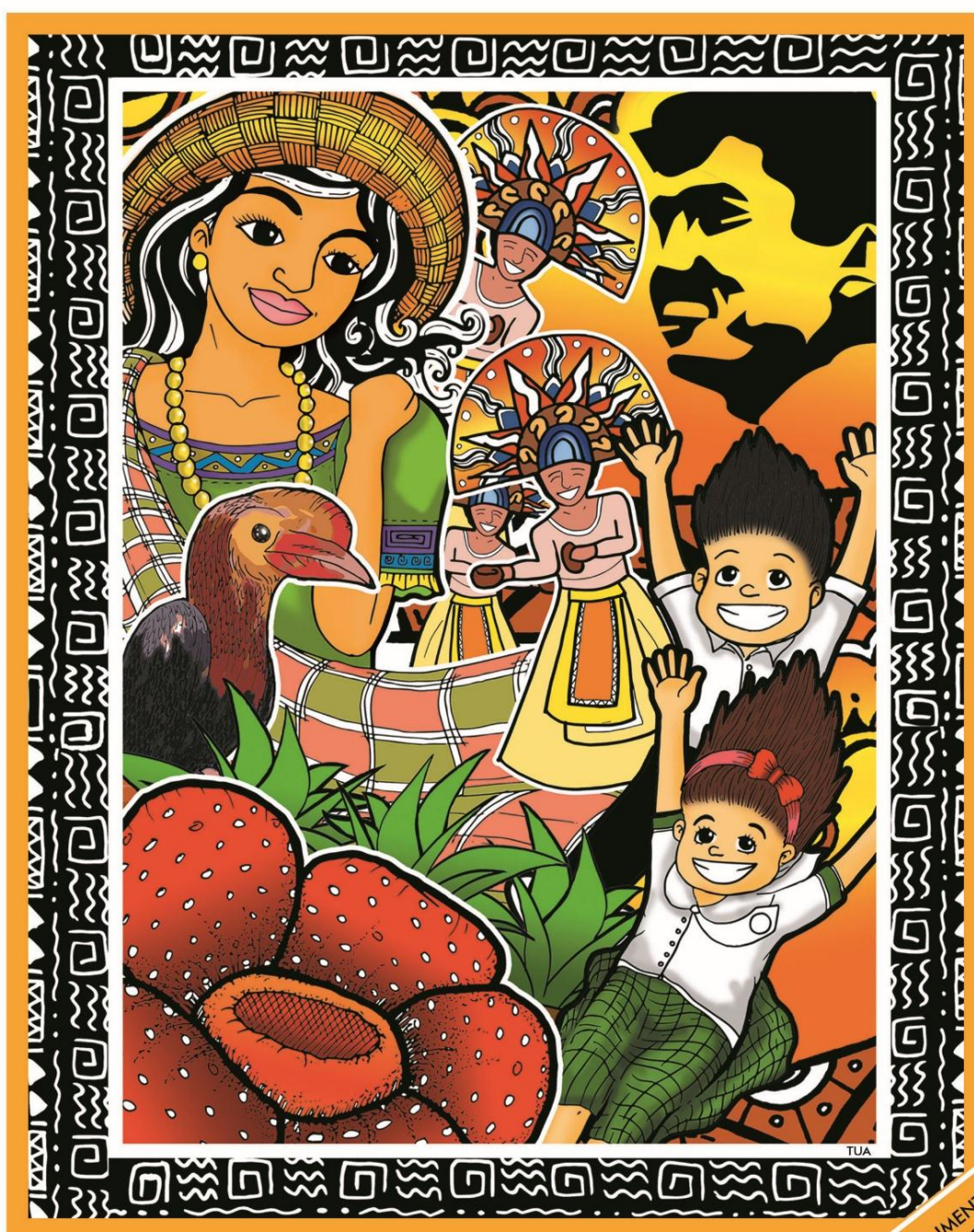




# English

## Quarter 1 - Module 1

### Express Permission, Prohibition, and Obligation Using Modals



SCHOOLS DIVISION OF ANTIQUE

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**English – Grade 9**

**Quarter 1 – Module 1: Express Permission, Prohibition, and Obligation Using Modals**  
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# English

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

# Introductory Message

## For the facilitator:

Welcome to the English 9 Alternative Delivery Mode (ADM) Module Express Permission, Prohibition, and Obligation Using Modals!

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

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



### *Notes to the Teacher*

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

As a facilitator you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

## For the learner:

Welcome to the English 9 Alternative Delivery Mode (ADM) Module Express Permission, Prohibition, and Obligation Using Modals!

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:



***Aiming at the Target***

This will give you an idea of the skills or competencies you are expected to learn in the module.



***Trying the Challenge***

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.



***Connecting to the Past***

This is a brief drill or review to help you link the current lesson with the previous one.



***Gearing Up to Start***

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.



***Hitting the Target***

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



***Strengthening the Gap***

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.



***Wrapping Up to Go***

This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.



***Relating to Real Life***

This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.



***Checking the Target***

This is a task which aims to evaluate your level of mastery in achieving the learning competency.



***Enriching the Skill***

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.



***Finding the Score***

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!





## ***Aiming at the Target***

In this module, you will learn to express permission, prohibition, or obligation with the use of modals. (*EN9G-IVc-e-23: Express permission, prohibition, and obligation.*)



## ***Trying the Challenge***

Before you begin this lesson, here is a challenge for you to do first. Let us see how much you already know about the new lesson. Be ready with an answer sheet where you can write all your answers to the activities, challenges, and tasks in this module.

Are you ready to try this challenge? Let's start.

Use the appropriate modal for the following sentences. Choose your answers from the words inside the parenthesis.

1. (Could, Might) I borrow your notebook?
2. I can't get a connection on my laptop. (Can, Have to) I use your phone for my presentation instead?
3. He (may, don't have to) sit next to me during the test.
4. She (could, have to) ask him to be her partner for the class project.
5. (May, Must) I ask for another piece of paper from you?
6. The teacher told us that we (can't, mustn't) use our mobile phones during class hours.
7. You (can't, don't have to) enter the campus without your school ID.
8. "Please wear your complete uniform." This is a reminder that students (can't, mustn't) come to school without proper school uniform.
9. (Can't, Have to) I join the ICT Club? I thought we were allowed to join two clubs.
10. Students will fail in class if they (mustn't, can't) submit required outputs to their teacher.

11. You are quite mistaken to say that you (must, don't have to) submit school requirements in order to pass a subject.
12. We (must, can) attend all our classes regularly.
13. All students (have to, may) secure an excuse slip every time they get absent from class.
14. If you want to recite, you (should, can't) raise your hand first.
15. Students (don't have to, must) visit the library to read books but it would be commendable if they do.

You did a good job, dear learner! How about giving yourself a tap on your shoulders?

Now, you are prepared for the next phase of the lesson. Good luck!





# Express Permission, Prohibition, and Obligation Using Modals

“Come to class on time.”  
“Sit properly.”  
“Maintain the cleanliness of the room.”  
“Raise your hand before speaking.”  
“Do your assignments.”

Which rules above are true to your classroom? Who imposes classroom rules? Are you obliged to follow these rules? Why do think is it important to follow rules?

For as long as we live, we are governed by rules. Rules serve as our guide to know if what we are doing is allowed or not. For example, if everyone could simply do what they want in a classroom, do you think that learning would take place? Will the classroom be an ideal environment for learning? A classroom without rules would be very disorderly. So, these rules should be properly set to avoid chaos.

Today, you will gain knowledge about properly communicating and expressing permission, prohibition, or obligation with the use of modals.



## ***Connecting to the Past***

Part of your lesson today is getting familiar with the words **permission**, **prohibition**, and **obligation**. Do you know the meaning of these words?

You may have learned in the past that one way to get the meaning of a word is through its synonym. Synonyms, by the way, are words that have the same meaning.

The box below contains synonyms of the verbs **permit**, **prohibit**, and **obligate**. Use the words inside the box to complete the chart that follows with entries called for.

compel	ban	tolerate	allow
restrict	require	impose	let
authorize	commit	force	prevent
certify	disallow	forbid	

Can you classify and write down the words that are synonymous or similar in meaning to those in the chart below?

You can create your own chart on your answer sheet and do this activity.

<b>PERMIT</b>	<b>PROHIBIT</b>	<b>OBLIGATE</b>

Well done! You did an awesome job there. Now, it's about time that you gear up for the new lesson.



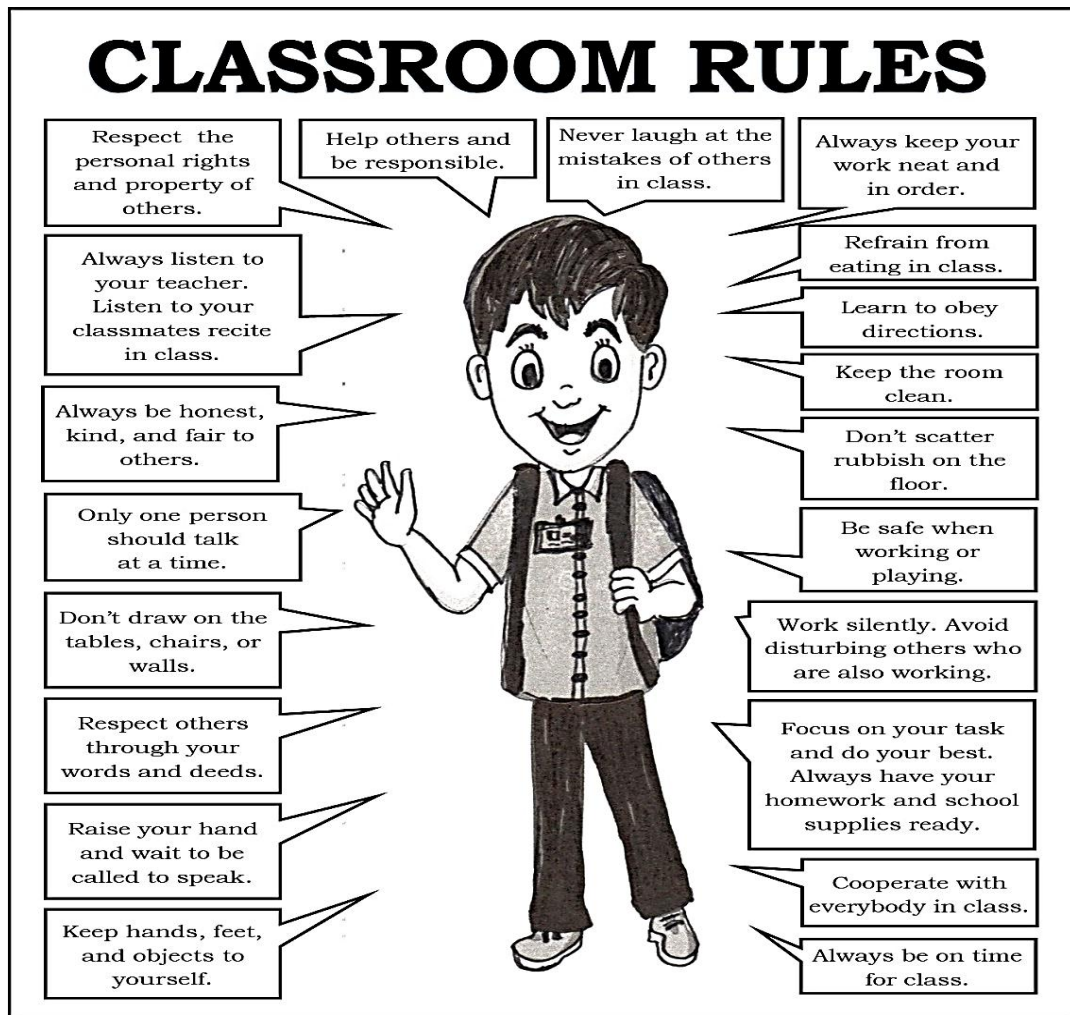
## ***Gearing Up to Start***

“Welcome back to school!  
Welcome to the new and exciting school year.”

These are the usual words that greet every learner like you every time a new school year begins. During the first few days, you are oriented with some school rules and policies to follow.

Do you think we need rules at school? Are rules also needed in towns, cities, and countries? Why or why not?

Study the following illustration.



Which of these rules would you likely obey? Which would you consider to be highly important to you as a student? Which would be less important?

Can you list down at least 5 rules that you wish your classroom would adopt? Write your answer by completing the following sentence stems in your notebook.

1. You *should* \_\_\_\_\_.
2. You *can* \_\_\_\_\_.
3. You *can't* \_\_\_\_\_.
4. You *mustn't* \_\_\_\_\_.
5. You *have to* \_\_\_\_\_.

Have you noticed the italicized words that you used in forming your sentences? What do you think does each word express? When do you usually use them? What do you call these words?



## Hitting the Target

Modal verbs, or simply called **modals**, are auxiliary or helping verbs. They are used with other words to express special meanings like making a request or giving advice. Modals also help to express emphasis, possibility, certainty, permission, prohibition, obligation, and condition.

Unlike other auxiliary verbs, modals are characterized as follows:

- They are always used with a main verb to form a sentence.
- They cannot stand as the main verb in a sentence.

To illustrate this, try to look at these example sentences:

*Correct:* We **should** obey our parents. (*main verb – obey;*  
*modal – should*)

*Incorrect:* We **should** our parents. (*modal can't stand as main verb*)

*Correct:* You **must** listen to your teacher. (*main verb – listen;*  
*modal – must*)

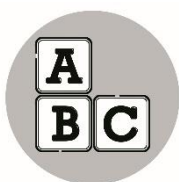
*Incorrect:* You **must** to your teacher. (*modal can't be the main verb*)

In this module, you will only focus on learning how to use modal verbs in expressing **permission**, **prohibition**, and **obligation** (or **no obligation**). A table is provided below for you to study the modal, its use, and some example sentences.

Are you ready? Let's begin.

MODALS	USES	EXAMPLES
<b>can</b>	The modal <b>can</b> is used in asking for permission.	<b>Can</b> you lend me your book, Sir?
	It is also used in granting or giving permission.	You <b>can</b> enter the gate if you wear your school ID.
<b>may</b>	The modal <b>may</b> is used in asking for permission.	<b>May</b> I leave the room, Ma'am?
	It is also used in granting or giving permission.	You <b>may</b> go ahead if you have submitted your output.

<b>could</b>	<p>The modal <b>could</b> is used in asking for permission but not in granting it.</p> <p><b>Could</b> is also used as a more polite substitute for the modal “can”.</p>	<p><b>Could</b> I turn off the computer monitor now?</p> <p><b>Could</b> I turn on the electric fan, Ma’am?</p>
<b>can’t</b>	<p>The modal <b>can’t</b> is used in showing prohibition. It gives the idea that something is against the rules or is not allowed.</p>	<p>You <b>can’t</b> go out of the classroom without asking for permission.</p>
<b>mustn’t</b>	<p>The modal <b>mustn’t</b> is usually used when the speaker is the one setting the rule in expressing prohibition.</p>	<p>Students <b>mustn’t</b> cheat during exams.</p>
<b>must</b>	<p>The modal <b>must</b> is used in expressing firm obligation or necessity. It shows that the obligation comes from the speaker himself/herself.</p>	<p>I <b>must</b> submit my projects on time.</p>
<b>has to or have to</b>	<p>The modal <b>has to</b> or <b>have to</b> is used in expressing firm obligation or necessity. It shows that the obligation comes from someone else and not from the speaker himself/herself.</p>	<p>She <b>has to</b> submit all the requirements in order to pass the subject.</p> <p>We really <b>have to</b> abide by the school rules and regulations for our own good.</p>
<b>should &amp; ought to</b>	<p>The modals <b>should</b> and <b>ought to</b> are used in expressing a recommendation or moral obligation.</p>	<p>They <b>should</b> listen to the teacher and listen when others are talking.</p> <p>You <b>ought to</b> respect school property. You <b>ought to</b> avoid vandalism.</p> <p><b>Should</b> I wear complete uniform in school every day?</p>
<b>doesn’t have to or don’t have to</b>	<p>The modal <b>doesn’t have to</b> or <b>don’t have to</b> is used in showing that no obligation is required on the part of the person/s involved.</p>	<p>He <b>doesn’t have to</b> join the Dramatic Club but he wants to.</p> <p>Students <b>don’t have to</b> visit the library to read books, but it would be nice if they do.</p>



## Strengthening the Gap

Rules are followed not only in the classroom but in almost all areas or places in our community including our homes. Usually, rules or notices in public places are shown in illustrations or posters to catch the attention of the public.

Below are some examples of rules that are presented as signage. Can you express these rules in statement form using the modals that you have studied? Let's give it a try.

You can use the answer sheet to write your statements.

Shall we start?

<p style="text-align: center;"><b>Permission</b></p> 	<p style="text-align: center;"><b>Obligation</b></p> 
<hr/> <hr/>	<hr/> <hr/>
<p style="text-align: center;"><b>No Obligation</b></p> 	<p style="text-align: center;"><b>Prohibition</b></p> 
<hr/> <hr/>	<hr/> <hr/>



## Wrapping Up to Go

Now that you are half-way done with this module, let's have a quick glimpse of the most essential parts of the lesson. Let's have a review.

**Modals** are auxiliary or helping verbs. They help to express emphasis, possibility, certainty, permission, condition, prohibition, obligation, to request, or to give advice.

Modals that show permission include *can*, *may*, and *could*. Modals that convey prohibition are *can't* and *mustn't*. *Must*, *has/have to*, *should*, and *ought to* are examples of modals that express obligation.



## Relating to Real Life

Are you now set to apply what you have learned about modals in other life situations? Of course, you are!

Take a look at the image below. What does it show? Are you familiar with some of the rules included in the image? If you are, then you or your parents may have set these rules at home, too.



Using the image as your guide, can you share other rules that you follow at home? You can use the answer sheet for your answers. Remember to practice the use of modals of permission, prohibition, and obligation (or no obligation) in stating your rules.

### My Own House Rules

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





## Checking the Target

This task will help you determine the extent of your understanding of the lesson that you have just finished. Think about every detail that you have studied about it. Breathe deeply and prepare to answer this check-up test. Remember to read carefully and follow the instructions given.

Again, be sure that you have the answer sheet with you to write your answers.

- A. Complete the following statements by providing the appropriate modal to express *permission*, *prohibition*, or *obligation/no obligation*. Choose from the list inside the box.

must	mustn't	can	can't
don't have to	have to	should	may

1. You \_\_\_\_\_ miss the class because of club activities.
  2. You \_\_\_\_\_ use a dictionary, but you need to seek permission from your teacher first.
  3. You \_\_\_\_\_ touch or look at your mobile phone during the class.
  4. You \_\_\_\_\_ worry about making mistakes when you are speaking.
  5. \_\_\_\_\_ I use the internet to help me with my homework?
- B. Read the dialogue below and pick-out the modals of *permission*, *prohibition*, and *obligation / no obligation* used by the two characters.

Miggy: Hi, Saddle, have you finished your homework?  
Saddle: Oh, hi, Miggy! No, I haven't.  
Miggy: Do you know that tomorrow's the deadline for it?  
Saddle: Yeah, but I haven't even started it yet. Can we hand it in next week?  
Miggy: I don't know. You'll have to ask Mr. Reyes about that. I think you must finish it by tomorrow.  
Saddle: I've had so many other things to do. I don't know where to begin.

Miggy: Don't worry. I'll help you. It's not very difficult. I finished it in one day.

Saddie: Really? Great!

Miggy: First, you should read the article that Mr. Reyes gave us. It's about the COVID-19 pandemic. Then, you have to design a poster for it.

Saddie: Yeah, I know but it looks a bit difficult...

Miggy: Not at all. The poster doesn't have to be a work of art. There are lots of templates on the internet. You can just use one of those designs to make your own poster.

Saddie: Well, I'll do it then. What title shall I use?

Miggy: I can't give you suggestions but remember that you mustn't use the same title as anyone else in our class. You have to create your own title.

Saddie: Okay, I'll just ask help from my brother I guess.

Miggy: Alright?

Saddie: Yeah, I'll go now and make a start on it. I'll follow the project guidelines like you said. Thanks, Miggy.

Miggy: No problem. Good luck!

**Source:** Volkan Tirpanci, 2016, "Deadline", [https://www.photocopiables.com/files/modal-verbs\\_reading\\_comprehension\\_freebie.pdf](https://www.photocopiables.com/files/modal-verbs_reading_comprehension_freebie.pdf)

Bravo!!! Congratulations to you for accomplishing all the tasks and exercises for this lesson.

But, lo and behold, you still have the last task to do to complete the module. And that last task is –

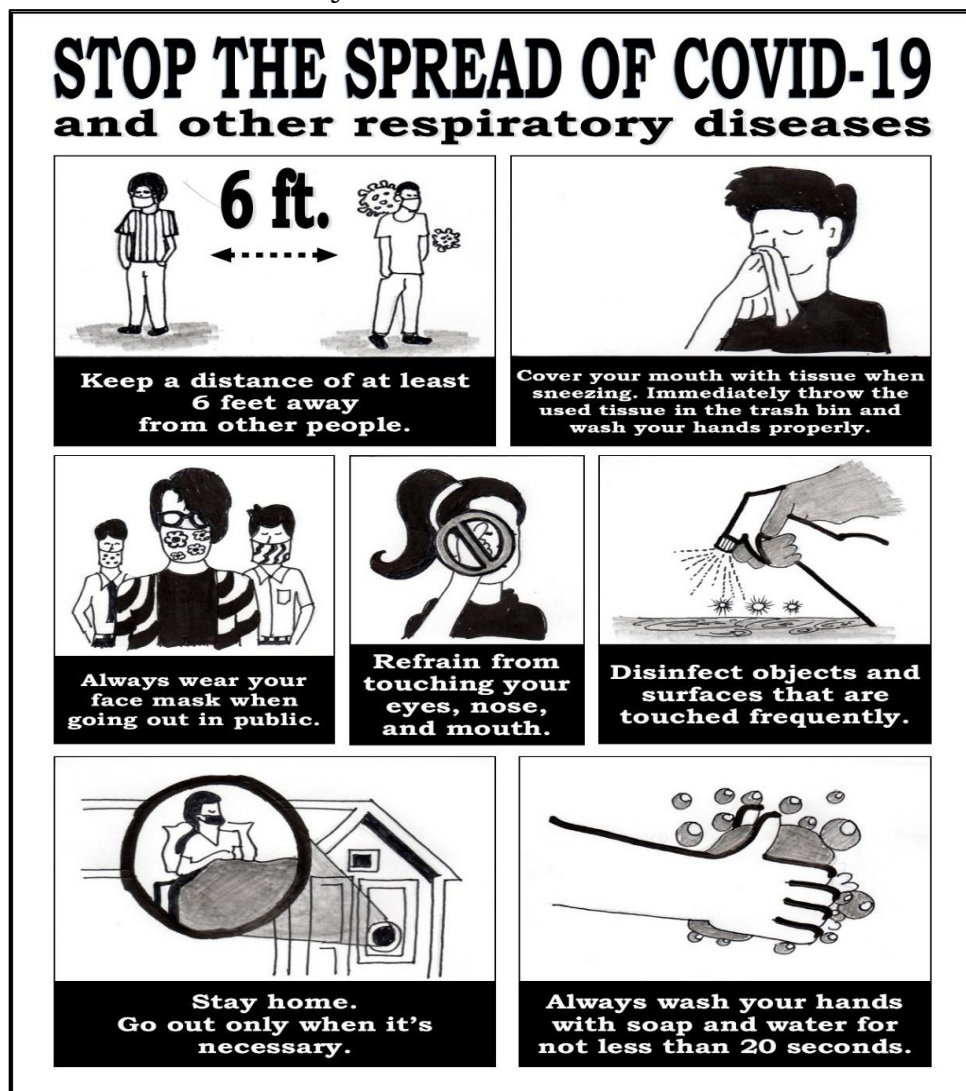


## ***Enriching the Skill***

Yes, this will really enrich the skill that you have gained from the lesson. This will be very easy for you now. Are you ready? Then, let's do it!

Study the poster. Use modals of permission, prohibition, and obligation to state the precautions set by health experts to reduce the risk of Corona Virus Disease (COVID-19) and other respiratory disease infections.

You still need to write your answers on the answer sheet.



Source: <https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-en.pdf> (labelled for reuse with modification)

To help prevent the spread of germs and viruses, let's follow these simple and friendly reminders:

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



## Finding the Score

<p>Checking the Target</p> <p>A. 1. can't 2. can 3. mustn't 4. don't have to 5. May / Can</p> <p>B. can have to must should have to doesn't have to can can't mustn't have to</p> <p>Enriching the Skill</p> <p>(Expected Answers/ Answers may vary.) 1. We should maintain a distance of 6 feet away from another person. 2. When in public, we must wear our face mask. 3. We can use a disinfectant to clean frequently touched objects and surfaces. 4. We have to wash our hands often with soap and water for at least 20 seconds. 5. We mustn't touch our eyes, nose, and mouth with our dirty hands.</p>	<p>Strengthening the</p> <p>Gap (Expected Answers) 7. can 8. mustn't 9. Can't 10. can't</p> <p>1. don't have to 2. must 3. have to 14. Should 15. don't have to</p> <p>Connecting to the</p> <p>Past (Expected Answers/ Answers may vary.) PERMIT (allow, authorize, certify, let, tolerate) PROHIBIT (forbid, ban, prevent, restrict, disallow) OBLIGATE (compel, impose, commit, force, require)</p> <p>Gearing Up to Start (Expected Answers/ Answers may vary.) 1. be helpful and responsible 2. encourage others to raise their hand and wait to be called 3. drop rubbish on the floor every time you want to draw on the tables and walls 5. be kind and fair to others</p>
--	--

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# ACTIVITY ANSWER SHEET

## ENGLISH 9

Quarter 1 - Module 1

----- CUT ALONG THE LINE -----

Name \_\_\_\_\_

Grade & Section \_\_\_\_\_

### ***Trying the Challenge***

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

6. \_\_\_\_\_

11. \_\_\_\_\_

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

7. \_\_\_\_\_

12. \_\_\_\_\_

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

8. \_\_\_\_\_

13. \_\_\_\_\_

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

9. \_\_\_\_\_

14. \_\_\_\_\_

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

10. \_\_\_\_\_

15. \_\_\_\_\_

### ***Connecting to the Past***

PERMIT	PROHIBIT	OBLIGATE
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____

### ***Gearing Up to Start***

1. You *should* \_\_\_\_\_.

2. You *can* \_\_\_\_\_.

3. You *can't* \_\_\_\_\_.

4. You *mustn't* \_\_\_\_\_.

5. You *have to* \_\_\_\_\_.

### ***Strengthening the Gap***

Permission: \_\_\_\_\_

Prohibition: \_\_\_\_\_

Obligation: \_\_\_\_\_

No Obligation: \_\_\_\_\_



# ACTIVITY ANSWER SHEET

## ENGLISH 9

Quarter 1 - Module 1

----- CUT ALONG THE LINE -----

Name \_\_\_\_\_

Grade & Section \_\_\_\_\_

### ***Relating to Real Life***

#### My Own House Rules

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

### ***Checking the Target***

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

- B. \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### ***Enriching the Skill***

*To help prevent the spread of germs and viruses, let's follow these simple and friendly reminders:*

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