ENGLISH STANDARD FOUR

TOPIC 3: CONSTRUCTING SHORT SENTENCES USING VOCABULARY FROM DIFFERENT SETTINGS

Main Competence 1.0: Demonstrate mastery of basic English language skills

Specific Competence 1.1: Develop vocabulary by relating words with objects in the environment

TIE Learning Activity (c): Construct short sentences using vocabulary referring to objects found in different settings.

1. Meaning of a Sentence

A sentence is a group of words that gives a complete meaning. A sentence begins with a capital letter and ends with a full stop (.), a question mark (?) or an exclamation mark (!).

Examples: This is a house. I go to school. Where is the hospital? What a beautiful market!

2. Parts of a Simple Sentence

A simple sentence can have a subject and a verb. It may also have an object or other information.

Part	Meaning	Example
Subject	A person or thing we talk about	The boy
Verb	An action word	buys
Object	Receives the action	a book

Example: The boy buys a book. Subject: The boy. Verb: buys. Object: a book.

More examples: A nurse helps patients. The teacher writes notes. Mother cooks food. The driver drives a bus.

3. Constructing Sentences about the Home Environment

We use words about household objects to construct sentences.

Vocabulary	Sentence
Chair	The chair is brown.
Table	The table is clean.
Bed	I sleep on the bed.
Cup	My cup is blue.
Plate	The plate is on the table.
Cooking pot	Mother cooks rice in a cooking pot.
Broom	I use a broom to sweep the floor.
Bucket	The bucket contains water.

More examples: My father is in the house. We eat food at home. There are three chairs in our room.

4. Constructing Sentences about the Hospital Environment

We use words about hospital objects and people to construct sentences.

Vocabulary	Sentence
Doctor	The doctor treats patients.
Nurse	The nurse gives medicine.
Bed	The patient is on the bed.
Medicine	I take medicine when I am sick.

Vocabulary	Sentence
Thermometer	The nurse uses a thermometer.
Wheelchair	The patient sits in a wheelchair.
Stethoscope	The doctor uses a stethoscope.
Bandage	The nurse puts a bandage on the wound.

More examples: The hospital is clean. A doctor helps sick people. The nurse checks the patient.

5. Constructing Sentences about the Market Environment

We use words about market items to construct sentences.

Vocabulary	Sentence
Tomato	I buy tomatoes at the market.
Banana	She eats a banana.
Fish	The seller sells fish.
Basket	The woman carries a basket.
Weighing scale	The seller weighs rice using a weighing scale.
Money	I pay money for food.
Vegetables	Mother buys vegetables.
Bag	The customer puts rice in a bag.

More examples: The market is busy. The seller sells fresh fruits. People buy food at the market.

6. Constructing Sentences about the Bus Station Environment

We use words about objects and people found at a bus station.

Vocabulary	Sentence
Bus	The bus carries passengers.
Ticket	I buy a bus ticket.
Driver	The driver drives the bus.
Passenger	The passenger boards the bus.
Luggage	My luggage is heavy.
Bus stop	The bus stops at the bus stop.
Conductor	The conductor collects fares.
Seat	I sit on a bus seat.

More examples: The bus station is busy. Passengers wait for buses. The driver checks the bus.

7. Using Countable and Uncountable Nouns in Sentences

A. Countable nouns: Countable nouns are nouns that we can count. Examples: one chair, two books, three cups and four bananas.

• I have two books.

• There are five chairs in the room.

• She buys three tomatoes.

B. Uncountable nouns: Uncountable nouns are nouns that we do not usually count individually. Examples: water, rice, milk, sugar and flour.

• I drink water.

• Mother cooks rice.

• The shopkeeper sells sugar.

We can use *some* with plural countable nouns and uncountable nouns. Examples: I buy some bananas. She needs some water.

8. Guidelines for Constructing Good Sentences

1. Choose words related to the environment.
2. Arrange words in the correct order.
3. Begin each sentence with a capital letter.
4. Use the correct verb.
5. Make sure the sentence gives complete meaning.
6. End the sentence with the correct punctuation mark.

Incorrect	Correct
boy the eats rice	The boy eats rice.
nurse the helps patient	The nurse helps the patient.
bus drives driver the	The driver drives the bus.

9. Classroom Activities

Activity 1: Word and Sentence Construction. A teacher to display pictures of objects from the home, hospital, market and bus station. Pupils to name the objects and construct short sentences using the words.

Activity 2: Sentence Arrangement. A teacher to write jumbled words on the chalkboard. Pupils to arrange the words to make meaningful sentences. **Example:** market / goes / mother / to / the. **Correct:** Mother goes to the market.

Activity 3: Picture Description. A teacher to show pupils pictures of different environments. Pupils to construct at least three sentences about each picture.

10. Exercises

Exercise A: Construct sentences. Use each word to construct one meaningful sentence.

1. Chair
2. Doctor
3. Tomato
4. Bus
5. Nurse
6. Basket
7. Ticket
8. Water

Exercise B: Arrange the words. Arrange the words to make correct sentences.

1. buys / mother / rice
2. the / treats / doctor / patient
3. drives / bus / the / driver
4. chair / is / the / clean
5. bananas / sells / the / trader

Exercise C: Fill in the blanks. Use: **driver, medicine, basket, chair, ticket**.

1. I sit on a _____.

2. The doctor gives _____ to the patient.

3. The woman carries a _____.

4. I buy a bus _____.

5. The _____ drives the bus.

Exercise D: Write your own sentences. Write five sentences about each environment: Home, Hospital, Market and Bus station.

11. Answer Guide

Exercise B:

1. Mother buys rice.

2. The doctor treats the patient.

3. The driver drives the bus.

4. The chair is clean.

5. The trader sells bananas.

Exercise C:

1. Chair

2. Medicine

3. Basket

4. Ticket

5. Driver

Exercise A and D: Accept any grammatically correct sentences that give meaningful information.

12. Support for Slow Learners

• Provide pictures of familiar objects before asking pupils to construct sentences.

• Begin with two- or three-word sentences.

• Give pupils sentence patterns to complete, such as “I have a ____.”

• Allow pupils to practise orally before writing.

• Pair pupils who need support with pupils who can construct sentences independently.

13. Teaching and Learning Resources

• Pictures of home, hospital, market and bus station environments.

• Real objects such as cups, books, baskets and bags.

• Flashcards showing vocabulary.

• Chalkboard and chalk.

• Exercise books and pencils.

14. Assessment

A pupil should be able to:

• Identify vocabulary related to different environments.

• Construct meaningful short sentences using the vocabulary.

• Arrange jumbled words into correct sentences.

• Use capital letters and punctuation marks correctly.

• Use countable and uncountable nouns in simple sentences.