**INFO SHEET #1: MODALS (Permission, Obligation, Prohibition, Ability and Probability)**

**Competency**

**MELC:** Express permission, obligation, and prohibition using modals

**Objectives**

After the end of the lessons, the learners are expected to be able to:

1. Identify the different types of modals
2. Use modals in expressing oneself
3. Value the importance of using modals

**Key Information**

**Modal Verbs: Prohibition, Obligation, Permission, Ability and Probability**

When we want to express permission, prohibition (not allowing something), obligation, ability and probability, we use modal verbs.

**1. Prohibition**

We use *can't* and *mustn't* to show that something is prohibited – it is not allowed.

***can't***

We use *can't* to talk about something that is against the rules, particularly when we didn't make the rules.

Examples:

What does this sign say? Oh, we can't park here.

You can't take photos in the museum. They're really strict about it.

Sorry, we can't sell knives to under-18s.

***must not*/*mustn't***

We use *must not* to talk about what is not permitted. It is common on public signs and notices informing people of rules and laws.

Examples:

Visitors must not park in the staff car park.

Baggage must not be left unattended.

Guests must not make noise after 10 p.m.

We use *mustn't* particularly when the prohibition comes from the speaker.

Examples:

(Parent to child) You mustn't say things like that to your sister.

(Teacher to student) You mustn't be late to class.

I mustn't let that happen again.

**2. Obligation**

We use *have to* and *must* to express obligation. There is a slight difference between the way we use them.

***have to***

*Have to* shows us that the obligation comes from outside the speaker.

Examples:

We have to wear a uniform when we're working in reception.
(Student to teacher) When do we have to hand in our homework?
Al has to work tomorrow so he can't come.

We sometimes call this 'external obligation'.

***must***

Must expresses a strong obligation or necessity. It often shows us that the obligation comes from the speaker (or the authority that wrote the sentence).

Examples:

I must phone my dad. It's his birthday today.
(Teacher to student) You must hand in your homework on Tuesday or you will lose ten per cent of your mark.
(Sign on a plane) Seat belts must be worn by all passengers.

Note that we don't use must to express obligation in the past. We use have to instead.

I had to pay £85 to renew my passport last week.

**3. Permission**

***can***

 We often use can to ask for and give permission.

Examples:

Can I sit here?
You can use my car if you like.
Can I make a suggestion?

***could***

 We also use could to ask for permission (but not to give it). Could is more formal and polite than can.

Examples:

Could I ask you something?
Could I interrupt?
Could I borrow your pen for a moment, please?

***may***

 May is the most formal way to ask for and give permission.

Examples:

May I see your passport, please?
Customers may request a refund within a period of 30 days.
These pages may be photocopied for classroom use.

**4. Ability**

There are 2 modals of ability, *can* and *could*(past tense). Use the following formula when talking about ability with these modals: subject + modal + base form of the verb.

Examples:

I can speak French  .

I can’t speak Russian  .

Last year I could run very fast  .

*Last year I****couldn’t play****basketball  .*

To ask a question, simply invert the modal and the subject: **modal + subject + base form of the verb**

Examples:

Can you speak Spanish?

Could you drive ten years ago?

**5. Probability**

When we talk about something that could happen, but we are not sure, we use the following modals: *may* and *might*. They mean almost the same thing, except might means that you are a little more sure. Our formula is the same: subject + modal + base form of the verb.

Examples:

It may rain tonight.

It may not rain tonight.

I might come by your house this afternoon.

I might not come by your house this afternoon.

Please note, we do not have a contraction for may not or might not.

References:

https://learnenglish.britishcouncil.org/grammar/b1-b2-grammar/modals-permission-obligation

https://commongroundinternational.com/learning-english/english-modals-verbs-express-ability-permission-probability-advice-necessity-requests/

**Proposed Performance Tasks:**

* **Infographics –** it is a visual representation of information or data, specifically a collection of imagery, charts and minimal text that gives an easy to understand overview of a topic.

**Group 1 – (Artists)**  Make an infographic that uses modals. Choose an interesting topic below. Identify the modals you used and determine the statement it expresses (permission, prohibition, obligation, probability and ability).

1. Do’s and don’ts in taking the exams
2. Criteria to become a role model student in school
3. Things to do in observing COB (Cleanliness, orderliness, beautification) in school.
* **Poster Making -** It is made up of both text and images to make it eye-catching and informative. It is used for making an announcement or appeal, issuing a notice, advertising a product, or bringing about awareness on any issue of public interest. The art of making a poster is called "Poster Making".

**Group 2 – (Aesthete)** - Make your own poster. The poster should be about School’s Premises Rules and Regulations. Do not forget to use the different types of modals.

* **Role Play -** to pretend to be a particular character and to behave and react in the way that character would

**Group 3 – (Actors and Actresses)** - You have been asked to speak as a guidance counselor to a group of freshmen. Advise them as to what they must and should do and what they may not do to make it to the honor’s list. Do not forget to use the different types of modals.

* **News Reporting –** discovering all relevant facts, selecting and presentingthe important facts and weavinga comprehensive story.

**Group 4 – (JOURNALISTS) –** Before the opening of regular classes, students should be well informed regarding the rules and regulations in your school. In your group, you have to orient them through news reporting. Do not forget to use the different types of modals

* **Song/Yell – song** isa short piece of music usually with words while **yell** is usually rhythmic shout or cheer used especially in schools or colleges to show support for sports teams

**Group 5 – (Singer/Composer) –** compose a song/yell with 4 lines, 3 stanzas. The content should be the School’s Premises Rules and Regulations. Do not forget to use the different types of Modals.

**RUBRICS: (for the role play)**

 Rating

1. Speech was clear with appropriate volume and inflection. 5 4 3 2 1
2. Role was played in a convincing, consistent manner. 5 4 3 2 1
3. The contents were relevant to the topic. 5 4 3 2 1
4. Costumes and props were effectively used 5 4 3 2 1
5. The performance was well prepared and organized 5 4 3 2 1
6. The performance captured and maintained audience

Interest 5 4 3 2 1

Comments/Suggestions for improvement:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.