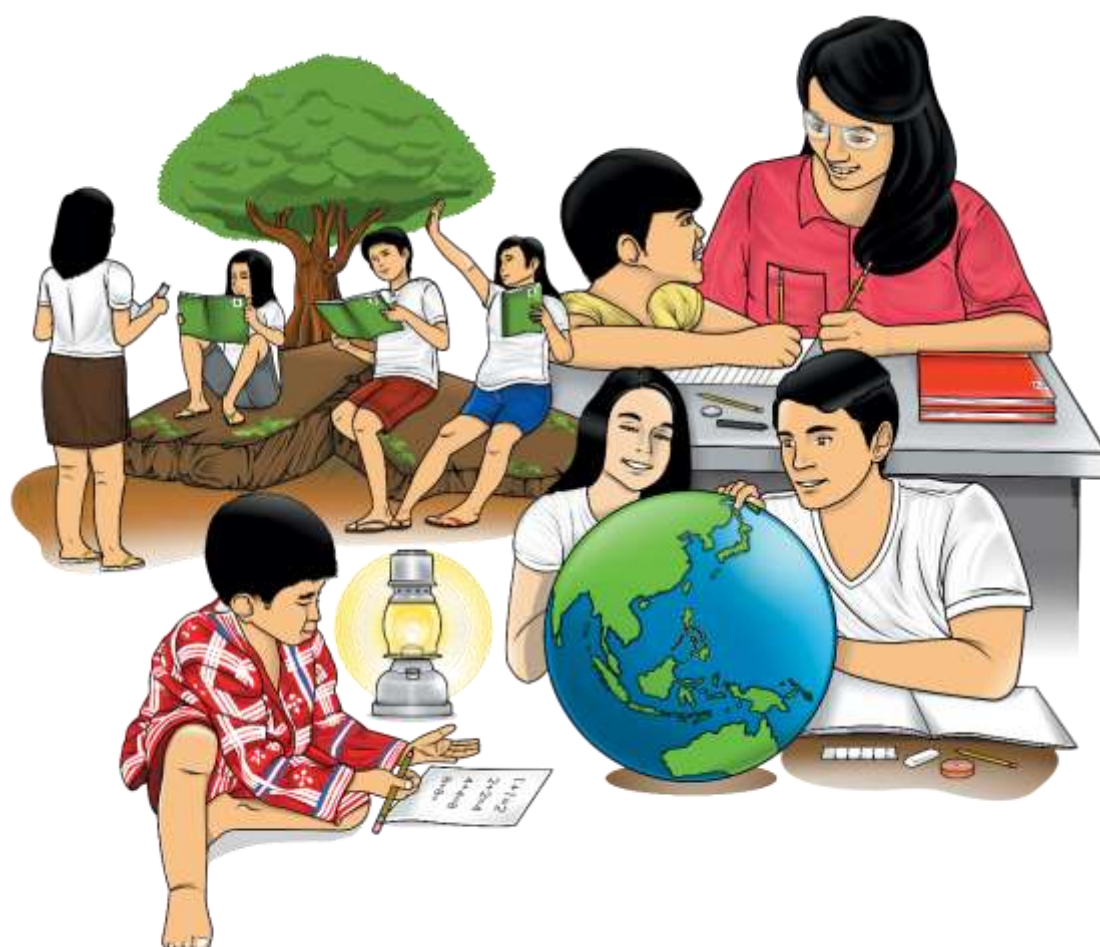


English

Quarter 1 – Module 1

Noting Context Clues



English – Grade 8
Alternative Delivery Mode
Quarter 1 – Module 1: Noting Context Clues
First Edition, 2020

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English

Quarter 1 – Module 1 Noting Context Clues

Introductory Message

For the facilitator:

Welcome to the **English 8** Alternative Delivery Mode (ADM) Module 1 on **Noting Context Clues!**

This module was collaboratively designed, developed and reviewed by public educators to assist you, the teacher or facilitator in helping the learners 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 8** Alternative Delivery Mode (ADM) Module 1 on **Noting Context Clues!**

The hand is one of the most symbolized parts of the human body. It is often used to depict skill, action and purpose. Through our hands we may learn, create and accomplish. Hence, the hand in this learning resource signifies that you as a learner is capable and empowered to successfully achieve the relevant competencies and skills at your own pace and time. Your academic success lies in your own hands!

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 in the module.



What I Know

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), 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 portion, 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 and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



What I Have Learned

This includes questions or blank sentence/ paragraph to be filled in to process what you learned from the lesson.



What I Can Do

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

**Assessment**

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

**Additional Activities**

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.

**Answer Key**

This contains answers to all activities 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 *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 the task at hand 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 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!



What I Need to Know

This module is designed and written with you in mind to help you master the skills that you can use in many different learning situations. The varied activities presented in this lesson cater to your diverse vocabulary levels so that you will have a great time learning!

As you go through, you are expected to enhance your knowledge and improve your vocabulary skills with the rich and varied traditions of the Afro-Asian countries by noting **context clues**. It sounds interesting, isn't it? I bet you are now very thrilled to launch yourself into a fun-filled learning experience!

The most essential learning competency covered in this module is determine the meaning of words and expressions that reflect the local culture by noting context clues, EN8V-If-6.

Objectives:

As learner of this module, you are expected to:

1. identify the meaning of words through context clues;
2. give examples of the different types of context clues;
3. express appreciation to local culture; and
4. write a paragraph using one or more types of context clues.



What I Know

In your journey as a learner, have you heard of the expression Context Clues? The activity that follows will serve as a pre-test to determine your knowledge about it. Your whole new adventure starts here!

Choose the meaning of the underlined words using context clues. Write the letter of your answer on your paper.

1. All medical practitioners, including the army and police forces, are our frontliners in this pandemic; thus, they lead in fighting against the COVID-19 disease.
A. followers B. leaders C. observers D. participants
2. The COVID-19, like Spanish influenza is a virus that strictly requires home quarantine and physical distancing.
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A. circumstance B. widespread C. predicament D. situation
4. According to the president, until a vaccine is available, face to face conduct of classes is not allowed.
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A. common B. conservative C. modern D. seasonal
6. Online and modular classes are some of the modalities that the Department of Education will offer for this school year to avoid hampering the education of learners.
A. continuing B. delaying C. frustrating D. resuming
7. We should keep ourselves healthy by always washing our hands, eating nutritious foods, taking vitamins, exercising regularly, and drinking plenty of water.
A. clean B. fresh C. safe D. strong
8. Police officers are very conspicuous. We can see them in checkpoints.
A. distinct B. evident C. hidden D. visible
9. Teachers are known for being loquacious. They love to talk about ideas.
A. communicative B. restrained C. reserved D. silent

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A. introduced B. led C. originated D. participated
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A. very cold B. very cozy C. very hot D. very warm
14. Matthew is a rambunctious child who always injures himself and is warned for being naughty.
A. humble B. refined C. shy D. unruly
15. Snakes, sharks, and crocodiles are common predators of smaller animals.
A. carnivores B. herbivores C. hunters D. victims

Lesson

1

Noting Context Clues



What's In

In your lesson in the previous grade, you have learned about identifying or giving meaning to unfamiliar words. This time around, we will recall your understanding on the said topic.

Activity: Review It

Each given sentence contains a boldfaced word which is probably new to you. Guess the meaning of these words. Choose the letter of the correct answer and write it on a separate sheet of paper.

1. Governments in some parts of the world set their focus on the **doldrums** of environmental degradation, instead of the threats of the present pandemic.
A. delight B. despair C. joy D. trust
 2. Our family always have a **fleeting** idea of going to Phuket, Thailand but we know it will take some time given the present health crisis.
A. constant B. endless C. long D. sudden
 3. An **oracle** is said to have the ability to foresee the future.
A. diviner B. fortune-teller C. priest D. scientist
 4. People who are **despicable** should not be avoided, instead they should be loved.
A. good B. kind C. mean D. nice
 5. I grew up learning to assert my rights and not to be **cowed** by other people's intimidation.
A. comforted B. helped C. pleased D. scared
- How do you find the drill?
 - Did you get the correct meaning of the word?
 - What words or phrases in the sentence helped you to know the meaning of the word?
 - What do you call these words and phrases?



What's New

Have you experienced difficulty in getting the meaning of unfamiliar words from a poem? How do you know the meaning of these words? Do you consult Google or the dictionary immediately?

Wait up! There's more! The poem that you are about to read will teach you how to get the meaning of unfamiliar words through context without using any references. Get ready because you are in for a ride!

Activity 1: Read Me Out Loud!

Read the poem carefully then answer the questions that follow.

CONTEXT CLUES

By: Maribel Azote Cabalan - Buco

Tick tock, tick tock, I am stuck!
How can I unlock? How can I unlock?
When unfamiliar words are the ones that block!
Strategize, strategize, vocabulary wise!
Familiarize, familiarize, the words that arise
Hints here, signals there, clues are everywhere
Categorize, conceptualize, and then contextualize
Context clues are the ones that guide.



- What can you say about the poem?
- Do you find difficulty in understanding the poem?

Activity 2: How About It!

A. List down the words in the poem that are new to you.

1.
2.
3.
4.
5.

B. With your own list of unfamiliar words, write down the ways that will help you understand their meanings.

- _____
- _____
- _____
- _____
- _____



What is It

In the previous part of the module, you have read the poem entitled “Context Clues.” What are some of the words that you find difficult to understand? How do you unlock the meaning of the words? What are the clues that help you solve them.?

This time, you study the sentences below. Take note of the underlined words. Can you give their meanings?

1. As a writer, Dr. Jose Rizal used several pseudonyms so as not to reveal his real identity.
2. We should always be prudent in what we say so as not to hurt the feelings of others.

Look at sentence number 1, what do you think is the meaning of the word pseudonyms?

The answer is pen names.

How about in sentence number 2, what do you think is the meaning of the word prudent? The answer is careful.

How did you know the answers? What words helped you identify the meanings of those unfamiliar words?

The words **not to reveal** helped you identify the meaning of pseudonyms in sentence number 1 while the words **not to hurt** helped you identify the meaning of prudent in sentence number 2.

These words served as the clues in the sentences.

Aside from using the dictionary, another way of learning the meaning of an unfamiliar word is through noting context clues. Are you familiar of it? So, what are **context clues**?

Context clues are words that appear in sentences to help understand the meanings of difficult words.

Context clues are of different types:

1. by **Definition**

- the unfamiliar word is defined in a sentence

Example:

A treasure hunter is a person who searches for treasures from sunken ships and ancient tombs to obtain valuable relics and artifacts.
(definition: a person who searches for treasures)

2. by **Synonym**

- a similar word is placed in the same sentence to know the meaning of the unfamiliar word

Example:

It is common for Filipinos to feel compassion or pity for the suffering of their fellowmen.
(synonym: pity)

3. by **Antonym**

- an opposite word is placed in the same sentence

Example:

Among the siblings of thin body structure, Isabel is the only one who is portly.
(antonym: thin)

4. by **Comparison**

- a similar word with the same meaning of the unfamiliar word is placed with an object to be compared

Example:

The stench of the garbage was like the smell of a rotten fish.
(comparison: rotten fish)

5. by **Example**

- samples are provided in the sentence to understand the meaning of the unfamiliar word

Example:

In ancient times, some of our forefathers believed in amulets, such as pearl of the crocodile, pearl of the ax, bullet necklace, and bag of herbs to protect them from harm.

(example: pearl of the crocodile, pearl of the ax, bullet necklace, bag of herbs)

6. by **Explanation**

- a description is given to understand the meaning of the unfamiliar word

Example:

Matthew had few infractions of the house rules that he should have done as part of his responsibilities.

(explanation: house rules that he should have done)

7. by **Cause-Effect**

- the meaning of the difficult word depends on the cause-effect relationship of other words as expressed in the sentence

Example:

Since only a few followed the wearing of face mask, it was made mandatory by the government.

(cause: only a few followed the wearing of face mask)

8. by **List or Series of clues**

- to understand the meaning of the unknown word, it is included in a series of words given in a sentence

Example:

After the program, the rubbish left were souvenir programs, flyers, leaflets plastic bottles, and food wrappings.

(list: souvenir programs, flyers, leaflets, plastic bottles, food wrappings)

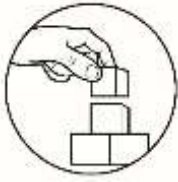
9. by **Inference**

- to understand the meaning of the unknown word, one has to make a guess based on the description given in the sentence

Example:

When one shows belligerence, harsh words, disruptive actions, and offensive behaviors can be observed.






(description: harsh words, disruptive action, offensive behavior)



What's More

What have you learned from the lesson discussed above? You are really getting better and better after every task! This time, you may further test your understanding to enrich yourself by doing the activities below.

Activity 1: Look Out!

Search for the given words in the puzzle below. The words may be formed in an  (upward),  (downward),  (sideward),  (backward), or in a  (diagonal) position.

- | | | |
|-------------|--------------|----------|
| 1. mallet | 6. rekindled | 11. iron |
| 2. shiver | 7. wedlock | 12. leap |
| 3. writhing | 8. gold | 13. moan |
| 4. cunning | 9. brass | 14. sob |
| 5. foundry | 10. silver | 15. weep |

X	E	S	K	H	S	D	N	R	U	M	R	U	M	D
D	Q	W	R	X	T	F	L	H	Y	O	D	G	Q	E
M	O	A	N	Y	O	C	E	T	U	P	R	T	W	L
G	Q	G	T	U	X	L	A	Z	L	A	J	H	N	D
U	Y	H	N	Z	S	K	P	Q	P	B	W	I	J	N
W	I	D	W	I	L	I	B	S	T	N	A	D	H	I
F	R	R	Z	E	H	J	C	W	H	L	R	Z	G	K
Y	B	U	O	C	D	T	Y	U	P	I	E	I	D	E
J	P	M	W	N	Q	L	I	M	N	W	V	X	A	R
O	B	A	S	E	I	F	O	R	A	N	L	E	C	M
X	L	R	B	D	E	C	D	C	W	Y	I	V	R	B
W	P	G	A	O	H	P	U	O	K	V	S	N	F	M
N	E	O	D	S	S	C	T	E	L	L	A	M	G	C
W	Y	L	J	Q	S	R	U	M	P	H	F	L	S	O
C	O	D	N	M	K	B	V	G	Q	W	O	B	I	T

Assessment 1: Context Clues Galore

Read and figure out the meaning of each italicized word using context clues.

Write the letter of your answer on your paper.

In the Tower of the Great Bell: now the mallet is lifted to smite the lips of the metal monster—the vast lips inscribed with Buddhist texts.

1. A mallet is _____.
A. an ax B. a saw C. a knife D. a hammer
2. To smite is to _____.
A. caress B. cut C. hit D. touch

All the little dragons on the high-tilted eaves of the green roofs shiver to the tips of their gilded tails under that deep wave of sound.

3. To shiver is to _____.
A. fall on one's knees
B. be vanished forever
C. tremble at the loud sound
D. be destroyed by the gilded tails

All the green-and-gold tiles of the temple are vibrating; the wooden goldfish above them are writhing against the sky.

4. Writhing means _____.
A. hanging B. leading C. pointing D. twisting

Therefore, the worthy mandarin Kouan-Yu assembled the master-molders and the renowned bell smiths of the empire, and all men of great repute and cunning in foundry work.

5. Cunning means _____.
A. expert B. innocent C. master D. skillful
6. Foundry means _____.
A. factory B. farm C. market D. garden

Therefore, the molds had to be once more prepared, and the fires rekindled, and the metal remelted, and all the work tediously, and toilsomely repeated.

7. Rekindled means _____.
A. lighted again
B. fueled the fire
C. stopped the fire
D. set on fire again
8. Toilsomely means _____.
A. hardly B. lightly C. mindfully D. slowly

“Gold and brass will never meet in wedlock, silver, and iron never will embrace, until the flesh of a maiden be melted in the crucible; until the blood of a virgin be mixed with the metals in their fusion.”

9. What does the statement mean?

- A. Gold, brass, silver, and iron will fuse when mixed with blood.
- B. The blood of a virgin maiden is made up of gold, brass, silver, and iron.
- C. Gold, brass, silver, and iron will fuse when mixed with the blood of a virgin.
- D. Gold, brass, silver, and iron will never be fused together by a virgin maiden.

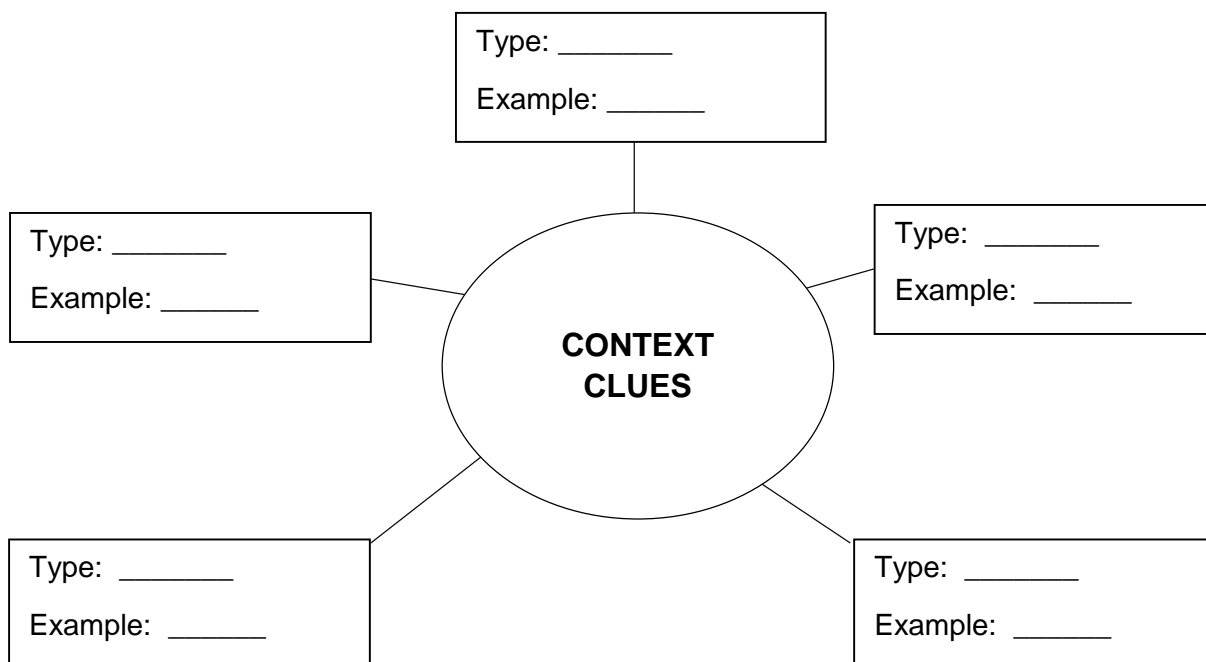
And even as she cried, she leaped into the white flood of metal.

10. Leaped means _____.

- A. Jumped B. ran C. skipped D. squatted

Activity 2: Web It!

Give five types of context clues and use them in sentences.



Assessment 2: Think of Me

Filipinos are known for being strong in facing challenges. They don't simply give up.

Write a paragraph about how you face your greatest challenges using one or more types of context clues.

Activity 3: Read On!

Read the selections below and take note of the culture being presented.

A.

It is truly heart-warming to see that many Filipinos, despite their limited movement and resources, have found ways to help other Filipinos in battling the pandemic. Individuals and groups have expressed empathy and gratitude to various affected sectors, especially among healthcare workers who are the most exposed to the virus. According to the DOH, more than 1,000 healthcare workers have been infected with the pathogen. This prompted the locals to donate personal protective equipment (PPE) to protect them as they fight every day to save lives.

- *Excerpt from The Philippines Battles with the COVID 19 Pandemic/Ethnic Groups of the Philippines*

- What is the passage about?
- Who are more exposed to the virus?

B.

Asian people are known all over the world for their strong cultural values and intelligent minds. This continent has given birth to many famous scientists, celebrities and politicians. Although this continent does not boast of many developed countries, many developing countries within this continent are on the threshold of becoming developed. Asia as a continent was initially under the colonial rule for a very long time except Japan. Many nations like India, China, Pakistan and Afghanistan have suffered the brunt of oppressive colonial rule by Europeans and Americans for a very long period of time.

- *Excerpt from Asian People, Their Traditions and Cultures*

- Who are known for their strong cultural values and intelligent minds?
- What Asian countries suffered from colonial rule?

Assessment 3: Just A Thought!

Answer the following questions based on the selections above. (**Questions 1-2**, refer to selection A; **Questions 3-5**, refer to selection B).

1. How is “bayanihan” spirit manifested in the passage?

2. Relate a life experience wherein “bayanihan” is apparent in your community.

3. What makes Asian people strong and intelligent?

4. What do you see as possible outcomes when Asians continue to work together as one?

5. How effective are Asian people in cultivating their own set of values and principles?



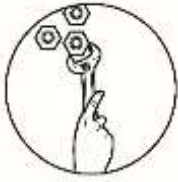
What I Have Learned

Assess your learning progress by completing the following statements.

1. I have learned that _____

2. I have realized that _____

3. I believe I can deepen my understanding through _____



What I Can Do

You are doing definitely well. By this time, you can already use your learning on context clues in real life situations as you enrich your skills in reading and in writing. Just hang on there and power through!

Read carefully the excerpt from the story, “The Soul of the Great Bell.” Then, do the activities that follow.

“At last came the awful day when the third and last effort to cast the great bell was to be made; and Ko-Ngai, together with her waiting-woman, accompanied her father to the foundry, and they took their places upon a platform overlooking the toiling of the molders and the lava of liquefied metal...

But ere ever he lifted his finger, a cry caused him to turn his head and all heard the voice of Ko-Ngai sounding sharply sweet as a bird’s song above the great thunder of the fires—“For thy sake, O my father!” And even as she cried, she leaped into the white flood of metal...

Then the father of Ko-Ngai, wild with his grief, would have leaped in after her, but that strong men held him back and kept firm grasp upon him until he had fainted away, and they could bear him like one dead to his home...

But in spite of all these things, the command of the Celestial August had to be obeyed, and the work of the molders to be finished, hopeless as the result might be. Yet the glow of the metal seemed purer and whiter than before, and there was no sign of the beautiful body that had been entombed therein. So the ponderous casting was made; and lo! When the metal had become cool, it was found that the bell was beautiful to look upon and perfect in form, and wonderful in color above all other bells. Nor was there any trace found of the body of Ko-Ngai; for it had been totally absorbed by the precious alloy, and blended with the well-blended brass and gold, with the intermingling of the silver and the iron...”

Activity 1: Contextualize It!

Determine the meaning of the underlined words based on context by choosing the letter of your answer. Write it on your paper.

1. It was an awful day – horrible and dreadful for the third time, the casting of the great bell was unsuccessful.
A. fearful B. foul C. happy D. nasty
2. Kouan Yu might think that the result of the making of the great bell for the third and last time was much more likely an egregious failure because of what happened to his daughter.
A. glaring B. grievous C. scandalous D. shameful

3. His animosity or ill-feeling because of what happened to his daughter was so great.
A. anger B. bitterness C. hate D. malice
4. Wild with his grief, he felt deep remorse and would have leaped in after his daughter, but strong men held him back.
A. guilt B. regret C. shame D. sorrow
5. How the blending with the well-blended brass and gold, with the intermingling of the silver and the iron after Ko-Ngai leaped, was a conundrum, a puzzle that's difficult to solve.
A. mystery B. problem C. query D. question

Activity 2: My Reflection

Reflect on the culture imparted by the story in the following questions. Write your ideas in paragraph form.

1. If you were Ko-Ngai, would you sacrifice your life for your father too? Why?
-
-
-
2. Do you think sacrificing one's life to show love to parents is still observed today? Why do you say so?
-
-
-
3. In what ways can you show your love to your parents, fellowmen, country and to God?
-
-
-



Assessment

Choose the meaning of the underlined words using context clues. Write the letter of your answer on your paper.

1. All medical practitioners, including the army and police forces, are our frontliners in this pandemic; thus, they lead in fighting against the COVID-19 disease.
A. followers B. leaders C. observers D. participants
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A. carnivores B. herbivores C. hunters D. victims



Additional Activities

Identify the meaning of the underlined words by writing the letter of your answer.

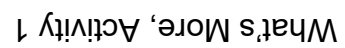
1. At the end of the 21st century, this pandemic will still be remembered because of its big effect to humanity like the Spanish Influenza in 1918.
A. 10 years B. 50 years C. 100 years D. 1,000 years
2. The epidemic tested the resiliency of the Filipino people despite their weakness.
A. durability B. elasticity C. stability D. strength
3. During these trying times, communication is very vital to relay accurate information relative to the issue to carry out solutions easily.
A. active B. crucial C. important D. lively
4. I am bedazzled watching sunset at a beach. Likewise, I am overwhelmed looking at the bright stars with the moon at night.
A. blinded B. confused C. amazed D. puzzled
5. One's self can be his own foe, the greatest adversary he has to face.
A. attacker B. bandit C. contestant D. enemy
6. Quarantine is separation, detention, and seclusion.
A. circumstance B. condition C. isolation D. situation
7. Sibling rivalry should be discouraged among brothers and sisters in the family because it will create unhealthy relationship among them.
A. competition B. match C. race D. tournament
8. Every individual is unique. Each one has his/her own ability, talent, skill, strength and weakness.
A. common B. creative C. distinct D. single
9. Among the constellations, the ones that I usually look up at night are Ursa Major, Aries, Leo, Scorpio, and Orion stars.
A. collection B. group C. package D. set
10. Teenagers' pertinacity or stubbornness is one of the problems of the parents.
A. determination
B. hardheadedness
C. perseverance
D. reluctance

11. Fallacy should be corrected right away to avoid confusion of concepts.
A. deception B. error C. misconception D. mistake
12. To sacrifice is to give up your happiness, even your life for others.
A. deduct B. discount C. offer D. slaughter
13. Bashing is an obnoxious act that one should refrain from doing to avoid getting into trouble.
A. delightful B. offensive C. pleasant D. wonderful
14. Given the time element, the writers are at the precipice of their emotions ready to burst out due to fatigue.
A. cliff B. height C. mountain D. peak
15. Each of us is a creation of our experiences. Who we are today is the opus of our journey.
A. composition B. music C. piece D. product



Answer Key

<p>Assessment</p> <p>1. B 2. C 3. B 4. B 5. A 6. B 7. D 8. D 9. A 10. B 11. D 12. B 13. A 14. D 15. C</p> <p>Additional Activity</p> <p>1. C 2. D 3. C 4. C 5. D 6. C 7. A 8. C 9. B 10. B 11. C 12. C 13. B 14. B 15. C</p>	<p>What I Can Do</p> <p>Activity 1</p> <p>1. A 2. B 3. B 4. D 5. A</p> <p>Activity 2</p> <p>Answers may vary.</p>	<p>What's More</p> <p>Activity 1- Refer to the next page</p> <p>Assessment 1</p> <p>1. D 6. A 2. C 7. A 3. C 8. A 4. D 9. C 5. D 10. A</p> <p>Activity 2</p> <p>Answers vary.</p> <p>Assessment 2</p> <p>Answers may vary.</p> <p>Activity 3</p> <p>Answers may vary.</p> <p>Assessment 3.</p> <p>Answers may vary.</p> <p>What I Have Learned</p> <p>Answers may vary.</p>	<p>What's In</p> <p>1. B 2. D 3. B 4. C 5. D</p> <p>What's New</p> <p>Activity 1</p> <p>Answers may vary.</p> <p>Answers may vary.</p>	<p>What I Know</p> <p>1. B 2. C 3. B 4. B 5. A 6. B 7. D 8. D 9. A 10. B 11. D 12. B 13. A 14. D 15. C</p>
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