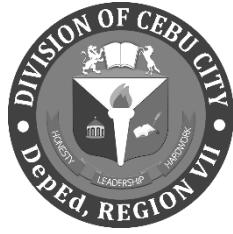


9



English

Quarter 1

Module 1: MODAL VERBS



Government Property
NOT FOR SALE

English - Grade 9
Quarter 1 - Module 1: (Modal Verbs)

Development Team of the Module

Contextualizer: **Francis Bryan B. Cutamora**, TIII, Tisa National High School

Content/ **Roquesa B. Sabejon**, PSDS, North District 7

Language/Layout **Diosdarlina L. Cabreros**, MTII, Don Vicente Rama MNHS

Editors: **Charina V. Yparraguirre**, TIII, Don Carlos A. Gothong MNHS

Sheryll Mae M. Bontuyan, TIII, Taptap Integrated School

Management Team:

Rhea Mar A. Angtud, Schools Division Superintendent

Danilo G. Gudelosao, Assistant Schools Division Superintendent

Grecia F. Bataluna, Curriculum Implementation Division Chief

Norman R. Gabales, EPSvr-English

Vanessa L. Harayo, EPSvr-LRMS

Printed in the Philippines by DepEd Cebu City Division, Region VII

Office Address: Imus Avenue, Cebu City

Telefax: (032) 255-1516 / (032) 253-9095

E-mail Address: cebu.city@deped.gov.ph



Introduction

This module consists of lessons in which each is comprised of the following parts:

1.  **Pretest** – It is where you will encounter activities that would check your prior knowledge before engaging the skills targeted.
2.  **What I Need to Know** – From here, you can trace as to what skills or competencies you will develop through the module.
3.  **What's In** – This contains the review of the previous lesson or preparatory activity that leads to the lesson.
4.  **What's New** – This phase involves presentation of the lesson and a brief discussion and presentation of examples that would help you understand the new concepts and skills.
5.  **What I Can Do** – This part is where you engage activities for the transfer of knowledge and skills.
6.  **What I have Learned** - This is a line statement that encompasses the essential points of the lesson.
7.  **What's More** – This is a chance for you to apply your knowledge based from the discussion presented in the previous part. It is where your transfer of knowledge and skills will be checked.
8.  **Post Test** – This is now the task to check how far you go with the learning competency focused.
9.  **Answer Key** – It is where you can confirm your answers of the different tasks given to you.

At the end of this module you will also find:

References

This is a list of all sources used in developing this module.

PART I (DAY 1)



Enjoy learning!

Pretest



Choose the correct modal verb to complete each sentence. Encircle the letter of your choice.

11. You _____ to go now! We have no more time.
A. must C. ought to
B. need D. should

12. I _____ finish my homework last night.
A. had to C. must
B. have to D. must to

13. They _____ bring the money tomorrow.
A. had to C. have
B. has D. have to

14. You _____ always wear the uniform.
A. must C. must have to
B. must have D. must to

15. There's a traffic enforcer. You _____ wear a helmet.
A. had to C. ought to
B. need to D. should



Try to check your work to confirm your responses.

LESSON

1

ENSURING FAMILY SECURITY



What I Need to Know

After going through the process of discovery with the learning tasks, you are expected to:

1. formulate predictions on the material viewed; and
 2. relate text content to particular issues, concerns, or dispositions in life.



What's In

Try to ponder on this.

1. How important is a family to you?
 2. How is your current situation amidst this pandemic?
 3. What makes a family secure during this time of pandemic?



What's New

Read the article below and find out what this is all about.

What makes a good family? It is the family that sustains its members, supports and nourishes each other. A strong family unit has to create a good family values, positive and supportive place for all members to thrive. They are able to utilize resources and live together in a fairly healthy manner.



The adults in a strong family set the tone. They are the role models that lead by example. They reach out to friends and community and teach their children the importance of doing the same. They work together to solve problems, and they pass their skills on to the next generation. Some important elements of a strong family are cohesion, flexibility and communication.

Cohesion- In families, cohesion would be defined as the feeling of being loved, of belonging to the group and being nurtured by it. Although closeness is good in a family unit, there must be a balance between being together and being separated. A person must be able to develop their individuality, while being supported by his family. A few things that bring a family together are the commitment of other family members and the spending time together.

Flexibility- Flexibility in a family would mean resilience with each member; elastic in decision makings and workability with each other. We could compare a successful family to a democracy. There are leaders, but the whole group is involved in the decision-making process. Although the leaders are in charge all members develop the ability to cope with stress, and at times they lead. While the family works to avoid stressful situations, they work together to solve problems, without blaming, criticizing and finding each other's fault. Families that tend to have a strong spiritual base seem to have a sense of well-being that facilitates this working together in times of stress.

Communication- A lack of communication can rip a family apart and destroy them. Things that facilitate communication are closeness, flexibility, time spent together and spirituality. Members of the family must have the freedom to express themselves freely. Another very important factor is the relationship between the "head" couple. In a family that is parented by a happily-married couple, people are able to express themselves more freely. A happy marriage seems to set the tone in the house. It spills over from the family to the community. A healthy family will reach out to help others. They do not tend to isolate themselves from the rest of the world. Families must be able to teach their children how to make good decisions. What the children learn inside the house will be carried by them. A healthy, happy family benefits our whole society. With a healthy and strong families, there will be less crime, less divorce and less emotional problems.

LET'S
PROCESS THIS.



Answer the following questions.

1. What are three things that you've found from the text?

-
2. Upon reading the text, what two interesting things that you've discovered from it?
-

3. What question would ask related to the text?
-

4. What particular issue you have discovered from the text?
-

TAKE NOTE!



The security and protection of the individual and of the family is one of the most important aspects of life. Safety means preventing any risks. Protecting the family against criminals, catastrophes, wars and warlike-events is a basic requirement. However, the protection of your privacy and your private information is also an essential component of a holistic security concept



What I Have Learned

Question: How can you help ensure the security of your family?

With my age, I _____

(Day 2)

LESSON 2

Modal Verbs (should and must)



What I Need to Know

After going through the process of discovery with the learning tasks, you are expected to:

1. differentiate the use of the modal verbs must and should;
2. express obligations in statements in written forms; and
3. come up with appropriate sentences using the correct modals.



What's In

If you become a parent, what are the things that you will consider to ensure the security of your family?



What's New

We should always remember that ensuring the security of the family can be one of the top priorities of a responsible member. Everyone must see to it that their family is safe from any danger that may happen. Family security and safety should always be something that people are worried about. You must do something about it by getting home security so that you will know you are safe when you are at home.

Processing Questions:

1. What do we call those underlined words in the text?
 2. What do they express?
-

TAKE NOTE!



Modals (also called modal verbs, modal auxiliary verbs, modal auxiliaries) are special verbs which behave irregularly in English. They are different from normal verbs like "work, play, visit..." They give additional information about the function of the main verb that follows it. They have a great variety of communicative functions.

Must and **Should** are both modal verbs.

- ✓ MUST is used when expressing obligation or an unavoidable requirement, whereas SHOULD is more of a recommendation, or simply a desirable goal.
- ✓ MUST is possibly based on the speaker's opinion.

- Should expresses 50% obligation.
Example: I should see a doctor. I have a terrible headache.
- Should expresses advice.
Example: You should revise your lessons.
- Should expresses logical conclusion.
Example: He should be very tired. He's been working all day long.

- Must expresses strong obligation.
Example: You must stop when the traffic lights turn red.
- Must expresses logical conclusion / Certainty.
Example: He must be very tired. He's been working all day long.



What I can do

Use must or should to complete the sentence.

1. I ____ take some exercise if I want to feel fine.
2. You look tired. I think you ____ take a few days off.
3. You ____ brush your teeth after every meal, if possible.
4. You ____ focus more on your family and less on work.
5. You ____ come to school on time.



Complete the sentences given.

1. In a sentence, we use **must** _____.
2. If we use **should** in a sentence, that means _____.



What's More

Come up with a paragraph of at least 10 sentences focusing on the situation given using the modal verbs 'should' and 'must'.

Situation to focus: Your parents are out for work and you are left at home because you have no class. How can you ensure the safety of your house being entrusted to you?

(Day 3)

**LESSON
3**

Modal Verbs (has/have to and need to)



What I Need to Know

After going through the process of discovery with the learning tasks, you are expected to:

1. differentiate the use of the modal verbs has/have to and need to;
2. express obligations in statements in written forms; and
3. come up with appropriate sentences using the correct modals.



What's In

Is it possible that even at your age now, you can also contribute something to ensure family security? In what way?

Write your response in a paragraph and underline the modal verbs ‘must’ and ‘should’.

Simple recall: MUST is used when expressing obligation or an unavoidable requirement, whereas SHOULD is more of a recommendation, or simply a desirable goal.



What's New

-Conversation #1

Todd: I have to work today.

Katie: Really. I don't have to.

Todd: I better go. I need to get ready.

Katie: When do you start?

Todd: At noon, but I have to leave early to beat the traffic.

Katie: Yeah, you need to get going.

Conversation #2

Todd: What do you have to do today?

Katie: I have to clean my house.

Todd: Really, it looks clean.

Katie: No, I need to dust, I need to clean the bathroom and I have to do laundry.

Todd: Well, you seem busy, so I must be going.

Katie: Yeah, I need to get started, but call me later.

Conversation #3

Todd: We need to pay this bill.

Katie: Why? We don't have to pay it.

Todd: Yes we do. We must.

Katie: No, it's not a bill, just a donation.

Todd: But if we don't pay it, we will look bad.

Katie: No, we won't. You mustn't think that way.

Conversation #4

Todd: What must we do today?

Katie: We have to mail these letters.

Todd: Anything else?

Katie: Yeah, you need to pick up the kids from school.

Todd: I can't. I have to work.

Katie: OK, I can do it then. I have to go by the school anyway.

Processing Questions:

A. Answer this briefly.

1) In conversation 1, why does he need to leave?

2) In conversation 2, what does he need to do?

3) In conversation 3, do they really have to give money?

4) In conversation 4, what does he have to do?

B. What do those underlined words in the 4 conversations express as each is used in the sentence? _____

TAKE NOTE!



'Have to' and 'need to' are modal verbs.

We say "have to" when we want to talk about obligations – things we have no choice about doing. However, we say "need to" when we want to talk about things that are necessary to do in order to achieve a certain goal.

For example:

I have to be at work by 9:00 a.m. every morning.

I have to help my friend move tomorrow, so I can't have lunch with you.

You have to turn off the lights if you're the last person to leave the office.

I want to go to Vietnam for my vacation, so I need to get a visa.

If you want to get a promotion, you need to work very hard.

If your daughter wants to be a model, she needs to lose some weight.

In the case of the second example, the person uses "have to", even if he has the choice of not helping the friend move. In these cases, when we agree to do something, we feel an obligation to do it, and so we use "have to" in these cases.

In the last three examples for "need to", the person does the thing (get a visa, work very hard, lose some weight) in order to achieve the goal (go to Vietnam, get a promotion, be a model).

Sometimes, "have to" and "need to" can be exchanged freely in a sentence and will have a very similar meaning.

For example:

I have to go to the bathroom.

I need to go to the bathroom.

I have to finish this job by Friday.

I need to finish this job by Friday.

I write down things I have to do on sticky notes.

I write down things I need to do on sticky notes.

In these cases, the meaning is very close but has a slightly different nuance. Again, when we use “have to”, we’re emphasizing the fact we have no choice; while when we use “need to”, we’re emphasizing the fact that it’s necessary.



What I can do

Complete each sentence to make a statement that says something is NOT necessary or NOT required. Use *have to* or *need to*.

EXAMPLE:

Bob must clean the kitchen.

Bob doesn't have to clean the kitchen.

1. You must call your parents every weekend.

_____ your parents every weekend.

2. Sarah has to drive a long way to get to work.

_____ a long way to get to work.

3. You need to wear a jacket and tie at that restaurant.

_____ a jacket and tie at that restaurant.

4. A car must have a large engine to travel fast.

_____ a large engine to travel fast.

5. A movie needs to have a lot of explosions to be interesting.

_____ a lot of explosions to be interesting.



What I Have Learned

Fill in the blanks to complete the statement.

We use the modal _____ when we emphasize something that we have **no choice** while we use the modal _____ when we emphasize **necessity**.



What's More

Work on your response of the situation below. Use ‘need to’ and “have to” with your statements.

Situation: *You are tasked by your aunt, whose house is just near yours, to watch over your younger cousins in their house because she will go to a distant town. Suddenly, there is an emergency to attend back to your house and you will leave them.* What you would tell them?

(Day 4)

LESSON 4

Modal Verb ought to



What I Need to Know

After going through the process of discovery with the learning tasks, you are expected to:

1. differentiate the use of modal verb 'ought to' from 'should' in sentences.
2. write sentences of obligations using ought to; and
3. demonstrate understanding on the use of ought to through a graphic organizer.



What's In

'Ought to' is part of the classified modal verbs which is more or less synonymous to 'should'.



What's New

Try to study the sentences given.

- a1) You should stop smoking (You ought to stop smoking.)
 - a2) It's raining hard, the children ought to come indoors.
 - a3) I didn't know you were married! You ought to have told me !
 - a4) If you'd wanted to succeed, you should have worked harder at school.
 - a5) This pullover's got holes in it, I should get a new one.
 - a6) This pullover's got holes in it, I ought to get a new one.
 - a7) That's awful ! You really oughtn't to have done that, you know!
1. What have you noticed in the sentences?
 2. Are there sentences which mean the same in thought?
 3. What do those underlined words express?

TAKE NOTE!



The use of 'ought to' is similar to should, but it is much less frequent. Although **should** and **ought to** are often interchangeable, there is a slight difference of meaning between them. When using **should** the speaker expresses his own subjective view; **ought to** is more objective and is used when the speaker wants to express something as a law, duty or regulation.

Examples:

- Motorcycle riders **ought to** follow the IATF approved safety barrier shield.
- Everyone **should** disinfect frequently.

Like should, the verb ought to do not have a past form. It is only used with reference to the present and the future. 'Ought to' is rarely used in questions and negatives. When it is, it is confined mainly to formal styles.

In a negatives statement, the word **not** comes between ought and to.

In questions, the subject comes between ought and to.

- I **ought not to** have said those things to her.
- **Ought** we **to** make such a sacrifice for the benefit of future generations?

'Ought to' is used as follows:

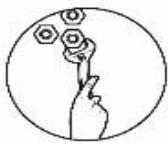
- to express an obligation or an expectation that someone should do something.
 - You **ought to** listen carefully.
 - We **ought to** leave now.
 - Lucy **ought to** go by herself.
 - People **ought to** be a bit nicer to us.
- to express the likelihood of something happening.
 - Annabel **ought to** be here by now.
 - The journey **ought to** take about 2 hours.

Ought to + have + past participle of main verb is used to express regret that something was not done or to reproach someone for doing or not doing something.

- **I ought to have spoken** up earlier. I'm sorry.
- You **ought to have offered** to help.
- They **ought to have told** us what to expect.

In a negative question, should is frequently used instead of ought to because it sounds more natural.

- **Ought** I **to** report it to someone in authority?
- **Should** I report it to someone in authority?
- **Ought** we **to** make a start?
- **Should** we make a start?



What I can do

Complete the sentences below by using 'ought to' to give advice.

1. A: I feel cold.

B: You ought to _____

2. A: Jack doesn't like his job.

B: He ought to _____

3. A: Our plane will take off in five minutes.

B: We ought to _____

4. A: I have a toothache.

B: You ought to _____

5. A: Mary has a very noisy neighbor.

B: She ought to _____



What I Have Learned

Complete the statement.

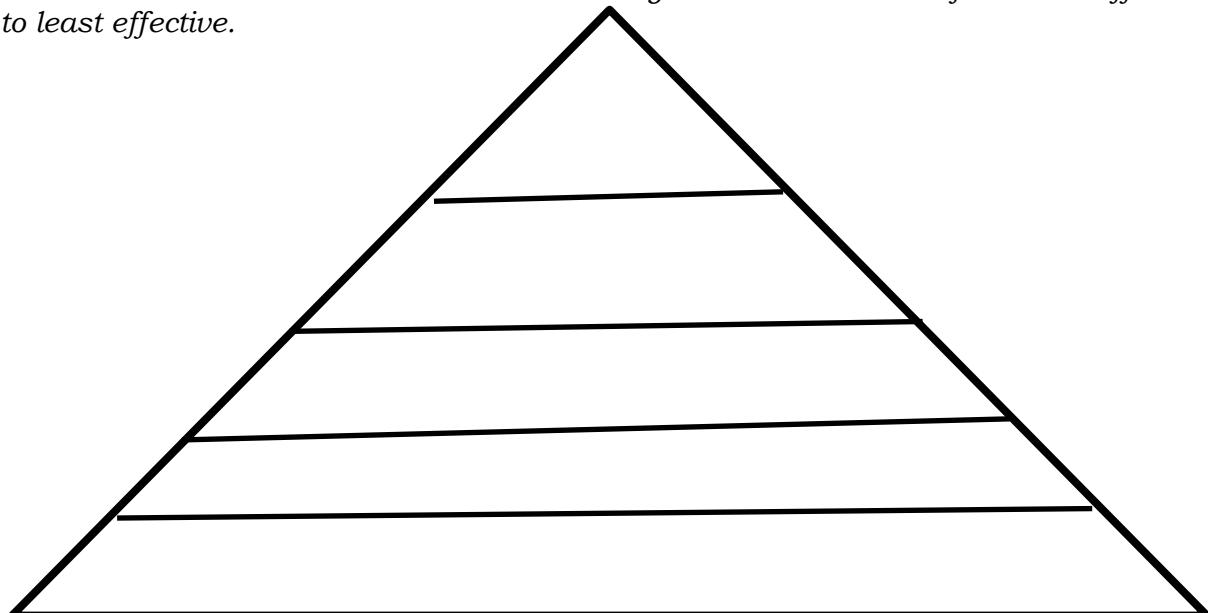
We use the modal verb 'ought to' _____

It is more or less the same as 'should because _____



What's More

Use the pyramid and write 5 sets of advice that you can give to a friend who usually cuts class. Take note to use the modal verb 'ought to' and rank them from most effective to least effective.



(Day 5)



Post Test

Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

1. Children _____ obey their parents.
A. has/have to C. ought to
B. must D. should
2. Parents _____ respect their children too.
A. has/have to C. ought to
B. must D. should
3. Challenges _____ not keep us from achieving our dreams.
A. has/have to C. ought to
B. must D. should
4. Parents _____ send their children to school.
A. has/have to C. ought to
B. must D. should
5. Before, one talks about an issue, he/she _____ read about it first.
A. has/have to C. ought to
B. must D. should
6. Family members _____ understand that they have important roles to perform in keeping the family strong.
A. has/have to C. ought to
B. must D. should
7. Friends _____ be carefully chosen for the influence they can have.
A. has/have to C. ought to
B. must D. should
8. The school, as a second home, _____ constantly nurture and protect the rights of children.
A. has/have to C. ought to
B. must D. should
9. Homeschooling _____ do with being cooperative in doing the tasks given by the teacher so that one will prosper in the learning goal.
A. has/have to C. ought to
B. must D. should
10. Parents _____ serve as an arm of the teachers while doing the homeschooling.
A. has/have to C. ought to
B. must D. should
11. Yesterday I _____ finish my geography project.
A. had to C. need to
B. must D. should to
12. She will _____ wait in line like everyone else.
A. has to C. must
B. have to D. need to

13. All employees _____ on time for work.

A. Have C. need to

B. must be D. should

14. If you are under 13 you ____ to get your parents' permission.

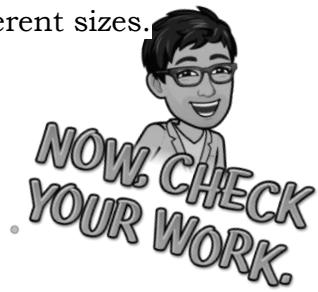
A. had C. have

B. has D. should

15. Your daughter may _____ try on a few different sizes.

A. had to C. must

B. have to D. need



PART II

(DAY 6 and 7)



Pretest

Choose the correct modal to complete each sentence. Encircle the letter of your choice.

- Even if you are just staying at home, you _____ still connect and tell your teachers about your condition honestly.
A. can C. must
B. can't D. mustn't
 - You _____ go online because it's not your turn yet.
A. can't C. can
B. must D. mustn't
 - People _____ go very close to someone who is not feeling well.
A. can C. must
B. can't D. mustn't
 - Everyone _____ consult a doctor if he/she is sick.
A. can C. must
B. can't must D. mustn't
 - You _____ explore the learning platforms while you are waiting for your class time.
A. can C. must
B. can't D. mustn't
 - Mama, _____ I log-in? It's still few minutes before my class.
A. can C. must
B. can't D. mustn't
 - You _____ go in this site. This is restricted to students. You might get scolded.
A. can C. must
B. can't D. mustn't
 - You _____ rather visit this site and enjoy the exercises given.
A. can C. must
B. can't D. mustn't
 - You _____ disturb the teacher while the discussion is going on.
A. can C. must
B. can't D. mustn't

10. You _____ use the tasks given by the teacher as your guide in making your own.

A. can C. must
B. can't D. mustn't

11. We _____ to wait for them because it's already late.

A. can C. must
B. don't have D. mustn't

12. You _____ trust him: he's not there during the session.

A. can have to C. must
B. have to D. mustn't

13. Your nail is so dirty. You _____ go to a parlor.

A. Can have to C. must
B. have to D. mustn't

14. I _____ say that all to you. I know you knew it already.

A. can C. must
B. don't have to D. mustn't

15. We _____ be in silence.

A. don't C. must
B. has to D. mustn't

**TRY TO
YOUR W**



LESSON 1

LEARNING FROM OTHERS



What I Need to Know

After going through the process of discovery with the learning tasks, you are expected to:

1. relate text content to particular social issues, concerns, or dispositions in life; and
 2. formulate predictions based on the material viewed



What's In

*"A little more persistence,
A little more effort,
And what seemed hopeless failure
May turn to glorious success."*
- Elbert Hubbard

Great men and women who have succeeded in life claim that they have experienced a certain degree of suffering, persecution, and frustrations at certain points in their lives. But these have not stopped them from achieving their dreams. They persevere and won.



stock - a store or supply gathered together or available
stock market- the gathering of buyers and sellers of stocks, which represent ownership claims on businesses
crash – downfall
economic depression- sustained, long-term downturn in economic activity in one or more economies
economic contraction- includes a drop in real personal income, industrial production, and retail sales
gripped- strong hold
instantaneous- it's right at hand when you need it
shuddering halt - it suddenly stops working
lender- an organization or person that grant money
reverberated- be repeated several times as an echo
propensity- a natural bend or tendency

Roaring Twenties - a time when many people defied Prohibition, indulged in new styles of dancing and dressing, and rejected many traditional moral standards

bankruptcy- a legal process through which people or other entities who cannot repay debts to creditors may seek relief from some or all of their debts

slump- heavy fall

collapse- downfall

setback- set in progress

cautioned- say something as warning

protectionism - the theory or practice of shielding a country's domestic industries from foreign competition by taxing imports



What's New

Read the article about the US economic crisis, the Wall Street Crash and the Great Depression. Find out how it connects with our theme, "Learning from Others".

The Worst Depression of Modern History



The Wall Street Crash had a major impact on the U.S. and world economy, and it has been the source of intense academic debate-historical, economic and political – from its aftermath until the present day. Some people believed that abuses by utility holding companies contributed to Wall Street Crash of 1929 and the Depression that followed. Many people blamed the crash on commercial banks that were too eager to put deposits at risk on the stock market.

Together, the 1929 stock market crash and the Great Depression formed the largest financial crisis of the 20th century. The panic of October 1929 has come to serve as a symbol of the economic contraction that gripped the world during the next decade. The falls in share prices on October 24 and 29, 1929 were practically instantaneous in all financial markets, except Japan.

The 1929 crash brought the Roaring Twenties to a shuddering halt. As tentatively expressed by economic historian Charles Kindleberger, in 1929 there was no lender of last resort effectively present, which, if it had existed and were properly exercised, would have been key in shortening the business slowdown[s] that normally follows financial crises. The crash marked the beginning of widespread and long-lasting consequences for the United States. Historians still debate the question: did the 1929 Crash spark The Depression, or did it merely coincide with the bursting of a loose credit-inspired economic bubble? Only 16% of American households were invested in the stock market within the United States during the period leading up to the depression, suggesting that the crash carried somewhat less of a weight in causing the depression.

However, the psychological effects of the crash reverberated across the nation as business became aware of the difficulties in securing capital markets investments for new projects and expansions. Business uncertainty naturally affects job security for employees, and as the American worker (the consumer) faced uncertainty with regards to income, naturally the propensity to consume declined. The decline in stock prices caused bankruptcies and severe macroeconomic difficulties including contraction of credit, business closures, firing of workers, bank failures, decline of the money supply, and other economic depressing events.

The resultant rise of mass unemployment is seen as a result of the crash, although the crash is by no means the sole event that contributed to the depression. The Wall Street Crash is usually seen as having the greatest impact on the events that followed and therefore is widely regarded as signaling the downward economic slide that initiated the Great Depression. True or not, the consequences were dire for almost everybody. Most academic experts agree on one aspect of the crash: It wiped out

billions of dollars of wealth in one day, and this immediately depressed consumer buying.

The failure set off a worldwide run on US gold deposits (i.e., the dollar), and forced the Federal Reserve to raise interest rates into the slump. Some 4,000 banks and other lenders ultimately failed. Also, the uptick rule, [36] which allowed short selling only when the last tick in a stock's price was positive, was implemented after the 1929 market crash to prevent short sellers from driving the price of a stock down in a bear raid. Economists and historians disagree as to what role the crash played in subsequent economic, social, and political events.

The Economist argued in a 1998 article that the Depression did not start with the stock market crash. Nor was it clear at the time of the crash that a depression was starting. They asked, "Can a very serious Stock Exchange collapse produce a serious setback to industry when industrial production is for the most part in a healthy and balanced condition?" They argued that there must be some setback, but there was not yet sufficient evidence to prove that it will be long or that it need go to the length of producing a general industrial depression. But *The Economist* also cautioned that some bank failures are also to be expected and some banks may not have any reserves left for financing commercial and industrial enterprises. They concluded that the position of the banks is the key to the situation, but what was going to happen could not have been foreseen."

Academics see the Wall Street Crash of 1929 as part of a historical process that was a part of the new theories of boom and bust. According to economists such as Joseph Schumpeter and Nikolai Kondratieff and Charles E. Mitchell the crash was merely a historical event in the continuing process known as economic cycles. The impact of the crash was merely to increase the speed at which the cycle proceeded to its next level. Milton Friedman's *A Monetary History of the United States*, co-written with Anna Schwartz, advances the argument that what made the "great contraction" so severe was not the downturn in the business cycle, protectionism, or the 1929 stock market crash in themselves - but instead, according to Friedman, what plunged the country into a deep depression was the collapse of the banking system during three waves of panics over the 1930-33 period.

Answer the following questions:

1. What is the Wall Street Crash? What is another term synonymous with Wall Street?
-

2. What happened during the Great Depression?
-
-

3. What is meant by the line "the Roaring Twenties" was put to a halt because of the Great Depression?
-
-

4. Does the article say that the Wall Street Crash caused the Depression? Explain your answer.

5. Is this economic phenomenon still happening today in the US? Give examples?

6. In the history of the Philippines, has there been a similar event like the Wall Street Crash and Great Depression?

7. In our present situation, what is the reality that would connect us to the article? Are we affected by the Great Depression? In what way?

8. As a student, at your age, what could be the best ways to help solve such economic downfall if ever that is experienced in the family?

9. What values that one must bear or maintain in order to gain the positive spirit in solving Great Depression little by little?

TAKE NOTE!



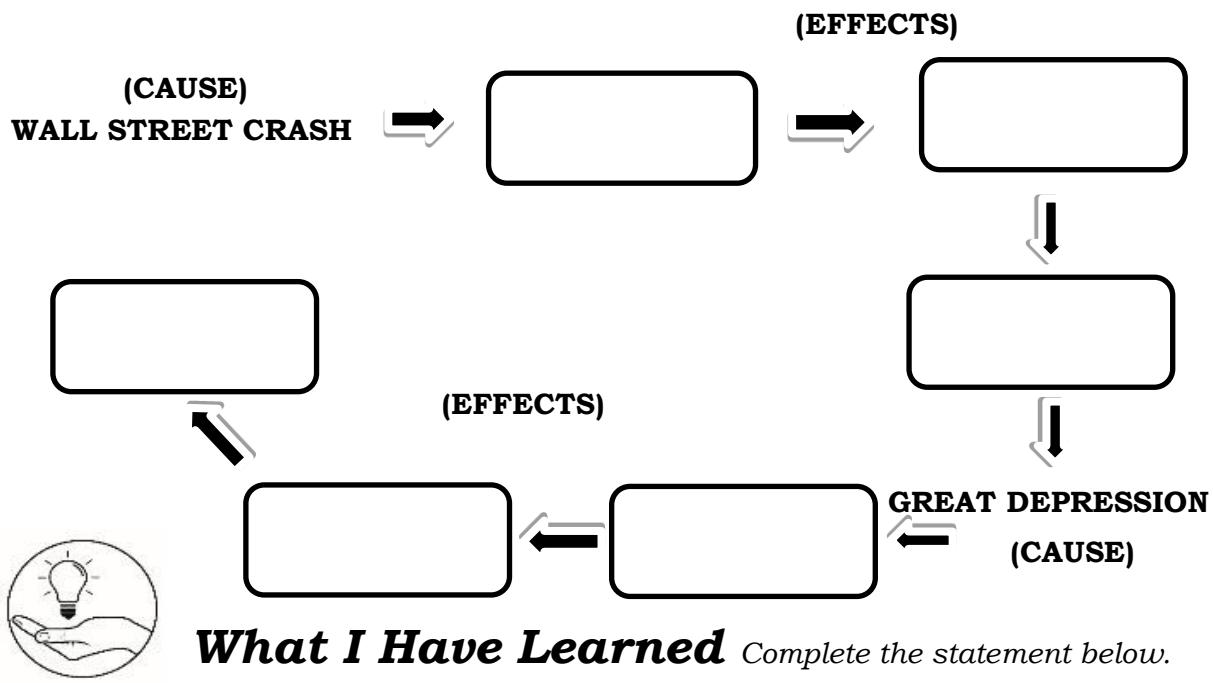
One lesson we thought had been learned from the “mistakes” of the 1930s was that at times of crisis, we need to keep pumping money into the economy to maintain demand. Sounds like a good idea, apart from the fact that it doesn’t seem to work anymore. Perhaps quantitative easing has saved us from this crisis even sooner, but it doesn’t seem capable of fixing underlying structural problems – or not in the way it has been applied, at least.

Rather than being used to directly stimulate employment and demand through much-needed investment in infrastructure, much of the money from quantitative easing in the US seems to have ended up in the stock markets, pushing up valuations to improbable levels, even before the recent collapse in oil and resource prices.



What I can do

Use the cause-effect chart and fill-in the boxes based from the label indicated.



What I Have Learned

Complete the statement below.

In the article “*The Worst Depression of Modern History*”, I’ve learned that _____

(DAY 8)

LESSON
2

MODALS OF PERMISSION AND PROHIBITION



What I Need to Know

After going through the process of discovery with the learning tasks, you are expected to:

1. express permission and prohibition in written forms; and
2. come up with appropriate sentences using the correct modals.



What's In

Study the following sentences.

What do the underlined words in each sentence suggest? How do we call these underlined words?

1. Can you speak louder when delivering your lines?
 2. You can take a deep breath before rendering your speech.
 3. Other speakers mustn't make noise while one speaker is on stage.
 4. You can't speak before a big audience if you are nervous.
-
-
-
-



What's New

TAKE NOTE!



Modal Verbs of Permission and Prohibition

- ✓ **Can** is a modal often used to ask for and give permission. It means something is allowed and can be done.
- ✓ Both **can't** and **mustn't** are modals used to show that something is prohibited – it is not allowed.
- ✓ **Can't** tells us that something is against the rules.
- ✓ **Mustn't** is usually used when the obligation comes from the person who is speaking.

To say something isn't an obligation

To say there is no obligation, use “don't/doesn't have to” or “don't/doesn't need to”.

Examples:

- “You don't have to bring food on the trip.”
- “She doesn't have to work in the evening.”
- “I don't need to pay now. I can pay later.”
- “They don't need to speak English in their job.”

Typical grammar mistake! Be careful when you use “don't have to”. It does **not** mean the same as “mustn't” – see below.

To say something is forbidden

To say that there is an obligation **not** to do something, use “mustn't”.

Examples:

- “You mustn't play here – it's dangerous!”
- “He mustn't eat peanuts. He's allergic to nuts.”
- We can also use “can't”:
- “You can't go out tonight. You've got homework.”



What I can do

Tell if the underlined word in each sentence suggests **permission** or **prohibition**.

- _____ 1. Even if you are just staying at home, you can still contact and talk to your friends.
- _____ 2. You can't go out because it's not safe yet.
- _____ 3. We mustn't talk to someone who is not feeling well.
- _____ 4. We can call a doctor if we are not in good condition.
- _____ 5. You can browse on the different learning resources while you are waiting for the opening of classes.

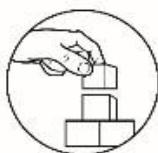


What I Have Learned

Fill-out the graphic organizer to complete the ideas asked. Mention the correct modal verbs to use in such statement.

When I say, "I was **permitted**" that means _____

When I say, "I was **prohibited**" that means _____



What's More

Construct sensible sentences using the modal verbs indicated.

(Can't) 1. _____

2. _____

(Must) 3. _____

4. _____

(Mustn't) 5. _____

6. _____

(Can) 7. _____

8. _____

(DAY 9)



Post Test

Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

13. Don't phone him now. He _____ be asleep.
 A. can have to C. must
 B. have to D. mustn't
14. She won't come to the swimming pool because she _____ swim.
 A. can't C. must
 B. have to D. mustn't
15. Your hair is too long. You _____ have a haircut.
 A. can C. must
 B. have to D. mustn't



(DAY 10)



Final Task (Mode 1)

Come up with an **advocacy campaign**.

Your focus is the idea on how to remain safe in today's time.

Follow the steps and instructions below.

1. Research on ideas that will serve as your guide.
2. Use words to promote fairness and positive values.
3. Apply the proper modal verbs that express obligation, permission and prohibition in your advocacy campaign.
4. Submit a clean draft of the advocacy campaign for checking (encoded or hand-written) through:
 - a. Facebook messenger
 - b. e-mail
 - c. hard copy to be submitted as scheduled by the teacher

Criteria:

Relevance of the ideas	- 10
Correct use of the modal verbs	- 20
Subject-verb agreement and proper use of punctuation marks	- 10
Impact of the presentation of the work	- 10

Total - 50 points

5. **Wait for the feedback** before you proceed to the recording of the advocacy campaign in a video format.
6. Edit your video and submit through: Facebook messenger or E-mail for final evaluation using the rubrics below:

CATEGORY	40	30	20	10
Relevance of the Presentation	Students include 4 or more high quality sources.	Students include 2-3 high quality sources .	Students include 2-3 sources but some of are questionable quality.	Students include fewer than 2 sources.
Research/Statistical Data	Students include 4 or more high-quality examples or pieces of data to support their campaign.	Students include at least 3 high-quality examples or pieces of data to support their campaign.	Students include at least 2 high-quality examples or pieces of data to support their campaign.	Students include fewer than 2 high-quality examples or pieces of data to support their campaign.
Brainstorming - Solutions	Students identify more than 4 reasonable, insightful possible solutions/strategies to encourage change.	Students identify at least 4 reasonable, insightful possible solutions/strategies to encourage change.	Students identify at least 3 reasonable, insightful possible solutions/strategies to encourage change.	Students identify fewer than 3 reasonable, insightful possible solutions/strategies to encourage change.
Sources-Citation	Information in all source citations is correct and in the format assigned.	Information in all source citations is correct but there are minor errors in formatting.	Information in almost all source citations is correct AND there are minor errors in formatting.	The information is often incorrect OR there are major errors in formatting.

7. **Wait for the feedback** to permit you to post your video on your Facebook account to see your success in this output.

(DAY 10)



Final Task (Mode2)

Note: For those who do not have access to gadgets and internet

1. Make a Self-Actualization Brochure which represents your advocacy in life.
2. Draw or cut pictures to illustrate your advocacy.
3. Use modal verbs learned in your captions.
4. Submit Output as scheduled by the teacher following the rubrics below:

Focus and Content.....	30%
Organization	20%
Visuals and Clarity	20%
Language Mechanics	20%
Total	90%

Answer Key

References:

Pictures

1. <https://images.app.goo.gl/x88SJ9bQgy4HCZ9bA>
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Texts

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