**INFO SHEET #3: MODALS**

**Competency**

**MELC:** Use modal verbs, nouns, and adverbs appropriately.

**Objectives**

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

1. Differentiate the kinds of modals used in expressing permission, obligation and prohibition.
2. Identify the modals used in a sentence.
3. Create dialogues using modals.

**Key Information**

**MODALS**

**Modals** - are auxiliary or helping verbs. They may be used in expressing permission, obligation and prohibition.

**Examples:**

1. I believe I can fly.
2. Khodhy must call the police after the incident.
3. Janine has to prepare for her exams.
4. 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.

References:

Villalobos, John Lerry F. (2020). PIVOT 4A Learner’s Module Quarter 1 p. 20-21

**Proposed Performance Tasks**

**Let’s Create!**

The students needs to create signages about classroom and school rules using modals.

* This will be done individually.
* In this task the students can maximize their creativity in doing classroom signages.
* Use modals for every signages.
* Rubrics will be provided.

**Rubrics**

Creativity – 10%

Content - 20%

Clarity - 10%

Organization - 10%

50pts.

Reminders

1. Change the grade level in the header (English 7) according to your level.
2. Use Bookman 14 bold and underlined for the title (INFO SHEET #1)
3. Use Bookman 12 bold for headings (Competency, Objectives, Key Information, Proposed Performance tasks)
4. Use Arial 10 for the content of Key Information. Put inside a textbox.
5. For references, cite sources properly. Use Arial 6.

**Performance Tasks**

**Let’s Create!**

 The students need to create signages about classroom and school rules using modals.

* This will be done individually.
* Students can maximize their creativity in doing different classroom and school rules signages.
* Use modals for every signages.
* Rubrics is provided.

Creativity - 10%

Content - 20%

Clarity - 10%

Organization - 10%

 50%