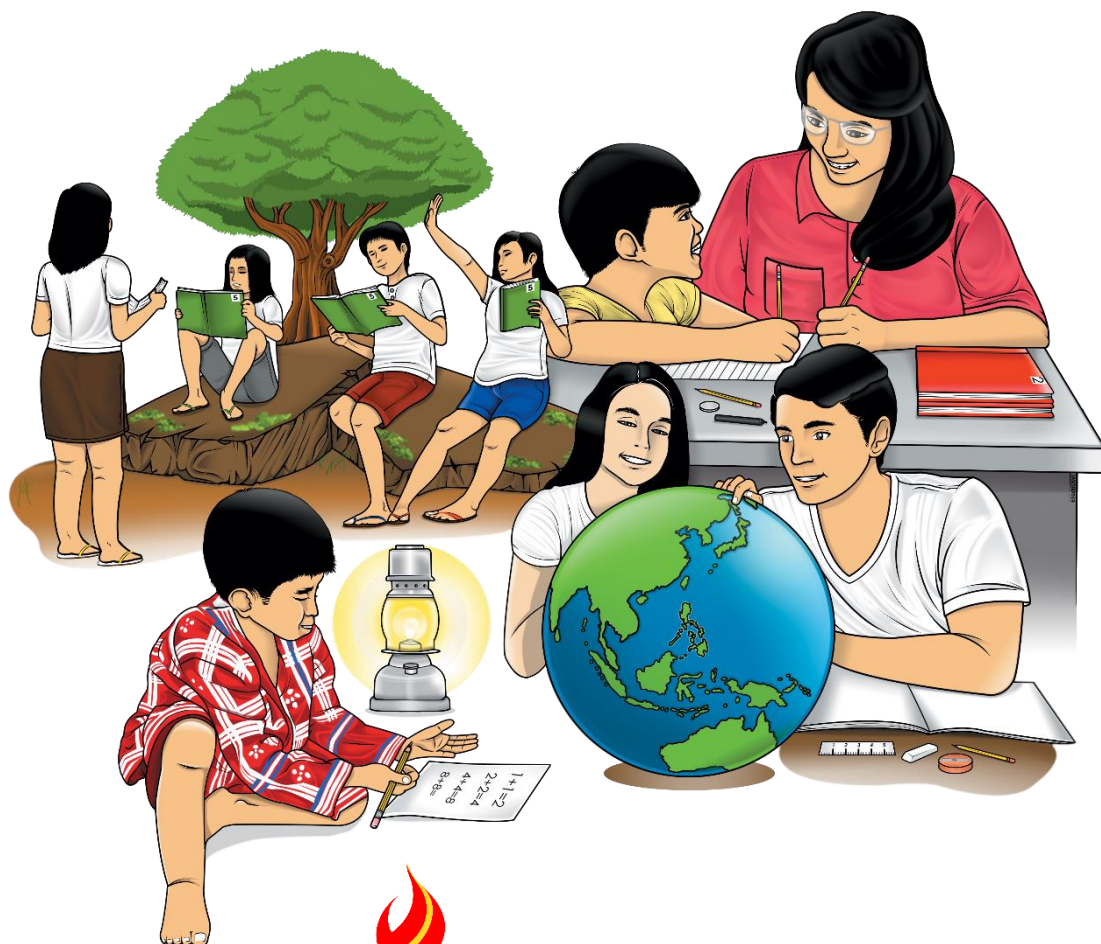


# English

## Quarter 1 – Module 2

### Lesson 3: Inferring the Meaning of Blended Words Using Context Clues



**English – Grade 5**  
**Alternative Delivery Mode**  
**Quarter 1 – Module 2, Lesson 3: Inferring the Meaning of Blended Words Using**  
**Context Clues**  
**First Edition, 2020**

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Published by the Department of Education  
Secretary: Leonor Magtolis Briones  
Undersecretary: Diosdado M. San Antonio

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Printed in the Philippines by \_\_\_\_\_

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# English

## Quarter 1 – Module 2

### Lesson 3: Inferring the Meaning of Blended Words Using Context Clues

# Introductory Message

For the facilitator:

Welcome to the **English 5** Alternative Delivery Mode (ADM) **Module 2, Lesson 3 on Inferring the Meaning of Blended Words 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 3 on Inferring the Meaning of Blended Words 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:



***What I Need to Know***

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



***What I Know***

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.



***What's In***

This is a brief drill or review to help you link the current lesson with the previous one.



***What's New***

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.



***What Is It***

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



***What's More***

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.



***What I Have Learned***

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.



***What I Can Do***

This section provides an activity which will help you apply your new knowledge or skill into real-life situations.



***Assessment***

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***

**Blended words** are common in writing. They are words formed by combining parts of two different words. The most common example occurs when the beginning part of a word is combined with the end part of another word. For example, the words *sweep* and *wipe* can be combined this way to form SWIPE. Smoke and fog also become SMOG. However, other word combinations do not always require this pattern since the word ***Interpol*** is formed not by the beginning and end parts but by both the beginning or initial syllables of two different words which are ***international*** and ***police***.

With the help of the different activities in this module, you are going to learn blended words and their meanings.

In this module you will learn to:

1. tell what word blending is;
2. infer the meaning of blended words based on given context clues (synonyms, antonyms, word parts, and other strategies; and
3. appreciate the new learning on blended words.



## ***What I Know***

**Directions:** Read each sentence carefully. Look for the meaning of the underlined words from the choices below.

1. My officemate is workaholic who almost never takes time off.
  - A. tireless worker
  - B. frontline worker
  - C. drunkard
  - D. wine expert
  
2. The player missed the ball with his first swipe.
  - A. touch
  - B. run
  - C. strike
  - D. throw
  
3. I added an emoticon to my comments on Facebook.
  - A. pictorial representation of facial expression
  - B. face of a famous celebrity
  - C. a kind of letter font
  - D. coded message
  
4. My friend needs to chillax due to a busy schedule.
  - A. watch a movie
  - B. work slowly
  - C. rest a bit
  - D. unwind
  
5. Many people get frustrated when they surf the internet.
  - A. telephone directory
  - B. Word Wide Web
  - C. local network
  - D. satellite feed



## Lesson

# 3

## Inferring the Meaning of Blended Words Using Context Clues



### *What's In*

**Directions:** Complete the sentences found on the next page with the correct word inside the box.

sitcom    videocam    autopilot  
cellphone    Bollywood    staycation

1. A modern airplane can now be flown by means of an \_\_\_\_\_.
2. More movies are produced in India through \_\_\_\_\_.
3. Pepito Manaloto is a popular \_\_\_\_\_ about an ordinary guy who suddenly became rich.
4. Due to advancements in technology, a \_\_\_\_\_ can now take a picture, shoot a video, and surf the net.
5. Older folks prefer some \_\_\_\_\_ whenever they find free time.




## What's New


**Directions:** Look at the pictures and words in Column A. Pair them with the blended words in Column B.

### Column A

1. **electronic+mail** 

2. 

3. **motor+hotel** 

4. **international+ network** 

5. **spoon+ fork** 

### Column B

- A. brunch
- B. email
- C. internet
- D. motel
- E. spork



## What Is It

Blended words are formed by blending. What is blending?

**Blending** refers to the process of joining a part of one word and a part of another to form a new word with a new meaning.

Blended words are usually created in one of two ways:

1. By adding the first part of the first word to the second part of the second word

Example:

smoke + fog = smog

chill + relax = chillax

2. By combining the beginning of the two words

Example:

international + network = internet

cybernetic + organism = cyborg

Other examples of blended words are:

brunch (breakfast + lunch)

emoticon (emotion + icon)

heliport (helicopter + airport)

infotech (information + technology)

frenemy (friend + enemy)

In inferring or “guessing” the meaning of unfamiliar blended words, you can look for context clues in the sentence where the blended word is used. *Context clues* are hints that a writer provides to help the readers get the meaning of a difficult or unusual word in a sentence. The clue may appear within the same sentence where the word is used, or it may be found in the next sentence. Context clues may be in the form of a synonym (repeat context clue), an antonym (contrast context clue), an explanation (definition context clue), or a specific example (example context clue).

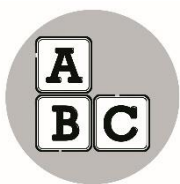
Let us try the examples below:

1. I need to chillax due to my hard days. Caluwayan Beach Resort is the best place to take a rest.

**Rest** is the context clue. It has the same meaning (synonym) with the blended word chill and relax (chillax).

2. My brother is workaholic who never takes time off, while my sister is lazy who always uses her time playing gadgets.

A learner could infer that the word workaholic means a person who is always working because the word **lazy** used to describe her sister shows an opposite meaning (antonym). In addition, the word *while* signals a shift in thought which is not the same as the first.



## What's More

### Activity 1

**Directions:** Let us see if you can match the blended words with their two original words. Match column A with column B.

#### A

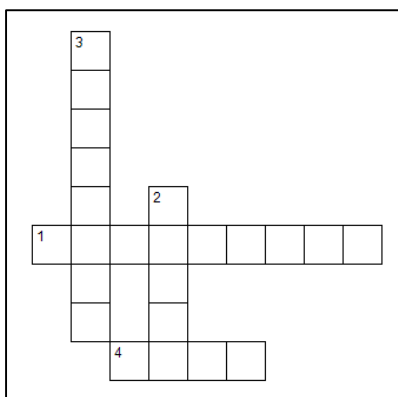
1. camcorder
2. telecast
3. bionic
4. glamping
5. globish

#### B

- A. television + broadcast
- B. global + English
- C. glamorous + camping
- D. camera + recorder
- E. biology + electronic
- F. telephone + castle

### Activity 2

**Directions:** Complete the crossword puzzle by writing the correct blended words based on the given hint.



#### Across:

1. melody + drama
4. web + log

#### Down:

2. motor + hotel
3. high + technology



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

**Directions:** Identify what is referred to in each of the sentences below. Use a separate paper for your answer.

1. These are formed by combining a part of a word with a part of another to form a new word with a new meaning.
2. It is the process of joining a part of one word and a part of another to make a new word with a new meaning.
3. These are used in inferring or “guessing” the meaning of unfamiliar blended words.
4. It is a form of a context clue which has the same meaning with the unfamiliar blended word.
5. It is a blended word formed by combining the words *video* and *blog*.



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

**Directions:** Give the two original words that were combined to form the following blended words. An example given to help guide you.

Ex. videoke = video + karaoke

1. fanzine = \_\_\_\_\_ + \_\_\_\_\_
2. telegenic = \_\_\_\_\_ + \_\_\_\_\_
3. medicare = \_\_\_\_\_ + \_\_\_\_\_
4. videocam = \_\_\_\_\_ + \_\_\_\_\_
5. infotainment = \_\_\_\_\_ + \_\_\_\_\_



## Assessment

**Directions:** Read each sentence carefully. Choose the meaning of the underlined blended word from the choices. Write the letter of your choice on a separate paper.

1. The organization has launched a **telethon** to secure funds for the purchase of personal protective equipment of frontline workers.
  - A. sports event attended by famous people
  - B. televised fundraising event
  - C. series of telephone calls
2. The campus journalist recorded fire incident in his **videocam**.
  - A. video camera recorder
  - B. camera trick
  - C. shooting
3. The **heliport** is ready to receive representatives from other countries.
  - A. landing and takeoff place for an airplane
  - B. bus stop
  - C. landing and takeoff place for a helicopter
4. The **hi-tech** super microscope is very helpful to the scientists who study about the nature of coronavirus.
  - A. technologically advanced
  - B. a style of material
  - C. a kind of an equipment
5. The **docudrama** on coronavirus disease that was shown on TV last night was quite impressive.
  - A. a drama documentary
  - B. a comedy show
  - C. a talk show
6. We had a **staycation** during the COVID-19 pandemic because we were not allowed to go out of our house.
  - A. a vacation at the beach
  - B. a vacation spent at home
  - C. a vacation at the farm
7. We enjoyed watching the **infotainment** because it was educational and amusing.
  - A. a television program that presents information
  - B. a television program that presents entertainment
  - C. a television program that presents information in an entertaining manner

8. My grandma's hospital bills were paid through her **medicare**.
- A. a medical care program for the aged
  - B. a medical course for the aged
  - C. a medical center for the aged
9. She's not that beautiful in person, but she is **telegenic**.
- A. attractive to the ears
  - B. attractive to television viewers
  - C. attractive to the listeners
10. They eat much the same thing for **brunch** every day.
- A. a meal taken at night that combines late dinner and midnight snack
  - B. a meal taken in the morning that combines late breakfast and early lunch
  - C. a meal taken in the afternoon that combines late lunch and early supper



## ***Additional Activities***

**Directions:** Pair the blended words in the box with the meanings below. Use a separate sheet of paper.

frenemy  
internet  
spork  
brunch  
emoticon

1. The global communication network that allows people around the world to connect and share information through the computer.
2. A person who is a friend even though there is an underlying dislike in the relationship.
3. A large meal eaten at a time between breakfast and lunch.
4. Keyboard symbols used to represent facial expression.
5. A hybrid form of a utensil especially intended for eating.



# Answer Key

- Additional Activities**
1. internet
  2. frenemy
  3. brunch
  4. emoticon
  5. spork

- What Can I Do**
1. fan + magazine
  2. television + photogenic
  3. medical + care
  4. video + camera
  5. information + entertainment

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

- What's More**
- Activity 1
1. D
  2. A
  3. E
  4. C
  5. B
- Activity 2
1. melodrama
  2. motel
  3. hightech
  4. blog

- What I Have Learned**
1. blended words
  2. blending
  3. context clues
  4. synonym
  5. vlog

- What I Know**
1. A
  2. C
  3. A
  4. D
  5. B

- What's In**
1. autopilot
  2. Bollywood
  3. sitcom
  4. cellphone
  5. staycation

- What's New**
1. email
  2. brunch
  3. motel
  4. internet
  5. spork



## ***References***

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