

2

# English

## Quarter 1 – Module 6: Identifying the English Equivalent of Words in Mother Tongue



**English – Grade 2**  
**Alternative Delivery Mode**  
**Quarter 1 – Module 1: Identifying English Equivalent of Words in Mother Tongue**  
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# English

**Quarter 1 – Module 6:  
Identifying the English Equivalent of  
Words in Mother Tongue**

## Introductory Message

For the facilitator:

Welcome to the English 2 Alternative Delivery Mode (ADM) Module on Identifying English Equivalent of Words in Mother Tongue.

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions 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.

In addition to the material in the main text, you will also see this box in the body of the module:

### ***Notes to the Teacher***

This contains helpful tips or strategies that will help you in guiding the learners.





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 2 Alternative Delivery Mode (ADM) Module on Identifying English Equivalent of Words in Mother Tongue.

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:

 <b><i>What I Need to Know</i></b>	This will give you an idea of the skills or competencies you are expected to learn in the module.
 <b><i>What I Know</i></b>	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.
 <b><i>What's In</i></b>	This is a brief drill or review to help you link the current lesson with the previous one.
 <b><i>What's New</i></b>	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.

 <b>What is It</b>	<p>This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.</p>
 <b>What's More</b>	<p>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.</p>
 <b>What I Have Learned</b>	<p>This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.</p>
 <b>What I Can Do</b>	<p>This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.</p>
 <b>Assessment</b>	<p>This is a task which aims to evaluate your level of mastery in achieving the learning competency.</p>
 <b>Additional Activities</b>	<p>In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned.</p>
 <b>Answer Key</b>	<p>This contains answers to all activities in the module.</p>

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 was designed and written with you in mind. It is here to help you master in Identifying the English Equivalent of Words in Mother Tongue. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

The module is complete in parts ranging from discussions, illustrations, activities and assessment.

After going through this module, you are expected to:

1. familiarize the English language and Mother Tongue;
2. identify the English equivalent of words in Mother Tongue;
3. translate English language into Mother Tongue;
4. increase the vocabulary words in English and in Mother Tongue.





## ***What I Know***

Multiple Choice. Choose the letter of the correct equivalent of English words in the Mother Tongue. Write your answer in your activity notebook.

1. basketball

- a. basketbol
- b. baskeytbol

- c. basketbol
- d. baskiytbol

2. classroom

- a. klassrom
- b. klasrom

- c. klasroom
- d. klasruym

3. soap

- a. papel
- b. baso

- c. panyo
- d. sabon

4. center

- a. taliwala
- b. kilid

- c. ilawom
- d. ibabaw

5. heavy

- a. daghan
- b. bug-at

- c. gamay
- d. nipis



## ***What's In***

From our previous lesson, you have learned to classify/categorize sounds heard. To check your knowledge from the past lesson, answer the activity below.



### ***Notes to the Teacher***

Dear teachers, please remind the pupils to follow the instructions/directions given in every activity and inform them to use their activity notebook in writing their answers.

Directions. Choose the correct answer from the box to classify/categorize the sounds heard. Write the letter of your answer in your activity notebook.

- a. animal
- b. transportation
- c. musical instrument
- d. mechanical object

\_\_\_\_\_ 1. Putak! Putak! Putak!

\_\_\_\_\_ 2. Prrrt! Prrrt! Prrrt!

\_\_\_\_\_ 3. Broom! Broom! Broom!

\_\_\_\_\_ 4. Tick! Tock! Tick! Tock!

## \_\_\_\_\_ 5. Boom! Boom! Boom!



### **What's New**

Have you experienced wearing something that does not fit you anymore? I'm sure it doesn't look nice, right? Did you do something to make that dress or shorts still usable even if they are already small?

Today, we will read a story of a boy who still manages to wear his favorite pants even if it is already small for him with the help of his mother.

As you read the story, try to find out what did mother do to the pants of her son?

#### **My Pair of Shorts**

Jed wants to play in the park. He got his bat and ball. He wore his rubber shoes. He got his cap.

Mother gave him two shirts. "You may wear the red one. Put the other shirt in your bag. Change your shirt to this yellow one after playing. I prepared five sandwiches. Share them with your friends."

He was starting to wear his pants, but there was a problem.

"Look mama. My pants are short for me," said Jed.

"Oh, yes. You are growing taller. We can give the pants to your brother Tom."

"But I love my pants Mama. Can't I still use them?"

"Hmmm, let's see. I need a pair of scissors, thread, and needle."

“Look, Jed, I made a shorts!”

“Oh. It looks good on me. Thank you Mama. I will use this now while I play with David, Benny, Ric and Dan.”

*(Alcaraz, -et.al)*



## ***What is It***

Write the letter of the correct answer in your activity notebook.

1. What did Jed wants to do?

- a. Jed wants to play in the park.
- b. Jed wants to wear his pants.
- c. Jed wants to cut his pants.
- d. Jed wants to use his shorts.

2. What were his preparations before playing?

- a. He brought his bag.
- b. He ate his sandwiches.
- c. He prepared his snacks.
- d. He got his bat, ball, cap and wore his rubber shoes.

3. What was his problem with his pants?

- a. His pants were wet.
- b. His pants were torn out.

- c. His pants were short for him.
  - d. His pants were too loose for him.
4. Why didn't Jed want to give his pants to his brother?
- a. He was selfish.
  - b. He would keep it.
  - c. He loved his pants.
  - d. He wanted to give it to his friends.
5. What did Jed feel when he wore the shorts?
- a. He was sad.
  - b. He was angry.
  - c. He was afraid.
  - d. He was happy.

Now from the story we read, let us find out the English equivalent of words in the Mother Tongue.

<b>English</b>	<b>Mother Tongue</b>	<b>English</b>	<b>Mother Tongue</b>
friend	higala	play	dula
give	hatag	shoes	sapatos
pants	karsones	change	pulihan
prepare	andam	wear	sul-ob
love	gugma	share	ambit
share	ambit	cut	putol
scissors	gunting	thread	tanud
problem	problema	use	gamit
ball	bola	bat	batir
cap	kalo	short	mubo
taller	mas taas	put	ibutang
look	tan-aw	after	pagkahuman

Here are some words to enrich your vocabulary in the translation of English words to the Mother Tongue.

Kinds of food

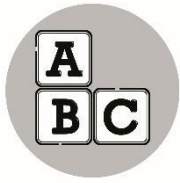
<b>English</b>	<b>Mother Tongue</b>
apple	mansanas
banana	saging
rice	bugas
fish	isda
meat	karne
fruits	prutas
egg	itlog
dried fish	buwad
milk	gatas
vegetables	utan

Things found in the house

<b>English</b>	<b>Mother Tongue</b>
scissors	gunting
comb	sudlay
handkerchief	panyo
dress	sinina
table	lamesa
soap	sabon
glass	baso
spoon	kutsara
fork	tinidor
plate	plato

Places in the Community

<b>English</b>	<b>Mother Tongue</b>
church	simbahan
market	merkado
office	opisina
house	balay
school	eskwelahan
plaza	plasa
port	pantalan
ricefield	basakan
farm	umahan
hospital	ospital



## *What's More*

### **Guided Activity 1**

You have read and learned some translations of English words in the Mother Tongue. Now, let us try to answer the exercises below.

Choose the letter of the English equivalent of words in the Mother Tongue. Write your answers in your activity notebook.

1. apple

a. saging

c. mansanas

b. abokado

d. utan

2. scissors

a. tanud

c. dagum

b. gunting

d. papel

3. church

a. merkado

c. simbahan

b. balay

d. opisina

4. glass

a. tinidor

c. baso

b. plato

d. kutsara

5. rice

a. gatas

c. bugas

b. utan

d. itlog

## Assessment 1

Choose the letter of the correct English equivalent of words in the Mother Tongue. Write your answer in your activity notebook.

1. friend

a. silingan

c. kontra

b. higala

d. kauban

2. problem

a. problema

c. kahadlok

b. kalipay

d. kasuko

3. cut

a. putol

c. isumpay

b. himo

d. pun-an

4. share

a. sul-ob

c. tan-aw

b. putol

d. ambit

5. change

a. pulihan

c. isul-ob

b. ibutang

d. ihatag



## Guided Activity 2

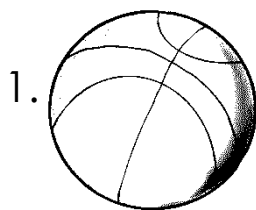
This is another activity to be given to you with the support of the teacher.

Draw a happy face (☺) in your activity notebook if the English word is the correct equivalent with the Mother Tongue, and a sad face (☹) if it is not.

1. banana - simbahan \_\_\_\_\_
2. toothbrush - sabon \_\_\_\_\_
3. dog - baboy \_\_\_\_\_
4. book - libro \_\_\_\_\_
5. needle - dagum \_\_\_\_\_

## Assessment 2

Choose the correct letter of the translation of English words in the Mother Tongue. Write your answer in your activity notebook.



ball

a. batir

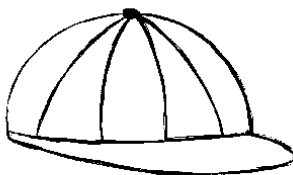
c. botelya

b. bola

d. libro

2.

cap



a. kalo

c. beysbol

b. medyas

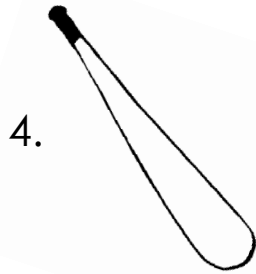
d. eskaylator



shoes

- a. sapatos
- b. tsinelas

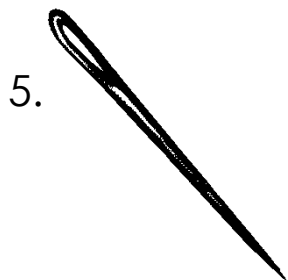
- c. baso
- d. kompyuter



bat

- a. batir
- b. tinidor

- c. baso
- d. kutsara



needle

- a. panyo
- b. dagum

- c. lapis
- d. tanud

## Independent Activity 1

This activity tries out the new skill of the pupils in their own. Match Column A with Column B to show the English equivalent words in Mother Tongue. Write the letter of the correct answer in your activity notebook.

A	B
_____ 1. short	a. panyo
_____ 2. handkerchief	b. ibutang
_____ 3. put	c. mubo
_____ 4. look	d. sinina
_____ 5. dress	e. tan-aw
	f. karsones

## Assessment 1

Put a check mark (√) if the English word is the correct equivalent with the Mother Tongue and a cross mark (×) if it is not. Write your answer in your activity notebook.

_____ 1. action	-	aksyon
_____ 2. apple	-	mansanas
_____ 3. center	-	taliwala
_____ 4. comb	-	sabon
_____ 5. spoon	-	tinidor

## Independent Activity 2

There are English words that have no equivalent words in the Mother Tongue. Some of these words are being understood when spoken using the English language and written using the Filipino alphabet. Read and understand the following examples.

### Examples

absent - absent	double – dobol
action - aksyon	driver – drayber
actor - actor	escalator - eskaleytor
actress - aktres	exam - eksam
basket - basket	monitor - monitor
basketball - basketbol	tee shirt- tisirt
baseball - beysbol	television - telebisyon
classroom - klasrom	textbook - teksbok
computer - kompyuter	tricycle - traysikol
magazine - magasin	jeep - dyip
classmate - klasmet	decision - desisyon
check - tsek	procession - prusisyon
bag - bag	nurse - nars
gallon - galon	cake -keyk
shampoo - shampo	chart - tsart
Internet - internit	straw - strow

## Assessment 2

Find the English equivalent of words in the Mother Tongue by answering the puzzle below.

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

1. NOTEBOOK
2. MONITOR
3. TEXTBOOK
4. DRIVER
5. BASEBALL

6. SOAP
7. CLASSROOM
8. MALL
9. ACTOR
10. ESCALATOR



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

1. The familiarization of English words
2. The translation of English equivalent of words in Mother Tongue
3. The identification of the English equivalent of words in Mother Tongue
4. Understanding that some English words have no equivalent words in Mother Tongue
5. The equivalent of some English words are being understood when spoken using the foreign words and written using the Filipino alphabet.
6. The increase of the vocabulary words in English and in Mother Tongue



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

This activity is a new task for the learners to use their new skill. Identification. Choose the correct English equivalent of words in the Mother Tongue. Write your answer in your activity notebook.

1. many - (gamay , daghan)
2. handsome - (nipis , gwapo)
3. house - (balay , karsones)
4. tree - (tulo , kahoy)
5. prepare - (andam , ibutang)



## Assessment

Identify the equivalent Mother Tongue of the underlined words. Write your answer in your paper.

1. Sarah watches television.

- |              |               |
|--------------|---------------|
| a. monitor   | c. telebisyon |
| b. kompyuter | d. klasrom    |

2. Rona looks pretty.

- |          |          |
|----------|----------|
| a. gwapa | c. bag-o |
| b. kilid | d. nipis |

3. Pedro has a pet chicken.

- |          |            |
|----------|------------|
| a. iro   | c. manok   |
| b. iring | d. langgam |

4. The children eat nutritious food.

- |          |          |
|----------|----------|
| a. tulog | c. duaw  |
| b. kaon  | d. kanta |

5. My friend reads a book.

- |          |          |
|----------|----------|
| a. basa  | c. lakaw |
| b. sayaw | d. sulat |



## ***Additional Activities***

Identify the English equivalent of words in the Mother Tongue to the words you always hear and read.

panimalay	kamot	hugas
luwas	sakit	puyo

1. wash - \_\_\_\_\_
2. hands - \_\_\_\_\_
3. stay - \_\_\_\_\_
4. home - \_\_\_\_\_
5. safe - \_\_\_\_\_





# Answer Key

What is It

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

What's In

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

What I Know

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

Guided Activity 2

1. 😞
2. 😞
3. 😞
4. 😞
5. 😊

Assessment 1

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

What's More

Guided Activity 1

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

Assessment I

1. ✓
2. ✓
3. ✓
4. ×
5. ×

Independent Activity 1

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

Assessment 2

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

**Assessment 2**  
Puzzle

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

<p style="text-align: center;"><b>What I Can Do</b></p> <ol style="list-style-type: none"> <li>1. daghan</li> <li>2. gwapo</li> <li>3. balay</li> <li>4. kahoy</li> <li>5. andam</li> </ol>	<p style="text-align: center;"><b>Assessment</b></p> <ol style="list-style-type: none"> <li>1. C</li> <li>2. A</li> <li>3. C</li> <li>4. B</li> <li>5. A</li> </ol>	<p style="text-align: center;"><b>Additional Activity</b></p> <ol style="list-style-type: none"> <li>1. hugas</li> <li>2. kamot</li> <li>3. puyo</li> <li>4. panimalay</li> <li>5. luwas</li> </ol>
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