English

Quarter 1 – Module 3: Use of Modal Verbs, Nouns, and Adverbs
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Published by the Department of Education
Secretary: Leonor Magtolis Briones
Undersecretary: Diosdado M. San Antonio
English
Quarter 1 – Module 3: Use of Modal Verbs, Nouns, and Adverbs
Introductory Message

For the facilitator:

Welcome to the English 8 Quarter 1 Alternative Delivery Mode (ADM) Module 3 on Use of Modal Verbs, Nouns, and Adverbs!

This module was collaboratively designed, developed and reviewed by public educators 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.

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 8 Alternative Delivery Mode (ADM) Module on Writing Bibliography.

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 able to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:

- **What I Need to Know**
  This part gives you an idea of the skills or competencies you are expected to learn in the module.

- **What I Know**
  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.

- **What’s In**
  This is a brief drill or review that helps you link the current lesson with the previous one.

- **What’s New**
  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.

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

- **What’s More**
  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.

- **What I Have Learned**
  This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.

- **What I Can Do**
  This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.
Assessment

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

Additional Activities

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.

Answer Key

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!
What I Need to Know

Have you experienced expressing yourself the way it should be but have the hard time in conveying your thoughts? In this module, you will learn on how to speak with urgency or importance, possibility, and emphasis through the use of modals. You will also learn the different types of modals and their uses.

Modal is an expression that carries different shades of meaning. It is used to show or convey meaning with seriousness, certainty, and intensity. There are three types of modals such as modal noun, modal verb, and modal adverb.

In this module, you will build up your knowledge in using modal verbs, nouns, and adverbs appropriately in writing sentences and paragraphs.

Have fun while learning!

The Most Essential Learning Competency (MELC) covered in this module is on how to use modal verbs, nouns, and adverbs appropriately: EN8G-Illa-3.6

Specifically, you are expected to:

- identify modal verbs, nouns, and adverbs used in sentences;
- construct sentences using appropriate modal verbs, nouns, and adverbs;
- address different societal problems by writing ideas using different modals; and
- express appreciation of Afro-Asian cultures reflected in the story using modals.
What I Know

Before you proceed, check your knowledge on the lesson that you are about to learn. Test yourself by answering the questions below. Take note of the items that you cannot answer correctly so you could look for the right answer as you go through this module.

Choose the correct modal to complete each sentence. Write the letter of your answer on a separate sheet of paper.

1. Annaliza ________ turn 16 this year and plans to have a simple party.
   A. can      B. may      C. must      D. will

2. You ________ study hard to pass the test and make it to the top.
   A. could     B. might    C. should    D. would

3. Only those who passed the admission test ________ enroll in the university.
   A. can      B. cannot    C. must      D. must not

4. My father works abroad, but he promised that he ________ return home on my graduation day.
   A. can      B. may      C. must      D. will

5. Everyone ________ obey the health protocols given by the government to prevent the spread of the virus and stop the pandemic.
   A. can      B. cannot    C. may       D. must

6. If Carl campaigns hard, his win is a/an ________.
   A. promise      B. certainty    C. responsibility    D. obligation

7. There is a ________ of rain tomorrow.
   A. decision     B. request    C. possibility    D. necessity

8. Students have a/an ________ to study hard.
   A. likelihood    B. willingness  C. promise     D. obligation

9. I have a friend who has the ________ to read minds.
   A. ability      B. possibility    C. request    D. permission

10. The sick lady sent a/an ________ for medical assistance.
    A. request      B. chance    C. certainty    D. promise

11. My mother is ________ coming home late tonight because of the heavy traffic.
    A. obligately  B. possibly    C. ably       D. promisingly

12. My father is ________ proud to work hard for our family.
    A. willingly    B. permissively  C. requisitely   D. obligately

13. Tonton dances ________ during the party.
    A. necessarily   B. surely     C. ably       D. certainly

14. My sister is ________ supportive of my hobby.
    A. possibly    B. decidedly    C. obligately    D. necessarily

15. I played ________ with my friends.
    A. surely      B. permissively    C. certainly    D. promisingly
Lesson 1

Modal Verbs

What’s In

Before this lesson, you learned about the proper ways of citing sources. Let us see if you can still remember some of the important concepts.

Activity: Let’s Review

Read each of the following situations. Write A if it is acceptable and NA if it is not acceptable in writing a bibliography. Write your answers on a separate sheet of paper.

_____ 1. A learner can get information from various websites and acknowledge the author by writing the sources used.
_____ 2. A learner may not cite sources of information that he/she used in his/her research.
_____ 3. A research paper requisitely contains a bibliography written on a separate page and placed at the end part of the paper.
_____ 4. It is important to cite the sources of information that you used in your research because it will give credit to the author.
_____ 5. In writing a bibliography, it is a necessity to use appropriate punctuations.

Take note of the italicized words used in each of the sentences.

What do you think are these words?

These words are called modals or modal expressions. As you go through this module, you will also learn each of the different types of modals.
You have just done reviewing your previous lesson on writing a bibliography. This time, as you go through the next activities, you will be learning about the correct use of modal verbs.

Activity: What’s More Powerful
Study and analyze statements A and B.

**Statement A**
All persons below 21 years old *must* stay at home during Enhanced Community Quarantine.

**Statement B**
All persons below 21 years old *might* stay at home during Enhanced Community Quarantine.

Self-check:
- Which of the two statements would make a person below 21 years old feel sadder?
- Notice the underlined words in the two statements. What do you think are these words?
- These words are examples of modal verbs.
What is It

Did the previous activity help you? This part of the module will deepen your learning about modal verbs and their functions.

Read and examine the sentences below:

1. His 75-year-old mother is too old to ride a horse.
2. His 75-year-old mother might be too old to ride a horse.

What have you noticed in sentences 1 and 2?
Do they have the same meaning? If not, what is their difference?

- Sentences 1 and 2 have different meanings. Sentence 1 states a fact that his mother is too old for horseback riding. Sentence 2 expresses the possibility that his mother could no longer do horseback riding due to her age.
- The presence of the word ‘might’ in sentence 2 makes the meaning different. The word ‘might’ is an example of a modal expression that functions as a verb.
- Aside from might, there are other commonly used modal expressions that function as a verb, like may, can, could, shall, should, will, and would.

Modal Verbs are auxiliary or helping verbs which modify or change the meaning of the main verbs. You use modal verbs in giving advice or suggestions, in making requests, or in giving predictions and prohibitions. To show more of the other uses of modal verbs, here is a list with sample sentences:

<table>
<thead>
<tr>
<th>Use</th>
<th>Modal</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>really certain</td>
<td>will, shall, must won't/will not, shan’t/shall not, can’t/cannot</td>
<td>Jahna’s debut party will be planned secretly.</td>
</tr>
<tr>
<td>very likely</td>
<td>should, ought to</td>
<td>The traffic is not heavy. We should be there before the time.</td>
</tr>
<tr>
<td>Possibility</td>
<td>may, might, could</td>
<td>It may rain today.</td>
</tr>
<tr>
<td>strong obligation</td>
<td>must, have to, need to</td>
<td>The plan must be accomplished without her knowing it.</td>
</tr>
<tr>
<td>weak obligation</td>
<td>should, ought to</td>
<td>I should see a dentist. I have a bad breath even though I brush my teeth regularly.</td>
</tr>
<tr>
<td>no obligation</td>
<td>needn’t/need not, don’t need to/do not need to, don’t have to/do not have to</td>
<td>I need not brush my teeth now. I will just do it later.</td>
</tr>
<tr>
<td>Use</td>
<td>Modal</td>
<td>Sample Sentence</td>
</tr>
<tr>
<td>---------------</td>
<td>------------------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>permission</td>
<td>can, may, could, might</td>
<td>May I borrow your pen?</td>
</tr>
<tr>
<td>no permission</td>
<td>can't/ cannot, may not, must not</td>
<td>You cannot go out without a quarantine pass.</td>
</tr>
<tr>
<td>offer</td>
<td>will, shall</td>
<td>I will bring your things here.</td>
</tr>
<tr>
<td>request</td>
<td>will, would, could</td>
<td>Will you open the windows?</td>
</tr>
<tr>
<td>promise</td>
<td>Will</td>
<td>I will come back after sunset.</td>
</tr>
<tr>
<td>decision</td>
<td>Will</td>
<td>I will eat now.</td>
</tr>
<tr>
<td>advice and suggestion</td>
<td>shall, should, shouldn't/ should not</td>
<td>You should wear appropriate attire for your job interview.</td>
</tr>
<tr>
<td>ability</td>
<td>can, could</td>
<td>The students can sing harmoniously.</td>
</tr>
<tr>
<td>general truth</td>
<td>can, may</td>
<td>We can avoid the COVID-19 by following health protocols.</td>
</tr>
</tbody>
</table>

What’s More

For you to better understand what modals or modal expressions are, enjoy doing the series of activities that follow.

Activity 1: Printed Shirt

If you were Andie, which of the shirts would you want to wear? Notice the modal verbs printed on each shirt.

- Which printed shirt expresses obligation, ability, permission, request, or willingness?
Assessment 1: Pick It Right

Determine the function of the underlined modal verb as used in the sentence. Write the letter of your answer on a separate sheet of paper.

1. *Could* you open the door for me?
   A. offer    B. permission    C. promise    D. request
2. I *will* eat now.
   A. ability    B. decision    C. permission    D. promise
3. *May* I go now?
   A. decision    B. offer    C. permission    D. request
4. I *can* play any musical instrument.
   A. ability    B. general truth    C. offer    D. promise
5. You *must* follow the doctor’s advice.
   A. no obligation    B. permission    C. strong obligation    D. weak obligation

Activity 2: Let Us Talk!

Read the conversation below and list the modal verbs used. Write your answers on a separate sheet of paper.

Hi, Yna!

Do we really need to wear our face mask whenever we go out?

You are right, Yna. We can't take any chances of getting sick.

Hello, Ysa!

Of course, Ysa. We might get the deadly virus anytime, so we shouldn't take any chances.

We should always wear a face mask and wash our hands to protect us.

Self-check:
- Do you also wear a face mask like Ysa and Yna?
- What words are used in expressing necessity of wearing face masks?
Assessment 2: Mean It Right!

Choose the correct word that would best complete the sentence. Write the letter of your answer on a separate sheet of paper.

1. Jahna ________ turn 18 this year, but because of the pandemic, we have cancelled all the preparations and reservations.
   A. can  
   B. may  
   C. must  
   D. will

2. To look pleasant is a key in getting a job. So, you ________ wear appropriate attire for your interview.
   A. could  
   B. might  
   C. should  
   D. would

3. During Enhanced Community Quarantine, only those who have quarantine passes ________ go outside from their houses to buy necessities.
   A. can  
   B. cannot  
   C. must  
   D. must not

4. My father works abroad, but he promised that he ________ return home on my graduation day.
   A. can  
   B. may  
   C. must  
   D. will

5. Everyone ________ obey the health protocols given by the government to prevent the spread of the virus and stop the pandemic.
   A. can  
   B. cannot  
   C. may  
   D. must

Activity 3: Reading Selection

You have a glimpse of the Chinese way of living through the literary pieces and activities you worked in the previous module. You will now have a taste of the Japanese culture in this part of the lesson. As you read the excerpt below, please find the answers to the following questions:

1. Are the values and/or traditions of the Japanese similar to that of the Filipinos? In what way?
2. How did the farmer violate the governor’s law? Why did he do it?

The Story of the Aged Mother
A Japanese Folktale (An excerpt)
By Matsuo Basho

Long ago, in a tiny village in Japan, there lived a young farmer and his old mother. They lived well but simply until the cruel governor declared a wicked law. He said, “I have no desire for old people in my village. They are weak and cannot do work!” The law was to put the people aging 75 years and above to be abandoned in the mountain. The cruel governor also added, “All who will disobey the law must be put to death together with their old relatives.” This law made the young farmer very sad for his mother was very old. Though he loved his mother, he must obey the governor.

The young farmer carried his mother to the mountain with a heavy heart. On their way to the mountain, the mother dropped small twigs as markers to help her son get back. When the farmer bade farewell, she advised him to return home with the aid of the twigs. This made the son make up his mind to take his mother back home. Filled with dread, he hid his mother in his home. Their kitchen, where he keeps their food, became his mother’s new place to live.

Time passed, and the farmer was beginning to feel safe when the governor had announced a demand to all of his people that he wanted a rope of ash. Nobody in the village could make one, it was impossible. The farmer became anxious with the governor's demand,
so he asked his mother if she knew how to make one. His old mother, filled with the wisdom she gained from her years of living, had smiled to show her son that the governor’s demand is not impossible. She said, “Son, make a rope from a twisted straw.” Then she added, “Stretch it on a flat stone and burn it there on a windless night.”

The farmer did what his mother told him, and amazingly it worked. He told the other villagers that he could make the governor’s demand. Immediately, the farmer was sent to the governor’s place to show him the rope of ashes. The governor became happy to see how smart his people are from accomplishing a difficult task. To his joy, he asked the farmer where he got his wisdom. This made the farmer tremble in fear and immediately bowed down to the governor, begging for forgiveness. The farmer had told him about his mother and how he was able to create the rope of ashes.

The governor became silent and had thought deeply for a while. At that moment, he abolished his law on abandoning the old people. He would not kill the elders anymore because they had great wisdom.

Comprehension Check:
- What was the governor’s reason for sending the old people away?
- Why did the farmer take his mother to the mountain and bring her back even though he might be punished?
- What caused the governor not to kill the farmer and his mother after disobeying his law?
- Did you find the values and/or traditions of the Japanese people reflected in the story similar to your values and/or traditions as a Filipino? Explain your answer briefly.
- Why is it important to know the values and traditions of our Asian neighbors?

Assessment 3: Share Now

Choose the correct answer to the questions based on the story. Write the letter of your answer on a separate sheet of paper.

1. What punishment would the governor give to those who might disobey the law?
   A. The relatives of those who will disobey will be put to death.
   B. All who will disobey will be buried at the topmost part of the mountain.
   C. Any citizen who will disobey will be buried alive by his/her relatives.
   D. All who will disobey the law must be put to death together with their old relatives.

2. How did the young farmer respond to the law of the governor?
   A. He must obey the governor.
   B. He would defy the governor’s law.
   C. He should hide his mother from the governor’s eyes.
   D. He could not possibly follow the governor because he dearly loved his mother.

3. What did the governor think about his demand in making a rope of ash?
   A. Nobody in the village could make a rope of ash.
   B. Only the governor himself can make the rope of ash.
   C. Somebody from the village could make a rope of ash.
   D. It is impossible that someone can think of a way in making a rope of ash.
4. What was the young farmer’s reaction upon knowing the governor's demand?
   A. He was certainly desperate.
   B. He thought that he should not inform his mother about the demand.
   C. He told the other villagers that he could make the governor’s demand.
   D. He did not tell the other villagers that he could make the governor’s demand.

5. What could be the decision of the governor after knowing that it was the young farmer’s aged mother who taught him how to make a rope of ash?
   A. He would ask the young farmer to be one of his trusted men.
   B. He would certainly punish the young farmer for disobeying his order.
   C. He would not kill the elders anymore because they had great wisdom.
   D. He considered the possibility of letting the young farmer and his aged mother live in his house.

What I Have Learned

Complete the paragraph by writing down the things that you have learned about modal verbs. Write your answers on a separate sheet of paper.

My Diary

For the past few days, I have learned that modal verbs are
(1) ____________________. They are words that (2) _________ or
(3) ________________ the meaning of the main verbs.

The words can, could, (4) __________, (5) __________ and
(6) ______________ are some examples of modal verbs.

Modal verbs function differently. They are used to show a
possibility, (7) ____________________, (8) ______________,
(9) ______________, (10) ________________, (11) ____________,
(12) ________________, (13) ________________, and (14) ____________

I conclude that modal verbs are
(15) ________________________________________________________________
Look at the table below. Basing from the meaning of the modal in column A, write the appropriate modal verb for column B and its sample sentence in column C. Write your answers on a separate sheet.

<table>
<thead>
<tr>
<th>Meaning</th>
<th>Modal</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: ability</td>
<td>Can</td>
<td>I can swim.</td>
</tr>
<tr>
<td>1. really certain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. very likely</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. possible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. strong obligation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. weak obligation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. no obligation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. permission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. no permission</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 2

Modal Nouns

What’s In

You have just read the Story of the Aged Mother and moved by the characters dedication towards honoring the old people. Let’s see how much you can recall from the story by answering the activity below.

Activity: In the Right Order

Arrange the letters below to form the modal verb that fits the sentence.

<table>
<thead>
<tr>
<th></th>
<th>1. The son ________ not leave his mother alone. He felt a great responsibility to take back his mother home.</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOUCL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. The possibility of the farmer to leave his old mother on the top of a mountain ________ be done or else both of them will die.</td>
</tr>
<tr>
<td>SOHULD</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. The governor realized his mistake so with the ability he has as a governor he ________ abolish the law.</td>
</tr>
<tr>
<td>ILWL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Long, long ago there lived a poor farmer and his aged mother in a village where a cruel governor ________ test the capacity of his people in following his demands.</td>
</tr>
<tr>
<td>DOLUW</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. The governor once again expressed his ability to use his power by demanding that his people ________ bring him a rope of ashes. Using the clever idea of his mother, the farmer made a rope of ashes.</td>
</tr>
<tr>
<td>UMST</td>
<td></td>
</tr>
</tbody>
</table>

Take note of the underlined words used in each of the sentences. Are they familiar to you? These words are called modal nouns. The next activities will let you know more about them.
What’s New

Do you remember the announcement in the previous lesson which said, “All persons below 21 years old must stay at home during Enhanced Community Quarantine”? What was your reaction to it?

Below is the reaction of Peter and Donna. Read their dialogue and find out if you have the same reaction.

Donna, did you hear that it is an obligation for persons below 21 years old to stay at home during Enhanced Community Quarantine?

Really, Peter? I thought it is only a possibility!

That is what I heard in the news.

Well, whether it is an obligation or just a possibility, it is a necessity that we protect ourselves from the virus. Right, Peter?

You are right, Donna.

• Do you have the same reaction with Peter and Donna? Notice the underlined words. What do you think are these words?
• These words are called modal nouns.

What is It

Based on what you have noted on the use of modal nouns from Peter and Donna in their conversation in the previous activity, let us learn more about Modal nouns.

Read and study the sentences below.

A. If Carl campaigns hard, his win is a certainty.
B. Carl’s friends expressed their willingness to help Carl in his campaign.
C. There is likelihood that the students will vote for Carl.

What do the underlined words in each sentence mean?
Do they have the same meaning? If not, what makes them different?
How are they used in the sentences?
The three underlined words may mean the same because they are all qualities or states. However, each is unique. ‘Certainty’ is a quality or state of being certain or sure. ‘Willingness’ is a quality or state of being ready to do something. Furthermore, ‘likelihood’ is a quality or state of something having the chance to happen.

Specifically, ‘certainty’ in Sentence 1 expresses that Carl’s win is for sure. The word ‘willingness’ in Sentence 2 expresses that Carl’s friends are ready to help him. In addition, ‘likelihood’ in Sentence 3 expresses that there is a chance that the students will vote for Carl.

These words are used as nouns that express modality. These nouns, that express modality, are called modal nouns. Just like the modal verbs, modal nouns also express the quality or state in some manner other than as a simple fact.

Read the table below that shows more examples of modal nouns, their meanings, and sample sentences.

<table>
<thead>
<tr>
<th>Modal Noun</th>
<th>Meaning</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>possibility</td>
<td>the condition or fact of being possible</td>
<td>There is a possibility of rain tomorrow.</td>
</tr>
<tr>
<td>obligation</td>
<td>a condition or feeling of being obligated or required</td>
<td>Students have an obligation to study hard.</td>
</tr>
<tr>
<td>necessity</td>
<td>the quality or state of being in need</td>
<td>Nowadays, mobile phones are considered a necessity.</td>
</tr>
<tr>
<td>ability</td>
<td>the quality or state of being able</td>
<td>I have a friend who has the ability to read minds.</td>
</tr>
<tr>
<td>permission</td>
<td>the right or ability to do something given by someone who has the power to allow or disallow</td>
<td>My brother is given permission to play.</td>
</tr>
<tr>
<td>request</td>
<td>the condition or state of being requested or sought after</td>
<td>The sick lady sent a request for medical assistance.</td>
</tr>
<tr>
<td>promise</td>
<td>a declaration to do or refrain from doing something</td>
<td>It is important that when we make a promise, we keep it.</td>
</tr>
<tr>
<td>chance</td>
<td>the condition or fact of a particular outcome in an uncertain situation</td>
<td>If Tony works hard, he has a big chance of succeeding.</td>
</tr>
<tr>
<td>requirement</td>
<td>a condition that something is needed or must be done</td>
<td>During the pandemic, quarantine pass is a requirement if one will go to the grocery store.</td>
</tr>
<tr>
<td>responsibility</td>
<td>the quality or state of being responsible</td>
<td>It is the parents’ responsibility to provide for their children.</td>
</tr>
<tr>
<td>capacity</td>
<td>the quality or state of being able to do something</td>
<td>I believe my teacher has the capacity to teach us online.</td>
</tr>
</tbody>
</table>

What do you observe with the modal nouns shown in the table? Are they similar to modal verbs? If yes, how are they similar? If not, how are they different?
The modal nouns are mostly names of qualities or states. They are similar to modal verbs in a way that they also express modal meaning. However, they are different from modal verbs in the way they are used in a sentence. Modal verbs are used to add information to the main verb while modal nouns name a quality, state, or condition that state modality.

**What’s More**

It is now time for you to practice what you learned about modal nouns. Accomplish the activities and assessments provided for you to enrich your learning.

**Activity 1: Be Puzzled!**

Find the given words in the grid. They are formed horizontally or vertically. Write your answers on a separate answer sheet of paper.

<table>
<thead>
<tr>
<th>M X S</th>
<th>S E N G</th>
<th>N I L L</th>
<th>I W F</th>
<th>C K</th>
<th>O A D</th>
<th>O F</th>
<th>J X O N</th>
<th>Z X</th>
<th>P G</th>
</tr>
</thead>
<tbody>
<tr>
<td>F G X</td>
<td>B V H W</td>
<td>R L Q</td>
<td>A O R</td>
<td>K V</td>
<td>T H M</td>
<td>Q L A D</td>
<td>V U Z</td>
<td>L K I</td>
<td>B D</td>
</tr>
<tr>
<td>X B Q</td>
<td>L E T P</td>
<td>F K C G C</td>
<td>S O T</td>
<td>Q E T W R Q A B I L I T Y U Y</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity 2: Fill It Out
Fill in the crossword puzzle with modal nouns defined below. Write your answers on a separate sheet of paper.

<table>
<thead>
<tr>
<th>Across</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. the quality or state of being in need</td>
<td>6. the condition or fact of being possible</td>
<td>7. the quality or state of being obligated or required</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Down</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. the quality or state of being able</td>
</tr>
<tr>
<td>3. the quality or state of being responsible</td>
</tr>
<tr>
<td>4. the quality or state of being ready to do something</td>
</tr>
</tbody>
</table>

Self-check:
- Are you now more familiar with the meaning of some modal nouns?
- Which of the modal nouns are you most familiar with?

Assessment 2: What’s in the Blank?
Write the correct modal nouns to complete the sentences. Use the given meaning beside the sentence as your clue. Write your answers on a separate sheet of paper.

1. There is a big ____________ that I will make it to the top. (the condition or fact of a particular outcome in an uncertain situation)

2. It is my ____________ to make my assignments on time. (the quality or state of being responsible)

3. My mother gave me the ____________ to play after I do my homework. (the right or ability to do something given by someone who has the power to allow or disallow)

4. Sometimes, I lose my ____________ to concentrate on my studies. (the quality or state of being able)

5. There is a ____________ that classes will be postponed. (the condition or fact of being possible)
Activity 3: Choose It Right!
Complete the description of each picture below by writing the correct modal nouns. Choose your answers from the word box. Write your answers on a separate sheet of paper.

| obligation | ability | promise | chance | necessity | likelihood |

1. It is a ______________ that we avoid wet floors to avoid accident.

2. Every parent has an ______________ to take care of their children especially when they are sick.

3. Many love Anna because of her ______________ to sing.

4. I hope I will have the ______________ to ride my bicycle again.

5. I was so happy on my birthday because my mother kept her ______________ that she would buy me a cake.

Self-check:
- How about you? What do you wish for your birthday?
Assessment 3: Describe It

Use a modal in writing a sentence that will describe the given picture. Write your answers on a separate sheet provided for you.

1. _________________________________________________.

2. _________________ _________________________________.

3. ________________________________________________.

4. _________________________________________________.

What I Have Learned

Complete the paragraph by writing down the things that you have learned about modal nouns. Write your answers on a separate sheet of paper.

My Diary

For the past few days, I have learned that modal nouns are ________________. They are used to ______________________.

The words possibility, certainty __________, __________, __________, __________, and ________ are some examples of modal nouns.

They may mean similar to modal verbs because _______________________.

However, they are different to modal verbs because _______________________.

What I Can Do

This time, you are going to apply what you learned from the lesson to solve the problem of garbage pollution.

Think of five ideas that will help minimize the problem of garbage pollution in our country. Write them in complete sentences using the given modal nouns. Be guided by the illustrations. Write your answers on the answer sheet provided for you.

Modal Noun: necessity
Sentence:
________________________________________________________________________

Modal Noun: obligation
Sentence:
________________________________________________________________________

Modal Noun: requirement
Sentence:
________________________________________________________________________

Modal Noun: responsibility
Sentence:
________________________________________________________________________

Modal Noun: promise
Sentence:
________________________________________________________________________
**Lesson 3**

**Modal Adverbs**

*What’s In*

Write the correct modal nouns to complete the sentences. Use the given meaning beside the sentence as your clue. Write your answers on the answer sheet provided for you.

<table>
<thead>
<tr>
<th>Sentences</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My mother is <em>possibly</em> be given the -____________________ to sell vegetables in the market.</td>
<td>the right or ability to do something given by someone who has the power to allow or disallow</td>
</tr>
<tr>
<td>2. My friend has the _____________ to lift objects twice her weight. She <em>certainly</em> would win in a weightlifting contest.</td>
<td>the quality or state of being able</td>
</tr>
<tr>
<td>3. <em>Surely</em>, this generation considers mobile phones as a -______________________</td>
<td>the quality or state of being in need</td>
</tr>
<tr>
<td>4. There is a _____________ of rain tomorrow, it is <em>necessarily</em> to bring an umbrella.</td>
<td>the condition or fact of being possible</td>
</tr>
<tr>
<td>5. Arrah <em>decidedly</em> write the list of the school’s _____________ to apply for a scholarship.</td>
<td>a condition that something is needed or must be done-</td>
</tr>
</tbody>
</table>

Take note of the underlined words used in each of the sentences. Are they familiar to you?

These words are called **modal adverbs**. The next activities will let you know more about this topic.
**What’s New**

Do you remember Peter and Donna? They are friends who are staying at home because of the Enhanced Community Quarantine. They want to be productive while they are at home, so they ask each other about activities that they can do.

Let us find out the activities that they are planning to do.

Donna, what are we going to do to be productive at home during this quarantine?

I think it is a great idea.

We can possibly do gardening, Peter. What do you think?

We can also willingly help our parents in doing the household chores.

You are right, Donna.

Indeed, Peter. I am certainly happy you came up with that idea. Our parents will be surely proud of us if we do that. Right, Peter?

What do you think of the ideas of Peter and Donna? Would you do the same activities?

Notice the underlined words. What do you think are these words?

These words are called **modal adverbs**.
In the previous lesson, you learned about modal verbs and modal nouns. This time, you will learn about modal adverbs.

Read and study the sentences below.

A. If Carl campaigns hard, he shall surely win.
B. Carl’s friends are willingly happy to help him in his campaign.
C. The students will likely vote for Carl.

What do you call the underlined words in each sentence? Is there something unique with these words? How are these words related to modal verbs and modal nouns?

- You probably remember that the underlined words are called adverbs that are used to describe or give more information about verbs, adjectives, and other adverbs. Unlike other adverbs, these ones are unique because they help express modality and that is why they are called modal adverbs.

- The modal adverbs used in the given sentences describe the adjective and modal verbs or expressions found in each sentence. In Sentence A, the modal adverb ‘surely’ describes the modal expression ‘shall win’. It adds the information that without a doubt, Carl will win. The modal adverb ‘willingly’ in Sentence B describes the adjective ‘happy’. It helps to express that the students are ready to help Carl. Furthermore, the modal adverb ‘likely’ describes the modal expression ‘will vote’. It gives more information that there is a chance that the students will vote for Carl.

Read the table below that shows more examples of modal adverbs, their meanings, and sample sentences.

<table>
<thead>
<tr>
<th>Modal Noun</th>
<th>Meaning</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possibly</td>
<td>used to state that something is possible to happen</td>
<td>My mother is <strong>possibly</strong> coming home today.</td>
</tr>
<tr>
<td>Certainly</td>
<td>in a manner that is sure or without a doubt</td>
<td>I am <strong>certainly</strong> joyful that my family is always with me.</td>
</tr>
<tr>
<td>Obligately</td>
<td>in an obligate or necessary manner</td>
<td>My father is <strong>obligately</strong> proud to work hard for our family.</td>
</tr>
<tr>
<td>necessarily</td>
<td>used to state that something is necessary or needed</td>
<td>Lolo said that a person’s success does not <strong>necessarily</strong> reflect one’s personality towards other people.</td>
</tr>
<tr>
<td>Ably</td>
<td>in a skillful or competent manner</td>
<td>Tonton <em>dances ably</em> during the party.</td>
</tr>
<tr>
<td>Modal Noun</td>
<td>Meaning</td>
<td>Sample Sentence</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Requisitely</td>
<td>used to state something that is essential or important for a particular purpose</td>
<td>I have to <strong>requisitely</strong> answer my homework.</td>
</tr>
<tr>
<td>Promisingly</td>
<td>in a promising manner</td>
<td>The concert <strong>started promisingly</strong> but it did not maintain the interest of its audience.</td>
</tr>
<tr>
<td>Decidedly</td>
<td>in a manner that is free from doubt</td>
<td>My sister is <strong>decidedly supportive</strong> of my hobby.</td>
</tr>
<tr>
<td>Responsibly</td>
<td>in a responsible manner</td>
<td>The police <strong>responsibly helped</strong> the old man cross the road.</td>
</tr>
<tr>
<td>Permissively</td>
<td>used to state something that is granted or given permission</td>
<td>I <strong>played permissively</strong> with my friends.</td>
</tr>
</tbody>
</table>

What adjectives, modal verbs, or expressions are described by the modal adverbs in the given sample sentences?

What have you observed with the modal adverbs?

Are they similar to modal verbs and modal nouns? If yes, how are they similar? If not, how are they different?

- In the given sample sentences, the underlined words are the modal adverbs and the italicized words are the words they describe. Most of the modal adverbs describe how something is done and how someone feels about something.

- They are similar to modal verbs and modal nouns because they express modality. However, they differ in form and the way they are used in sentences. Modal verbs are used to add information to the main verb. On the other hand, modal nouns name a quality, state, or condition that state modality while modal adverbs describe or give more meaning or information to verbs and adjectives.

What have you observed with the form of modal adverbs?

- Noticeably, most modal adverbs have equivalent modal noun forms. Some of the examples are **possibly and possibility**, **necessarily and necessity**, **certainly and certainty**, etc.
What’s More

In this part of the module, you will practice what you learned about modal adverbs. The next set of activities and assessments will help you enrich your learning.

Activity 1: Scramble Time

Arrange the scrambled words to form modal adverbs. Write your answers on a separate sheet of paper.

- SLYISOBP
- LIGNLLIYW
- EGLITOBYAL
- BYLA
- LYMNIRPGSIO
- RPYSEELVIMS
- DDYCDLIEE
- IIEYRQLTSEU

Self-check:
- How long did it take you to answer the activity?
- What helped you discover the correct word?

Assessment 1: Harvest Modal Adverbs

From the tree, harvest the modal adverbs and put them inside the basket. Write your answers on a separate sheet of paper.

- promise
- responsibly
- will
- likely
- possibility
- necessarily
- can
- surely
- chance
Activity 2: Look for My Twin
Match the modal adverb in Column A to its correct meaning in Column B. Write your answers on a separate sheet of paper.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. permissively</td>
<td>A. used to state something that is essential or</td>
</tr>
<tr>
<td>2. requisitely</td>
<td>important for a particular purpose</td>
</tr>
<tr>
<td>3. necessarily</td>
<td>B. used to state that something is possible to happen</td>
</tr>
<tr>
<td>4. likely</td>
<td>C. used to state something that is granted or given permission</td>
</tr>
<tr>
<td>5. possibly</td>
<td>D. used to state that something is necessary or needed</td>
</tr>
<tr>
<td></td>
<td>E. in an obligate or necessary manner</td>
</tr>
<tr>
<td></td>
<td>F. used to state that something good might happen</td>
</tr>
</tbody>
</table>

Assessment 2: Pick the Meaning
Choose the letter of the modal adverb defined in the underlined phrase in each sentence. Write your answers on a separate sheet of paper.

1. Anna danced **in a skillful or competent manner**.
   a. certainly  b. possibly  c. obligately  d. ably

2. My father **has given me the permission** to go picnic with my friends.
   a. willingly  b. likely  c. permissively  d. necessarily

3. I love my mother **without a doubt**.
   a. requisitely  b. promisingly  c. certainly  d. responsibly

4. My father raises me **in a responsible manner**.
   a. decidedly  b. responsibly  c. ably  d. surely

5. A heavy rain is **something that is possible to happen today**.
   a. possibly  b. necessarily  c. decidedly  d. willingly

Activity 3: What Does a Teacher Do?
Complete the sentences by identifying the most appropriate modal adverbs that describe the duties of teachers. Write your answers on a separate sheet of paper.
A. Teachers (responsibly, promisingly, likely) prepare lessons for their classes.
B. Teachers (necessarily, requisitely, possibly) sleep late at night to organize their classroom presentations.
C. Teachers (obligately, decidedly, ably) teach their learners.
D. Teachers (necessarily, promisingly, possibly) conduct home visits to learners who have problems in their grades and classroom behavior.
E. Teachers (surely, decidedly, likely) dedicate themselves to guide the learners.

Self-check:
- What duties of a teacher do you appreciate the most? Why?

Assessment 3: Future-Teller
Share what you want to become in the future by writing your dream profession inside the box. Then, write sentences about the roles/duties of that profession using modal adverbs. Write your answers on the answer sheet.

My dream profession is ____________________.

ROLES / DUTIES
1. _____________________________________________________
   _____________________________________________________
2. _____________________________________________________
   _____________________________________________________
3. _____________________________________________________
   _____________________________________________________

My dream profession is ____________________.
What I Have Learned

Complete the paragraph by writing down the things that you have learned about modal adverbs. Write your answers on a separate sheet of paper.

My Diary

I learned that modal adverbs are (1) _________________. They are used to (2) _________________.

The words possibly, certainly (3) _________, (4) _________, (5) _________, (6) _________, and (7) _________ are some examples of modal adverbs.

They may mean similar to modal verbs and modal nouns because (8) _________________. However, they are different to modal verbs and modal nouns because (9) _________________.

All the three modal expressions are (10) _________________.

What I Can Do

In this part of the module, you will apply what you learned from the lesson by doing the activity below.

Help your community recover from flood by writing the things that should be done and how these should be done by you and other people in your community. Use modal adverbs in writing your sentences. Write your answer on a separate sheet of paper.

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
Choose the correct modal to complete each sentence. Write the letter of your answer on your answer sheet.

1. There is a _______ of rain tomorrow.
   A. decision  B. request  C. possibility  D. necessity

2. I have a friend who has the _______ to read minds.
   A. ability  B. possibility  C. request  D. permission

3. My mother is _______ coming home late tonight because of the heavy traffic.
   A. obligately  B. possibly  C. ably  D. promisingly

4. Only those who passed the admission test _______ enroll in the university.
   A. can  B. cannot  C. must  D. must not

5. If Carl campaigns hard, his win is a/an _______.
   A. promise  B. certainty  C. responsibility  D. obligation

6. My sister is _______ supportive of my hobby.
   A. possibly  B. decidedly  C. obligately  D. necessarily

7. Annaliza _______ turn 16 this year and plans to have a simple party.
   A. can  B. may  C. must  D. will

8. Everyone _______ obey the health protocols given by the government to prevent the spread of the virus and stop the pandemic.
   A. can  B. cannot  C. may  D. must

9. The sick lady sent a/an _______ for medical assistance.
   A. request  B. chance  C. certainty  D. promise

10. My father works abroad, but he promised that he _______ return home on my graduation day.
    A. can  B. may  C. must  D. will

11. Tonton dances _______ during the party.
    A. necessarily  B. surely  C. ably  D. certainly

12. Students have a/an _______ to study hard.
    A. likelihood  B. willingness  C. promise  D. obligation

13. I played _______ with my friends.
    A. surely  B. permissively  C. certainly  D. promisingly

14. You _______ study hard to pass the test and make it to the top.
    A. could  B. might  C. should  D. would
Hi! I am Luis. May I share to you the activities that I enjoy doing at home with my family? In the morning, I help my sister in doing some household chores. After that, I could use my gadget for two hours. I share it with my siblings as we play our favorite online games and explore educational videos. In the afternoon, I would go out with my father to the nearby river to catch fish. Then, I would help my mother in the garden by watering the plants and uprooting some unwanted weeds. Expecting that my cousins might come to play basketball with me, I need to ask her permission to join them. Indeed, my day would not be complete without these activities. How about you? What do you enjoy doing at home with your family?

Activity 1: Of Chores I Can!

Write a short paragraph about the activities you enjoy doing at home with your family. Do not forget to use modal verbs, modal nouns, and modal adverbs in your sentences. Write your answer on a separate sheet of paper. In making a short paragraph, be guided by the rubrics.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>(10)</th>
<th>(8-9)</th>
<th>(6-7)</th>
<th>(4-5)</th>
<th>(2-3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Mechanics/Content</td>
<td>Content has shown modal verbs, modal nouns, and modal adverbs with no error found either in spelling, punctuation, and grammar.</td>
<td>Content has shown modal verbs, modal nouns, and modal adverbs with 1-2 errors found either in spelling, punctuation, and grammar.</td>
<td>Content has shown modal verbs, modal nouns, and modal adverbs with 3-4 errors found either in spelling, punctuation, and grammar.</td>
<td>Content has shown modal verbs, modal nouns, and modal adverbs with 5-6 errors found either in spelling, punctuation, and grammar.</td>
<td>Content has shown modal verbs, modal nouns, and modal adverbs with 7-8 errors found either in spelling, punctuation, and grammar.</td>
</tr>
</tbody>
</table>
### Answer Key

**Lesson 1 - Modal**

<table>
<thead>
<tr>
<th>What’s In</th>
<th>Activity 1</th>
<th>What’s New</th>
<th>Answers may vary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. could</td>
<td>2. may</td>
<td>3. must</td>
<td>4. would</td>
</tr>
</tbody>
</table>

**Lesson 2 - Modal Verbs**

<table>
<thead>
<tr>
<th>What’s In</th>
<th>Verbs</th>
<th>Activity 1</th>
<th>What’s New</th>
<th>Answers may vary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. can, might</td>
<td>should, should</td>
<td>2. can, could</td>
<td>3. will, shall</td>
<td>4. be able to</td>
</tr>
</tbody>
</table>

**Assessment**

<table>
<thead>
<tr>
<th>Activity 1</th>
<th>Assessment 1</th>
<th>Assessment 2</th>
<th>Assessment 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A</td>
<td>2. D</td>
<td>3. A</td>
<td></td>
</tr>
</tbody>
</table>

**Activity 2**

<table>
<thead>
<tr>
<th>Activity 2</th>
<th>Assignment 2</th>
<th>Assignment 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. D</td>
<td>2. C</td>
<td>3. A</td>
</tr>
</tbody>
</table>

**Activity 3**

<table>
<thead>
<tr>
<th>Activity 3</th>
<th>Assignment 3</th>
<th>Assignment 4</th>
</tr>
</thead>
</table>

**What I Can Do**

<table>
<thead>
<tr>
<th>Activity 4</th>
<th>What I Can do</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can</td>
<td>2. May</td>
</tr>
</tbody>
</table>

**What I Have Learned**

<table>
<thead>
<tr>
<th>Activity 5</th>
<th>What I Have Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ability</td>
<td>2. Possibility</td>
</tr>
</tbody>
</table>

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**Lesson 3 - Modal Nouns**

<table>
<thead>
<tr>
<th>What’s In</th>
<th>What’s New</th>
<th>Answers may vary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. could</td>
<td>2. may</td>
<td>3. must</td>
</tr>
</tbody>
</table>

**Assessment**

<table>
<thead>
<tr>
<th>Activity 1</th>
<th>Assessment 1</th>
<th>Assessment 2</th>
<th>Assessment 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A</td>
<td>2. D</td>
<td>3. A</td>
<td></td>
</tr>
</tbody>
</table>

**Activity 2**

<table>
<thead>
<tr>
<th>Activity 2</th>
<th>Assignment 2</th>
<th>Assignment 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. D</td>
<td>2. C</td>
<td>3. A</td>
</tr>
</tbody>
</table>

**Activity 3**

<table>
<thead>
<tr>
<th>Activity 3</th>
<th>Assignment 3</th>
<th>Assignment 4</th>
</tr>
</thead>
</table>

**What I Can Do**

<table>
<thead>
<tr>
<th>Activity 4</th>
<th>What I Can do</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can</td>
<td>2. May</td>
</tr>
</tbody>
</table>

**What I Have Learned**

<table>
<thead>
<tr>
<th>Activity 5</th>
<th>What I Have Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ability</td>
<td>2. Possibility</td>
</tr>
</tbody>
</table>

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**Lesson 4 - Modal Modifiers**

<table>
<thead>
<tr>
<th>What’s In</th>
<th>What’s New</th>
<th>Answers may vary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. could</td>
<td>2. may</td>
<td>3. must</td>
</tr>
</tbody>
</table>

**Assessment**

<table>
<thead>
<tr>
<th>Activity 1</th>
<th>Assessment 1</th>
<th>Assessment 2</th>
<th>Assessment 3</th>
</tr>
</thead>
<tbody>
<tr>
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<td>2. D</td>
<td>3. A</td>
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**Activity 2**

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<th>Assignment 3</th>
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**Activity 3**

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**What I Can Do**

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<td>2. May</td>
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**What I Have Learned**

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<th>Activity 5</th>
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<tr>
<td>1. Ability</td>
<td>2. Possibility</td>
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