

Grade 8 English Home Language Worksheet

Language structure - sentence construction

You are going to practise writing sentences.

Your sentences will be assessed against the checklist below.

Checklist for writing sentences

Criteria for sentences	✓	✗
The learner has written correct and complete sentences.		
The learner has fulfilled the requirements of the activity, i.e. used the words given in the way indicated.		
The sentences are interesting.		
The sentences are of sufficient length, according to the instructions given.		

ACTIVITY 1

- 1) Write TEN sentences, using each of the following words.
- 2) Each word must appear once in your sentence.
- 3) Number your sentences 1-10.
- 4) Your sentences may be of any length, but must be correct and complete sentences.
- 5) Make your sentences INTERESTING.

school	computer	yellow	enthusiastic	sadly	quickly	skip
they	dig	into				

ACTIVITY 2

- 1) Write TEN sentences, using each of the following NOUNS.
- 2) Each word must appear once in your sentence.
- 3) Number your sentences 1-10.
- 4) Your sentences may be of any length, but must be correct and complete sentences.
- 5) Make your sentences INTERESTING.

scissors	tyre	hand	cliff	beach	rose
goalpost	bread	bath	street		

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ACTIVITY 3

- 1) Write TEN sentences, using each of the following ADJECTIVES.
- 2) Each word must appear once in your sentence.
- 3) Number your sentences 1-10.
- 4) Your sentences may be of any length, but must be correct and complete sentences.
- 5) Make your sentences INTERESTING.

red	embarrassed	tall	solid	rich	clean	fat	bright	fit	old
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ACTIVITY 4

- 1) Write TEN sentences, using each of the following ADVERBS.
- 2) Each word must appear once in your sentence.
- 3) Number your sentences 1-10.
- 4) Your sentences may be of any length, but must be correct and complete sentences.
- 5) Make your sentences INTERESTING.

fast	softly	energetically	round	gently	very	quite	late
	well	there					

ACTIVITY 5

- 1) Write ten SIMPLE sentences.
- 2) Each sentence must have only ONE finite verb.
- 3) Be as original and creative as you can.

ACTIVITY 6

- 1) Write ten COMPOUND sentences.
- 2) Each sentence must have two main clauses joined by a co-ordinating conjunction.

ACTIVITY 7

- 1) Write ten COMPLEX sentences.
- 2) Each sentence must have one main clause and one or more subordinate clauses.
- 3) Use the following conjunctions to begin your subordinate clause:

who	that	which					
when	after	before	until	if	though	although	

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ACTIVITY 8

- 1) Write ten COMPLEX sentences.
- 2) Each sentence must have one main clause and one or more subordinate clauses.
- 3) The main clause must come first.
- 4) Use the following conjunctions to begin your subordinate clause:

whose	that	which	when		
so that	because	who	where	even if	than

ACTIVITY 9

- 1) Write ten PERIODIC sentences.
- 2) Each sentence must have one main clause and one or more subordinate clauses.
- 3) The main clause must come at the end of the sentence.
- 4) Use the following conjunctions to begin your subordinate clause:

if	while	after	when	since	whenever
before	as	unless	although		

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Suggested Solutions

ACTIVITY 1

Each sentence must

- be a correct and complete sentence
- fulfil the requirements of the activity, i.e. use the words given in the way indicated
- be interesting
- be of sufficient length, according to the instructions given

1. My school looks beautiful in autumn when the leaves turn gold.
2. The computer has crashed again!
3. The yellow cocktail music floated out over the garden.
4. My mother is not as enthusiastic about washing my dirty socks and sweat bands as she used to be.
5. Sadly, I cannot come to your party at the weekend.
6. The learners quickly flipped through their test papers to see what questions had been asked.
7. I shall skip and skip until I am tired.
8. The clouds have been blown by the wind and they look like horses' manes.
9. Steven will dig a hole so that my father can plant a tree.
10. We shall pile into my car and drive to the mall.

You will assess the learners using the checklist given in the Appendix of Assessment Tools.

ACTIVITY 2

Note: the words given are meant to be simple. This is not a vocabulary exercise. However, ensure that each word is used as a noun, e.g. "rose" is the flower, "bath" must be a noun (a bath, the bath), hand must be a noun (a hand, the hand). Each must be a correct sentence.

Each sentence must

- be a correct and complete sentence
- fulfil the requirements of the activity, that is, use the words given in the way indicated
- be interesting
- be of sufficient length, according to the instructions given

1. Boo Radley attacked his father with a pair of scissors.
2. The tyre has burst and now we must call the AA to help us.
3. My hand is bruised after Sister Emily inserted the needle.
4. The sea throws the waves high up the cliff.

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5. The sea rolls gently on the beach, like a sleeping dog.
6. My father gave me a perfect rose from his garden.
7. The ball flew past the goalpost, out of the keeper's reach and into the back of the goal.
8. I love bread with honey and peanut butter.
9. I need a bath; I am so sweaty.
10. In the street, the children play soccer.

Ask the learners to write corrections.

You will assess the learners using the checklist in the Appendix of Assessment Tools.

ACTIVITY 3

Note: the words given are meant to be simple. This is not a vocabulary exercise. However, ensure that each word is used as an adjective, e.g. "embarrassed" must describe a noun or pronoun; it cannot be used as a verb:

Each sentence must

- be a correct and complete sentence
- fulfil the requirements of the activity, that is use the words given in the way indicated
- be interesting
- be of sufficient length, according to the instructions given

Examples:

The woman, embarrassed by her screaming child, dragged him out of the shop. (adjective)

The woman embarrassed her teenage son by giving him a kiss. (verb)

1. The morning sun is rising like a red rubber ball.
2. I was so embarrassed when I forgot my cousin's name!
3. A tall blond man sauntered out of the shop.
4. The cake looked solid and unappetizing.
5. If I were a rich man, I would give money to charity.
6. The little children don't care if they are clean or not.
7. The fat juicy sausage sizzled in the pan.
8. The sun is too bright and I need sunglasses.
9. If I ride my exercise bicycle every day, I shall be fit.
10. This beautiful old desk needs a polish.

Ask the learners to write corrections.

You will assess the learners using the checklist in the Appendix of Assessment Tools.

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ACTIVITY 4

Note: the words given are meant to be simple. This is not a vocabulary exercise. However, ensure that each word is used as an adverb, e.g. “fast” must describe a verb, adverb or adjective; it cannot be used as an adjective:

Examples:

X The fast car swerved wildly across the road. (adjective)

√ The man drove fast to take his wife to hospital. (adverb)

Each sentence must

- be a correct and complete sentence
- fulfil the requirements of the activity, that is, use the words given in the way indicated
- be interesting
- be of sufficient length, according to the instructions given

1. Do not drive so fast; you will hit something.
2. Softly, the mother stroked her child’s head.
3. My teacher always moves and talks energetically.
4. We ran round and round.
5. The sea rolls gently on the beach, like a sleeping dog.
6. I am very late and I am panicking.
7. That goal was quite spectacular.
8. If I am late, my father gets so irritable.
9. He plays soccer so well.
10. Please put my tea and toast over there.

Ask the learners to write corrections.

You will assess the learners using the checklist.

ACTIVITY 5

Learners have such difficulty in remembering to use a finite verb. The minute the teacher gives an instruction for the learners to write imaginative and interesting sentences, they start to use participles and not finite verbs.

The teacher MUST teach what a “simple sentence” is before the learners can do this task. Ensure that each sentence is, in fact, a SIMPLE sentence.

Each sentence must

- be a correct and complete sentence
- fulfil the requirements of the activity i.e. be a simple sentence

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- be interesting
- be of sufficient length, according to the instructions given

1. The patients in the treatment room all felt sleepy.
2. The sister was efficient and helpful to all the patients.
3. The young woman on the phone was making arrangements for her mother to have “permanent makeup” applied.
4. The woman from Botswana came with her husband.
5. The Portuguese people walked to Macdonald’s for take-aways.
6. The 69-year-old woman from Angola was crying for her family and friends.
7. I did not see that cheery, bright old lady today.
8. One man came four hours late for his appointment!
9. My visitor brought me a cake with cream, and lavender.
10. Tomorrow, I shall see them all again.

Ask the learners to write corrections.

You will assess the learners using the checklist.

ACTIVITY 6

Each sentence must

- be a correct and complete sentence
- fulfil the requirements of the activity, i.e. be a compound sentence
- be interesting, original and creative
- be of sufficient length, according to the instructions given

Note:

Learners use “and” relentlessly. Having taught the compound sentence, a teacher regrets having done so and immediately bans “and” from the learners’ writing! Nevertheless, learners need to know what a compound sentence is, and to use compound sentences SPARINGLY.

Insist that learners understand that “And” or “But” at the beginning of a sentence is grammatically correct but is stylistically frowned upon. If learners understand that using “And” or “But” at the beginning of a sentence is like a slap in the face or a punch in the stomach, they might use these conjunctions (at the beginning of sentences) less.

The teacher MUST teach what a “compound sentence” is before the learners can do this task.

1. My son sleeps all day and does absolutely nothing about the house.
2. Teenagers care about their appearance but seem to neglect hygiene.

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3. The family can either make hamburgers at home or go out for a meal.
4. My neighbour has invited us for a braai on the 28th but we have a prior engagement.
5. My leg is sore and I need to put it up.
6. Can you fetch me a beanbag or should I ask your brother?
7. The nights are getting longer now, and the days are getting shorter.
8. We enjoy winter, but many people suffer at this time.
9. Next week, we shall go to Grahamstown and we shall not be able to visit my father.
10. In two weeks' time, schools reopen, but we are not ready to go back!

Ask the learners to write corrections.

You will assess the learners using the checklist in the Appendix of Assessment Tools.

ACTIVITY 7

Each sentence must

- be a correct and complete sentence
- fulfil the requirements of the activity i.e. be a complex sentence
- be interesting, original and creative
- be of sufficient length, according to the instructions given

Note:

Learners need to write complex sentences. They tend to write simple and compound sentences almost exclusively. They need to think more consciously of VARIETY OF SENTENCE CONSTRUCTION.

The teacher MUST teach what a “complex sentence” is before the learners can do this task.

Ensure that each sentence is, in fact, a COMPLEX sentence.

1. If the man downstairs wants to come in, someone must go down to open the door.
2. Teenagers who are moody and rude must be told that they live with other people to whom they must show consideration.
3. The meal that the chef prepared was absolutely delicious.
4. Is this the bag which you wanted me to fetch?
5. After the family has had breakfast, everyone will go to the mall.
6. You cannot cook a meal before the last lot of washing up has been done.
7. We shall not be able to cook until the electricity comes back on.
8. When the cold comes down at night, we shut the blinds and the curtains.
9. Though I am not feeling well, I shall help you with the ironing.
10. Although it is his birthday tomorrow, my son must still go to his extra Maths lessons in the morning.

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Ask the learners to write corrections.

You will assess the learners using the checklist.

ACTIVITY 8

Note:

Some conjunctions are made up of two words (so that, even if).

Learners need to write complex sentences. They tend to write simple and compound sentences almost exclusively. They need to think more consciously of VARIETY OF SENTENCE CONSTRUCTION.

The teacher MUST teach what a “complex sentence” is before the learners can do this task.

Each must be a correct COMPLEX sentence, with the main clause first and the subordinate clause second (i.e. a loose sentence).

Each sentence must

- be a correct and complete sentence
- fulfil the requirements of the activity, i.e. be a complex loose sentence
- be interesting
- be of sufficient length, according to the instructions given

1. Here comes the child whose mother wants to see the principal.
2. Please bring me the cake that I baked this afternoon.
3. My handkerchiefs have lost the pattern which Granny sewed onto them.
4. The cats will be fed when we get home tonight.
5. The father will work hard so that his children can go to a good school.
6. The old lady is irritable, because the people across the road make too much noise.
7. Can you call the department who clean the streets?
8. I cannot see where you have put the toothpaste.
9. I still expect my son to help me in the kitchen even if he has homework to do.
10. This Maths is even harder than I had expected.

Ask the learners to write corrections.

You will assess the learners using the checklist.

ACTIVITY 9

Each sentence must

- be a correct and complete sentence

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- fulfil the requirements of the activity, i.e. be a periodic sentence
- be interesting, original and creative
- be of sufficient length, according to the instructions given

Note:

Some conjunctions are made up of two words (so that, even if)

Learners need to write complex sentences. They tend to write simple and compound sentences almost exclusively. They need to think more consciously of VARIETY OF SENTENCE CONSTRUCTION.

The teacher MUST teach what a “complex sentence” is before the learners can do this task.

Each must be a correct COMPLEX sentence, with the main clause second and the subordinate clause first (i.e. a periodic sentence).

1. If you want to do well, you must revise your work every day.
2. While you are revising, you need to make notes.
3. After you have done your homework, go over the work from class that day.
4. When you feel tired, go for a brisk walk.
5. Since the time we quarreled, I have not seen my brother.
6. Whenever my father has gout, he sees the doctor.
7. Before the postman could put the letters in the box, the door opened abruptly.
8. As you have studied hard all term, you will be allowed to rest during the holidays.
9. Unless the parents see an improvement in that child’s marks, they will confiscate his cell phone.
10. Although Johnny has worked hard this term, he has not achieved the required standard.

Ask the learners to write corrections.

You will assess the learners using the checklist.

Checklist for writing sentences

Criteria for sentences	✓	✗
The learner has written correct and complete sentences.		
The learner has fulfilled the requirements of the activity, i.e. used the words given in the way indicated.		
The sentences are interesting.		
The sentences are of sufficient length, according to the instructions given.		