



# 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  
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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

Remove Watermark Now

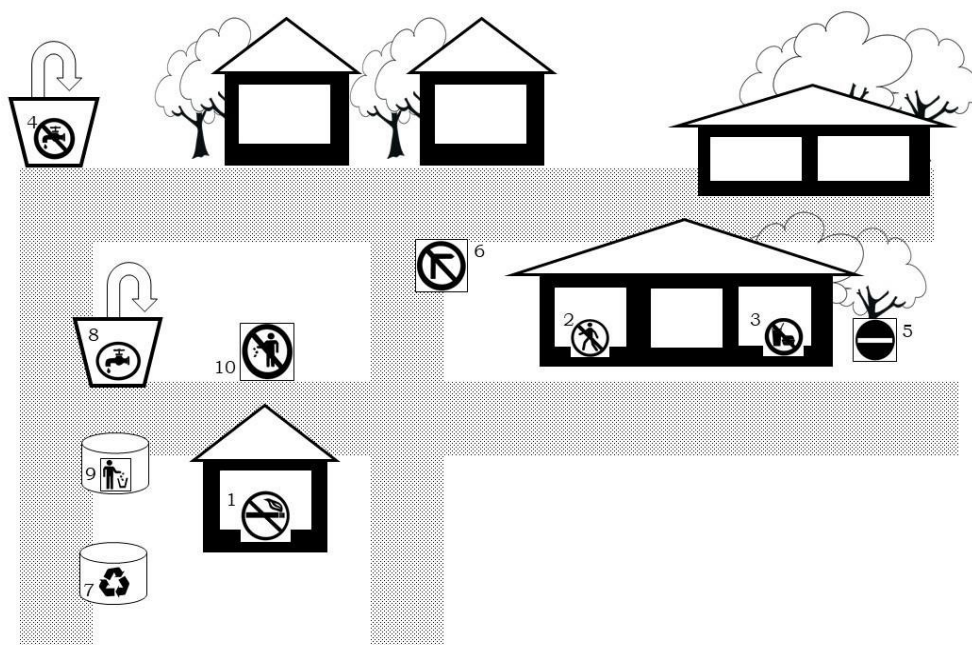
## I

## 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.

**No. Regular washing your bare hands offers more protection against catching COVID-19 than wearing rubber gloves**

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

**Is wearing rubber gloves while out in public effective in preventing the new corona infection?**



3.

**How can I grocery shop safely in the time of COVID-19?**



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.

Once home, wash your hand thoroughly and also after handling and storing your purchased products.

There is currently no confirmed case of COVID-19 transmitted through food or food packaging.

**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-

Home care for people with suspected or confirmed COVID-19	
Take care of yourself and your family	
All members of the household	
<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=iT6AOGclfxg>

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>

**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*

## A

**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.