

P.5 ENGLISH GRAMMAR LESSON NOTES
TERM II

MODAL VERBS

Definition: (i) Verbs are words that show or express actions.

(ii) Modal verbs are words used with main verbs to express or show ideas such as ability, permission or instruction.

Examples

Can, could, ought, have to, may, might, dare, need, shall, should, must, have, will, would

NB: Modal verbs do not take –s or –es to show the third person singular (i.e. he/she/it).

For exercise, refer to Nelson Grammar Bk 5. pp.17 – 18

Usage of modal verbs.

Using can/could.

Can

- (a). Can is used to show ability to do something.
- (b). Can is used with an infinitive, that is; can do, can play, can jump, can walk, can write well etc.
- (c). The negative of can is cannot or can't.
- (d). Can is also used to ask questions or express an exclamation.

Examples of sentences using 'can'.

- (i). He can lift a bag of cement.
- (ii). You can send your parcel by post.
- (iii). He can't do it himself.
- (iv). Can you believe that he won the race?

Could:

- a). Could is the past tense of 'can'.
- b). Could is used to talk about something which is possible or likely to be, now or in the future. It is less sure than can.
- c). The negative of could is couldn't or could not.
- d). Could is also used to ask questions.

Examples

- i). He could swim in the deep end of the pool.
- ii). I could not come because of the rain.
- iii). Could they have spent the night in the wilderness?

Using will/ would

- a). Will is used with the third person singular and third person plural e.g. he will, she will, it will, they will, Tom and Job will etc. It is also used with second person singular e.g. you will etc.
- b). Will is used in the negative as, 'will not' or 'won't'.
- c). Will is used to ask questions and to make requests or suggestions.

NOTE: Will is used with the first person singular to show determination, promise e.g

- We will do it
- I will return immediately.

Examples

- (i). He will go there tomorrow.
- (ii). You will not visit him on Sunday.
- (iii). Will they come with us to the party?

Would:

- (a). Would is the past tense of will in indirect speech.
- (b). Would is used to express the idea of the future e.g. He has the chance that he would return tomorrow.
- (c). Would in negative form is would not or wouldn't.
- (d). It is also used to ask questions and make suggestions.

NOTE: The contraction of would is 'd

Examples

- (i). James would like to go swimming.
- (ii). They wouldn't help fighting the thieves.
- (iii). Would you open the windows please?
- (iv). I'd like to speak to John for a while.

Exercise I

Complete these sentences correctly using modal verbs

- 1. He _____ come back tomorrow.
- 2. They _____ do the exercise on their own.
- 3. She _____ carry that table alone.
- 4. If he found him there, he _____ tell him.
- 5. _____ like some tea, please?
- 6. Where is Peter? _____ he be at home?
- 7. John _____ certainly play for his team.
- 8. _____ you help, prepare him lunch?

Using shall / should

- a). Shall is used with the first person singular to express what one is likely to do in the future.
"Should" is the past form of "Shall".
- b). Shall and should can be used in negative form such as; shall not (shan't), should not (shouldn't)
- c). Shall is also used to ask questions and make suggestions.
- d). Should is used to talk about obligation and duty or to give advice and tell people what we think is right to be done.

Examples

- (i). Everybody should tie a seat belt when in a vehicle.
- (ii). We shall be happy to come.
- (iii). If we don't hurry up, we shall not find them.
- (iv). Shall you come with us to Uncle Johnnie's?
- (v). You should not always fail to try.

Using ought, must and have to

Ought:

- (a). Ought is used to say that something should be done because it's right or the best. It is also used to say that or tell someone that he/ She has a duty to do.
 - (b). Ought in negative form is oughtn't or ought not.
- NOTE: Ought is the only modal verb that takes 'to'
- When ought is used in negative, the preposition "to" comes after "not".
- (c). Ought is also used in question form and in question tags.
 - (d). Ought is similar to 'should' and can replace each other. They are both used to give advice, to talk about obligation and duty.

Note that: (i). Should must not take "to" as with 'ought to'

- (ii). In question tags, we can use should instead of ought e.g. They ought to be more sensible, shouldn't they?

(Practical English Usage pp. 343 - 344)

Must

- (a). Must is used to show that something under any means has to happen.
- (b). Must is also used to show that you are sure something has to/ will happen.
- (c). Must is not often used to express/ show surity/ certainty in questions and negative clauses.

In questions we use can e.g.

There's somebody at the door, who can it be? (Not.....who must it be?)

Who can bring the keys for us? (Not.....who must bring.....?)

Note: In negative, "need not" is used in British English to say that something is not necessary./when there's no obligation. Must not is not used in this case. e.g that must be a dog. It needn't be a thief.(Not:.....it mustn't be.....)

Have to

However, mustn't is used as a negative obligation or necessity.

'Have to' is used in place of must in the future and past tenses to show necessity or obligation.

- (i). Future: You have to bring your books tomorrow.
- (ii). They have to report to the police station over the weekend.
- (i). Past tense: You had to bring your books yesterday.
- (ii). They had to report to the police station yesterday.

Examples

- (i). You ought to be more sensible, shouldn't you?
- (ii). That ought to be Jane coming down stairs.
- (iii). All adults must pay tax.
- (iv). You mustn't drive when drunk.
- (v). It oughtn't to rain soon.

Exercise (see Revision English for KCPE)

Exercise

Complete these sentences using the negative form of the given words in brackets

- 1. Evelyn _____ come to school tomorrow.(shall)
- 2. Nathan _____ go unless with permission.(should)
- 3. You _____ cross that broken bridge.(must)
- 4. He _____ be a police man to take a thief to the police station.(must)
- 5. They _____ announce over the radio before they could arrest them.(ought)

Rewrite the following sentences into the past simple correctly.

- 6. I must attend the forthcoming show.
- 7. Tom will go if he comes.
- 8. They mustn't be there tomorrow.
- 9. She will call on you if your phone is on.
- 10. You have to bring your books.

Construct sentences using the modal verbs given correctly.

shall, ought, have to, should, must needn't to.... would, mustn't

Complete the following statements with the correct question tag.

- f). He must be forced out of the room, ?
- g). You shouldn't go there, ?

- h). Henry could have forgotten about it?
- i). They might have returned home,?
- j). She must correct her mistakes,.....?

MAKING REQUESTS AND ASKING PERMISSION

1- We use modal verbs to make requests, suggestion and ask permission. Modals like; Could, might, would, may and can, may always be used.

Examples

- i. I can't find my book. Might you have seen it?
 - ii. Where is John? Could he be at home?
 - iii. May you find if the guests have arrived?
- 2 May/ might can both be used to ask for permission, yet might is mostly used to ask indirect questions e.g.
- I wonder if I might have a little more time to complete my work? Compare with May I have more time?
 - 'May' is used when talking to elderly people or those not well known to you.

Note that might is not the past form of may. They are equally used the same way.

- 'May not' is used to refuse permission as well as 'must not', only that 'must not' is more emphatic than 'may not'.
- 3 can/ could are both used to ask permission; but could is more polite and formal than 'can'.
- 'Can' is also used to give/ grant permission whereas 'could' is not used. Instead, 'can' in this case is used e.g.
 - "Could I ask you something, if you're not busy?" Yes, you can [Not could] Reason; could commands more respect, so it's more formal using it in asking permission than giving/ granting.
 - However, 'may' and 'might' are more formal in usage than 'can' and 'could'.
- 4 would is also used in polite requests and offers. It is softer than 'will'; e.g.
- Would you mind standing for a moment?
 - Would you like tea or porridge?

Exercise

Write out questions, suggestions or requests from the phrases given.

- 1. asking a friend for a mango.
- 2. may/ could/can you give a mango, please?
- 3. asking the way to the airport.
- 4. finding out from your dad if you could visit your friend.
- 5. you want your friend to assist you do a certain piece of work.

6. you mustn't abuse people.
7. to go and visit Betty and Joseph.
8. likely to rain soon.

DIRECT AND INDIRECT SPEECH:

Direct Speech: This is when the exact or actual words of the speaker are said or written

The exact words of a speaker are always put in inverted commas or quotations (" "). These are always used in reporting matters in court, newspapers, books and in many other writings.

Examples

1. "Is the man dead?" asked the doctor
2. Moses said, "I am very tired."
3. "Why are you crying?" the teacher asked me.
4. "We are going to town tomorrow," said Juliet.
5. "Are you going with me?" asked Sarah.
6. "Where are you going John?" asked the teacher.
7. Max said, "Stop making noise!"

N.B: When the words of the speaker begin a sentence, a full stop is put at the end. e.g.

"My mother went to town," said Suzan.

and a comma is used to separate the rest of the sentence.

Exercise

Place quotation marks, commas and capital letters correctly where necessary.

1. William said I am very tired.
2. I must go to the market said mother.
3. Aminah said may I come in.
4. Did the teacher say Nairobi is the capital city of Kenya ?
5. The bell is being rung said the head teacher.
6. Give me more food he said.
7. Is that Mr. Okiror's office asked the man.
8. Everybody has been invited for the party, Daddy said.
9. This is my pen James said.
10. Miss Nakato speaks better French the visitor claimed.

INDIRECT SPEECH/REPORTED SPEECH

Indirect Speech: This is the changing of the actual words of the speaker when reporting. It is also referred to as reported speech. The main message (meaning) must not be distorted.

In changing from the actual words of the speaker (direct speech) to the words we use to report what has been said (indirect or reported speech), there are certain rules we have to pay attention to:

1. Change of tenses
2. Change of pronouns.
3. Change of adverbs of time and place.
4. Change of demonstrative adjectives.

Change of tenses

The tense changes are as follows from direct to indirect speech :

1. Present simple becomes past simple

D- 'I study French every evening,' he said.

IN- He said(that) he studied French every evening.

2. Present continuous becomes past continuous

D-"I am studying French at the moment," he said.

IN-He said (that) he was studying French at that moment/then.

3. Present perfect becomes past perfect.

D-"I have been studying French for three years," he said

IN-He said he had been studying French for three years.

4. Past simple usually changes to Past perfect.

D-"I studied French last year ," he said

IN-He said (that) he had studied French the previous year/the year before.

5. Past continuous can remain past continuous or become past perfect continuous

D-"I was studying French last year." he said

IN-He said (that) he was studying French the previous year.

Or IN- He said (that) he had been studying French the previous year or the year before.

6. Future simple becomes conditional.

D-"I shall study French next year," .he said.

IN-He said (that) he would study French the following year/the year after.

EXERCISE

A) Change the following sentences from present continuous tense to past continuous tense. (Direct to indirect speech).

- a) The teacher said, "The children are copying notes."
- b) "Pearl is eating a mango," said Conrad.
- c) "Daddy is talking on phone now," Kato said
- d) "Diana is writing a letter now," the pupils said.
- e) "The young girl is crying," the matron said.
- f) "James is playing football," Ian said.
- g) Lucy reported, "It is raining heavily here."
- h) The teacher said, "The children are going for swimming."
- i) The bursar said, "Mr. Kawuma is not in the office."
- j) "Ms. Zainab is serving lunch to the children," said the prefect.

PRONOUN CHANGES

D-"I have left my book in your car," Mary told her brother.

IN-Mary told her brother that she had left her book in his car.

How Pronouns change:

| Direct Speech | Indirect/Reported Speech |
|---------------|--------------------------|
| you | he/she/it |
| us | them |
| I | he/she |
| our (s) | their (s) |
| me | her/him |
| my | hers/his |
| we | they |

N.B: Pronoun changes rely on sense other than attempting to apply rules. (They change according to the sense of the report).

Examples.

1) "I am here to help you," he said.

IN: -He said he was there to help them. [Demonstrative changes.]

2) "This isn't mine," he said.

IN: - He said that wasn't his.

3) "I saw him yesterday."

IN: - He said(that) he had seen him the day before.

Exercise 1.

Put the following sentences into reported or indirect speech

1. "We are very late," he said.
2. "I want to speak to you," he said.
3. "We have finished our work," they said.
4. "They do not know you," he explained.
5. "You have done your homework well," the teacher said.
6. "We are living in another house now," they said.
7. "You are not working hard enough," the teacher said.
8. "You have written a long letter," she said.
9. "My car was stolen a few weeks ago," Charlie said.
10. "My father isn't very well," Sarah said.

Using pronouns

Exercise 2.

Re-write these sentences in reported speech.

1. Maureen said, "I like English."
2. "She prepares nice food," the boy said.
3. "We came to school early," the children said.
4. "The teacher calls our names from the register," Ricky told his father.
5. The lady said, "I want to see my son."
6. "I prefer meat to fish," the man told the maid.
7. John said, "I buy food from my sister's stall."
8. "We go for trips termly," the pupils said.
9. "Our bicycle is spoilt," Daphne said.
10. "My father drives a Benz," Jackson told his teacher.

B) The present simple tense to past simple tense.

Examples:

1. The nurse said, "The children eat a lot of food".
The nurse said that the children ate a lot of food.
2. "John speaks good English," Sarah noted.
Sarah noted that John spoke good English.
3. "Measles is a killer disease," the doctor told others.
The doctor told others that measles is a killer disease.

Exercise.

1. "Cows give us milk," the farmer said.
2. "The teacher marks books," the inspector told the director.
3. Mother said, "The children need milk."
4. "The lady eats well that's why she is fat," the cook said.
5. "He teaches well," the pupils said.
6. The doctor recommended, "Keep him in bed for a few more days."
7. The teacher said, "Jill abuses boys."

C) The past simple tense into the past perfect tense.

Using nouns.

Examples

1. "Brian ate a lot of cakes at the party," mother told the teacher.
Mother told the teacher that Brian had eaten a lot of cakes at the party.
2. Peter said that Calvin had ridden a wooden bicycle.
3. Shariwa told the class that the captain had cleaned the blackboard.

Exercise

Change the following into indirect speech

- 1) "Job brought all the costumes for acting," he said.
- 2) "Raymond borrowed a suit from George," Mother said.
- 3) Ronnie said, "Mother cooked good food for the guests."
- 4) The pupils said, "Hassan stole the pen from the teacher's desk."
- 5) The gardener said, "Okello took Opio's hoe."
- 6) Father drove to town, "The children told their mother."
- 7) "Anne made a nice piece of art work," teacher Ruth appreciated.
- 8) "Faizal rode a beautiful bicycle," Derrick reported.

Future simple tense

The Future simple tense sentences into reported or Indirect speech become conditional or the auxiliary verbs change to their past equivalents (would, should)

Examples

- 1) "We shall visit the bank next week," the teacher told her class.
The teacher told her class that they would visit the bank the following week.
- 2) The teacher said, "I shall promote all of you to the next class."
The teacher said that she would promote all of them/us to the next class.
- 3) "My mother will fly to Dubai tomorrow," the girl told the teacher.
The girl told the teacher that her mother would fly to Dubai the day to come.

Exercise

Change the following Future simple tense sentences into Indirect Speech

1. "I shall take you to Nairobi for treatment," father said.
2. The teacher said, " You will do exams next week."
3. "Claire will come to this library tomorrow," the librarian announced.
4. "If you come to Paris, you will learn French very fast," Angella told his friends.
5. The girl told the bursar, "My father will pay my fees next week."
6. Mother said, "Uncle will take you out this evening."
7. The children said, "We shall eat good food at lunch."
8. "Grandma will tell us a story if we visit her," Bonita told her friend.
9. "I shall read this book after you," Julian told Tracy.
10. "We shall do this exercise with our teacher," the pupils told their parents

ADVERB CHANGES

"I'll bring you the photo tomorrow," he said.
He said he would bring the photo the next day.

N.B: Such a change is only made, of course, if the speech is reported on a day other than when it is made. Bearing this in mind, we usually make the following changes.

| DIRECT | INDIRECT |
|---------------------|---|
| today | that day |
| yesterday | the day before, the previous day |
| tomorrow | the next day, the following day/the day after |
| yesterday morning | the morning before, the previous morning. |
| yesterday afternoon | the afternoon before, the previous afternoon |
| yesterday evening | the evening before, the previous evening |
| last night | the night before, the previous night |
| here | there |
| ago | before |
| now | then |
| next year | the following year |

Examples

- 1) "I am writing a letter now," Mary said.
Mary said that she was writing a letter then.
- 2) He said "I saw him last year"
He said that he had seen him the previous year.

Exercise

Change the following into indirect speech

1. "We ate 'pillao' yesterday," the children told the headmaster.
2. "The weather is not good today," complained the patient.
3. Mary told her friends, "My father may bring an umbrella today."
4. Mother said, "You can do this number now."
5. Sonia said, "This cow was bought yesterday."

N.B: If the speech marks / reporting tags are in the present simple: says or say, e.t.c. the present tense is maintained even in Indirect speech e.g.

She says, "Tea is ready."

She says (that) tea is ready.

"My father slaughters animals," the girl says.

The girl says that her father slaughters animals.

Exercise

Change the following into indirect speech.

1. The headmaster says, "The children come to school early."
2. The boy says, "My teacher is hungry now."
3. The teacher says, "You can go home."
4. The class teacher says, "You should write well."
5. Faridah says, "I buy food from my sister's stall."

CHANGE IN COMMANDS

A command is an order from an authority directing someone to do something.

When changing commands into indirect speech, the following verbs are used:

told , requested ,asked ,ordered ,shouted, commanded.

Example

"Take the books to the office," the clerk said to me.

The clerk told me to take the books to the office.

N.B. Imperative. This becomes an infinitive in reported [Indirect] speech, and is usually introduced by one of these verbs, tell, ask, order, request.

e.g. 1. "Go away!" I told (asked) him.

I asked him to go away.

e.g. 2. "Don't be afraid," he told me.

He told me not to be afraid.

Exercise

Re-write the following in indirect speech

1. "Clean up your room," mother ordered the maid.
2. Sarah shouted at the baby, "Don't waste my vaseline."
3. "Come here quickly," the games master shouted.
4. "Shut up you fools!" the scoutmaster ordered.
5. The gatekeeper requested the soldier, "Let the man go."
6. "Open the door, David!" Mr. Andinia ordered.
7. "Stay where you are!" the officer ordered.
8. The rich man cried out to the thugs, "Don't fire the gun."

9. "Leave the room clean," the art teacher ordered.
10. "Don't follow me," the boy told his brother.

CHANGES IN QUESTIONS

1. "Why have you locked the door?" the teacher asked me.
The teacher asked me why I had locked the door.
2. "Have you been to Lagos before?" my father asked him.
My father asked him if he had been to Lagos previously/before.

To change a question from direct to indirect speech.

1. The statement order is used instead of the question order.
2. The question mark is dropped;
3. Questions not beginning with an interrogative word like why, who, when, what, require the addition of 'if' or 'whether.'

Examples:

1. "Are you going to have lunch?" Brenda asked the teacher.
 - a) Brenda asked the teacher whether she was going to have lunch.
 - b) Brenda wanted to know if the teacher was going to have lunch.
2. "Why have you locked the door?" Mother asked.
 - a) Mother asked why he had locked the door.
 - b) Mother wanted to know why he had locked the door.

Exercise

Rewrite the following sentences correctly in reported speech

1. The teacher asked, "What is your father's name?"
2. "Who stole my colours?" Doreen asked.
3. "When will you sit for P.L.E?" Uncle Tom asked.
4. Mother asked the visitor, "Will you join us for dinner?"
5. "Where is your news book?" the headmaster asked.
6. He asked, "What are you doing now?"
7. Daddy asked, "Have you finished your homework?"
8. "Where do you stay?" the doctor enquired.
9. "Why are you shouting in class?" she asked.
10. "Did you watch the world cup soccer match yesterday?" Collin asked Martin.

Conversion of Indirect to Direct speech.

1. Conversion means changing from one system / way to another.
2. Since we have been changing from Direct to Indirect speech, the same rules will be used to guide the necessary changes required i.e. (Speech marks)
3. Tenses have to be reversed.
4. The pronouns have to be changed
5. Adverbs of time and place.
6. Question marks are retained.

Examples

1. The girl said that she was late.
The girl said, "I am late."
"I am late," the girl said.
The woman said that she ate the mangoes.
2. The woman said, "I eat mangoes."
The children said that they had eaten mangoes.
The children said, "We ate mangoes". or
The children said, "We have eaten mangoes."
"We ate mangoes," the children said.
3. The headmaster wanted to know who had abused the teacher.
The head master asked, "Who abused the teacher?" or
The headmaster asked, "Who has abused the teacher?"
4. The boy said that he would pass that exercise.
5. The boy said, "I will(shall) pass this exercise".

Exercise:

Change the following sentences from indirect to direct speech.

- 1) The woman said that she had to ask her husband.
- 2) The man says that he is handsome.
- 3) He asked whether my brother was still sick.
- 4) The girl said she would finish it the following day.
- 5) The mother told her daughter to go and get her two packets of butter.
- 6) They asked whether I wanted to go with them.
- 7) The stranger enquired where I lived.
- 8) He asked me if I had anything to say.
- 9) She said that she was afraid of centipedes.

10) The joyful scientist exclaimed that he had discovered the secret of life.

CONJUNCTIONS

A conjunction is a word that joins other words, phrases or parts of a sentence.

Paired Conjunctions (Correlatives)

Paired conjunctions are words that are always used in pairs to join sentences.

These can be grouped as:

1. Correlatives conjunctions.

- a) Both-----and -----
- b) Either-----or-----(------either-----or-----)
- c) Neither-----nor-----(------neither-----nor-----)
- d) Not only-----but also.

2. Adjectival qualifiers / adverbial modifiers

- a) -----too-----to-----
- b) -----so-----that-----
- c) -----such-----that-----

3. Adverbial modifiers

- a) No sooner-----than.....
- b) Hardly-----when.....
- c) Scarcely-----when.....

The use of both-----and-----

Examples:

1. Both Ann and Emily write well.

Meaning: The two of them write well.

2. Both Natalie and Natasha were late.

Meaning: Both of them came late.

3. The meat is both fatty and delicious.

Meaning: The meat is fatty at the same time it tastes delicious.

Exercise

Join these sentences correctly using both-----and-----

1. Jane is a bright girl. Joyce is a bright girl.
2. The eggs are rotten. The cabbages are rotten.
3. Mr. Okada teaches Science. Mr. Okada teaches Math.
4. The snake is dangerous. It is also poisonous.
5. John is taking part in the play. Ali is taking part in the play.
6. Simon is very talkative. Simon is very playful.
7. Mr. Katende speaks French. He also speaks Kiswahili.
8. Patra collected new books. Jerinah collected new books.
9. The food is very cold. The food is very tasty.
10. A Benz is very fast. A Benz is also very comfortable.

The use of 'either-----or-----'

When we talk about either-----or-----we are talking about choices between two possibilities or sometimes more than two.

Examples.

i). David can eat either meat or fish for lunch.

Meaning: David has a choice between meat and fish but not both.

ii) Mother can go either to South Africa or to Britain for further studies.

Meaning: Mother has a choice of Britain and South Africa but can't go to both countries.

iii). I'm not sure where he is from. He's either Spanish or Italian.

Meaning: He comes from one of the two countries.

Exercise:

Join the following sentences using '-----either-----or-----'

1. Daddy will attend the confirmation meeting. Mummy will attend the confirmation meeting.
2. The man can grow coffee. The man can grow cotton.
3. We shall drink tea for break. We shall drink juice for break.
4. He will ride a horse. He will ride a camel.
5. We saw a snake on the windowpane. We saw a snake at the door.
6. The boy made a kite. The boy made a box.
7. The baby's food is in the dish. The baby's food is on the plate.

8. The lady will walk to the office. The lady will drive to the office.
9. The farmer can clear the land. The farmer can leave the land.
10. We can read these words. We can spell these words.

The use of neither-----nor-----

It is used to show that none of the two will happen or happened. It implies a negative idea.

Examples.

1. He did not greet the visitors. He did not smile at them.

He neither greeted nor smiled at the visitors.

Meaning.

He didn't do any of the two. i.e. greeting and smiling.

N.B1: When two sentences, which have to be joined, have the same subject, the word neither comes after the subject.

e.g. Susan will not dance. Susan will not sing

Susan will neither dance nor sing.

N.B2 When joining sentences with different subjects begin with 'Neither'

e.g. Susan will not dance. Penny will not dance.

Neither Susan nor Penny will dance.

Exercise

Join the sentences using "neither-----nor-----"

1. He can't read. He can't write.
2. The girls are not proud. They are not even rich.
3. It could not fly. It could not crawl.
4. Pamela didn't greet us. Sonia didn't greet us.
5. He must not laugh. He must not smile.
6. Mr. Kabuye is not rich. He is not even famous.
7. The hunter didn't hide. The hunter didn't run away.
8. The teacher has not come. The pupil has not come.
9. She cannot fly. She cannot swim.
10. Peter did not go to school. May did not go to school.

The use of " not only-----but also-----"

Examples.

1. The teacher is hungry. The teacher is also angry.
The teacher is not only hungry, but also angry.
2. He cheated his friends. He cheated his parents.
He cheated not only his friends, but also his parents.

EXERCISE

Join the following sentences correctly using 'not only ---but also---

1. Mother serves lunch for the children. She serves lunch for Daddy.
2. Mary cares for her relatives. She cares for her neighbours.
3. He sold the land. He sold the house.
4. The thieves stole the jewels. The thieves smashed part of the interior of the shop.
5. You must pay for the goods. You must return them.
6. My father treats patients. My father operates on patients.
7. She lost her purse. She lost her handbag.
8. Mr. Mawanda teaches Maths. He teaches SST.
9. The snake is poisonous. The snake is dangerous.
10. The girl ate mangoes. The girl ate oranges.

ADJECTIVAL QUALIFIERS / ADVERBIAL MODIFIERS

An adjective is a word that adds information about a noun.

Adjectival qualifiers are used with adjectives to tell us more about nouns.

Examples of adjectival qualifiers are very, too, so, such, much, more, many, a lot, etc

The use of "-----too-----to-----"

Examples

1. He is too young to go to school.
2. It is too wet for us to play football.

In each of the above sentences the adjective after too is followed by the idea expressed or understood, that something is impossible or undesirable, i.e. by a negative idea.

If too is preceded by a negative verb, then the following is positive. He isn't too young to go to school.
i.e. (He can go to school)

Exercise

Join the sentences correctly using "-----too-----to----"

1. We are very late so we cannot catch the bus.
2. The man is very old. He cannot walk upright.
3. Trevor is so short that he cannot touch the ceiling.
4. We cannot go any further because we are tired.
5. Isabella is very shy. She cannot speak in public.
6. Jeremy is very sad. He cannot smile for you today.
7. The boys were so noisy that they couldn't listen to the teacher.
8. The tea is so hot that the baby cannot drink it.
9. The Maths test was very hard. Joshua couldn't pass it.
10. The dog didn't bark because it was very hungry.

The use of "-----so-----that-----" / "so-----a/an-----that-----"

Like enough, "-----so---that-----" can suggest a positive idea. It can also give a negative idea when followed by a negative verb.

Examples

1. The man is so rich that he can buy an aeroplane.
2. He is so rich a man that he can buy an aeroplane

Meaning: The man has enough money that can buy an aeroplane.

3. The snake is so poisonous that it can kill you.

Meaning: It means the snake can kill you because it is so poisonous.

Exercise

Join the sentences using "-----so-----that---

1. The king is very rich. He has married many wives.
2. The tea is very hot. We cannot drink it.
3. You are very slow. You cannot finish in time.
4. This book is very interesting. I want to read it again.
5. Tracy is a beautiful girl. She will win the context.
6. Martin is very careless. He keeps losing his pencils.
7. The tree is very huge. Jordan cannot climb it.
8. The meat is very fatty. The guests will not eat it.
9. The food is delicious. The baby enjoyed it.
10. The English test is quite simple. Everyone should pass it.

The use of "-----such-----that-----"

When you are using -----"such-----that----"the following idea should be used.

-----such-----+ article + adj /noun +that-----

Examples

1. Carol is so wise that she will pass the interview.

Carol is such a (art) wise (adj) lady (n) that she will pass the interviews.

2. Kiberu is very attentive. He listens to his teachers.

Kiberu is such an (art) attentive (adj) boy (n) that he listens to his teachers.

Exercise

Rewrite the following sentences correctly using-----such----that----

1. The book is very interesting. I want to read it again.
2. The accident was so fatal that it killed many people.
3. Bernard is attractive. He is admired by many of his friends.
4. Karl is so famous that everyone in the school knows him.
5. English is very easy. All of us should pass it.
6. Zzimwe was a very rich man. He could buy a chopper.
7. Mukasa is a very decent man. He shouldn't have joined politics.
8. Kony is a courageous man. He killed his father.
9. Sonia is so confident that she faces news reporters.
10. The journey was very long. We failed to go any further.

ADVERBIAL MODIFIERS

An adverb is a word that adds information about a verb, adjective or another adverb.

The use of "No sooner -----than....."

It is used to show the shortest possible time something happened. That is as soon as, shortly after, immediately, etc.

Examples:

- i) As soon as the president arrived, it started raining.
No sooner had the president arrived than it started raining.
- ii) As the teacher left the classroom, the children started shouting.
No sooner had the teacher left the classroom than the children started shouting.
- iii) Immediately he switched off the light, the thief entered the house.
No sooner had he switched off the light than the thief entered the house.

N.B: 'No sooner' comes at the beginning of a sentence.

- b) 'No sooner' is used to show what happened soonest after the other.
- c) The verb after 'No sooner had' should be in the past participle form e.g. gone, broken, seen e.t.c.

Exercise

Rewrite the following sentences using "No sooner---than-----".

1. As soon as she opened the door, she saw a snake.
2. The soldiers stood stiff as soon as they saw their commander.
3. As soon as the president arrived the national anthem was sung.
4. When the baby saw her mother, it started crying.
5. As he switched on the TV, he got a serious shock.
6. She gave me an invitation as soon as she saw me.
7. He died instantly after being gunned down.
8. Immediately he went to bed, he fell a sleep.
9. He reported them to the headmaster as soon as the headmaster came back.
10. Immediately the wheel crossed the boarder, the army ambushed them.

The use of "Scarcely-----when.." and "Hardly ---when-----"

Scarcely and hardly are used as negative adverbs.

They are also used to mean that there is almost nothing.

Examples:

- a) Scarcely had the dust settled down, when another accident took place. or
- Hardly had the dust settled down, when another accident took place.

There is scarcely any water in the pot. or

There is hardly any water in the pot.

Exercise

Rewrite the following sentences using "Scarcely/Hardly-----when-----".

1. As soon as she opened the door, she saw a snake.
2. The soldiers stood stiff as soon as they saw their commander.
3. As soon as the president arrived the national anthem was sung.
4. When the baby saw her mother, it started crying.
5. As he switched on the TV, he got a serious shock.
6. She gave me an invitation as soon as she saw me.

7. He died instantly after being gunned down.
8. Immediately he went to bed, he fell a sleep.
9. He reported them to the headmaster as soon as the headmaster came back.
10. Immediately the wheel crossed the boarder, the army ambushed them.

Exercise

Complete the sentences below in any meaningful way.

1. Hardly had the teacher left the room.....
2. Scarcely had he got the prize.....
3. There was hardly.....
4. There is scarcely.....
5. There is hardly any money.....
6. There is scarcely any sugar.....
7. There was hardly -----in the bank.
8. Hardly had we finished the exercise.
9. Hardly had the guests arrived.....
10. Scarcely had they sounded the drums.....