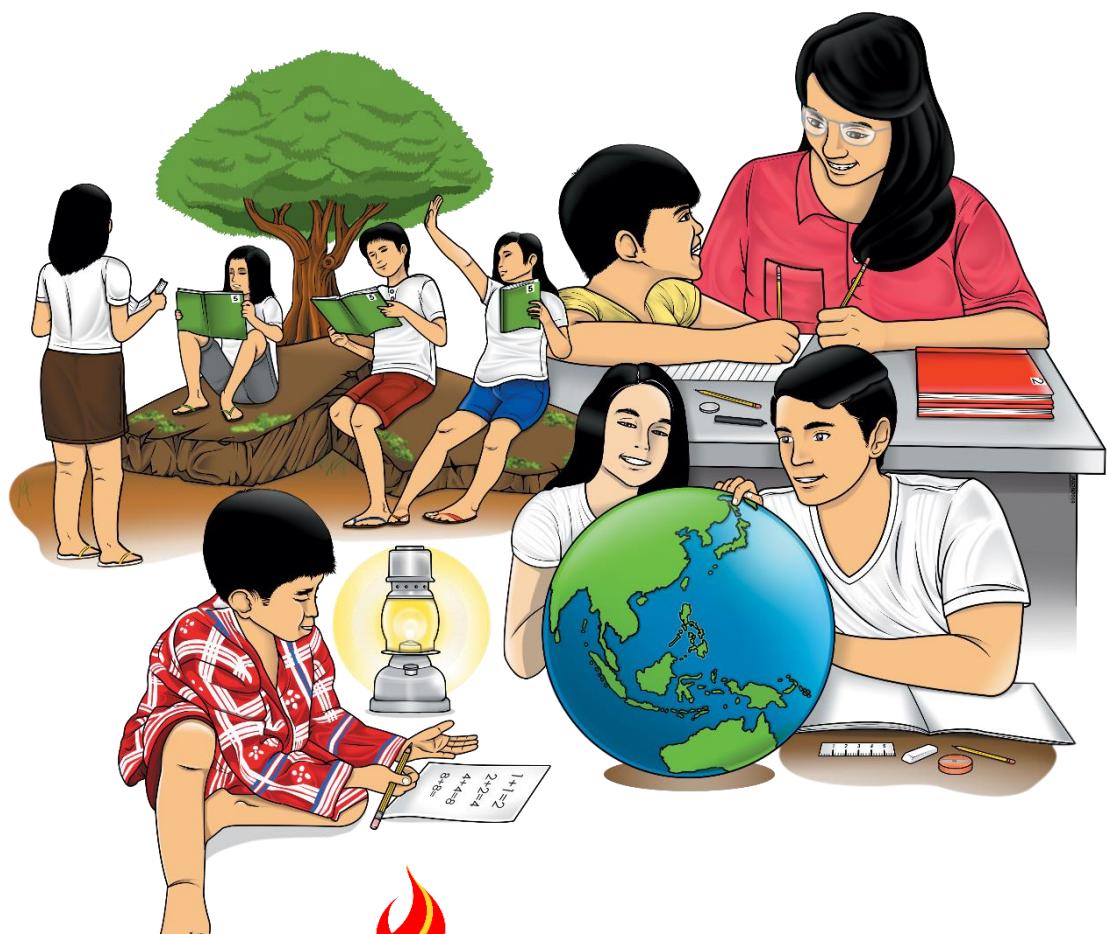


English

Quarter 4, Module 1

Modals and Uses of Words to Express Evaluation



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English – Grade 9
Alternative Delivery Mode
Quarter 4, Module 1: Modals and Uses of Words to Express
First Edition, 2020

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English
Quarter 4, Module 1
Modals and Uses of Words to
Express Evaluation

Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



What I Need to Know

Language facilitates exchange information may it be through simple statements, asking questions, permissions or making request from people. While these may look easy, people could still misinterpret your intentions, you say something, but the other person hears something else, thus miscommunication occur*. There may also be instances where people choose to be less straightforward so they will not hurt other people's feelings or to mitigate any conflict. In these situations, modals allow you to express yourself without appearing to offensive to your listener.

In this module, you will use modal verbs. These modals may express permission, obligation, prohibition or express evaluation. To assess whether you have learned to use modals. Also, you will evaluate an act or a performance by using not only modals but also descriptive words and appropriate expressions. At the end of this module, you are able to:

1. use modals in expressing permission, obligation, prohibition, and expressing evaluation.
2. Construct sentences using the appropriate modals

While asking permission, showing obligation, prohibition, and making an evaluation are very much part of our daily functions, communicating all these in English may be challenging especially that Filipino and English culture may be different in some ways. This module will give you insights on using appropriate modals to express permission, obligation, prohibition (**EN9G-IVe-23**) and how to use words to express evaluation (**EN9G-IVh-24**).



What I Know

Pre-test

Before we start talking about modals, let us check what you already know about them.

A. Read the following sentences below and choose the best answer.

1. Which statement expresses permission?
 - a. Can I go now?
 - b. I can go now.

2. Which statement expresses moral obligation?
 - a. Parents should teach their children to obey older people.
 - b. Parents must teach their children to obey older people.

3. Which statement expresses prohibition to do something?
 - a. You cannot drive the car.
 - b. I can help you with that.

4. Which statement expresses the ability to do something?
 - a. I can wear a mask correctly.
 - b. I should wash my hands properly.

5. Which statement expresses an obligation?
 - a. We must wear masks all the time.
 - b. We will wear masks all the time.

B. Read and understand the short conversation below and fill in the correct modals.

Choose your answer from the pool of words inside the box.

must	may	can	could	should
------	-----	-----	-------	--------

Saleslady: (1) ____ I help you?

Customer: (2) Yes, ____ you show me the gloves, size Medium?

Saleslady: (3) All right, sir, I ____ show you the different sizes of the gloves.

Customer: (4) That ____ be the one my mother is looking for. (5) ____ you please tell me its price?

Saleslady: It costs only 450.00 per box.

Customer: Ok, I will take one box.

Saleslady: Ok sir, thank you so much.

Now that you know how to express statements of obligation, prohibition, permission.

Let us try to explore if you know how to make an evaluation by using descriptive words.

- C. Recall the lesson you had about descriptive words. Evaluate the picture below and write possible words to use in describing what the picture is all about.



Liu, T. (2020, April 8). MarketWatch.

<https://www.marketwatch.com/story/what-the-doctors-and-nurses-who-beat-back-the-coronavirus-in-wuhan-want-you-to-know-about-their-months-in-hell-2020-04-08>

Lesson

1

Express Permission, Obligation, and Prohibition



What's New

Why are modals important? Modals or modal auxiliaries tend to change the perspective of the whole sentence. From certainty to possibility, positive to negative ability, request to obligation, modals can help you navigate varied areas of meaning. Let us explore below how modals modify the meaning of the sentence.

Task 1: Ponder On!

Direction: Answer the following guide questions briefly. Use your journal for the answer.

- a) Have you experienced being misunderstood by your family members, teachers, and friends?
- b) What happened?
- c) What did you do about it?
- d) In what way did you fix the problem?

You probably realized from the experience you shared how important word choice is. A change in modals could totally change the tone of the sentence. People around us can either see us as too lenient or too arrogant if we are not very careful in using modals.



What is It

Language Highlights

Modal verbs include *can*, *must*, *may*, *might*, *will*, *would*, *should*. They are used with other verbs to express ability, obligation, possibility, and so on. Below is a list showing the most useful modals and their most common meanings:

Modal	Meaning	Example
can	<i>to express ability</i>	I <i>can</i> speak a little Russian.
can	<i>to request permission</i>	<i>Can</i> I open the window?
may	<i>to express possibility</i>	I <i>may</i> be home late.
may	<i>to request permission</i>	<i>May</i> I sit down, please?
must	<i>to express obligation</i>	I <i>must</i> go now.
must	<i>to express strong belief</i>	She <i>must</i> be over 90 years old.
should	<i>to give advice</i>	You <i>should</i> stop smoking.
would	<i>to request or offer</i>	<i>Would</i> you like a cup of tea?
would	<i>in if-sentences</i>	If I were you, I <i>would</i> say sorry.
can't	<i>to express prohibition</i>	You can't drive that car.
mustn't		You mustn't use your phone in class.

Points to Remember on Prohibition:

Can't usually give the idea of something that is against the rules while. **Mustn't** usually means that it is the speaker who is setting the rule.

Example: We can't go inside the malls without face mask.
 We must wear face mask properly

So, now that you understand the expressions using modal verbs. You are now ready to answer all the activities provided for you. So, enjoy the learning tasks in this module.



What's More

Task 2: Try This!

Direction: Choose the appropriate modal verb to complete the sentence.

1. _____ I have more cheese on my sandwich?
a. Can b. Must
2. _____ you leave the room please?
a. Could b. May
3. You _____ eat more vegetables. They are healthy for you.
a. might b. should
4. I _____ like to buy the same table for my house.
a. could b. would
5. _____ I have a piece of cake please?
a. May b. Must
6. You _____ smoke near children.
a. shouldn't b. wouldn't
7. People _____ wash their hands at all times.
a. may b. must
8. Always wear your mask, you _____ enter the office without it.
a. cannot b. wouldn't
9. Students below 21 years old _____ stay home.
a. must b. would
10. Children under 5 years old _____ swim without an adult.
a. have to b. must not

Task 3: What is It!

Direction: Study the situations below and write your response using appropriate modals.

1. Luis has a performance task in one of his subjects. He needs to buy the materials in the mall but he forgot his face mask. What will you tell Luis?

Answer: _____

2. The teacher is discussing the lesson seriously but you need to go out for personal necessities. What will you say to your teacher?

Answer: _____

3. Your friends will go to the public plaza for the vaccination and you are advised to follow protocols. What will you say to your friends?

Answer: _____

Task 4: Fill Me In!

Direction: Choose the right modal verb from the pool of words below. Answers may be repeated.

might	must	must not	can	cannot	should	could
-------	------	----------	-----	--------	--------	-------

1. There are plenty of tomatoes in the fridge. You _____ buy any.
2. It's a hospital. You _____ smoke.
3. He had been working for more than 11 hours. He _____ be tired after such hard work.
4. He _____ prefer to get some rest.
5. I _____ speak Arabic fluently when I was a child and we lived in Morocco. But after we moved back to Canada, I had very little exposure to the language and forgot almost everything I knew as a child.
6. Now, I _____ just say a few things in the language.
7. _____ you stand on your head for more than a minute?
8. If you want to learn to speak English fluently, you _____ work hard.
9. Take an umbrella. It _____ rain later.
10. Drivers _____ stop when the traffic lights are red.

Which of the modals above did you find difficult to use? What made them too confusing for you?



What I Have Learned

Task 5: What I Can Say!

Direction: Create a possible conversation between a patient and a doctor. In the dialogue that you will write, make sure to use modals. Write your answer in your notebook. You will be rated base on the rubric below.

Criteria	Excellent (5 pts)	Good (4 pts)	Fair (3 pts)
Organization	Dialogue is well organized and flows like a natural conversation	Dialogue is fairly well organized and mostly flows like a natural conversation.	Dialogue is slightly confusing and somewhat flows like a natural conversation.
Content	Dialogue is correctly constructed using modal	Dialogue lacks the use of modal	Dialogue did not use modal
Spelling and Grammar	There are almost no spelling and grammar errors	There are some spelling and grammar errors	There are many spelling and grammar errors

Task 6: It's Time to Reflect!

Direction: Complete the following entry in order to deepen your understanding about modals. Write your answer in your journal.

1. I have learned that modals

_____.

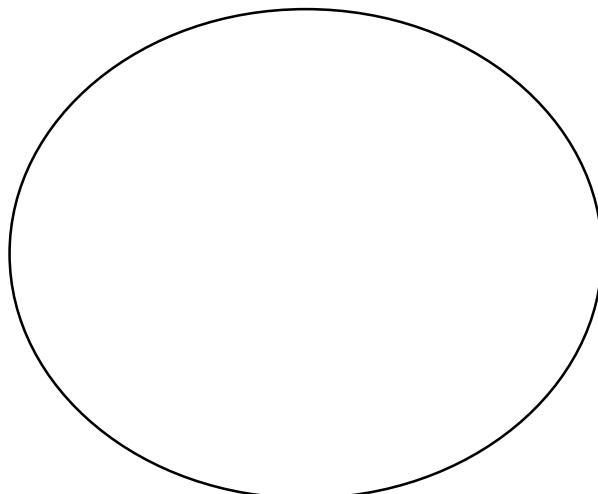
2. I realize that I can use modals in

_____.

3. If given the chance, I will use modals

_____.

It's great that you are doing well in the activities. Let me know how you feel while doing the tasks in this module. Draw your feeling in the circle provided





What I Can Do

Task 7: Apply Me!

Direction: Given the following situations below, write a one paragraph essay using modals. Write your answer in your journal.

1. Your sister is working in a fast food chain as a cashier. What would you advise her to do considering the pandemic you are experiencing right now?
2. Your friend is asking you to drink alcoholic beverages and let you smoke in front of your peer. How would you react and what will you tell them in such a way that they will not be embarrassed?
3. You caught your classmate having leakage during the quarter examination. What will you advise her?
4. You have observed in your neighbourhood that people are discriminating against the COVID-19 patient. How would you tell your neighbours to stop them from doing it?
5. With the pandemic that your country is experiencing right now, what will you tell to the leaders of our country?

Rubric for Essay Writing

Criteria	Excellent (4)	Good (3)	Needs Improvement (2)
Content	The essay is substantial, develop strong ideas.	The essay is sufficient, develop adequate ideas.	The essay has limited content and inadequate explanation.
Organization	Sophisticated arrangement of content with evident and/or subtle transitions.	Functional arrangement of content that sustains a logical order with some evidence of transitions.	Inconsistent arrangement of content with or without attempts at transitions.
Style	Precise, illustrative use of a variety of words and sentence structure.	Generic use of a variety of words and sentence structure.	Limited word choice and control sentence structure.
Grammar	Virtually no grammatical error.	Minor grammatical error.	A number of grammatical error.

Let's see how well you can do in these next activities. Enjoy doing the tasks!

Lesson 2

Use of Descriptive Words



What I Need to Know

While modals enhance the meaning of the verbs that you use in the sentences, descriptive words as well put more strength to arguments, color to persuasion and emphasis in an evaluation.

At the end of this module, you should be able to:

1. identify descriptive words in the sentences;
2. differentiate adjectives from adverbs; and
3. write an evaluation using correct descriptive words.



What's In

Task 1: Guidepost!

As of July 19, 2020, COVID-19 pandemic has reached a **grim** milestone all over the world with over 14M confirmed cases, and almost 600 thousand deaths, reported to WHO (World Health Organization). The Philippines in particular saw an increasing number of cases as of late so the secretary of the Department of Health issued a memorandum on the Interim Guidelines on the Return-to-Work.

Study carefully the **specific** guidelines below and pay attention to the italicized words.

1. The employer **must** ensure that the workspace is **properly** disinfected, ventilated, and maintained.
2. The employer **shall** also provide proper **visual** reminders for safety policies around the workplace to improve compliance.
3. The employer **may** also adopt and implement alternative working arrangements indicated in the Civil Service Commission Memorandum Circular 10, series of 2020, and Joint Department of Trade and Industry and Department of Labor Employment Interim Guidelines on Workplace Prevention and Control of COVID-19

Task 2: Evaluate!

Gauge the guidelines above by answering the following questions?

1. What kind of verbs are the italicized words? _____
2. Which italicized verb expresses possibility? _____
3. Of the three specific guidelines, which guideline leaves you no choice except to follow? Why? _____
4. Under guideline number 3, if the employer doesn't adopt and implement alternative working arrangements, would he/she be punished by the Department of Health? Yes or no. Then why?

5. Notice the words highlighted. Try omitting them. What difference does it make in the sentence? Why do you think these words are important?



What's New

From the previous task, you learned that using descriptive words make the message clearer. Also, modals like descriptive words makes the message much clearer. Thus, learning those helps you assess if your statements are appropriate given the situation.

Previously, we have tackled asking permission, expressing prohibition and obligation. This time, we will focus more on making an evaluation—which require both the use of modals and descriptive words.

Task 3: V Unbeatable!

Watch this dance group from Mumbai, India performs for America's Got Talent Champions Finale.



YouTube. (2020, February 10). *V. Unbeatable: Indian Dance Crew Put LIVES on The Line For @America's Got Talent Champions Finale*. YouTube. <https://www.youtube.com/watch?v=wOYP6jP5rjQ>

Task 4.1 What Do You Say?

In a 5-sentence paragraph, describe the finale performance of the V Unbeatable in AGT's The Champions. Use the descriptive words in the box below as many as possible. Write the paragraph in your notebook.

best act	brilliant	powerful	incredible
absolutely	remarkable	amazing	most energetic
exciting	electrifying	beautiful	more creative
breathtaking	unbelievable	outstanding	synchronous

Task 4.2 Share Your Thoughts? Write your answers in your notebook.

1. After watching the video, how do you like the performance of the dance group?
2. What makes this group different from any other dance groups?
3. Should this group deserve to win the championship? Why?
4. Do the descriptive words help you answer the questions above more easily?
Support your answer.



What is It

Descriptive words are also called word modifiers. They give a more specific meaning to the word they modify. In English, there are two kinds of descriptive words: an adjective and an adverb. If a noun or a pronoun is described in a sentence, your modifier is an adjective. The modifier is an adverb if it describes an adjective, a verb, or another adverb.

To help you identify which is an adjective or adverb, always remember what question it answers. Adjective answers the questions what kind, how many, or which one while an adverb answers the questions how, when, where, why, or to what extent.

In addition, descriptive words are very important in making an evaluation or judgment to a certain act, be it in a role play, individual or group performance in the classroom, or talent show in school. These words make an evaluation more interesting and full of details. It further gives clarity and understanding of the act or presentation.

Compare the evaluation below.

Without Descriptive Words	With Descriptive Words
Our group performs a dance act on stage.	Our group performs the <i>most synchronous</i> dance act on stage.
My friend is a song writer and a singer at the same time.	My friend is a <i>well-known</i> song writer and an <i>amazing</i> singer as well.

The highlighted words, *most synchronous*, *well-known* and *amazing* under with Descriptive Words add vivid details to the words they modify. Thus, they make the thought of the sentences clearer and more interesting.

Task 5: Take a Look and Try!

A. Observe how the descriptive words in italics are used in the paragraph below.

The V Unbeatable is a Mumbai-based dance crew who perform the most *electrifying* dance routine in America's Got Talent. The *talented* crew members incorporate in their dance moves an *acrobatic* style of dancing. Whenever they perform in AGT's *biggest* stage, they *absolutely* make the people of the stadium *rocking*. Every act is *stunning* and *brilliant* as judges *eagerly* rise from their seats to give them a *well-deserved standing ovation*. Their *incredibly amazing* performance in AGT's Season 2 finale made them the "World Champion."

B. Fill in the table below with correct answers. Please refer to task 5. Number 1 is done for you.

Descriptive Words	Adjective	Adverb	Word/s Modified
1. <i>electrifying</i>	✓		Dance Routine
2. <i>talented</i>			
3. <i>acrobatic</i>			
4. <i>biggest</i>			
5. <i>absolutely</i>			
6. <i>rocking</i>			
7. <i>stunning</i>			
8. <i>brilliant</i>			
9. <i>eagerly</i>			
10. <i>well-deserved</i>			
11. <i>incredibly</i>			

Congratulations for a job well done! Continue to do well in the succeeding activities.



What's More

Task 6: Try More!

Answer with the correct form of modifier (adjective or adverb) in parenthesis.

Number 1 is done for you.

1. The man is (quick) quick. He works quickly.
2. My seatmate is a (nice) _____ girl. She speaks _____.
3. The wind blew (violent) _____. It was the most _____ wind this year.
4. I saw an (angry) _____ dog. It barks _____.
5. The students answer the questions (careful)_____. They have to be _____not to commit a mistake.
6. Automatic cars are (fast) _____ and reliable. They run _____enough to beat a speeding bus.
7. Jodi acted in that movie (excellent) _____. She's always an _____actress.
8. English is an (easy) _____ language to learn. Filipinos learn it _____.
9. Hannah is a (good) _____ chef. She cooks _____.
10. It is (awful)_____ hot today. This summer is _____.

Task 7: Romeo and Juliet!

The ideas of the paragraph below are taken from a review of the play Romeo and Juliet. Study the reviewer's evaluation or judgment. Then, find all the modifiers used and write them under the correct headings in the graphic organizer below. Use your notebook.

Shakespeare's Romeo and Juliet is arguably the greatest love story of all time. Though it may not be the most original story, it is the most well-known story in the world. The language used in this play is truly beautiful. The story in itself is very dramatic for it lasts only about three days from the moment they meet, marry, and tragically die alongside one another. Many readers find this play enjoyable after realizing the story's theme.

Adjectives

Adverbs

Descriptive
Words



What I Have Learned

Task 8: Time to Try!

To gauge your understanding about the lesson, improve the sentences below by rewriting them using descriptive words. Write your answers in your notebook.

1. My classmate sings his own composition.

2. The dancers perform in front of the judges.

3. The magician stuns the judges by his act.

4. Our school's choir renders a song.

5. The President delivers a speech in front of a large crowd.

Task 9: My Reflection!

Writing what you learn helps you remember important ideas. So, complete the following in your notebook.

1. My journey through this lesson enabled me to learn...

2. It made me realize that...

3. Therefore, I commit to



What I Can Do

Task 10: Tell Your Thoughts!

Internalize the selected scenes from Shakespeare's Romeo and Juliet using the given comic strip below. Then, evaluate the characters through their words, expressions, and emotions using descriptive words. You may use some of the adjectives listed below.

Suggested Adjectives to be used in Modifying Movies and Stage Plays

Boring, Comical, Confused, Dramatic, Dreadful, Dull, Enjoyable, Entertaining, Excellent, Exciting, Fascinating, Fast-Moving, Flawed, Funny, Imaginative, Incredibly Tiresome, Insightful, Inspirational, Intriguing, Lasting, Ordinary, Original, Outdated, Pleasant, Powerful, Predictable, Romantic, Sad, Satirical, Senseless, Sensitive, Sentimental, Silly, Slow, Static, Surprising, Suspenseful, Thought Provoking, Tired, Uneven, Uninteresting, Unpretentious, Uplifting, Uproarious, Violent, Wacky, Weak

Descriptive Words for Movie Reviews (Positive & Negative). Descriptive Words List of Adjectives Word Reference. (2015, December 28). <https://descriptivewords.org/descriptive-words-for-movie-reviews/>.

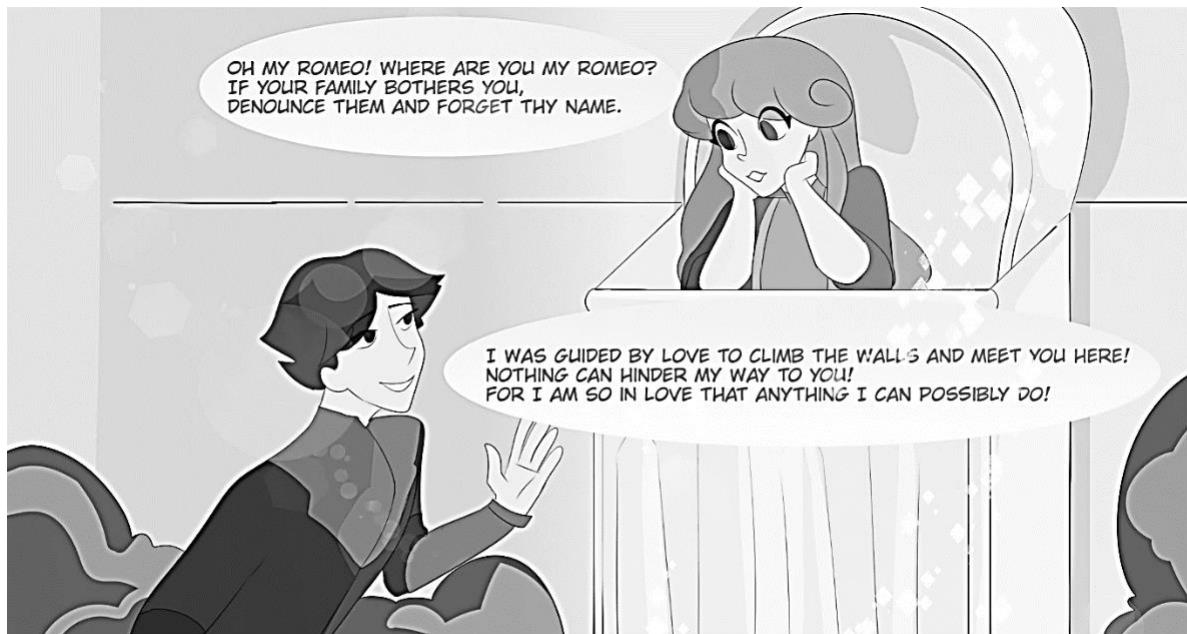
Comic Strip



Your evaluation:



Your evaluation:



Your evaluation:

Illustrations/pics - Hannah Maria S. Orquillas

EVALUATION RUBRIC

10pts.

- Students used many adjectives and adverbs in describing the comic strip.
- Complete sentences were written with correct spelling and no grammatical errors.
- Task was accomplished earlier than the set time.

9pts.

- Students mostly used adjectives and adverbs in describing the comic strip.
- Complete sentences are written with little or no spelling errors, little or no grammatical errors.
- Task was accomplished on time.

8pts.

- Students quite used adjectives and adverbs in describing the comic strip.
- Complete sentences are written with some (three or more) spelling or grammatical errors.
- Task was not accomplished during the period but within the day.

7pts.

- Students rarely/seldom used adjectives and adverbs in describing the comic strip.
- Sentences are written with some (four or more) grammatical errors or may not be complete.
- Task was not accomplished on time and was submitted the day after.

Reference:

www.nicolet.us/faculty/pleeson/Written%20Crit%20Rubric%20Leeson.doc

Summary: Let's Sum Up!

This module tells you that:

- Modal verbs include *can, must, may, might, will, would, should*. They are used with other verbs to express ability, obligation, possibility, and so on.
- Modals can be used to be better understood in communication especially if the speaker wants to express something.
- Descriptive words are also called word modifiers. There are two kinds of descriptive words: an adjective and an adverb. If a noun or a pronoun is described in a sentence, your modifier is an adjective. The modifier is an adverb if it describes an adjective, a verb, or another adverb.
- To help you identify which is an adjective or adverb, always remember what question it answers. Adjective answers the questions what kind, how many, or which one while an adverb answers the questions how, when, where, why, or to what extent.

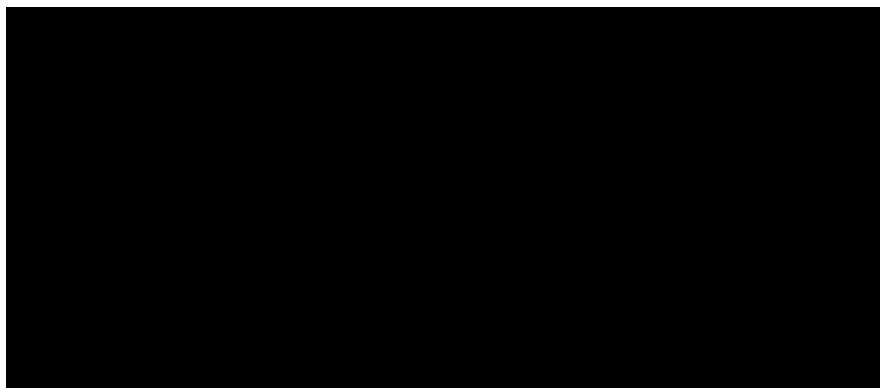


Assessment

A. Analyse the following statements. Then, choose the best explanation. In the sentences below, what is the **bold** modal verb being used to do?

1. You **ought** to call your uncle Ron.
 - a. This sentence uses *ought* to give advice.
 - b. This sentence uses *ought* to indicate your ability to call uncle Ron.
2. **Can** we have dessert before dinner today?
 - a. The sentence uses *can* to talk about the future.
 - b. *Can* is being used here to ask permission.
3. I **must** go to sleep by 9:00 if I want to wake up at 4:00.
 - a. *Must* means that it's necessary for me to go to sleep by 9:00.
 - b. This sentence uses *must* to ask for permission.
4. When she was little, Sarah **could** stand on her head, but she can't anymore.
 - a. *Could* is used to indicate that Sarah wants permission to stand on her head.
 - b. Sarah had the ability to stand on her head.
5. The weather is not good today; it **might** rain this afternoon.
 - a. There is a possible rain in the afternoon.
 - b. There will be no rain in the afternoon.

B. Evaluate the performance of the lead characters in the movie clip below using descriptive words.



ABSstarcinema. (2018, August 19). *Ely (Daniel) to Mia (Kathryn): "Stop acting like you own my pain!"* / Movie Clips. YouTube.

<https://www.youtube.com/watch?v=BBH9F3UEKJU>.



Answer Key

Lesson 1: Pre-test				Task 5:																											
1. A	2. B	3. A	4. A	5. B	6. A	7. B	8. A																								
B. 1. may	2. can	3. can	4. must	5. can	C. Answers will vary	Task 1: Answers vary	Task 2: 1. A																								
2. talented	Dance Routine	Crew members	stage	style	people	act	act																								
3. acrobatic	✓	✓	✓	✓	make	rise	not																								
4. biggest	✓	✓	✓	✓	excitedly	ovation	deserved																								
5. absolutely	✓	✓	✓	✓	amazing	incredibly	well-deserved																								
6. rocking	✓	✓	✓	✓	9. A	9. B	10. B																								
7. stunning	✓	✓	✓	✓	10. C	10. D	10. E																								
8. brilliant	✓	✓	✓	✓	10. F	10. G	10. H																								
9. eagery	✓	✓	✓	✓	10. I	10. J	10. K																								
10. well-deserved	✓	✓	✓	✓	10. L	10. M	10. N																								
11. incredibly	✓	✓	✓	✓	10. O	10. P	10. Q																								
Task 6:	2. nice - nicely	3. violently - violence	4. angry - angrily	5. carefully - careful	6. fast - fast	7. excellently - excellent	8. easy - easily	9. good - well	10. awfully - awful	Task 3: Answers vary	Task 4:	Task 5: Possible answers:	Task 6:	Task 7: Possible answers:	Task 8: 1. Answer will vary	Task 9-10: Answers will vary	Lesson 2: Task 2	Lesson 3-4: Answers will vary	May	Must	Modals	Yes or no	Task 3-4: Answers will vary								
Task 8: 2. Adjective and adverb	Task 9-10: Answers will vary	Task 11: Answers will vary	Task 12: Adverbs	Task 13: (most) original, well-known, dramatic, argueably, truly, very	Task 14: enjoyably	Task 15: must	Task 16: might	Task 17: could	Task 18: can	Task 19: can't	Task 20: must	Task 21: might	Task 22: could	Task 23: can	Task 24: can't	Task 25: Answers will vary	Task 26: Answers will vary	Task 27: Answers will vary	Task 28: Answers will vary	Task 29: Answers will vary	Task 30: Answers will vary	Task 31: Answers will vary	Task 32: Answers will vary	Task 33: Answers will vary	Task 34: Answers will vary	Task 35: Answers will vary	Task 36: Answers will vary	Task 37: Answers will vary	Task 38: Answers will vary	Task 39: Answers will vary	Task 40: Answers will vary
Task 8: 3. Assessment	Task 9-10: Answers will vary	Task 11: Answers will vary	Task 12: Adjectives	Task 13: Adverbs	Task 14: Adjectives (most) original, well-known, dramatic, argueably, truly, very	Task 15: Adverbs	Task 16: Adjectives	Task 17: Adverbs	Task 18: Adjectives	Task 19: Adverbs	Task 20: Adjectives	Task 21: Adverbs	Task 22: Adjectives	Task 23: Adverbs	Task 24: Adjectives	Task 25: Adverbs	Task 26: Adjectives	Task 27: Adverbs	Task 28: Adjectives	Task 29: Adverbs	Task 30: Adjectives	Task 31: Adverbs	Task 32: Adjectives	Task 33: Adverbs	Task 34: Adjectives	Task 35: Adverbs	Task 36: Adjectives	Task 37: Adverbs	Task 38: Adjectives	Task 39: Adverbs	Task 40: Adjectives

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