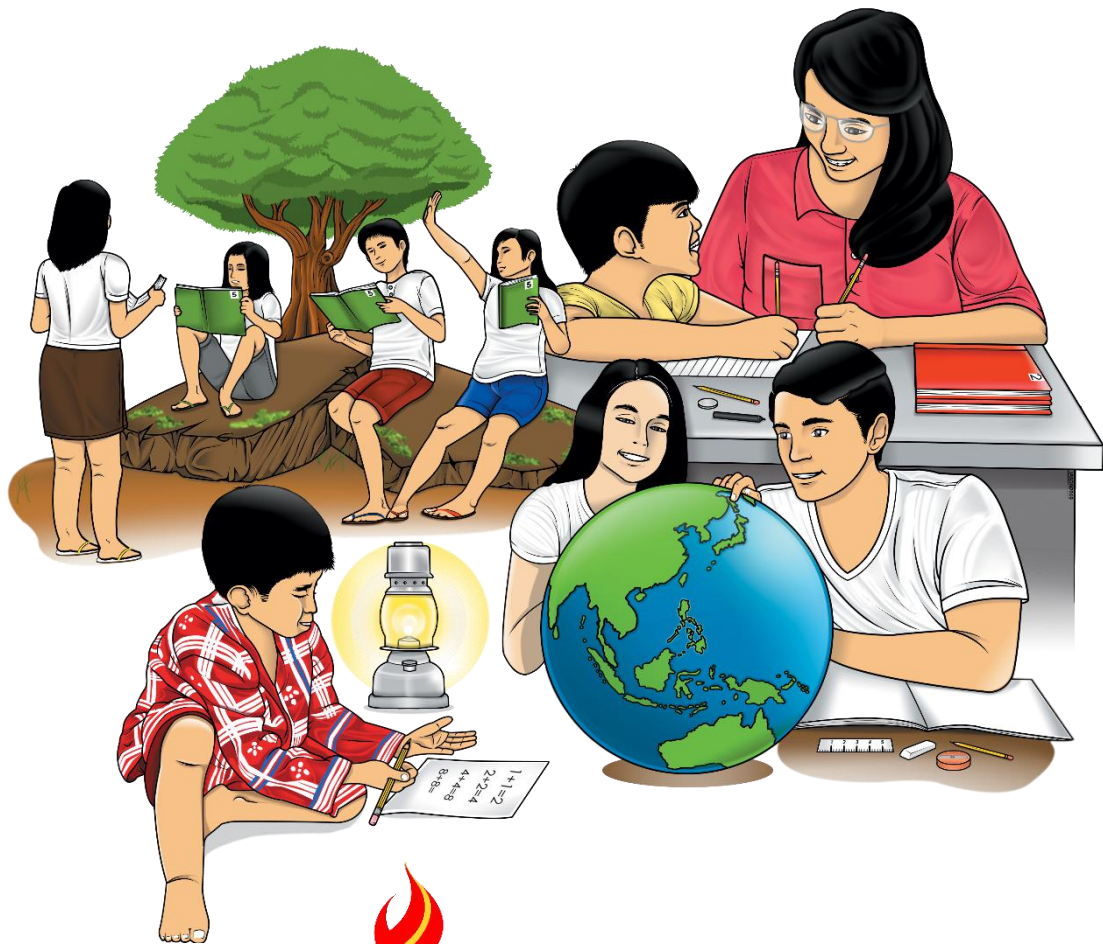


2

# Quarter 1 – Module 5: Identifying the English Equivalent of Words in the Mother Tongue or in Filipino



**English – Grade 2**  
**Alternative Delivery Mode**  
**Quarter 1 – Module 5: Identifying the English Equivalent of Words in the**  
**Mother Tongue or in Filipino**  
**First Edition, 2020**

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# English

Quarter 1 – Module 2

Identifying the English Equivalent of  
Words in the Mother Tongue or in  
Filipino

# Introductory Message

For the facilitator:

Welcome to the English 2 Alternative Delivery Mode (ADM) Module on Identifying the English Equivalent of Words in the Mother Tongue or in Filipino. 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 the English Equivalent of Words in the Mother Tongue or in Filipino. 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>	<p>This will give you an idea of the skills or competencies you are expected to learn in the module.</p>
 <b><i>What I Know</i></b>	<p>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.</p>
 <b><i>What's In</i></b>	<p>This is a brief drill or review to help you link the current lesson with the previous one.</p>
 <b><i>What's New</i></b>	<p>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.</p>
 <b><i>What is It</i></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><i>What's More</i></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><i>What I Have Learned</i></b>	<p>This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.</p>

 <b><i>What I Can Do</i></b>	This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.
 <b><i>Assessment</i></b>	This is a task which aims to evaluate your level of mastery in achieving the learning competency.
 <b><i>Additional Activities</i></b>	In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned.
 <b><i>Answer Key</i></b>	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 provides you with activities that will help you learn about using words that are related to self, family, school, community, and concepts.

Activities in this module will also teach you how to relate them to name of shapes and numbers in both Mother Tongue and English.

**At the end of this module, you are expected to:**

1. understand words related to self, family, school, community and concepts;
2. use these words correctly; and
3. relate them to name of shapes and numbers in both Mother Tongue and English.



## *What I Know*


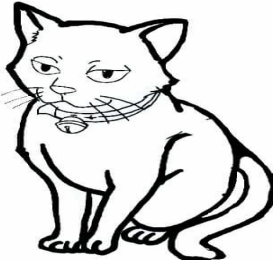
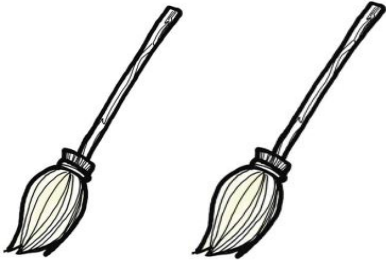
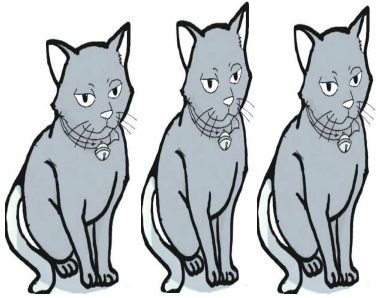
### What You Should Know:

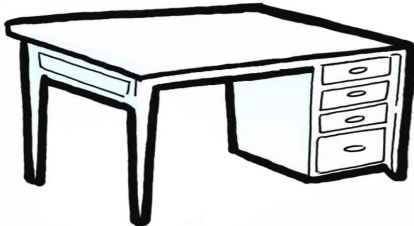
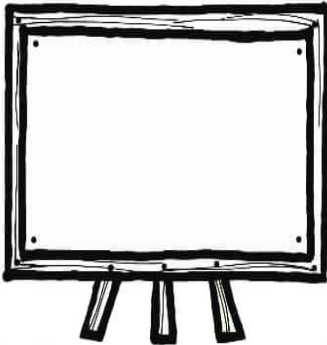


Read the sentences below.

1. I own a bag.
  2. My sister washes five plates.
  3. We have a round table.
  4. Atin kung bag.
  5. I atsi ku menos yang limang pinggan.
  6. Atin kaming mabilug a lamesa.
- Sentences number **1**, **2** and **3** are in English and they have words related to family members and shapes.
  - Sentences number **4**, **5** and **6** are their translations in Kapampangan.



Read and analyze the table.

(Illustration)	English
	I like mango.
	I have a cat.
The sentences talk about oneself. They contain words referring to a fruit and an animal.	
	My father has two brooms.
	My mother has three cats.
The sentences are about family members. They contain words to count nouns like two and three.	

	<p>We have a rectangular table in the library.</p>
	<p>The board is square.</p>
<p>The sentences are about school. They have words referring to shapes such as square and rectangular.</p>	
	<p>My friends are kind.</p>
	<p>Our house is clean.</p>
<p>The sentences show good qualities of a community such as kind and clean.</p>	

- Languages like Kapampangan and English are used for communication.

- There will be successful communication between and among people if they use words properly.

Read and understand the words below.

English Words	Filipino Translation
head	ulo
nose	ilong
father	ama
mother	ina
red	pula
road	Kalye/daan
street	kanto

- ✓ How do you feel after reading the given words?
- ✓ Have you used those words in your Mother Tongue?
- ✓ Cite other examples of English words and their Filipino word translation.
- ✓ Have you used these words in your Mother Tongue? Cite situations when you have used these words.
- ✓ Is it good or helpful to know some words in English and Filipino? Why or Why not?

## Lesson

# 1

## Identifying the English Equivalent of Words in the Mother Tongue or in Filipino

Identifying the English Equivalent of Words in the Mother Tongue or in Filipino helps you to become more knowledgeable about the English and Filipino language as well as your mother tongue. The lessons here will guide you in speaking and writing using the languages you know.



### *What's In*

#### *Remember this...*

- Languages like Filipino and English are used for communication.
- There will be successful communication between and among people if they use words properly.



#### *Notes to the Teacher*

The teacher must consider the prerequisite skills needed in the development of this competency including the schema or background knowledge which may reinforce learning. This module will help the learners bridge the gap of learning to attain mastery of the lesson in its spiral progression.



## *What's New*

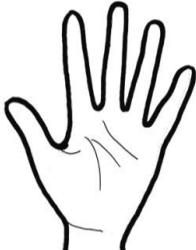
Read the words related to self, family, school, community, and concepts such as the names for shapes and numbers. Write their equivalent in your mother tongue. Do the activity on a sheet of paper or in your notebook.





English Words	Mother Tongue
1. heart	
2. grandmother	
3. father	
4. eleven	
5. policeman	



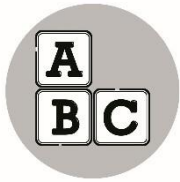
## *What is It*

Study the pictures below. Write the word for it in English on the first line and a word in your Mother Tongue on the second line. Write your answers on a sheet of paper or in your notebook.

No.	Object	English	Mother Tongue
1		_____	_____

2		<hr/>	<hr/>
3		<hr/>	<hr/>
4		<hr/>	<hr/>
5		<hr/>	<hr/>

- ✓ Are you now familiar with the words that are related to self, family, school, community, and concepts such as the names for shapes and numbers in both Mother Tongue and English?
- ✓ Let's move on.



## *What's More*

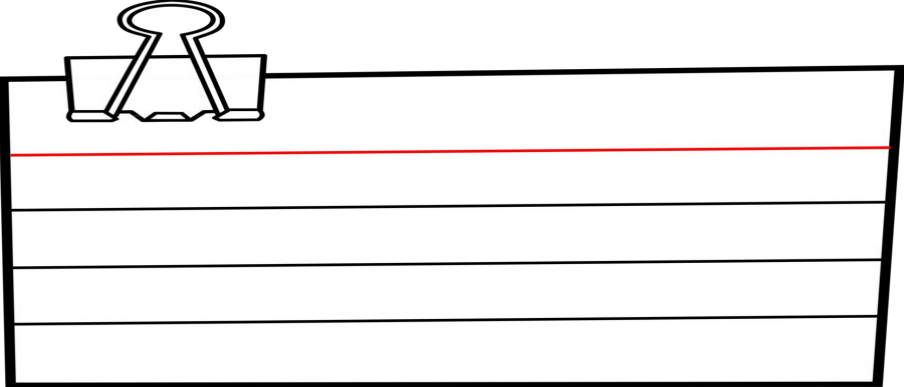
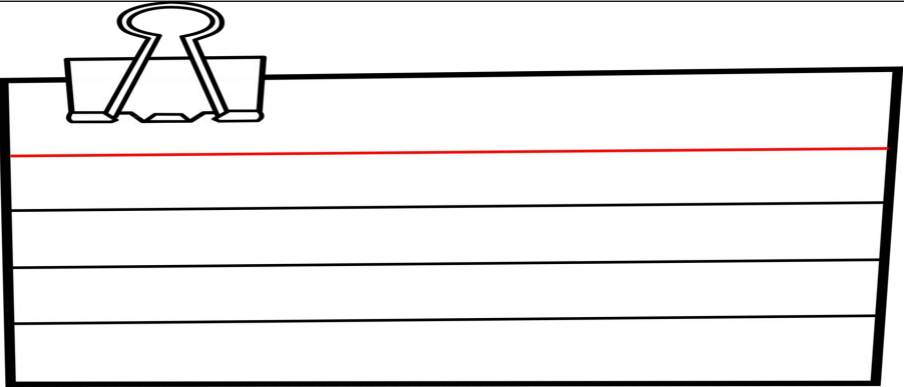
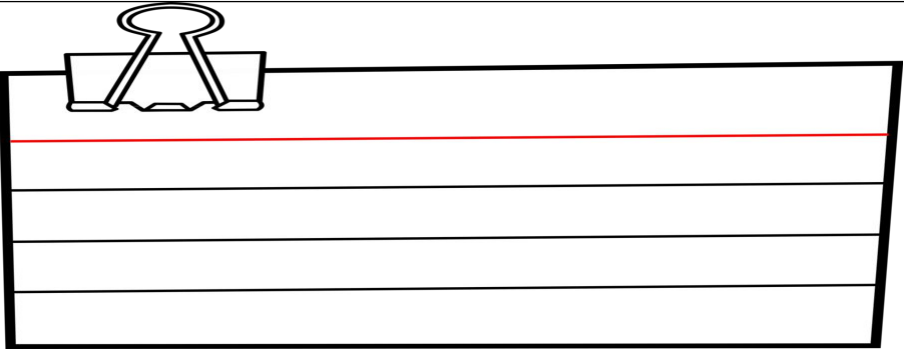
### Guided Activity 1

The underlined words are related to self, family, school, community, and concepts such as the names for shapes. Write their equivalent terms in your mother tongue. Do the activity on a sheet of paper or in your notebook.

<u>Sentences</u>	<u>Mother Tongue</u>
1. I love my <u>loving parents</u> .	
2. My <u>two brothers</u> help me in watering the plants.	
3. I have <u>eight notebooks</u> .	
4. We bring out our <u>triangular erasers</u> .	
5. We plant in our <u>wide backyard</u> .	

## Guided Assessment 1

Looking at your answers in Guided Activity 1, *copy the sentences about family on paper 1, the sentences about numbers and shapes on paper 2 and the sentence about community on paper 3.* Do the activity on a sheet of paper or in your notebook.

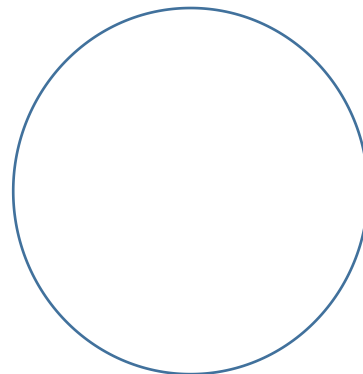
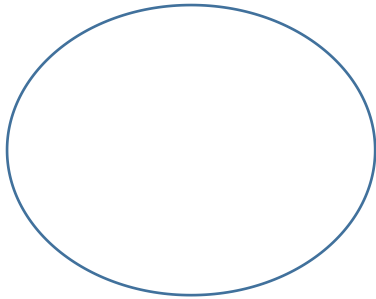
PAPER 1	 A rectangular template for Paper 1. It features a paperclip icon at the top left corner. Below the paperclip, there are four horizontal lines for writing. The top line is red, and the other three are black.
PAPER 2	 A rectangular template for Paper 2. It features a paperclip icon at the top left corner. Below the paperclip, there are four horizontal lines for writing. The top line is red, and the other three are black.
PAPER 3	 A rectangular template for Paper 3. It features a paperclip icon at the top left corner. Below the paperclip, there are four horizontal lines for writing. The top line is red, and the other three are black.



## Guided Activity 2

Write the words that are related to self in the **circle**, words about family in the **square**, the words about school in the **rectangle**, and the words about the community in the **oblong**. Do the activity on a sheet of paper or in your notebook.

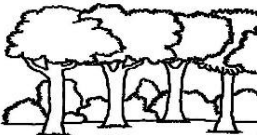




my black hair	friendly classmates
loving mother	my strong feet
helpful captain	sweet sister
stoplights	clean armchairs



## Guided Assessment 2

Use words that are related to self, family, school, community, and concepts such as the names for shapes and numbers in both Mother Tongue and English to complete the sentences below. Choose from the words inside the box. Write your answers on a sheet of paper or in your notebook.

wooden table	my grandparents
two coconuts	four trees
obedient officers	three baskets

Illustration	Sentence	Mother Tongue
	1. We have _____ in our front yard.	_____
	2. Anna bought _____.	_____
	3. Our _____ maintain peace and order.	_____
	4. Our principal has a _____ in her office.	_____
	5. My mother bought _____ in the market.	_____

## Independent Activity 1

Read the dialog and answer the questions that follow. Write your answers on a sheet of paper or in your notebook.

**Ms. Flores** talks to **Mang Simon** about **Kiko's** performance in school.

**Ms. Flores:** Good morning, Mang Simon. I am Ms. Flores, Kiko's teacher in Mathematics.

**Mang Simon:** Good morning, Ms. Flores. How is Kiko in school?

**Ms. Flores:** He is very good, Sir. He loves to read and count.

**Mang Simon:** His older sister helps him to read and count at home.

**Ms. Flores:** Wow! That is great. He also shows interest in drawing and coloring.

**Mang Simon:** His mom allows him to do artworks during weekends in our backyard.

**Ms. Flores:** Your love and support makes Kiko a good child.

**Mang Simon:** Your guidance, Ms. Flores, helps him to do great things.

### Questions:

1. Who talks to Mrs. Flores?

---

2. Where do they talk?

---

3. What did Ms. Flores say about Kiko?

---

4. Who helps Kiko at home?

---

5. What are the good qualities of Kiko as a pupil?

---

### Independent Assessment 1

From the dialog above, choose *five (5)* words that are related to self, family, school and community. Write their equivalent term/word in your own mother tongue. Write your answers on a sheet of paper or in your notebook.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

## Independent Activity 2

Read the given situation. Try to understand each reminder.

The Mayor in your city gives reminders about how to throw your garbage properly. Here are the things to do.

1. Separate biodegradable (nabubulok) from non-biodegradable (di- nabubulok).
2. Put a green container for the biodegradable and black for the non-biodegradable.
3. Have another container for the recyclable (mga pwede pang magamit).
4. Clean your houses as well as your backyards.
5. Cooperate with the garbage collector.

Copy the reminders on a sheet of paper or in your notebook and circle a word in each sentence and write its equivalent word in your mother tongue.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Independent Assessment 2

Give three (3) words related to *self, family, school, community, and concepts*. Write the sentences in your Mother Tongue using those words on a sheet of paper or in your notebook.

### SELF

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## FAMILY

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## SCHOOL

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## COMMUNITY

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## CONCEPT

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



## *What I Have Learned*

- Words that are related to self, family, school, community, and concepts such as the names for shapes and numbers in Mother Tongue, Filipino and English are used to write and say your ideas.
- Having a wide vocabulary in English, Filipino and Mother Tongue will make you a good writer and a good speaker.  
*Why is it important to learn about words related to self, family school, community and concepts in the different languages?*
- It important to learn about words that are related to self, family, school, community, and concepts in your Mother Tongue, Filipino and English in order to be a good writer and a good speaker.



## *What I Can Do*

Interview a family member and ask him/her to give you examples of words that are related to self, family, school, community, and concepts such as the names for shapes and numbers in both Mother Tongue and English. Do this activity on a sheet of paper or in your notebook.

English Words	Mother Tongue



## *Assessment*

Make some drawings about your experiences as a grade two pupil and write words that are related to yourself, family, school and community in both English and mother tongue. Do this activity on a sheet of paper or in your notebook.

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## *Additional Activities*

Use words that are related to self, family, school, community, and concepts to name the pictures below. Write your answers on a sheet of paper or in your notebook.

No.	Illustration	English	Mother Tongue
			
			
			
			
			





# Answer Key

What's New  
Answers vary.  
The answers must be expressed in their mother

What is it  
1. hand  
2. house  
3. guava  
4. dog  
5. jeepney

What's More  
Answers vary.  
The answers must be expressed in their mother

Guided Activity 1  
Answers vary.  
The answers must be expressed in their mother

Guided Assessment 1  
Answers vary.  
The answers must be expressed in their mother

What's More  
Guided Activity 2  
Circle: My black hair & my strong feet  
Square: loving mother & sweet sister  
Rectangle: Friendly classmates & clean armchairs  
Oval: Helpful captain & stoplights  
Guided Assessment 2  
Answers vary

ASSESSMENT  
Answers vary.

Independent Activity 1  
1. Mang Simon  
2. School  
3. He is good reading, counting and drawing.  
4. His mother and sister.  
5. He is a very good pupil.  
Independent Assessment  
Answers vary.  
Independent Activity 2  
Answers vary.  
What I Can do  
Answers vary.  
Independent Assessment  
Answers vary.

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