



# 9 English Quarter 1



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The Editors

# English

## Grade 9

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English Grade 9  
PIVOT IV-A Learner's Material  
Quarter 1  
First Edition, 2020

Published by: Department of Education Region IV-A CALABARZON  
Regional Director: Wilfredo E. Cabral  
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# Guide in Using PIVOT Learner's Material

## For the Parents/Guardian

This module aims to assist you, dear parents, guardians, or siblings of the learners, to understand how materials and activities are used in the new normal. It is designed to provide the information, activities, and new learning that learners need to work on.

Activities presented in this module are based on the Most Essential Learning Competencies (MELCs) for English as prescribed by the Department of Education.

You are expected to assist the child in the tasks and ensure the learner's mastery of the subject matter. Be reminded that learners have to answer all the activities in their own notebook

## For the Learners

The module is designed to suit your needs and interests using the IDEA instructional process. This will help you attain the prescribed grade-level knowledge, skills, attitude, and values at your own pace outside the normal classroom setting.

The module is composed of different types of activities that are arranged according to graduated levels of difficulty—from simple to complex. You are expected to **answer all activities on separate sheets of paper** and submit the outputs to your respective teachers on the time and date agreed upon.

## PARTS OF PIVOT LEARNER'S MATERIAL

	Parts of the LM	Description
Introduction	What I need to know?	The teacher utilizes appropriate strategies in presenting the MELC and desired learning outcomes for the day or week, purpose of the lesson, core content and relevant samples. This allows teachers to maximize learners awareness of their own knowledge as regards content and skills required for the lesson
	What is new?	
Development	What I know?	The teacher presents activities, tasks , contents of value and interest to the learners. This shall expose the learners on what he/she knew, what he /she does not know and what she/he wanted to know and learn. Most of the activities and tasks must simply and directly revolved around the concepts to develop and master the skills or the MELC.
	What is in?	
	What is it?	
Engagement	What is more?	The teacher allows the learners to be engaged in various tasks and opportunities in building their KSA's to meaningfully connect their learnings after doing the tasks in the D. This part exposes the learner to real life situations /tasks that shall ignite his/ her interests to meet the expectation, make their performance satisfactory or produce a product or performance which lead him/ her to understand fully the skills and concepts .
	What I can do?	
	What else I can do?	
Assimilation	What I have learned?	The teacher brings the learners to a process where they shall demonstrate ideas, interpretation , mindset or values and create pieces of information that will form part of their knowledge in reflecting, relating or using it effectively in any situation or context. This part encourages learners in creating conceptual structures giving them the avenue to integrate new and old learnings.
	What I can achieve?	

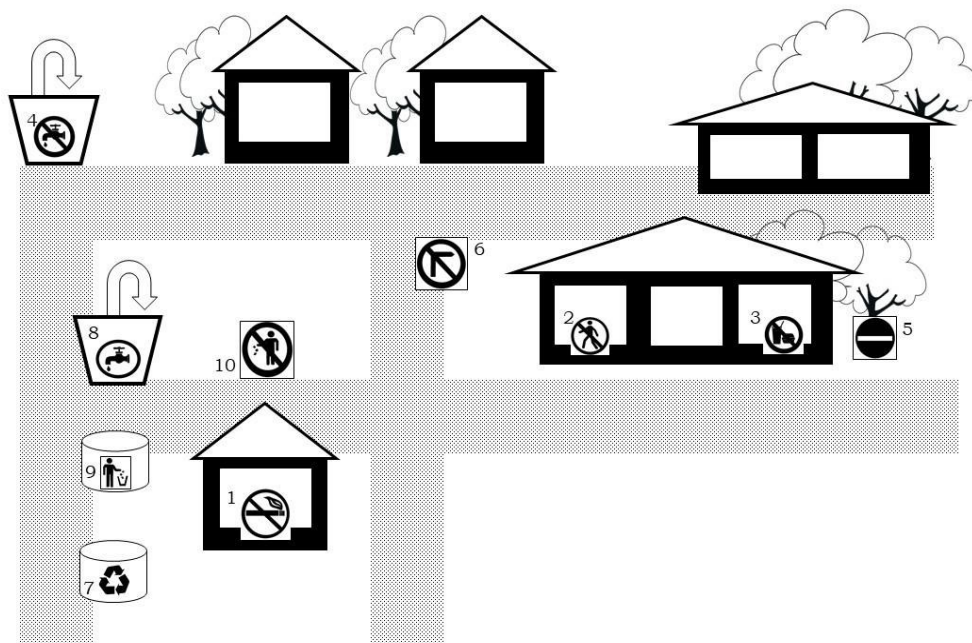
# Expressing Permission, Obligation and Prohibition Using Modals

## Lesson

This lesson focuses on different kinds of modals. This also deals with the different grammatical forms of modals as used in expressing permission, obligation and prohibition. You are expected to identify the modals used in an article; differentiate the different kinds of modals used in expressing permission, obligation and prohibition; create dialogues using modals; and convert non-linear to linear information.

**Learning Task 1:** Imagine that you are in your new school. Match the signage below with their corresponding meaning. Write your answers in your notebook.

- A. Unauthorized person is not allowed here.
- B. Smoking is not allowed here.
- C. You must not litter here.
- D. You must not drink here.
- E. You cannot eat here.
- F. Do not enter.
- G. You can pitch in here.



# D

**Learning Task 2:** Choose the modal that best completes each statement. Write the letters of your answers in your notebook.

1. There's a lot of distractions coming from passing vehicles. \_\_\_\_ Lena close the door?  
A. must                      B. could                      C. would                      D. can
2. Caren \_\_\_\_ start investing now if she wants to retire soon.  
A. can                      B. may                      C. would                      D. have to
3. Stanley \_\_\_\_ come to the session but his presence would lighten the mood if he's there.  
A. couldn't                      B. can't                      C. mustn't                      D. don't have to
4. Serena can't get a connection on her gadget. \_\_\_\_ she borrow yours?  
A. have to                      B. may                      C. can                      D. would
5. It's a controlled room. Unauthorized persons \_\_\_\_ come inside.  
A. don't have to                      B. can't                      C. wouldn't                      D. couldn't
6. Jayson \_\_\_\_ be at the airport at least two hours before his flight.  
A. has to                      B. can                      C. may                      D. would
7. The invitation says that you \_\_\_\_ only bring two guests with you to the wedding.  
A. have to                      B. can                      C. may                      D. could
8. Ethan \_\_\_\_ stay overtime in the office today rather than going and working in the office this weekend.  
A. must                      B. have to                      C. could                      D. would
9. I believe I \_\_\_\_ finish these tasks before the deadline.  
A. may                      B. would                      C. could                      D. have to
10. Considering the event's formality, the winners \_\_\_\_ wear their formal attire for the awarding.  
A. could                      B. must                      C. can                      D. would

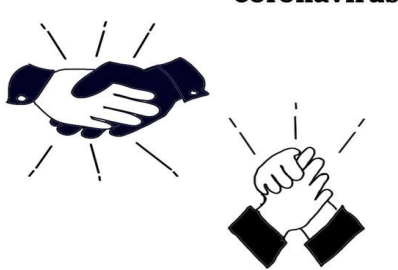
**Learning Task 3:** Read the infographics below from the World Health Organization (WHO). Identify the modals used in each picture and use them in your own sentence. Write your answers in your notebook.

1.


**Should I avoid shaking hands because of the new coronavirus?**

**Yes. Respiratory viruses can be passed by shaking hands and touching your eyes, nose and mouth.**

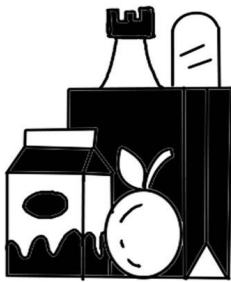
Great people with a wave a nod or a bow instead.



2.

<p><b>No. Regular washing your bare hands offers more protection against catching COVID-19 than wearing rubber gloves</b></p>	<p><b>Is wearing rubber gloves while out in public effective in preventing the new corona infection?</b></p>
<p>You can still pick up COVID-19 contamination on rubber gloves. If you then touch your face, the contamination goes from your glove to your face and can infect you</p>	

3.

<p><b>How can I grocery shop safely in the time of COVID-19?</b></p> 	<p>When grocery shopping, keep at least 1-meter distance from others and avoid touching your eyes, mouth and nose. If possible, sanitize handles of shopping trolleys or baskets before shopping.</p> <p>Once home, wash your hand thoroughly and also after handling and storing your purchased products.</p> <p>There is currently no confirmed case of COVID-19 transmitted through food or food packaging.</p>
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**Modals** are auxiliary or helping verbs. They may be used in expressing permission, obligation and prohibition.

Examples: I believe I **can** fly.  
 Khodhy **must** call the police after the incident.  
 Janine **has to** prepare for her exams.  
 Bernadette **doesn't have to** secure a permit for her to go out of her house.

1. **Permission** is an act of giving consent or authorization. In stating permission, modals to be used include **can**, **could** and **may**.

a. **Can** is used to ask for and give permission.

Examples: **Can** you give me your number?  
**Can** you help me with this?  
 I **can** do it if you want me to.

b. **Could** is also used as a more polite and more formal modal in asking permission (which may not be given).

Examples: I **could** possibly ask my mom to cook it for us.  
**Could** I interview the mayor?  
**Could** you lend me your book?



- c. **May** is the most polite and formal modal used in asking and giving permission.  
 Examples: Medical practitioners affected by COVID-19 **may** now claim their financial support from the government.  
 Teachers **may** now distribute the modules to the learners.  
**May** I borrow your book, please?
2. **Prohibition** is the act of disallowing or prohibiting someone in performing or doing something. Modals showing prohibition include **can't** and **must not/mustn't**.
- a. **Can't** is used in dealing with something against rules, laws and signs. This is used when the speaker is not the one who sets the rules.  
 Examples: You **can't** go out during the community quarantine. (Quarantine Policy)  
 The company **can't** apply for motion for reconsideration. (Legal Proceeding)  
 You **can't** buy any alcoholic beverages due to liquor ban. (Liquor Ban Policy)
- b. **Must Not/Mustn't** is used in dealing with something that is not permitted. In this context, it is the speaker who sets the rules.  
 Examples: You **must not** turn off your camera during online class. (Teacher-students)  
**Mustn't** you eat the fruits inside the fridge? (Mother to child)  
 Salome **must not** tell my secrets to her friends. (Boss to a colleague)
3. **Obligation** expresses commitment or duty. Modals used in expressing obligation include **have to (has to)** and **must**.
- a. **Has/Have to** is used when obligation comes not from the speaker. The obligation is set by an authority, rule or law.  
 Examples: I **have to** be in the airport before the flight departure.  
 She **has to** submit her report on time.  
 The company **has to** pay retrenchment benefits to its employees.
- b. **Must** is used when expressing obligation comes from the speaker or from an authority.  
 Examples: I **must** call my husband now.  
 We **must** finish the report on time.  
 I **must** stay away from them.
4. **No obligation** expresses the absence of commitment or duty as one may do it or not. **Don't (doesn't) have to** is used to express no obligation.  
 Examples: She **doesn't have to** attend the funeral if she is not feeling well.  
 You **don't have to** come to my office in person. You may submit it online.  
 The employees **don't have to** come this morning as the activity will start in the afternoon.

# E

**Learning Task 4:** Copy and complete in your notebook the dialogue by supplying phrases or modals + verbs expressing permission, obligation or prohibition whichever is necessary.

## Once Upon a Pandemic

There is no perfect time and age to becoming responsible and well-informed citizens. Anyone can be especially in this time of crisis.

**Anna:** I was not born with a golden spoon in mouth, so there is nothing I can't do to survive the situation I am in at present.

**Andy:** Likewise. We both grew up and raised in love, faith, patience, and perseverance. We (1) \_\_\_\_\_ strong.

**Anna:** I (2) \_\_\_\_\_ that we (3) \_\_\_\_\_ to keep going to survive this pandemic.

**Andy:** Our government and all of us (4) \_\_\_\_\_ complacent in trying time like this.

**Anna:** Though we have our government to support us during this critical time, we (5) \_\_\_\_\_ completely dependent on our government.

**Andy:** Yes, you said it right. We (6) \_\_\_\_\_ resourceful and frugal at times like this.

**Anna:** I (7) \_\_\_\_\_ that we (8) \_\_\_\_\_ planting vegetables in our own backyard or in any improvised plant box.

**Andy:** That's a good idea, Anna. We, as responsible citizens, (9) \_\_\_\_\_ also \_\_\_\_\_ our government surpass this trying time.

**Anna:** Not only that...we (10) \_\_\_\_\_ compliant to the rules directed by our government to get rid of this pandemic the soonest possible time.

**Andy:** Yeah! I got it right. Let's go check what we (11) \_\_\_\_\_ and (12) \_\_\_\_\_ while under Enhanced Community Quarantine.

**Anna:** That is what we (13) \_\_\_\_\_ in times of crisis. We (14) \_\_\_\_\_ of this pandemic in no time at all if we will cooperate.

**Andy:** Come-on, friend! We (15) \_\_\_\_\_ a difference.

**Learning Task 5:** Using the infographic below from the World Health Organization, convert it into a dialogue between two members of a family using phrases or modals + verbs expressing permission, obligation or prohibition. Write the di-

<h2 style="text-align: center;">Home care for people with suspected or confirmed COVID-19</h2> <p style="text-align: center;">Take care of yourself and your family</p>	
<div style="border: 1px solid black; padding: 5px; display: inline-block;">All members of the household</div>	
<p>Wash hands with soap and water regularly, specifically:</p> <ul style="list-style-type: none"> <li>• After coughing</li> <li>• Before, during and after prepare food</li> <li>• Before eating</li> <li>• After using toilet</li> <li>• Before and after caring for the ill person</li> <li>• When hands are visibly a</li> </ul>	 <p>Avoid unnecessary exposure to the ill person and avoid sharing items, such as eating utensils, dishes, drinks and towels</p>
 <p>When coughing or sneezing, cover mouth and nose with flexed elbow or use a disposable tissue and discard immediately after use.</p>	 <p>Monitor everyone's health for symptoms such as fever, cough and if difficult breathing appear, call your health care facility immediately.</p>

Source: <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public>

**Learning Task 6:** Get an article from a newspaper, journal or other online sources. Copy or cut-and-paste it in your notebook. Then, highlight each modal used in the article. Then, identify if the highlighted modals express permission, obligation or prohibition.

**Learning Task 7:** In your notebook, copy, study and underline the different modals mentioned in this song. Then, analyze if the said modals express permission, obligation and prohibition.

**"Honestly"**  
by Harem Scarem



The video may be accessed at <https://www.youtube.com/watch?v=iT6AOGcfXg>

I stand before you accused of many crimes  
But I want to believe that love can still survive  
You don't have to say it, I don't have to read your mind  
To know that emptiness has finally arrived  
How was I to know right from wrong  
Words were hardly spoken, so where did I go wrong

Tell me honestly, if you're still loving me  
Looking into my eyes honestly  
Words have more meaning, if they're said at certain times  
I need you now so I can feel alive  
How would you know if you won't give me some time  
To see if everything could work out you'll be mine  
I'll be lost forever or someday I may find  
The words that I've been searching for or just some peace of mind

Tell me honestly, if you're still loving me  
Looking into my eyes honestly  
Tell me honestly, if you're still loving me  
Looking into my eyes honestly

All the nights I sit and wonder there must be more to life  
I'm sure that days and years go by while  
I am living with a, living with a lonely feeling

Tell me honestly, if you're still loving me  
Looking into my eyes honestly  
Tell me honestly, if you're still loving me  
Looking into my eyes honestly

I stand before you accused of many crimes  
But I want to believe that love can still survive

Source: <https://www.azlyrics.com/lyrics/haremscarem/honestly.html>

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**Learning Task 8:** Identify the modals used in the sample memorandum of agreement (MOA) below. Analyze if the said modals express permission, obligation and prohibition. Write your answers in your notebook.

**Disclaimer:** The contents of this sample MOA from the MOAs provided by DepEd Central Office were revised and aligned for the purpose of this lesson and the most essential learning competencies.

## **MEMORANDUM OF AGREEMENT FOR WORK IMMERSION PARTNERSHIP**

This Memorandum of Agreement is entered into this **24<sup>th</sup>** day of **August, 2020** in **Cainta, Rizal, Philippines**, by and between:

**SAN ISIDRO NATIONAL HIGH SCHOOL**, a public high school, with principal address at **Gate 2, Karangalan Village, City of Caintaytay, Philippines**, represented in this Agreement by its Principal, **Raddel O. Grencross**, Filipino, of legal age, and hereinafter referred to as the **SCHOOL**;

-and-

**PANDA HOLDINGS CORPORATION**, duly constituted and registered in the Philippines, with principal address at **205 Lirio St., City of Caintaytay, Philippines**, represented in this Agreement by its Representative, **Jennie S. Usana**, Filipino, of legal age, hereinafter referred to as the “**COMPANY**”,

WITNESSETH:

**WHEREAS**, the Department of Education of the Philippines, hereinafter referred to as “**DepEd**”, is the primary government instrumentality mandated to formulate, implement, and coordinate policies, plans, programs and projects in the areas of formal and non-formal basic education; supervise all elementary and secondary education institutions, including alternative learning systems, both public and private; and provide for the establishment and maintenance of a complete, adequate, and integrated system of basic education relevant to the goals of national development;

**WHEREAS**, the **SCHOOL** is among those that will offer **SHS** to students in the community to carry out **DepEd**’s objectives for **SHS** as spelled out above;

**WHEREAS**, to achieve this objective, the **SCHOOL** needs to enter into a Work Immersion Partnership with the **COMPANY**;

**WHEREAS**, the **COMPANY** may avail of the Revenue Regulation No. 10 s. 2003 implementing the tax incentives provision of R.A. 8525 otherwise known as the Adopt-A-School Act of 1998;

**NOW, THEREFORE**, for and in consideration of the foregoing premises, the **PARTIES** hereby agree as follows:

## **I. OBJECTIVES OF THE WORK IMMERSION PARTNERSHIP**

The Work Immersion Partnership has the following objectives:

1. To supplement the formal curriculum of the SHS program with special inputs coming from the COMPANY experts and practitioners in order to make the SHS program aligned and consistent with work standards;
2. To develop in the students of the SHS program the knowledge and skills that are relevant to the needs of the job market in the area
3. To provide SHS students relevant learning experiences by giving them exposure to the actual workplace setting.
4. To form Work Immersion Partnership between SCHOOL and the COMPANY, the students, faculty, and staff of the schools concerned will be allowed the use of and access to the COMPANY workplace and equipment as part of their Work Immersion Program.

## **II. RESPONSIBILITIES OF THE PARTIES**

### **A. Joint Responsibilities**

1. They must create a joint working group that will prepare the action plan to operationalize the partnership.
2. A joint steering committee has to be formed to monitor the progress of the partnership and to make sure that the provisions of this Memorandum of Agreement (MOA) are met.
3. Adherence to all laws, memoranda and circulars pertaining to child protection must be carried out.
4. They may develop the students' Work Immersion module specifying goals and objectives, desired outcomes of the program and how these outcomes will be achieved, also noting the specific knowledge, skills, attitudes and competencies that the student should acquire after completing the program.
5. They can't not develop a Work Immersion Daily Schedule of Activities that is not consonant to the existing guidelines.
6. They have to formulate local school work immersion policies and guidelines on selection, placement, monitoring, and assessment of students (immersion participants), in order to ensure that each student is assigned to an immersion partner matched to his/her desired track, qualifications and aptitude.

### **B. Responsibilities of the School**

1. It must identify and indicate the SHS track/s, strand/s, and/or specialization/s which will be the subject of the partnership
2. It must not seek for daily wages for its students
3. Students have to make the needed adjustments to contextualize the SHS subjects based on inputs coming from the COMPANY.
4. It may designate a person who will be in-charge of coordinating with the COMPANY and supervising the activities of the students for the duration of the Work Immersion Program.
5. It has to continue to exercise its Special Parental Authority under the Family Code over the Senior High School student under immersion in the premises of the partner.
6. Work Immersion coordinators have to monitor each student's progress throughout the duration of the entire work immersion program so as to make sure that the tasks assigned to each student are meaningful, challenging, and applicable to his/her par-

- tical programs and are able to maximize the quality of the learning experience.
7. The school must provide the COMPANY an evaluation tool for the students' immersion performance.
  8. A final grade must not be given unless the student has completed the requirements within a prescribed period.
  9. It has to inform the students that they have to adhere to the non- disclosure policies of the COMPANY as agreed to by the School.
  10. Signed Consent forms from the parents as applicable may be provided.
  11. The COMPANY may be issued a Certificate of Participation in the SHS program for whatever purpose it may serve.
  12. The school can execute a deed of acceptance as a way of recognizing and acknowledging the donation/s received from the COMPANY.
  13. The school has to review, facilitate and endorse the application of the COMPANY to avail of the tax incentives/exemption as specified in the R.A. 8525 otherwise known as The Adopt-A-School Act of 1998.

### **C. Responsibilities of the COMPANY**

1. The company has to assign a competent Immersion Coordinator from the COMPANY to liaise with the School and supervise the students without prejudice to the special parental authority of the school, its administrators and teachers for the duration of the work immersion program so as to ensure efficient implementation of all stages of the program.
2. Employees may provide inputs into the curriculum through the discussions or workshops that DepEd will organize.
3. Employees may lend their expertise by making available the resident resource persons to provide training to the students.
4. Allow students to be deployed in unsafe sections/departments/project sites of the COMPANY must not be permitted.
5. It has to agree to the required number of hours of the immersion program set under the DepEd SHS curriculum.
6. Additional immersion opportunities for students can be provided.
7. The company must provide students with an orientation about the COMPANY, its line of business, and the work its employees do, and expose them to the various stakeholders of the community in which the COMPANY operates for the students to get a holistic understanding of its business.
10. Evaluation of students' performance in the immersion venue may be provided by accomplishing provided evaluation tool
11. A Certificate of Completion may be issued to the student trainees upon satisfactory compliance with all requirements of the program.
12. The company can execute a deed of donation in favor of DepEd for the completed Work Immersion Partnership.
13. It may submit to the Adopt-A-School Program Secretariat all pertinent documents in support of the amount specified/claimed for the tax exemption application of the COMPANY.

### **III. EFFECTIVITY**

This agreement has to take effect for the duration of the Academic School Year and is renewable every year. The COMPANY and the SCHOOL may submit their intention for renewal of this agreement through formal notice within thirty (30) days before the expiration of this Agreement.

The COMPANY and the SCHOOL can terminate their participation in the agreement through formal written notice within thirty (30) days before the effectivity of the termination. Both parties have to turnover all deliverables agreed thereto in the Work Immersion Program. Termination must be subject to the mutual agreement between the parties.

#### **IV. LIABILITY**

The school, its administrator and teachers exercising authority and supervision over the Senior High School Student undergoing immersion in the premises of the partner may be held accountable for the student's acts.

The school and the work immersion partner must not be liable and not answer for losses and damages arising from any accident, act, or omission directly attributable to its fault or negligence, which may cause death or bodily injury to any persons, or loss or damage to property, by or on account of the performance of the respective obligations by the parties pursuant to this Agreement. Such responsibility must not be held both by the school and the company/partner as pertained by the waiver signed by the parents or guardians of the work immersion students.

DepEd cannot be liable for opportunity losses of the Company during the duration and after the termination of this agreement.

This Agreement may be revised, amended or modified only through a written instrument duly executed and signed by all parties.

FOR THE SCHOOL:

*Raddel O. Greencross*  
**RADDEL O. GREENCROSS**  
*School Principal III*

FOR THE COMPANY:

*Jennie S. Usana*  
**JENNIE S. USANA**  
*Representative/HR Supervisor*

WITNESSED BY:

*Jayson D. Whiteflower*  
**JAYSON D. WHITEFLOWER**  
*Work Immersion Coordinator*

*Nathaniel S. Sunlife*  
**NATHANIEL S. SUNLIFE**  
*HR Staff*

APPROVED BY:

*Melitona A. Milka-Cadbury*  
**MELITONA A. MILKA-CADBURY**  
*Schools Division Superintendent*  
*City Schools Division of Caintaytay*



**Modals** are auxiliary or helping verbs that may express permission (can, could, may), prohibition (can't, must not/mustn't), obligation (have/has to, must) and no obligation (don't/doesn't have to). They are necessary to determine the weight of one's action to be done or performed. They also help in understanding the source of permission, obligation and/or prohibition.



**Learning Task 9:** You were to hire an applicant for **Ethan and Joy Express**, an online shopping business that sells gadgets such as mobile phones, laptops, tables and printers. Prepare a simple one-year contract between you (as an employer) and the applicant. In stating the conditions of the contract, use modals that express permission, prohibition and obligation/no obligation. Write/Place your contract in your notebook. The contract should contain the following sections:

- A. Salary
- B. Benefits and Commission
- C. Selling Policies
- D. Pricing

**Learning Task 10:** Using the contract that you developed in Learning Task 8, highlight or color the modals that express permission with green, prohibition modals with yellow and obligation/no obligation modals with red.

## I

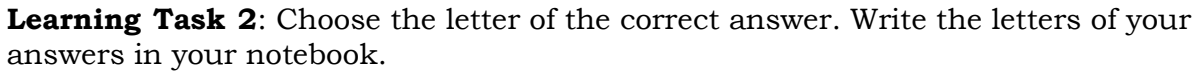
## Using Conditionals in Expressing Arguments

## Lesson

This lesson focuses on forms and use of conditionals. As grammatical features, conditionals is used in expressing stand or arguments which may be helpful in persuading others to move or act and even change their thoughts. You are expected to identify the different types and ways in writing conditionals; create dialogues in expressing arguments; and use conditionals in expressing arguments.

**Learning Task 1:** Share your thoughts by filling each box with your personal responses. Write your answers in your notebook.

When my friends feel happy about me, I...	If I go to my favorite place, I will.
If my family lived in a field, I...	If I had the chance to meet my favorite superstar, I...
If ever I see you again, I...	If I only had lots of money, I would...



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**Learning Task 3:** Answer the following questions in your notebook:

1. What are conditionals?
2. What makes up a conditional sentence?
3. How do these types of conditionals differ from one another in terms of its use?
4. Why is understanding conditionals important in making meaningful sentences?
5. What is the importance of conditionals in argumentation?

## CONDITIONALS

**Conditionals** are statements expressing the result of a particular condition. *If*-clause and *when*-clause present the condition while the main clause explains the results. Conditional statements may appear in both affirmative and negative structures. In a statement, conditionals may appear first before the main clause. If the main clause appears before conditional, the meaning of the sentence remains the same.

Examples: If you pray hard for it, you will receive it.  
You will receive it if you pray hard for it.  
When you pray, God listens.  
God listens when you pray.

There are different types of conditionals which include the following: (a) zero, (b) first, (c) second and (d) third conditionals.

1. **Zero conditional** deals with habits and general truths such as laws. It is formed using this structure:

<i>if/when</i> + present simple	>>	present simple
condition		main clause

Examples: When you pray, God listens.  
If you place it in the fridge, the water freezes.  
The road closes if it is already curfew time.

2. **First conditional** is used in dealing with things that are possibly or likely to happen in the future. Though this type may be formed using *unless*, *as long as*, *as soon as* or *in case*, its most common form uses this structure:

<i>if/when</i> + present simple	>>	<i>will</i> + infinitive
condition		main clause

Examples: If you don't pass the test, I'll hire a tutor for you.  
The student will get a scholarship if he passes the interview.  
When I am done with this, I'll get my car to fetch you.  
I'll call your mom unless Jerome admits his fault.  
I'll stay in the company as long as they need my services.  
As soon as I receive my salary, I'll buy you a new phone.  
In case Ara forgets her bag, I'll call her mom to get it.



"That sounds great! Just let me know what time I can fetch you from your house," Wilma agreed.

"Okay, then. Thanks!" Lilia affirmed.

1. What does Wilma plan to do on Tuesday?

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2. Why is Lilia regretful?

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3. What might Wilma do if she had won the lottery?

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4. What do you think is the reason why Wilma laughed when she said it?

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5. How sure is Lilia that she can go with Wilma on Tuesday?

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**Learning Task 5:** The dialogue uses conditional sentences. Use the given pattern and complete it by supplying the appropriate conditionals. Write your answers in your notebook.

Kenny : *If I were the mayor, I would **assess the effect** of the pandemic.*

Roger : *If I **assess its effect**, I will **plan how to respond** on it.*

Kenny : *If I **plan our response**, I will **call for more budget**.*

Roger : *If I **call for more budget**, I will **have more resources**.*

Kenny : \_\_\_\_\_

Roger : \_\_\_\_\_

Kenny : \_\_\_\_\_

Roger : \_\_\_\_\_

Kenny : \_\_\_\_\_

Roger : \_\_\_\_\_

Kenny : \_\_\_\_\_

**Learning Task 6:** If you were a senator, what five (5) possible measures or bills would you propose? Complete the table below by stating these measures or bills and explaining the needs of passing them. Write your answers in your notebook.

	Proposed Measures/Bills	Importance of Passing Them
	If I were a senator, I...	
1		
2		
3		
4		
5		

**Learning Task 7:** Read and analyze the excerpted lines taken from Martin Luther King’s speech, I Have A Dream. The whole text may be accessed at <https://www.americanrhetoric.com/speeches/mlkihaveadream.htm>. Copy and answer the following in your notebook.

*Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quicksand of racial injustice to the solid rock of brotherhood.*

1. If social injustice had not existed, what would probably the experiences of his people?

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2. What could possibly happen if their efforts to achieve democracy would generate physical violence in the process?

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*I say to you today, my friends, though, even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up, live out the true meaning of its creed: “We hold these truths to be self-evident, that all men are created equal.”*

3. If you were given the chance to talk to King after his speech, what would you tell or ask him?

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4. If you were King, would you dream the same thing for your country? Why or why not?

*When we allow freedom ring – when we let it ring from every city and every hamlet, from every state and every city, we will be able to speed up that day when all of God’s children, black men and white men, Jews and Gentiles, Protestants and Catholics, we will be able to join hands and sing in the words of the old Negro spiritual, “Free at last! Free at last! Great God Almighty, We are free at last!”*

5. For King, how does it feel to be free from discrimination and injustices?

6. What do you think will happen when Filipinos unite and respect differences?



**Conditionals** are statements expressing the result of a particular condition. *If*-clause and *when*-clause present the condition while the main clause explains the results. There are different types of conditionals which include the following: (a) zero, (b) first, (c) second and (d) third conditionals. As grammatical features, conditionals can be used in expressing stand or arguments which may be helpful in persuading others to move or act and even change their thoughts.

**Learning Task 8:** Identify what is being asked in each item. Choose only the letter that corresponds to your answer. Write your answers in your notebook.

- \_\_\_ 1. *She would have gone with you if you had asked her.* Which conditional is this?

a. Zero  
b. First  
c. Second  
d. Third

- \_\_\_ 2. *If I won a million pesos, I would buy my own airplane.* Which conditional is this?

a. Zero  
b. First  
c. Second  
d. Third

- \_\_\_ 3. *If you forget his birthday, Miguel gets upset.* Which conditional is this?

a. Zero  
b. First  
c. Second  
d. Third

- \_\_\_ 4. *If I had eaten a lot last night, I would not have slept well.* Which conditional is this?

a. Zero  
b. First  
c. Second  
d. Third

- \_\_\_ 5. *What will she do if she misses the bus?* Which conditional is this?

a. Zero  
b. First  
c. Second  
d. Third



- \_\_\_\_ 6. If she comes, I \_\_\_\_ call you. What is the correct modal to complete this?  
a. will                                  c. would have  
b. would                                d. would had
- \_\_\_\_ 7. If they had not \_\_\_\_ the car, I would have driven you. What is the correct verb tense to be used?  
a. take                                  c. took  
b. takes                                 d. taken
- \_\_\_\_ 8. If you \_\_\_\_ enough sleep time, you would be more energetic. Which of these verb tenses completes the sentence?  
a. has                                  c. had  
b. have                                 d. have been
- \_\_\_\_ 9. When the sun dawns, the clear sky \_\_\_\_\_. Which is the correct verb tense?  
a. dim                                  c. dimmed  
b. dims                                 d. had dimmed
- \_\_\_\_ 10. If you hadn't saved money, you \_\_\_\_\_. Which phrase best completes this?  
a. would have worried for your needs.  
b. would get worried for your needs.  
c. won't have worried for your needs.  
d. won't get worried for your needs.
- \_\_\_\_ 11. If she \_\_\_\_\_ to drive, she will need a car. Which is the correct verb tense?  
a. want                                 c. wanted  
b. wants                              d. wanting
- \_\_\_\_ 12. When I visit my childhood home, I \_\_\_\_\_ in my old room. Which is the correct verb tense?  
a. stay                                  c. will stay  
b. stayed                              d. will be staying
- \_\_\_\_ 13. She cleans the floor, if she \_\_\_\_\_ dirt on it. Which is the correct verb tense?  
a. see                                  c. saw  
b. sees                                 d. seen
- \_\_\_\_ 14. My friends \_\_\_\_\_, when they did not see me. What phrase best completes this?  
a. will cry                              c. would be crying  
b. would cry                         d. would have cried
- \_\_\_\_ 15. If I \_\_\_\_\_ homework, I do not watch TV. Which of these verb tenses completes the sentence?  
a. has                                  c. have  
b. had                                 d. have been

**Learning Task 9:** Read, sing and study the song below entitled “Locked Away” by R. City feat. Adam Levine. Copy it in your notebook then do the following:

1. Identify statements expressing conditions by highlighting them;
2. Classify each conditional as to zero, first, second or third conditional; and
3. Explain in 4-5 sentences the meaning that the song portrays.

**"Locked Away"**

by R. City feat. Adam Levine

If I got locked away,  
And we lost it all today,  
Tell me honestly,  
Would you still love me the same?  
If I showed you my flaws,  
If I couldn't be strong,  
Tell me honestly,  
Would you still love me the same?

Right about now.  
If a judge for-life me,  
Would you stay by my side?  
Or is ya gonna say good-bye?  
Can you tell me right now?

If I couldn't buy you the fancy things in life,  
Shorty, would it be alright?  
Come and show me that you are down  
(ah-ha)

Now tell me would you really ride for me?  
(would you really ride for me?)  
Baby, tell me would you die for me?  
(tell me would you die for me?)  
Would you spend your whole life with me?  
(what's up?)  
Would you be there to always hold me down?

Tell me would you really cry for me?  
(would you really cry for me?)  
Baby, don't lie to me.  
(baby, don't lie to me)  
If I didn't have anything,  
(what's up?)  
I wanna know would you stick around?

If I got locked away,  
And we lost it all today,  
Tell me honestly,  
Would you still love me the same?  
If I showed you my flaws,  
If I couldn't be strong,  
Tell me honestly,  
Would you still love me the same?

Skiddly-dong-dong-dong dang.

*PIVOT 4A CALABARZON*

All I want is somebody real who don't need much.  
A girl I know that I can trust,  
To be here when money low.

If I did not have nothing else to give but love,  
Would that even be enough?  
(tell me, tell me, tell me)  
Girl, meh need fi know  
(ah-ha)

Now, tell me would you really ride for me?  
(would you really ride for me?)  
Baby, tell me would you die for me?  
(tell me would you die for me?)  
Would you spend your whole life with me?  
(what's up?)  
Would you be there to always hold me down?

Tell me would you really cry for me?  
(would you really cry for me?)  
Baby, don't lie to me.  
(baby, don't lie to me)  
If I didn't have anything,  
(what's up?)  
I wanna know would you stick around?

If I got locked away,  
And we lost it all today,  
Tell me honestly,  
Would you still love me the same?  
If I showed you my flaws,  
If I couldn't be strong,  
Tell me honestly,  
Would you still love me the same?

Tell me, tell me, would you want me?  
(want me)  
Tell me, tell me, would you call me?  
(call me)  
If you knew I wasn't ballin'  
'Cause I need a gal who's always by my side...

Tell me, tell me, do you need me?  
(need me)  
Tell me, tell me, do you love me? Yeah.  
Or is ya just tryna play me?  
'Cause I need a gal to hold me down for life.

If I got locked away,  
And we lost it all today,  
Tell me honestly,  
Would you still love me the same?  
If I showed you my flaws,  
If I couldn't be strong,  
Tell me honestly,  
Would you still love me the same?

If I got locked away,

And we lost it all today,  
Tell me honestly,  
Would you still love me the same?  
If I showed you my flaws,  
If I couldn't be strong,  
Tell me honestly,  
Would you still love me the same?  
  
Would you still love me the same?

**Learning Task 10:** In your notebook, write your own lyrics in English using the music/rhythm of your favorite song. The lyrics should contain conditionals and focus on any of the following topics:

- COVID-19 crisis in the Philippines
- Unemployment and underemployment
- Poverty
- Current education situation
- Anti-Terror Law

**Learning Task 11:** Choose one of the situations below. Create bubble strips or comic strips in the space provided to explain what you would say if given the chance to confront the person/s who was/were caught doing any of the wrong deeds below.

1. A classmate who was bullying a new student.
2. Your younger brother/sister who was caught stealing coins from your Mom's purse.
3. A group of boys having a fist fight along the street.
4. An angry old man hitting a street dog with a bamboo stick.
5. A friend who was scolded by your teacher for cheating during the exam.

# Employing Appropriate Communicative Styles

## Lesson

This lesson focuses on the use of different communication styles for various situations. This also deals with speech styles portraying how a language is characterized in terms of degree of formality. These styles include **casual**, **formal**, **consultative**, **frozen** and **intimate**. You are expected to distinguish types of communicative style, provide words or expressions appropriate to a given situation, determine the vocabulary or jargons expected of a communicative style, identify social situations in which each communicative style is appropriate to use, and employ appropriate communicative styles for various situations (intimate, casual, conversational, consultative, frozen).

**Learning Task 1:** Read and analyze the following statements carefully. Observe the language used in each item. Copy and answer the table below in your notebook.

- “What’s up, dude?”
- “Jose, do you accept Maria as your lawful wife?”  
“Yes, father, I do.”
- “Sweety, how’s your work? Have you taken your lunch? What time will you reach home?”
- “Doctor Ong, what vitamin can my child take if she often has colds?”  
“Try to give her vitamin C, plenty of water, and lots of fruits.”
- “Good morning Ms. Rivera. I am Ms. Santos. I am applying as a secondary teacher...”

A. Who do you think are the <u>people</u> talking in the statements above?	B. What do you think is the <u>situation</u> involved in each statement?	C. What can you say about the <u>language</u> used in each item?
1.		
2.		
3.		
4.		
5.		

**Learning Task 2:** Choose the letter of the correct answer. Write the letters of your answers in your notebook.

1. This communicative style is used in speaking to medium to large groups. What the speaker says is something that is prepared ahead of time. It also avoids the use of slang terminologies.  
a. frozen                      b. formal                      c. casual                      d. consultative
2. This type of communicative style is used in semi-formal communication. Sentences tend to be shorter and spontaneous. The speaker does not usually plan what to say.  
a. frozen                      b. formal                      c. casual                      d. consultative
3. It is the most formal communicative style that is usually used during respectful events and ceremonies. It does not require feedback from the audience and is best used in respectful situations.  
a. frozen                      b. intimate                      c. casual                      d. formal
4. It is a type of speech style that is used for very close relationships like couples, family, and best friends.  
a. frozen                      b. intimate                      c. casual                      d. formal
5. This is an informal communication between groups and peers who have something to share and have shared background information but don't have close relations.  
a. casual                      b. frozen                      c. consultative                      d. formal
6. This communicative style uses colloquial terms.  
a. casual                      b. frozen                      c. consultative                      d. formal
7. It is a kind of speech style that is used for job interviews.  
a. formal                      b. casual                      c. frozen                      d. intimate
8. An example of this type of speech style is the SONA or State of the Nation Address.  
a. intimate                      b. frozen                      c. consultative                      d. formal
9. This is the normal style for speaking to strangers or persons who are neither acquaintances nor friends nor relatives.  
a. casual                      b. frozen                      c. consultative                      d. formal
10. Family sharing ideas uses this type of speech style.  
a. intimate                      b. frozen                      c. consultative                      d. formal
11. This uses "group language" so only members of the group can understand it.  
a. casual                      b. frozen                      c. consultative                      d. formal
12. Counselor and client uses this type of speech style.  
a. casual                      b. frozen                      c. consultative                      d. formal
13. Research papers and technical reports use this type of speech style.  
a. intimate                      b. formal                      c. consultative                      d. frozen
14. It is "frozen" in time and content.  
a. formal                      b. intimate                      c. frozen                      d. consultative
15. It is characterized with complete absence of social inhibitions. It is usually done in private.  
a. consultative                      b. frozen                      c. casual                      d. intimate

**Learning Task 3:** Answer the questions below. Write your answers in your notebook.

1. What are the different types of Communicative Style?
2. What vocabulary or language is employed in each type of communicative or speech style?
3. How important is knowing what speech style is used in any situation, place, or person?

### Types of Communicative Style

Speech style is a communicative style which portrays how a language is characterized in terms of degree of formality. Presented below are the different types of communicative styles.

Type	Description	Examples
Casual	This is an informal language used by friends and peers. Slang, vulgarities and colloquialism, informal contractions (e.g., ain't, dunno, gonna) are normal in this type of speech style. This uses "group language," so only members of the group can understand it. Here, nicknames are used in addressing one another.	<ul style="list-style-type: none"> <li>• Everyday conversation with buddies or friend</li> <li>• A personal message and personal emails</li> <li>• Blogs</li> <li>• Tweets</li> <li>• Letters to friends</li> <li>• Phone calls</li> </ul>
Consultative	This is used in semi-formal communication, where sentences tend to be shorter and spontaneous. It happens in two-way participation. It uses unplanned speech. This is the normal style for speaking to strangers or persons who are neither acquaintances nor friends nor relatives.	<ul style="list-style-type: none"> <li>• Regular classroom discussions</li> <li>• Doctor-patient</li> <li>• Lawyer-client</li> <li>• Counselor- client</li> <li>• Group discussion</li> <li>• Teacher-student</li> <li>• Expert-apprentice</li> </ul>
Formal	Formal speeches are straightforward speeches. It is used in speaking to large groups and is impersonal in nature. Speaker must frame whole sentences ahead before they are delivered. It avoids using slang terminologies and uses formal English. Language is comparatively rigid and has a set, agreed-upon vocabulary structured complex sentences and noun phrases.	<ul style="list-style-type: none"> <li>• Meetings</li> <li>• Speeches</li> <li>• School lessons</li> <li>• Corporate meeting</li> <li>• Interview</li> <li>• SONA</li> <li>• Welcome address</li> <li>• Announcements</li> <li>• Orations</li> <li>• Scholarly books/ Articles</li> <li>• Research papers</li> <li>• Technical reports</li> </ul>

Type	Description	Examples
Frozen	This type of communicative style rarely or never changes. It is “frozen” in time and content. It is generally used in a very formal setting. This is the most formal communicative style for a respectful situation. It has a fixed and static language and uses long sentences with a good command of grammar.	<ul style="list-style-type: none"> <li>• National Anthem</li> <li>• Holy Mass</li> <li>• Religious Rites/ Rituals</li> <li>• Pledge of allegiance</li> <li>• Constitution</li> <li>• The Lord’s Prayer</li> <li>• Oath</li> <li>• Creed</li> </ul>
Intimate	This type of communicative style applies to conversational experiences between and/or among people who share intimate relationships. Usually done in private, this also shows no social boundaries among the speakers considering their intimacy. This also employs informal and intimate language.	<ul style="list-style-type: none"> <li>• Sharing of secrets between friends</li> <li>• Parents talking about their family goals</li> <li>• Meditation</li> </ul>

## E

**Learning Task 4:** Identify which style is referred to by each picture below. Write the letters of your answers in your notebook.

a. casual   b. consultative   c. formal   d. frozen   e. intimate

1.



4.



2.



5.



3.





**Learning Task 5:** Identify the type of speech style appropriate for the following situations by choosing from the pool of words below. Write your answer before the number.

intimate	casual	consultative	formal	frozen
----------	--------	--------------	--------	--------

- \_\_\_\_\_ 1. talking to your friend via messenger
- \_\_\_\_\_ 2. listening to the “State of the Nation Address”
- \_\_\_\_\_ 3. talking to a stranger
- \_\_\_\_\_ 4. reciting the “Panatang Makabayan”
- \_\_\_\_\_ 5. asking yourself what went wrong
- \_\_\_\_\_ 6. talking to a guidance counselor
- \_\_\_\_\_ 7. reading contracts
- \_\_\_\_\_ 8. writing a research paper
- \_\_\_\_\_ 9. browsing tweets
- \_\_\_\_\_ 10. talking to your very close friend

**Learning Task 6:** Choose the best speech/message that matches the situation. Write your answers in your notebook.

- \_\_\_\_\_ 1. an interviewer talks to Danica over the phone
  - a. Hello, is this Ms. Danica Reyes, can you possibly come to our office for an interview tomorrow at 8:00 in the morning?
  - b. Hey Danica, are you available tomorrow?
  - c. Miss Danica Reyes, do you want to be interviewed tomorrow?
- \_\_\_\_\_ 2. best friends on keeping secrets
  - a. They aren’t secret anymore.
  - b. Your secrets are safe with me, Besty.
  - c. I don’t know if I can keep it for so long.
- \_\_\_\_\_ 3. you want to ask a question during classroom discussion
  - a. Ma’am, is it correct?
  - b. Ma’am, can I clarify something?
  - c. Dude, I think there’s something wrong.
- \_\_\_\_\_ 4. the corporate meeting is on-going
  - a. So, does anyone agree with the presentation made by Mr. Luna?
  - b. Hey, that’s enough.
  - c. Does it make sense?
- \_\_\_\_\_ 5. a woman asks the cashier for a receipt
  - a. Hey, where’s my receipt!
  - b. I think you forgot something.
  - c. Miss, can I have my receipt?

**Learning Task 7:** Copy the table below in your notebook. Think of a scenario or situation for each speech style.

Speech Style	Scenario/Situation
Intimate	
Consultative	
Formal	
Frozen	
Casual	



Speech style is a communicative style which portrays how a language is characterized in terms of degree of formality. These styles include **casual**, **formal**, **consultative**, **frozen** and **intimate**.

**Learning Task 8:** Choose the letter of the correct answer. Write only the letter of your choice.

- It is the communicative style that is used in private conversation and is applied by the persons with very close relationship.  
a. frozen                      b. intimate                      c. casual                      d. formal
- This communicative style is used in corporate meetings.  
a. consultative              b. casual                      c. frozen                      d. formal
- This type of communicative style rarely changes.  
a. frozen                      b. formal                      c. intimate                      d. casual
- This communicative style can be applied when writing a letter with friends.  
a. intimate                      b. frozen                      c. casual                      d. formal
- This communicative style **does not** use unplanned speech.  
a. frozen                      b. consultative                      c. intimate                      d. casual
- Lawyer-client relationship uses this type of communicative style.  
a. intimate                      b. formal                      c. consultative                      d. frozen

7. When you sent a private message to your friend using your social media account, you use this type of communicative style.  
a. formal                      b. casual                      c. intimate                      d. frozen
8. When your mother talks to your father about their future plans for the family, this type of communicative style is applied.  
a. consultative              b. formal                      c. intimate                      d. casual
9. “*Lupang Hinirang*” uses this type of communicative style.  
a. frozen                      b. intimate                      c. consultative                      d. casual
10. This type of speech style uses slang and colloquialism.  
a. frozen                      b. formal                      c. intimate                      d. casual
11. Marriage ceremonies uses this communicative style.  
a. consultative              b. formal                      c. casual                      d. frozen
12. You are watching a TV reporter who delivers news about the pandemic. This type of communicative style in a news report.  
a. intimate                      b. formal                      c. frozen                      d. casual
13. When a mother consults a doctor about her child’s health, this type of communicative style is used.  
a. consultative              b. casual                      c. frozen                      d. formal
14. When your teacher asks you about your experience during the enhanced community quarantine during, this type of speech style is used.  
a. frozen                      b. consultative                      c. casual                      d. intimate
15. When talking to a high school classmate you saw after ten years, you use this communicative style.  
a. intimate                      b. casual                      c. frozen                      d. formal

**Learning Task 9:** Read the texts below. Identify and explain the communicative style used in each text. Your answers in your notebook.

1. As we go through life, we witness how other people’s lives unfold before our very eyes. It is not always easy to learn especially from other people’s experiences. As you go through the segments of this learning module, ask yourself, what can I learn from other people’s challenges?  
The tasks and the selections in this lesson will help you to accept other people’s challenges positively.

*Taken from G9 English Learner’s Manual*

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2.

**Dan:** Hey, Jimmy, What's up?  
**Jimmy:** I'm good. How bout ya? How ya doin' lately, buddy?  
**Dan:** Well, basketball.  
**Jimmy:** Whoa! That's a total surprise, 'tol. Anyway, are you free this weekend? Reunion with our high school barkadas.  
**Dan:** Oh really? Of course! What time?  
**Jimmy:** Sure. See you!

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3.

We, the sovereign Filipino people, imploring the aid of Almighty God, in order to build a just and humane society and establish a Government that shall embody our ideals and aspirations, promote the common good, conserve and develop our patrimony, and secure to ourselves and our posterity the blessings of independence and democracy under the rule of law and a regime of truth, justice, freedom, love, equality, and peace, do ordain and promulgate this Constitution.

-Preamble of the Constitution (Official Gazette. Gov, 2020)

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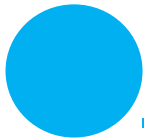
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**Learning Task 10:** Write a speech/essay/dialogue/story using the appropriate communicative style for the given situations below. Choose only one. Write it in your notebook.

- OFW Discrimination
- COVID-19 response mechanism of the Philippines
- Planning a picnic
- Meeting in promoting new company products
- Parents asked by the guidance counselor to report to school
- Community Quarantine
- Distribution of government subsidies and relief operations



## Answer Key

### Expressing

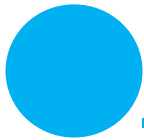
Learning Task 1	1. B 2. A 3. E 4. D 5. F 6. H 7. I 8. J 9. G 10. C
Learning Task 2	1. A 2. D 3. D 4. C 5. B 6. A 7. B 8. A 9. D 10. B

### Using Conditionals in Expressing Arguments

Learning Task 8	1. d 2. C 3. A 4. D 5. B 6. A 7. D 8. B 9. B 10. A 11. B 12. C 13. B 14. D 15. C
Learning Task 4	1. She plans to go somewhere when she finishes her project. 2. She regretted of not saving money. She could have bought ticket for the concert if she did. 3. Wilma said she would buy tickets for the concert if she won the lottery. 4. She might be joking since she have not betted for a lottery yet. 5. Lilia assures Wilma that she will go with her as soon as she finishes the chores with her Mom.
Learning Task 2	1. A 2. A 3. B 4. A 5. C 6. A 7. C 8. C 9. A 10. C 11. A 12. B 13. A 14. B 15. B

Employing Appropriate Communicative Styles in Various Situations

Learning Task 9		1. The text uses formal language because it was taken from a textbook. Hence, it is under the formal type of speech.	2. The dialog uses slang and informal con- traction. It is informal in nature because sentences are short- er. Therefore, it is under the casual speech style.	3. The text uses a more formal form of vo- cabulary. It applies the most formal communicative style for respectful situa- tion. The speech style used is frozen.
Learning Task 8		1. B 2. D 3. A 4. C 5. A 6. C 7. B 8. C 9. A 10. D 11. D 12. B 13. A 14. B 15. B	1. A 2. B 3. B 4. A 5. C	
Learning Task 6				
Learning Task 5		1. casual 2. formal 3. consultative 4. frozen 5. intimate 6. consultative 7. frozen 8. formal 9. casual 10. intimate		
Learning Task 4		1. C 2. D 3. E 4. A 5. B		
Learning Task 2		1. B 2. D 3. A 4. A 5. A 6. A 7. A 8. B 9. C 10. A 11. A 12. C 13. B 14. C 15. D		



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