Bataan. A few hours ride southwestward is Tagaytay with its panoramic view of Taal Lake and its volcano. Southward, a three-hour ride by car is the romantic Pagsanjan Falls. Still, farther south, a 10-hour ride by the fast express train is the historic Mayon Volcano - the volcano with the perfect cone.

Truly, a traveler will not find Luzon uninteresting as it has so many attractions to offer. (Source: *English 5 pp. 239*)

Activity 2

Directions: You may have noticed some underlined words in the selection. Do you know what they mean? Choose the letter of the correct answer which has the same meaning as the underlined word.

- | | | | | |
|------------------|---|------------------|-----------------|--------------------|
| 1. charming | - | a. lovely | b. popular | c. expensive |
| 2. legendary | - | a. unbelievable | b. famous | c. old |
| 3. scenic | - | a. crowded | b. attractive | c. frozen |
| 4. excursionists | - | a. motorists | b. tourists | c. scientists |
| 5. colorful | - | a. artistic | b. hot | c. brilliant |
| 6. panoramic | - | a. wide | b. awesome | c. distant |
| 7. romantic | - | a. captivating | b. obsessed | c. mysterious |
| 8. historic | - | a. old | b. dangerous | c. active |
| 9. uninteresting | - | a. controversial | b. cheap | c. boring |
| 10. attractions | - | a. feelings | b. scenic spots | c. featured movies |



What Is It

Your knowledge about words will get wider and deeper as you study more about things. The words you have encountered in the previous activities include words that have been formed by affixes.

An affix is an element that is added at the beginning of or at the end of a word to form a new word. The resulting new word is much longer and has a new, distinct meaning. An affix that is added at the beginning of a word is called a prefix (e.g. dis + comfort = discomfort) while an affix that is added at the end of a word is called a suffix (e.g. build + ing = building).

Affixes may be added only at the beginning or only at the end of the words, or they may also be added to both the beginning and the end of the same word at the same time (e.g. inter + nation + al = international).

The original word that can be added with affixes is called a base or root word. Sometimes there is a need to change the spelling of the root to accommodate the affixes. For example, the base word **beauty** won't be spelled "**beautiful**" if added with the suffix **ful**. Instead, it changes the "**y**" to "**i**" before adding the suffix, so that it becomes perfectly "**beautiful**."

New words formed by affixes also acquire a new meaning. But the affixes attached to them carry their own special meaning which can help you figure out the meaning of the new word. So, if you see the prefix "**im**" and "**un**" in words like **impossible** and **unforgettable** and you know that the affixes carry the meaning of "being the opposite of something," you can be certain that they now mean as "not possible" and "not forgettable," which are the opposite meaning of the original words. The key is to get familiar with the special meaning of the affixes so that you'll have some idea what the meaning of the new word will be.

To get you started, below are some of the most common affixes which carry a special meaning:

PREFIX	MEANING	EXAMPLES
anti-	against	antivirus, antibacterial
bi	two	bicycle, bilateral
dis	opposite of / not, apart	dishonest, disconnect
im	opposite of / not	impossible, immortal
in	opposite of/ not	inappropriate, incapable
mis	wrong	mistreat, misjudge
pre	before	preschool, pretest
re	again	rewrite, review
sub	below, under	subway, submarine
un	opposite of/ not	unclear, unknown

SUFFIX	MEANING	EXAMPLES
able	Having the ability or quality	manageable, understandable
er	Someone or something carrying out an action	worker, computer
ic	Having the characteristic of	heroic, romantic
ing	Happening at present	working, running
ion	State of being or process	action, elimination
ful	Having the quality or full of	wonderful, hopeful
less	without	fruitless, tireless
ly	in the manner of	quickly, happily
ness	Having the quality	kindness, madness
ous	Full of	adventurous, joyous

If you still can't figure out the meaning of the new words through the word structure that contain affixes, there are context clues that can always help you. Context clues are the surrounding words used in the same sentence or nearby sentences that give you an idea what the unfamiliar word means. In the previous activities, context clues helped you identify your answer. These clues may give a synonym, an antonym, an illustration, or simply some examples of an event.

So when you read that Manila is noted for its colorful sunset, the meaning of the word **colorful** can be best understood if you analyze the situation where the word is used. Through context, you start to imagine that the word **colorful** would specifically refer to the "lovely late afternoon sky that gradually fades into the night when the sun sets," because you are reminded about Manila Bay. Because of this clue, you will not anymore think of it in any other context such as having a "colorful day" which means a day filled with many exciting or enjoyable activities.



What's More

Activity 1

Directions: Study each sentence carefully. See if you can find words that contain affixes. Write the word in your notebook.

1. The coronavirus is a deadly disease.
2. Many people in Asgard dislike Loki.
3. Let us all be prayerful and strong against COVID 19.
4. A metallic sheath can keep a sword sharp.
5. The story of Helen Keller is very inspiring.

Activity 2

Directions: Now that you can recognize affixes, figure out the meaning of the underlined word in which an affix is added. Use also other strategies such as context clues to further unlock its meaning. Write the letter of the correct answer in your notebook.

1. Arvin was unresponsive to the doctor's question because he was embarrassed to tell the truth.
 - a. not acting
 - b. not moving
 - c. not listening
 - d. not reacting
2. When Rita regained her consciousness, she saw people surrounding her bed.
 - a. sight
 - b. strength
 - c. composure
 - d. awareness
3. He could never forget his painful encounter with bullies.
 - a. aching
 - b. exciting
 - c. unpleasant
 - d. violent
4. The boxer was disqualified because he was overweight.
 - a. The boxer's weight exceeded the maximum weight for the fight.
 - b. The boxer has underlying health issues because of his weight.
 - c. The boxer has consumed a heavy meal prior to the fight.
 - d. The boxer's belly grew bigger because he became fat.
5. Harry doesn't talk much. He is a very reserved person.
 - a. proud
 - b. silent
 - c. selective
 - d. indifferent



What I Have Learned

- Affixes are word parts that are added to a base word to make a new word. They carry their own special meaning and they can change the meaning of the original word to which they are added.
- There are two types of affixes: prefixes and suffixes.
- Prefixes are affixes that are added at the beginning of the base or root word while suffixes are those that are added at the end of the base or root word.
- A prefix and a suffix may be added to one base word at the same time.
- To unlock the meaning of new and unfamiliar words, context clues may be used.
- Context clues are hints implied in the sentence/s where they appear. They help the reader understand unfamiliar words without the use of a dictionary.
- Context clues may be presented by means of word structures, synonyms, antonyms, illustrations, or even examples.



What I Can Do

Directions: Give the meaning of the underlined words using context clues.

1. I can't believe that you're still watching cartoons. You're so childish!
a. good-looking b. clueless c. immature
2. Window cleaners on high-rise buildings can't be careless.
a. daring b. negligent c. sleepy
3. It is irresponsible for us to share unverified information.
a. unconfirmed b. unknown c. untrue
4. To say that Jeff Bezos, owner of Amazon who has accumulated over 150 billion dollars' worth of fortune, has a lot of money is an understatement.
a. information that intentionally hides the truth
b. statement that makes something less than what it is
c. words that are designed to insult and belittle somebody
5. U.S. President Donald Trump has made a lot of unpopular decisions in recent months.
a. not liked b. unknown c. confusing



Assessment

Directions: Below is a selection that features some words formed by affixes. These words that contain the affixes have been underlined to test you if you can figure out their meaning using context clues. Read carefully then identify the meaning of the underlined words using the choices given below the selection. Write the letter of the correct answer.

Batman is a (1)fictional superhero appearing in American comic books (2)regularly published by DC Comics. The (3)famous character was created by artist Bob Kane and (4)writer Bill Finger, and first appeared in *Detective Comics* #27 in 1939. Originally named the "Bat-Man," the character became known as the Dark Knight (5)specializing in covert operations.

Batman operates in the (6)dangerous Gotham City with assistance from various supporting characters, including his butler Alfred, police commissioner Jim Gordon, and vigilante allies such as Robin. (7)Unlike most superheroes, Batman does not possess any (8)inhuman superpowers. He does, however, possess a genius-level intellect and is a peerless martial artist. His vast wealth also affords him an (9)extraordinary arsenal of weaponry and equipment. All these make Batman a most formidable (10)anti-crime superhero.

- | | | | | | |
|-----|---------------|---|------------------|-------------------|----------------|
| 1. | fictional | - | a. imaginary | b. natural | c. animated |
| 2. | regularly | - | a. ordinarily | b. annually | c. frequently |
| 3. | famous | - | a. rich | b. admired | c. well-known |
| 4. | writer | - | a. author | b. encoder | c. director |
| 5. | specializing | - | a. working | b. studying | c. admiring |
| 6. | dangerous | - | a. serious | b. unsafe | c. terrifying |
| 7. | unlike | - | a. unloved | b. not like | c. hate |
| 8. | inhuman | - | a. cruel | b. nonhuman | c. brutal |
| 9. | extraordinary | - | a. cool | b. expensive | c. superior |
| 10. | anti-crime | - | a. against crime | b. avoiding crime | c. doing crime |



Additional Activities

Directions: Scan some articles for words formed by affixes. Copy the sentence where a word formed by an affix or affixes appear and underline the word that contains the affix or affixes. Find five examples of such words and have them listed together with the sentence in which they appear. To help you see how you write the answers, an example has been given below.

Example:

War of the Worlds features how a band of survivors finally defeated a race of aliens who almost conquered the planet.

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



Answer Key

<p>What I Can Do</p> <p>1. C 2. B 3. A 4. B 5. A</p> <p>Assessment</p> <p>1. A 2. C 3. C 4. A 5. A 6. B 7. B 8. B 9. C 10. A</p>	<p>What's More</p> <p>Activity 1</p> <p>1. deadly 2. dislike 3. prayerful 4. metallic 5. inspiring</p> <p>Activity 2</p> <p>1. D 2. D 3. C 4. A 5. B</p>	<p>What's New</p> <p>Activity 2</p> <p>1. A 2. B 3. B 4. B 5. C 6. A 7. A 8. A 9. C 10. B</p>
<p>What's In</p> <p>Activity 2</p> <p>1. pattern 2. two 3. shorter 4. added 5. end</p>	<p>What's In</p> <p>Activity 1</p> <p>(In any order)</p> <p>Permit – Permissible Beauty – Beautiful Nation – International Undesirable - Desire Build - Rebuilding</p>	<p>What I Know</p> <p>1. B 2. C 3. A 4. B 5. D</p>

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