



English

Quarter 1 – Module 1: Modals: Prohibition, Obligation and Permission



SELF-LEARNING MODULE



DEPARTMENT OF EDUCATION - SOCCSKSARGEN

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English-9
Self-Learning Module (SLM)
Quarter 1 – Module 1: Modals: Prohibition, Obligation and Permission
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English

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Introductory Message

For the facilitator:

Welcome to the English 9 Self-Learning Module (SLM) on Modals: Prohibition, Obligation and Permission!

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

Hello, dear teachers! You are lucky to have this learning material to easily deliver the lesson for our learners and enhance their knowledge on Modals: Prohibition, Obligation and Permission. Please help them achieve our learning objectives.

Please tell our learners to read, understand, analyze, and answer all the given activities and questions seriously as this material is designed and made for them. This is also to inform our learners to take some precautionary measures and some activities need extra care.

This is just a reminder dear teacher, do not go beyond our objectives and main goal for our learners. Be an agent of learning. Have fun!

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 9 Self-Learning Module (SLM) on Modals: Prohibition, Obligation and Permission!

The hand is one of the most symbolized part 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

Introduction

Modal verbs are very important in English. We use them to express something that can probably, certainly or possibly happen. Modal verbs help when speaking about ability, making requests and offers, asking permission and more.

Modal verbs give additional information about the function of the main verb that follows it. They have a great variety of communicative functions.

In this module, you will learn the skills in learning and using modals which express prohibition, obligation and permission.

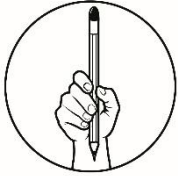
Essential Learning Competency:

Express permission, obligation, and prohibition using modals.

Learning Objectives:

After going through this module, you are expected to:

1. use appropriate modal verbs in different situations;
2. express permission, obligation and prohibition using appropriate modals; and
3. give the importance of using modals properly.



What I Know

TEST 1.

Directions: Complete the following sentences using appropriate modal verbs. Choose the correct answer from the box and write your answer on a separate sheet.

must	can	have to
mustn't	can't	

1. When you are a driver, you _____ stop on red lights.
2. Children _____ stay in their rooms during playtime.
3. We _____ be there before the contest starts or else we will be disqualified.
4. I can't get a connection in my phone. _____ I borrow yours?
5. The rules state that you _____ invite only one guest to the party.
6. People _____ smoke in public places.
7. Students _____ manage their time carefully when taking a timed test.
8. People _____ turn off their mobile phones at the movie theater.
9. Men and women _____ be treated equally.
10. If you are going to drive, you _____ consume alcoholic drinks.

TEST 2.

Directions: Tell whether the underlined phrase expresses Permission, Obligation or Prohibition. Copy the grid on a separate sheet of paper and reflect your answer on the appropriate column.

Sentences	Prohibition	Obligation	Permission
1. Passengers <u>must not play music or talk</u> on this part of the train.			
2. You <u>can't rent a car</u> without a credit card.			
3. You <u>have to show</u> your ID before you can enter the place.			
4. You <u>can sit</u> here. The seat is free.			
5. I <u>must hand in</u> all requirements before Friday.			



What's In

Activity 1: **Guess What?**

Directions: Guess the words described below. Use the boxes as your clue. Write your answer on a separate sheet of paper.

1. This is a type of modal which indicates that something should not be done or that someone must not do something.

P I I I N

2. This type of modal is used to express responsibility or commitment. Examples of this modal are must and have to.

O L G A I

3. This is a type of modal which is used to express consent or approval. Examples of this modal are can and could.

R I I

4. This verb form is use to express a degree of certainty about an outcome or the possibility of something.

O A



What's New

This time, let us deepen your understanding of the lesson through the next activity. Analyze the given illustrations for you to easily understand what they are trying to say. Try it out!

Activity 2: **SIGNing in!**

Directions: Match the picture to its appropriate description. Write the letter of your answer on a separate sheet of paper.



1. A. You can't smoke in this area.
B. You must smoke in this area.
C. You mustn't smoke in this area.
D. You don't have to smoke in this area.



2. A. You can turn right.
B. You must turn right.
C. You have to turn right.
D. You don't have to turn right.



3. A. You can use mobile phones inside the classroom.
B. You can't use mobile phones inside the classroom.
C. You mustn't use mobile phones inside the classroom.
D. You don't have to use mobile phones inside the classroom.



4. A. You must throw garbage anywhere.
B. You can't throw garbage anywhere.
C. You mustn't throw garbage anywhere.
D. You don't have to throw garbage anywhere.



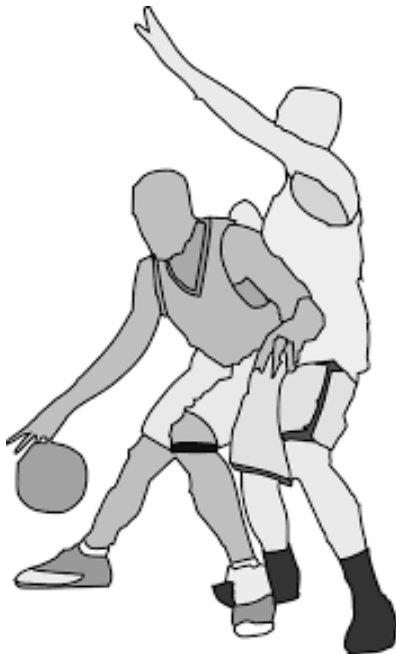
5. A. You can maintain 50 KPH speed.
B. You must maintain 50 KPH speed.
C. You have to maintain 50 KPH speed.
D. You mustn't maintain 50 KPH speed.



What is It

Activity 3: Playtime Mode!

Directions: Make five guidelines in playing the sports identified below. Choose only one sport. Use the modals specified in the parenthesis (**can, can't, must, mustn't, have to, don't have to**). The first one is done for you. Write your answer on a separate sheet of paper.



A. Basketball

1. The players **must** wear appropriate attire.

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



B. Volleyball

1. The team **must** be composed of six players.

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

Modal Verbs: Prohibition, Obligation and Permission

When we want to express permission, prohibition (not allowing something), obligation or no obligation, we use modal verbs.

A. Prohibition – can't, mustn't

Can't and **mustn't** (must not) are used to show that something is prohibited or not allowed.

Examples:

You **can't** go into that restaurant without a tie.

You **can't** drive in this country unless you are over eighteen.

You **mustn't** use your phone in class.

Can't usually gives the idea of something that is against the rules.

Mustn't usually means that it is the speaker who is setting the rule.

B. Obligation – have to, must

Have to and **must** are both used to express obligation. There is a slight difference in the way both are used.

Have to shows that the obligation comes from someone else, not the speaker. This is usually referring to a rule or law.

Examples:

We **have to** be in the airport at least two hours before the flight.

I **have to** work on Saturday.

They **have to** wear their uniforms in school.

My doctor said that I **have to** stop smoking or I'll risk serious problems. (I have no choice).

Must shows us that the obligation comes from the speaker.

Examples:

I **must** hand in my thesis by tomorrow.

I really **must** call my parents.

I **must** stop smoking. It's costing me too much money. (It's my decision).

We use **don't have to** to show that there is no obligation. You can do something if you want but it is not an obligation.

Examples:

You **don't have** to wear a tie to go to that restaurant but it would be nice.

You **don't have to** wait for me. I could get a taxi.

Students **don't have to** wear uniforms to school.

C. Permission – can, could

Can is most often used to ask for or give permission. It is also possible to use **could** but it is not often used as can.

Examples:

Can I borrow a pen?

Can I go now?

Could I open the window?



What's More

Activity 4: Write it Right!

Directions: Complete the given paragraph about COVID-19 by supplying the right modal. Rewrite the paragraph on a separate sheet of paper.

In our day-to-day living with the outbreak of Corona Virus Disease 2019 (COVID-19), we are advised that we 1. _____ always wear a mask when going out of our homes. We 2. _____ always abide with the protocols in order to be safe and away from harm. The government is working very hard so that we 3. _____ be always outside to look for food and essential needs. We 4. _____ wash our hands regularly and observe social distancing. We 5. _____ see to it that we will be doing our roles in keeping ourselves healthy. COVID-19 has created a global health crisis that has completely changed the way we perceive our world and our everyday lives.

Activity 5: **A Change for the Better.**

Directions: Replace the underlined phrases with the appropriate modal verb. Write your answer on a separate sheet of paper.

1. You are not permitted to say anything about it.

2. Well, you are advised to buy that CD set from the greatest hits of Queen.

3. Dog owners are not allowed to bring their pets inside the new restaurant in town.

4. The situation there is indeed serious. We really need to stay here.

5. There is a meeting on the first floor, Patrick is not allowed to make noise.



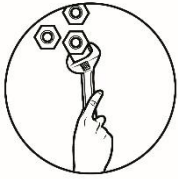
What I Have Learned

Activity 6. **Sum it Up!**

Directions: Answer the question concisely. Write your answer on a separate sheet of paper.

1. What is the importance of using appropriate modals in expressing different intentions?

Features	4	3	2	1	Score
Quality of writing	<ul style="list-style-type: none">• Piece was written in an extraordinary style and voice.• Very informative and well organized	<ul style="list-style-type: none">• Piece was written in an interesting style and voice• Somewhat informative and organized	<ul style="list-style-type: none">• Piece had little style or voice• Gives some new information but poorly organized	<ul style="list-style-type: none">• Piece had no style or voice• Gives no new information and very poorly organized	
Grammar Usage & Mechanics	<ul style="list-style-type: none">• Virtually no spelling, punctuation or grammatical errors	<ul style="list-style-type: none">• A number of spelling, punctuation or grammatical errors	<ul style="list-style-type: none">• Few spelling and punctuations errors, minor grammatical errors	<ul style="list-style-type: none">• So many spelling, punctuation and grammatical errors that it interferes with the meaning	
Total					



What I Can Do

Activity 7. Travel with me!

Directions: Write an article of 80-120 words about giving an advice to tourists when coming to Philippines for a visit or for a vacation. Use modals to express your ideas. Write your answer on a separate sheet of paper.

You may use the following categories: food, house rules, security, greetings, celebrations, hospitality, formality and greetings.

You may use these questions as your guide in making your composition.

- Did you use modal verbs to give your opinion/advice?
- Did you check grammar, spelling, vocabulary and style?
- Are you using linking words to give cohesion and coherence to your paragraph?
- Did you follow the suggested number of words?

Features	(1)Unsatisfactory	(2) Needs Improvement	(3) Satisfactory	(4)Outstanding
Content & Development	<ul style="list-style-type: none"> - Content is incomplete. - Major points are not clear. -Specific examples are not used. 	<ul style="list-style-type: none"> - Content is not comprehensive and /or persuasive. - Major points are addressed, but not well supported. - Responses are inadequate or do not address topic. -Specific examples do not support topic. 	<ul style="list-style-type: none"> - Content is accurate and persuasive. - Major points are stated. - Responses are adequate and address topic. - Content is clear. -Specific examples are used. 	<ul style="list-style-type: none"> - Content is comprehensive, accurate, and persuasive. - Major points are stated clearly and are well supported. - Responses are excellent, timely and address topic. - Content is clear. -Specific examples are used.
Organization & Structure	<ul style="list-style-type: none"> - Organization and structure detract from the message. - Writing is disjointed and lacks transition of thoughts. 	<ul style="list-style-type: none"> - Structure of the paper is not easy to follow. - Transitions need improvement. 	<ul style="list-style-type: none"> - Structure is mostly clear and easy to follow. - Transitions are present. 	<ul style="list-style-type: none"> -Structure of the paper is clear and easy to follow. - Transitions are logical and maintain the flow of thought throughout the paper.



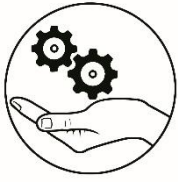
Assessment

Activity 8: **Make me Whole Again!**

Directions: Choose the correct modal from the box to complete the sentence. Write your answer on a separate sheet of paper.

must	can	have to
mustn't	can't	

1. Drivers _____ always stop on red lights.
2. If you are going to drive, you _____ consume alcoholic drinks.
3. Students _____ review their lessons each day of the class.
4. Guests _____ dress appropriately when attending formal events.
5. Children _____ play with matches.
6. People _____ smoke in indoor public places.
7. You _____ write your output without doing research.
8. Students with ID _____ enter the library.
9. We _____ wear mask when going outside.
10. You _____ stay late during weekdays.



Additional Activity

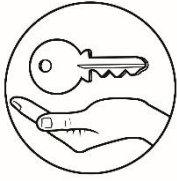
Activity 9. Pieces of advice!

Directions: Choose one situation and give your advise using at least three (3) appropriate modals. Write your answer on a separate sheet of paper.

Situation 1. You believe you failed to get a job only because of your race, age or gender.

Situation 2. Before you started drinking, you have found a broken piece of glass in your juice but the owner of the café only offered an apology and replaced the drink.

Situation 3. A food that you were particularly fond of later turned out to be really dangerous for your health.



Answer Key

Additional Activity
Activity 9: Pieces of Advice
Answer may vary

Assessment
Activity 8: Make me Whole Again

1. must
2. mustn't
3. have to
4. must
5. must
6. can't
7. can't
8. can
9. must
10. mustn't

What I Can Do?
Activity 7: Travel with me!
Answer may vary

What I Have Learned
Activity 6: Sum it Up!
Answer may vary

What's More?
Activity 4: Write it Right

1. must
2. have to
3. don't have to
4. must
5. Have to

Activity 5

1. mustn't
2. have to
3. can't
4. must
5. mustn't

What is It?
Activity 3: Playtime Mode
Answer may vary

What New?
Activity 2: SIGNING in!

1. a
2. c
3. c
4. c
5. d

What's In?
Review
Activity 1: Guess What

1. PROHIBITION
2. OBLIGATION
3. PERMISSION
4. MODAL

What I Know
Test 1

1. must
2. mustn't
3. have to
4. can
5. have to
6. mustn't
7. must
8. must
9. must
10. mustn't

Test 2

1. Prohibition
2. Prohibition
3. Obligation
4. Permission
5. Obligation

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DISCLAIMER

This Self-learning Module (SLM) was developed by DepEd SOCCSKSARGEN with the primary objective of preparing for and addressing the new normal. Contents of this module were based on DepEd's Most Essential Learning Competencies (MELC). This is a supplementary material to be used by all learners of Region XII in all public schools beginning SY 2020-2021. The process of LR development was observed in the production of this module. This is version 1.0. We highly encourage feedback, comments, and recommendations.

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