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Revised Lesson Notes

ENGLISH - P.6

Term One

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P.6

GRAMMAR LESSON NOTES

TERM ONE



WEEK 2
ADJECTIVES.
LESSON 1
Adjectives.

An adjective is a word which is used to describe a noun or Pronoun. It tells more about something or someone.

Examples of adjectives.

clean, helpful, courageous, hardworking, lazy beautiful, ugly, cheerful, interesting, green, yellow, red, reckless, careless etc.

• Adjectives can be placed in two positions.

(a) after a verb 'to be' e.g.

-The headmaster was busy.

The traffic officer was rude at the careless driver.

-The boy is lazy.

-This exercise is hard.

(b) before the noun e.g.

-Careless drivers are not good.

-Diana is a helpful girl

-God-fearing people live longer.

-Hard working children are loved by all teachers.

Exercise.

Use the adjectives given below to construct correct sentences.

1. safe
2. careful
3. expensive
4. dangerous
5. reckless

Underline the adjectives in the following sentences.

6. A taxi park is a busy place.
7. There is a big signpost near our school.
8. The police has arrested the careless driver.
9. There are several black spots along Masaka – Mbarara Road.
10. The driver lost control as he negotiated a sharp corner.
11. The mechanic bought new black seatbelts.
12. My father bought an expensive car.
13. Buses from upcountry usually carry heavy goods.
14. We do not have wide roads in the city.
15. The conductress was very rude.



LESSON 2 AND 3

KINDS OF ADJECTIVES

(a) Descriptive adjectives (Adjectives of quality)

These tell us what kind of person or thing is. They answer the question:

What kind of.....?

Examples.

- a cunning conductor.
- dangerous mechanical condition
- a careful driver
- a troublesome passenger
- quarrelsome traffic officer

(b) Adjectives of quantity.

These show how much of a thing is meant. They answer the question;

How much/ many...?

Examples

- Joel ate some rice.
- He showed much patience at the reception.
- There isn't anyone in that bus.
- I spoke few words to the conductor.

(c) Adjectives of number.

These show how many persons or things are meant or in what order a person or thing stands.

Examples.

- He has lost all his wealth.
- Each driver must show his driving permit every time he is stopped by a traffic police officer.
- Few conductors respect passengers.
- John's car had only two seatbelts.

(d) Demonstrative adjectives.

These point out which person or thing is meant e.g. those, these, that, this.

These adjectives answer the question 'which...?'

Examples;

That car is very expensive.

Those traffic officers are corrupt.

This is the driver who disobeyed the traffic officers.

These traffic lights have not worked for two weeks now.



Activity

Underline the adjectives in the following sentences

1. There aren't many people in this village.
2. How much money do you have in your bag?
3. Those boys you see over there are my friends.
4. Very few cats like eating rats.
5. He took the third position in the race.
6. The most honest teacher is hated by everybody.
7. How old are you, my friend?
8. There wasn't much sugar in that tea.
9. What a wide road the one that leads to town is!
10. He is a great soldier in the army.
11. This room has been painted by the builder.
12. The builders have eaten some rice.
13. We all agreed that the shortest boy be punished.
14. Have you ever seen the ugliest bird in the world?
15. My father has paid huge amounts of money.

Formation of Adjectives

Adjectives are formed from nouns.

Example

Noun	Adjectives formed
accident	accidental
danger	dangerous
care	careful/careless
interest	interesting
beauty	beautiful
anger	angry
crime	criminal
courage	courageous
comfort	comfortable
anxiety	anxious
safety	safe
discipline	disciplined
indiscipline	undisciplined
recklessness	reckless
wood	wooden
wool	woollen
victory	victorious
metal	metallic
obedience	obey
play	playful
competition	competitive



Exercise

Use the correct form of the word in brackets to complete the given sentences.

1. The rally drivers were very..... in the race. (compete)
2. The man killed a hungry lion. (courage)
3. A driver knocked a pedestrian. (care)
4. My father's shop is situated in the of the city. (centre)
5. He feels quite after a long journey. (tiredness)
6. Gold is a very metal. (value)
7. Shirah wrote many.....stories during our trip to Israel. (interest)
8. Kabale has thescenery in East Africa. (beauty)
9. The cyclists disobeyed the O.C Traffic. (mischief)
10. Who is thechild in this class? (responsibility)
11. My father drives thevehicle in this town. (expense)
12. This examination isthan the previous one. (ease)
13. The _____ mourners consoled the widow of the accident victim.
(sympathy)
14. It is _____ to drive a car in poor mechanical condition. (crime)
15. Matove prefers_____ car carpets to plastic ones. (wool)

WEEK 3

LESSON 1

COMPARISON OF ADJECTIVES.

Adjectives can be compared in three degrees.

(a) Positive degree of adjective.

-It is used when no comparison is made.

Examples

Stella is a short girl.

-What a rough road that is!

-Our driver is very rude.

-It is dangerous to drive at night without lights.

-That pedestrian is very fat.

(b) Comparative degree of adjective.

This denotes a higher degree of the quality than the positive one. It is used when two people or things are compared e.g.

Sophie is taller than Samuel.

Which of the twins is brighter?

-This vehicle is older than that one.

My daddy's car is more expensive than your mummy's car.



(c) The superlative degree of adjective.

This denotes the highest degree of the quality. It is used when comparing more than two persons or things. e.g.

- Atenyi is the tallest of the three boys.
- Which is the most expensive car on the market?
- Susan is the eldest girl in her family.

Which is the oldest building in Greenhill Academy?

NOTE: The definite article 'the' should always be used before an adjective in the superlative degree.

Formation of comparative and superlative adjectives.

- Most adjectives of one syllable, and some of more than one, form the comparative by adding -----er and the superlative by adding -----est to the positive e.g.

Positive

sweet

Comparative

sweeter

Superlative

sweetest

small

smaller

smallest

cheap

cheaper

cheapest

- When the positive ends in -----e, only -----r and -----st are added. e.g.

Positive

brave

Comparative

braver

Superlative

bravest

large

larger

largest

wise

wiser

wisest

- When the positive ends in -----y, preceded by a consonant, the --y is changed into -i- before adding --er and --est

Examples.

Positive

happy

Comparative

happier

Superlative

happiest

easy

easier

easiest

heavy

heavier

heaviest

busy

busier

busiest

pretty

prettier

prettiest

- When the positive is a word of one syllable and ends in a single consonant preceded by a short vowel, this consonant is doubled before adding ---er and ---est.....



Examples.

Positive

big
hot
fat
thin

Comparative

bigger
hotter
fatter
thinner

Superlative

biggest
hottest
fattest
thinnest

- Adjectives of more than two syllables and many of those with two, form the comparative by using the word 'more' with the positive and 'most' with the superlative. e.g.

Positive

courageous
handsome
beautiful
difficult

Comparative

more courageous
more handsome
most beautiful
more difficult

Superlative

most courageous
most handsome

most difficult

LESSON 2

- Irregular comparisons.**

The following adjectives are compared irregularly i.e. their comparative and superlative are not formed from the positive e.g.

Positive

good/well
bad
little
much
many
late
old
far
near

Comparative

better
worse
less
more
more
later/latter
older/elder
farther
nearer

Superlative/

best
worst
least
most(quantity)
most(number)
latest/last
oldest/eldest
farthest(distance)
nearest/next

Exercise.

Complete the table correctly.

Positive

- ignorant
- ugly
- tidy
-
-
- thin
- well
-

Comparative

- -----

luckier
worse

Superlative

- -----
tidiest
luckiest

cleverest



9.	rude	-----	-----
10.	-----	dirtier	-----
11.	industrious	-----	-----
12.	faithful	-----	-----
13.	-----	-----	richest
14.	noisy	-----	-----
15.	happy	-----	-----

Complete the following sentences using the correct degree of adjective of the word given in brackets.

16. She looked ----- than the rest of the pupils. (serious)
17. Sir Winston Churchill was the ----- English man in the world war II.
(famous)
18. Last year, Agnes got the ----- mark in class. (high)
19. His manners are ----- than mine. (bad)
20. Mr. Kadogo has acted the ----- part of the play. (interesting)
21. Most animals are ----- than snails. (quick)
22. This book is the ----- of the two. (good)
23. The boy chose the cake which looked the -----.(sweet)
24. Both exercises are difficult but the second one is the ----- of the two.(difficult)
25. Suzan was the ----- dancer in the main hall. (graceful)

LESSON 3

PARALLEL ADJECTIVES

The use of 'The more/The further/The bigger/The higher/.....'

Examples

1. Walyenge drank a lot of alcohol. He became weak and weak.
-The more alcohol Walyenge drank, the weaker he became.
2. She went deep and deep down the mine. She felt a lot of heat.
- The deeper she went down the mine, the hotter she felt.
3. She grew fat and fat but became lazy and lazy.
-The fatter she grew, the lazier she became.

NOTE: According to the examples given above, 'the more' is followed by the comparative form of adjectives.

Oral Practice.

1. Juma mismanaged his business. He became poor and poor. (Begin: The more---
---)
2. They walked long distances and became tired. (The longer-----)
3. Kapere ran further and further. He became slow and slow. (Begin: The further---
---)
4. If you do it early, it will be better.(Begin: The earlier-----)



5. He moved near the screen. The pictures became clear and clear. (Begin: The nearer-----)

Exercise.

Rewrite the following sentences as instructed in brackets.

1. When you grow old, your health becomes weak. (Use-----the more-----)
2. He ran further and further. He became very tired. (Use-----the more----)
3. Tamale made many friends and he had a great expenditure. (Use-----greater---)
4. He felt a lot of coldness as he walked deep into the forest. (Use-----deeper---)
5. She took many tablets as she could. The disease became worse.(Use-----the worse---)
6. If you drive very fast, you are likely to cause an accident. (use-----more--)
7. Jamawa read many books and became wise. (use-----wiser-----)
8. Adulu sang many songs and became popular and popular. (Begin: The more----)
9. When he was given a lot of money, he became confused. (Start: The more-----)
10. When you grow old, you become ugly. (Use-----uglier-----)

WEEK 4

LESSON 1

THE USE OF..... as ... as ... ADJECTIVES

The use of -----as -----as-----

- This pattern is used to compare two objects which have got some similarity in size, colour, quality manner etc.
- It is written in both negative and affirmative sentences.
- In affirmative, we say-----as-----as-----

Examples.

1. My mother is as busy as a bee.
 2. He is as big as I am.
 3. That boy is as proud as a peacock.
- In negative, we say ----- not as -----as-----

Examples.

- (a) Peter is not as hardworking as his brother Paul.
 - (b) Ouma is not as tall as Okello.
 - (c) That room is not as big as the one on the ground floor.
- This pattern is commonly used in similes or comparisons.

Exercise

Fill in the gaps with a suitable word.

1. Speak is to speaker as keep is to.....
2.is to argument as inquire is to inquiry.
3. Conclude is toas inform is to information.
4.is to opposer as propose is to proposer.



5. Permit is to permission as encourage is to
6. Shy is to bold as lazy is
7.is to punishment as forgive is to forgiveness.
8. Support is toas sympathize is to sympathizers.
9. Direct is to indirect asis to disagree.
10. True is to false asis to wrong.

Rewrite the following sentences as instructed in brackets.

11. A taxi park is a very busy place. It is like a bus park.
(Use.....as.....as.....)
12. Kamagu was playful. Kamagu's brother was also playful.(Join using.....as.....as.....)
13. The new car is very fast but the old one is not. (usenot as....)
14. Ndemirwe was pretty. She was exactly like her mother. (Use.....as.....as.....)
15. A thorn is not as sharp as a needle. (Write two separate sentences)
16. Maddo and his sister, Jennifer are equally tall. (use.....as.....as....)
17. Boys are clever. Girls are clever.(useas well as.....)
18. Peter weighs 60kg. James weighs 60kg. (useas well as....)
19. Mrs. Wako is 5 feet tall. Richard is 5 feet tall.(Use.....as.....as....)
20. All the teachers and the pupils in my school are equally creative. (Write two separate sentences)

Note at 'not so.....as...'

LESSON 2

ORDER OF ADJECTIVES

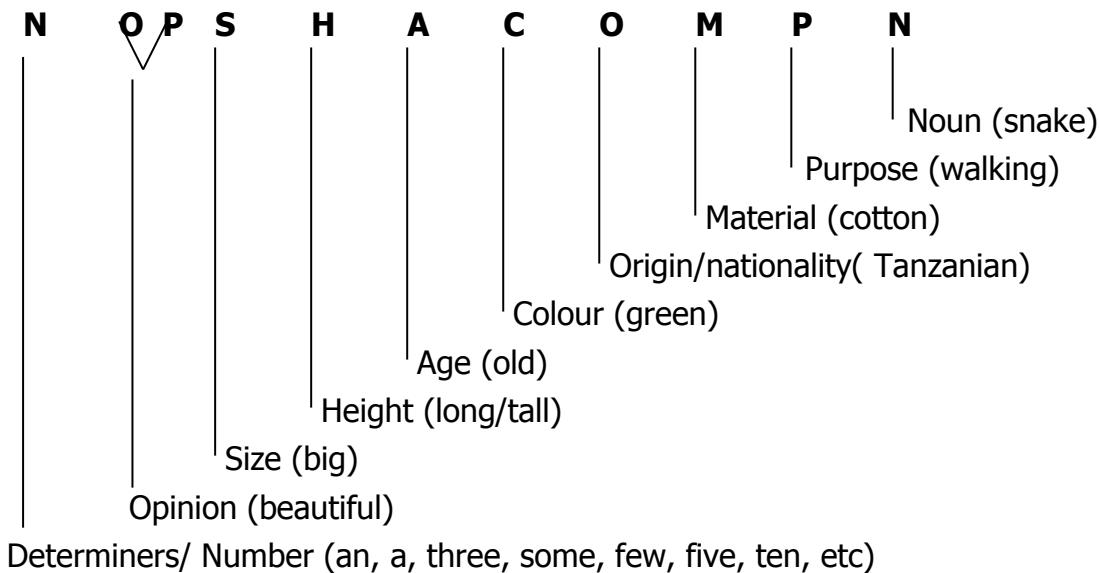
- When there is more than one adjective before a noun, they are arranged in a particular order.
- Any adjective in form of a noun or gerund comes next to the noun it qualifies e.g
 - an interesting history book
 - a cheap transistor radio
 - some clean drinking water
 - a strong walking stick
 - an American riding bike
 - a green milking cup
 - a beautiful swimming costume
 - some new washing powder
- Opinion adjectives normally come first followed by fact adjectives. e.g ugly, beautiful, interesting, lovely, nice, expensive, handsome, exciting , good looking, attractive, cheap etc.

Order of adjectives.

Order = Number – opinion – size – shape- height- age – colour – origin /nationality – material – purpose – noun.



This order forms a word called OPSHACOMPN.



Examples.

1. I found a snake. It was long. It was green in colour. It was big and ugly.

Order;

I found an ugly big long green snake.

2. Jimmy bought a coat. It was made of wool. It was expensive. It was large and brown in colour.

N - Number (an)

A- Age

O-
P- Opinion (expensive)

C- Colour (brown)

S- Size/shape (large)

O- Origin

H- Height

P- Purpose

Jimmy bought an expensive large brown woollen coat.

Exercise.

Arrange the adjectives in the correct order adding a or an where necessary.

1. I met a man. He was from Kenya. He was handsome and light-skinned.
 2. The Banyoro sit on stools. The stools are short and large.
 3. She had a carpet. It was multicoloured and beautiful.
 4. Birungi wore a jacket. It was made of wool. It was brown and cheap.
 5. He has a shirt. It is yellow in colour .It is made of cotton and it is expensive.
 6. Bring that baq. It is large. It is old and blue in colour.



7. Our school has a machine. It is used for duplicating paper. It is large and modern.
8. Musa is a teacher of Mathematics. He is light skinned and young.
9. The photographer uses a camera which he bought from German. It is very expensive but old.
10. Why do you wear that jacket? It is made of leather. It is brown in colour and untidy.
11. Patel is an Indian. He is tall and intelligent. He is fat.
12. The pupils watched a play which was interesting. It was ancient and short.
13. You should talked to a lady from Japan. She is fat and beautiful.
14. My mother was promised a necklace which is made of gold. It is expensive and small in size.
15. That baby boy is charming and little.
16. The salonist has worn gloves. They are long and attractive. They are made of leather. They are brown in colour.

LESSON 3

ADVERBS

What is an adverb?

An adverb is a word which shows how an action is done.

Examples

I drove the car carefully.

She slammed the door angrily.

The pupils did the work willingly.

The competitors sang very beautifully.

Kinds of adverbs:

These include time, place, manner, number, degree and affirmation.

Adverbs of manner are formed from adjectives by adding 'ly' for **example** wisely, cleverly, extremely, beautifully

Adjectives ending in 'y' preceded by a consonant, change the 'y' into 'I' before adding 'ly'.

- **Manner:** these tell how things are done such as slowly, quickly, greedily, carefully, hurriedly and many others.
-The man is walking slowly.
- **Place:** there, here, everywhere, somewhere, near.
-He came here yesterday.
- **Time:** soon, next year, tomorrow, yesterday, today.
-They will meet the teacher tomorrow.
- **Number:** These show how frequently something happens such as usually, always, seldom, sometimes rarely
- I seldom visit my uncle in America.



- **Degree:** these state the quality of something such as: very, extremely, quite, too.
-The food was very hot.
- **Interrogation:** these are used to ask questions. These include : why, when, what, where, how.
-When did you see him?
- **Duration:** these show how long something has taken. These include:for a week, a month, a year, two days.
-I have been here for two days.

Activity

Underline the adverbs in the following sentences

1. We did all our homework successfully.
2. It rained heavily and all the houses got destroyed.
3. She is certainly a good person to us.
4. Shamim played the piano very skillfully.
5. We did the grammar activity faster than anybody in our class.
6. Obonyo usually makes a lot of noise when the teacher has left the class.
7. Immediately I had a knock at the door, I stood up and opened the door.
8. Kadogo ate the food hurriedly and went away.
9. We visited his office yesterday.
10. Nambi faced the lion courageously.
11. He did the work better than anybody else.
12. Please, do your work very fast and prepare yourself for school.
13. The teacher sometimes talks angrily.
14. He angrily shouted at the doctor.
15. Everybody should dress decently.
16. I looked everywhere in the room.
17. He will come on Sunday.
18. The ship is moving slowly.
19. Annet sang the song very beautifully.
20. He played the violin skillfully.

Formation of adverbs from adjectives

Examples

Adjective	Adverb formed
Happy	happily
Heavy	heavily
Ready	readily
Easy	easily

- Adjectives ending in 'e', we simply drop it before adding 'ly'



Word	Adverb formed
Single	singly
Double	doubly
Able	ably

- Some adjectives and adverbs are the same such as hard, fast late, etc

Activity

Use the correct form of the word in brackets to complete each sentence correctly.

1. Most of the pupils do their work (perfect)
2. We all ate our food in order to leave very early.(hurry)
3. It has rainedfor the last three months.
4. Girls speak English very (good)
5. Our new car works the old one.(good)
6. A good pupil always does his homework very (careful)
7. The road to Mpigi was constructed very (good)
8. Good drivers repair their cars.(regular)
9. That taxi shouldn't be loaded.(heavy)
10. We reached our (safe)
11. We waited at the road junction.(patient)
12. The traffic police controlled the traffic jam (wise)
13. The conductor was careful when loading the passengers.(extreme)
14. Mr. Oseku turned his vehicle very (dangerous)
15. Our teacher..... maintains his car.(often)
16. The guest arrived at the bus park.(final)
17. Merina did in the examinations.(good)
18. She plays repairs his vehicle.(usual)
19. We should always fasten our seatbelt(tight)
20. Did you answer those questions?(correct)

WEEK 5

LESSON 1

Comparison of adverbs

Comparing adverbs is similar to comparing adjectives. We use both the comparative and the superlative degree. Adverbs which end with 'ly' are compared using..... **more....** and**most....** in the comparative and superlative degree respectively.

Study the following examples

Positive	Comparative	Superlative
happily	more happily	most happily
carefully	more carefully	most carefully
confident	more confidently	most confidently



The comparative degree takes 'than' as it is with adjectives
You must do your work more carefully than your sister does.

Some adverbs remain in the same form as adjectives and these include:

Positive	Comparative	Superlative
early	earlier	earliest
fast	faster	fastest

The words below look like adverbs formed in the usual way but have special and different meanings.

nearly -means almost

hardly- means almost none

lately -means in the near past

shortly -means in the near future

directly -means immediately,

LESSON 2

Structure:as soon as

Read the sentences below

- a. As soon as the lights turned red, all the motorists stopped.
- b. All the motorists stopped as soon as the lights turned red.

As soon as can be used in place of immediately and no sooner because they carry the same meaning

Now compare the following sentences

1. Immediately the car over turned, all the passengers started calling Jesus.
2. As soon as the car over turned, all the passengers started calling Jesus.
3. The car over turned **as soon as** the tyre burst.
4. No sooner had the tyre burst than the car over turned.
5. Hardly had the tyre burst when the car overturned.
6. Scarcely had the tyre burst when the car overturned.
7. Barely had the tyre burst when the car overturned.

Activity:

Join the following sentences using as soon as

1. The police officer gave a signal. All the vehicles stopped.
2. The motorist turned the direction. He sensed danger.
3. The bus got full. The driver started the engine.
4. We reached the black spot. The driver reduced the speed.
5. Immediately the accident happened, the police brought the ambulance.
6. We got a bus with comfortable seats. We paid for the journey.
7. No sooner had the road been closed than the traffic started.



8. No sooner had the children started playing in the middle of the road than they were all knocked down.
9. We felt very happy immediately we crossed the railway line.
10. Immediately we reached the rail crossing, we looked right, left and then right before crossing.

Rewrite the sentences as instructed in brackets.

11. The injured boy was removed from the accident scene immediately he was knocked down. (Begin: Hardly.....)
12. The driver started the bus. It started raining heavily. (Begin: Scarcely.....)
13. As soon as the officer signaled, all vehicles stopped. (Begin: Barely.....)

LESSON 3

The use ofmust/ mustn't.....

This structure can be used to tell the do's and don'ts about something or sometimes used to give a strong warning.

Study the following sentences

- a) All road users must be very careful on the road.
- b) Drivers mustn't drive after drinking.
- c) We mustn't play in the middle of the road.

Activity

Rewrite the following sentences using must

1. Everybody should observe all the road signs.
2. All motorists should repair their vehicles regularly.
3. All pedestrians have to walk on pavements.
4. He has to cross the road carefully.
5. Every road should have a zebra crossing.
6. We have to keep right while walking on the road.

Structure:must/unless.....

Study the following sentences

1. Motorists must not drive unless they have a driving permit.
2. Pedestrians must not cross the road unless it very clear.
3. Vehicles must not move unless the traffic lights have turned green.

NB: This can also be used to give a serious warning or used to tell that a certain condition must be fulfilled before something can take place.

Rewrite the following sentences using must Unless.....

1. Don't cross the road, it is not clear.
2. If you don't buy new tyres, don't drive that car.



3. Don't drive at night if your car doesn't have headlights.
4. You shouldn't overtake if the road is not clear.
5. We should not drive if we are not trained.
6. Do not cross the road if you don't know the right steps to take.
7. Children shouldn't walk along the road unless they are with their parents.
8. Do not drive that car if it is not repaired.
9. If you don't have a driving permit, don't ride that motorcycle.
10. If you don't know the road signs, don't drive on the road.

WEEK 6

LESSON 1

Structures: When..... because..... and so.....

Study the sentences below

- a. The car knocked the man because he crossed the road carelessly.
- b. Many accidents have occurred on that road because it is narrow.
- c. The driver reduced the speed because there was a hump ahead.
- d. The car knocked the man when he was crossing the road.
- e. When the passengers realized that the car was not in good condition, they ordered the driver to stop.
- f. The headlamps were faulty so we took them to the mechanic.
- g. She wanted to be on time so she jumped on a motorcycle.
- h. He wanted to repair his vehicle so he took it to the garage.

NB; Because is used to give reason for something done while 'when' is used to refer to time. We also use so to give reason why something is done and also to mean for that reason or therefore.

(oral construction of sentences using because, when and so)

Activity

Insert when, because or so to complete each sentence below

1. The driver knocked the tree he lost control.
2. They did not get into the taxi it was over loaded.
3. the driver refused to behave well, all the passengers decided to leave the taxi.
4.the traffic police taught us the High way code, we learnt all the traffic dangers.
5. Our car broke down----- we walked to town.
6. He wanted to see clearly at night.....he switched on the headlamp.
7. The number of accidents has reduced on this roadall the potholes were covered.
8. The driver caused an accident he did not follow the traffic rules.
9. They were taken to hospital they had sustained serious injuries.



10. There was heavy traffic jam the traffic lights had stopped working.
11. Did you stop the traffic lights had turned red?
- 12..... the tyre burst, the taxi rolled three times.

Join the following sentences usingso.....

13. The road was muddy. The car got very dirty.
14. Kapchorwa is a hilly area. It is difficult to construct roads there.
15. He was turning off the road. He used a hand signal.
16. The cyclist was very tired. He took a rest under a tree.
17. Some motorists do not follow road signs. They cause accidents.

LESSON 2

Structural patterns

(i) The use ofso.....that.....

This is a structure that is used to express the extent to which something is done.

Example

1. The policeman was honest. He refused bribes from the motorists.
The policeman was so honest that he refused bribes from the motorists.
2. The motorist drove recklessly. He knocked one pupil dead.
The motorist drove so recklessly that he knocked one pupil dead.

(ii) The use of such----that----

This structure is used to talk about a high degree of something.

Example

1. It was such a cold day that the triplets had to wear woollen jackets.
2. He is such a good driver that everyone admires him.
3. The conductress was such a rude lady that all passengers disliked her.

Note;

When ---such----that is used, words like so, very, quite, enough, are not applied. If used in a place of---so---, there is need to use a noun after an adjective.

Exercise

Rewrite the sentences using such----that----

1. Jesse is a very careful driver. Every passenger wants to travel in his bus.
2. He was a very stupid man. He refused to follow the road signs.
3. Their uncle was a very strong man, he won the battle.
4. It was a very busy day for us. We worked up to mid-night.
5. Mr. Kasiiru is a very hardworking man. All his bosses love him.
6. Beetroot is a very nutritious fruit. All diabetic patients should eat it.
7. Traffic lights are very important road signs. All road users must follow them.
8. Mukwaya is a very strong fighter. He cannot lose the wrestling contest.
9. Safety on the road is a very educative topic. Pupils enjoy learning it.
10. Being careful while using a road is a very good act. It saves lives.
11. Traffic lights are very good road signs. They guide drivers to control speed.
12. Traffic Police officers are very important people. They help reduce road accidents.



LESSON 3

Structures

The use of ---- may----

This is a modal verb usually used in sentences before the main verb. We use it to talk about future possibility, necessity, asking for permission or when talking about an obligation.

With this modal verb- (s) is not added to the verb for singular nouns or pronouns.

Examples

1. You may cause an accident if you cross the road carelessly.
2. You may go to jail if you knock a pedestrian.
3. If I am driving, I may hoot to warn the pedestrian.
4. John may cause trouble when he runs very fast.

Exercise

Re-arrange the words to form meaningful sentences.

1. you if you don't follow the may be arrested High Court.
2. road accidents by following she may avoid the road signs.
3. he the road may hoot pedestrians to warn on
4. they school road humps near reduce the to accidents may put.
5. you the side paths if you may use are on foot.
6. may get help you from police problem on the if you get a road.
7. cross the we may road if vehicle coming there is no.
8. get an when you may need the road first aid you accident on.
9. hit be play you speeding a if middle may in you car the road of the by.
10. arrest may the permit driving without police a if you drive you.

Structure:should always.....

Study the sentences below

1. All drivers should always be sober.
2. Pedestrians should always follow all the road signs.
3. A good motorist should always consider other road users.

The structure should always can be used to show obligation and that something should be done regularly

(oral construction of oral sentences using the structure should always....)

Activity

Use the structure..... should always... in the following sentences.

1. All drivers must drive very carefully.
2. You must take your car for service at the end of every month.
3. Traffic officers must be very strict over errant drivers.
4. All drivers must be trained at the end of every year.
5. You must cross a busy road at a zebra crossing.
6. One has to look right, left and right again before crossing the road.
7. Errant drivers must be arrested
8. All road users must be very careful.
9. My mother has to buy tyres for her vehicle.
11. We must observe all the road signs.

WEEK 7

LESSON 1

Structure: First next then

Read the sentences and find out their meaning.

First repair the car, next wash it and then begin driving.

First learn how to drive, next process a driving permit, then begin driving.



First look right, next look left then right again before you cross the road.

Now choose activities involving three steps and then direct your friend such as fetching water – first get a jerry can, next move to the well, then draw water.

This structure can be used to describe steps taken in doing something in the right way.

Use the structure..... first next then to direct the following activities.

6. Spelling a new word.
1. travelling to town.
2. looking for the right taxi.
3. replacing a flat tyre.
4. paying the fare.
5. assisting a victim.
6. cleaning the house
7. reading a story.
8. answering question.
9. taking your car to the garage.
10. Beginning a journey.

LESSON 2

DIRECT AND INDIRECT SPEECH

(a) Direct speech pattern one

- This is used when writing down the actual words of the speaker. These words are always enclosed into inverted commas(quotation marks “ ”)
- They are always used in reporting matters in court, newspapers, books and many other writings or quotations.
- This pattern one follows the order as shown below;
- He said, “ CL.....”

Examples.

1. Mukulu said, “I can defend myself. ”
2. The chairman said, “Stop making noise!”
3. The proposers said, “We have been cheated.”
4. Apuuli, “I cannot chair the debate now.”
5. He asked me, “John, do you support such a motion?”

Note: In pattern one, the reporting verb comes before the actual words. It is followed by a comma before opening the quotation marks.

Exercise

Punctuate the following sentences in direct speech . Do not change the order of words.

1. The teacher asked what is the matter with you



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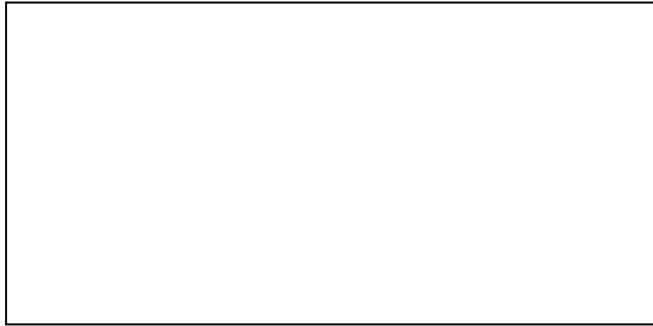
COMPOSITION LESSON NOTES

TERM ONE

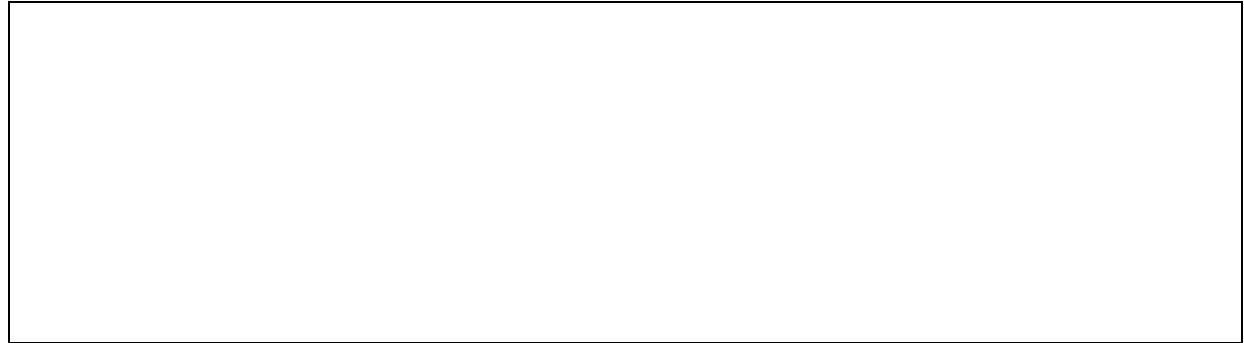
























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COMPREHENSION LESSON NOTES

TERM ONE











