

# Going ahead with grammar

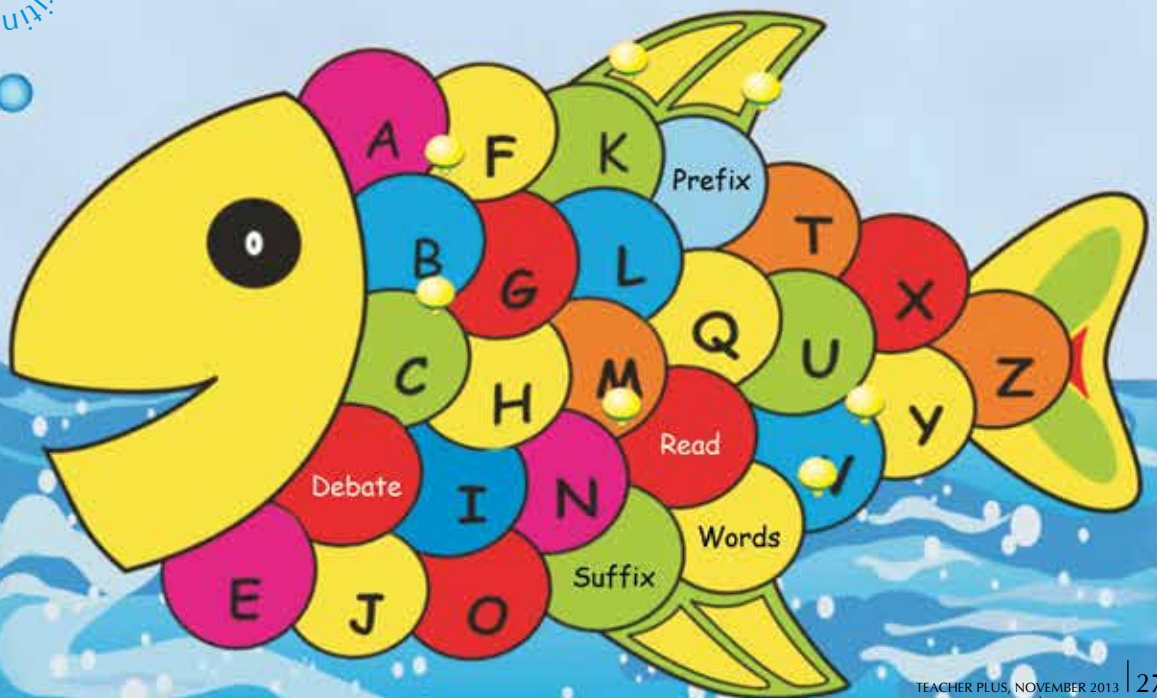
Comprehension

Sensory words

Descriptive phrase

Word meanings

Creative writing



# Comprehension

## Activity 1: Read this passage and answer the questions below:

### The last journey

Old Jack was on his last journey and he knew it. A racking cough shook his withered frame that shivered under his tattered scanty clothes. Furrows of pain dug themselves into his wrinkled face. He knew he should not have left his miserable lodgings but he had no more money left to pay the nagging landlord.

Another few kilometres to the next village and a friendly house, food and a fire. What would he not give for the warmth of a cosy fire! It was bitterly cold. Jack had never before felt so exhausted and famished. He was forced to rest at the summit of the hill. He could not have picked a more unsuitable place. There was neither rock nor hedge to shelter him, and the biting wind, like red-hot needles, pierced his poorly-clad body.

His gnarled fingers tightened their grip on the blackthorn stick. With despairing eyes he searched the wild and rugged countryside for the friendly shelter of a house. Nothing met his gaze save bare ghost-like trees, bleak hill-tops and the cold greyness of frost-covered fields.

He groaned painfully and with a last great effort he summoned all his courage and staggered forward. He had hardly moved a step when his strength failed him and he collapsed in a heap on the roadside.

### Questions:

1. What tells us that Jack was on his last journey?

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2. Why was he plodding along on such a cold day?

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3. What do you think his profession might be, going by the description? Quote evidence.

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4. Pick out the one simile in this passage.

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5. Nothing met his gaze save bare ghost-like trees. Change the word 'save' in this sentence to another word without changing the meaning.

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6. Is there a happy or sad mood in the passage? Pick out five words to support your answer.

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7. Read the underlined words and choose five to match the meanings given below. Write the word next to the meaning.
- exposed and barren
  - finding fault incessantly
  - twisted and knotted
  - calling up
  - highest peak

## Activity 2: Understanding word meaning from contexts

Answer yes or no to each question

1. Jaanvi was whimpering when she arrived home. *She was laughing.* Yes or No?
2. The detective unravelled the mystery. *He solved the mystery.* Yes or No?
3. The author's autobiography was thorough. *It was a detailed account.* Yes or No?
4. Rahul decided not to deceive his parents. *He decided to be truthful.* Yes or No?
5. My mother allowed my slumber to continue until noon. *She let me sleep until noon.* Yes or No?

## Creative writing

### I. Describing using sensory words

Sensory words are words that describe how something *feels*, how something *looks*, how something *sounds*, how something *smells*, or how something *tastes*.

*Example: The tang of the rhubarb made my tongue tingle. Taste (tang) and feel (tingle)*

Write a sentence that uses one of the five senses to describe each of the following. Also write which of the senses you used.

1. Pizza
2. Beach
3. Embarrassment
4. Snake
5. Tennis shoes

## II. Creating mood and Imagery

Consider the choice of words and how that creates moods in a story.

### THE HOUSE OF THE WINDS

#### DESCRIPTION A

The large house stood on the edge of the massive cliff. The walls of the house were made of solid stone. This kept the house cool in summer and warm in winter, so the house was always comfortable. The sun shone on its clear-paned windows, which opened invitingly. Below, the sea a cool blue, and the seagulls moved gracefully over the white waves.

#### DESCRIPTION B

The ancient house stood on the edge of the lonely cliff. The walls of the house were made of thick stone. In winter, the freezing winds made the stone cold, and the walls became damp. The window panes were old, and rattled painfully when the wind blew. Below, the sea crashed on the large boulders with angry might, and the seagulls screeched endlessly over the rough waves.

1. Pretend that passages A and B are the opening passages of stories. Write a brief outline of the story you would write for each.

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2. In the columns given below, under each feature, write the descriptions given in Description A or Description B. Then mark the mood. **'H'** for happy/positive; **'N'** for neutral; and **'S'** for sad/negative mood. Finally, evaluate how the words make a difference to the mood. Reflect on how the choice of your words will affect the mood of your writing. One feature has been completed as an example for you.

Descriptive phrase	Mood
Ancient house, lonely cliff	S

### III. Debate Writing

As we approach the 2014 elections, India needs to elect a Prime Minister who is representative of our aspirations and our needs. You will need to research online, in newspapers, magazines and on TV channels to decide your view. Remember, debates are civilized intellectual warfare. Thus, you must be very sure whether you take the position of 'for' or 'against' the topic.

Remember to use phrases from the following list:

1. When you want to state an opinion:
  - Don't you agree that....
  - Wouldn't you say that...
  - In my opinion...
  - The point is....
  - I believe that...
  - It seems to me that...
  
2. When you want to persuade someone:
  - If I were you I would ...
  - Don't you agree that....
  - Consider for a moment...
  - You must admit that...
  
3. When you want someone to repeat, explain, clarify or answer probing questions:
  - Could you give me an example to show what you mean?
  - Tell me why..
  - I don't see how..
  - Correct me if I'm wrong but did you mean...

Topic – Narendra Modi is the right choice for India.

Write this debate, keeping in mind the following expectations or rubrics:

Characteristics	Marks
Stating your position	1
Using the language of debate (given above)	2
Logical reasoning for your stance	2
Use of three or more researched facts	4
Structure of debate	3
Grammar, punctuation, and spelling	3

## Vocabulary

### Task 1: One word – many meanings

Make sentences with these words to express their meanings.

**Crane** your neck, the bird crane, a crane that moves building materials

**Bound** his tail, bound like a dog after something, bound to someone for life

**Tail** someone, tail of an animal, tail lights, tail end

**Ruffle** someone, ruffles on a coat, ruffle someone's hair, to ruffle the pages of a book

Use these words to show multiple meanings: coat, stone, glass, plant.

### Task 2: Generating words using prefixes or suffixes

E.g. – Use '-ity' as a suffix after using a noun.

Ans: Brevity, levity, gravity, sanctity, fraternity, maternity, velocity, antiquity, ambiguity, profanity, insanity, calamity, indemnity and more.

Task – Create as many words as you can using the following prefixes and suffixes. Aim at creating some complex, interesting words:

- a) The prefix 'dis' (e.g. – disbelief)
- b) The suffix 'tion' (e.g. – celebration)
- c) The prefix 'un' (e.g. – unintelligent)
- d) The suffix 'ic' (e.g. – epidemic)

## Poetry Appreciation

### The Colour Collector

Roger McGough

A stranger called this morning  
Dressed all in black and grey  
Put every colour into a bag  
And carried them away

The goldness of cornflakes  
The ivory of milk  
The silverness of soup spoons  
The see-throughness of silk

The greenness of tennis-courts  
When play had just begun  
The orangeness of oranges  
Glowing in the sun

The blueness of a dolphin  
Nosing through the sea  
The redness of the robin  
Breasting in the tree.

The creaminess of polar bears  
Sliding on the floes  
The little piggy pinkness  
Of tiny tickly toes

The sky that smiled a rainbow  
Now wears a leaden frown  
Who's sobbing in his caravan?  
Wizzo the monochrome clown.

A stranger called this morning  
He didn't leave his name  
We live now in the shadows  
Life will never be the same.

## Questions



1. What did the stranger take away? In one word describe the world he left behind.

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2. In your opinion, of all that he took away, which is the biggest loss?

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3. Is this a beautiful or a sad poem or both? Explain your answer.

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4. Pick out one alliteration, one personification and one onomatopoeia from this poem.

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5. How did the stranger affect Wizzo the clown?

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6. By writing this poem what does the poet want us to think about?

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## Leisure

W H Davies

What is this life if full of care,  
We have no time to stand and stare.

No time to stand beneath the boughs  
And stare as long as sheep or cows.

No time to see, when woods we pass,  
Where squirrels hide their nuts in grass.

No time to see, in broad daylight,  
Streams full of stars, like skies at night.

No time to turn, at Beauty's glance,  
And watch her feet, how they can dance.

No time to wait till her mouth can  
Enrich that smile her eyes began.

A poor life this is if, full of care,  
We have no time to stand and stare.

### Appreciation Questions

1. Who is best addressed by this poem in the 21<sup>st</sup> century?

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2. Is 'standing and staring' a good thing? Would you recommend it? Can it be misused?

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3. The poem is rich in alliteration and similes. State how this is true. (Remember a simile is a comparison between two dissimilar things and alliteration is when the first sound of consecutive words is repeated.)

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