

# Grammar and Composition for standard X: textual activities made easy with adequate explanations

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## The Best Investment I Ever Made

- **(Activity 5, textbook page 92)** Mr. John meets Dr. AJ Cronin for the second time quite unexpectedly. He writes a diary about this meeting sharing his feelings of excitements, embarrassments etc. Prepare a likely diary entry.

Saturday, 10 March 2018  
11:00pm.

How can I ever forget this day! Today I met the man who gave me this life 25 years back. God brought us together on the same ship. At the very first glance I recognized him. But my excitement or embarrassment, I don't know exactly what, prevented me from approaching him. My wife encouraged me to meet and talk to him. When I told Dr. AJ Cronin about my charity work, he showed interest to talk; but he couldn't still recognize me. Then I said in his ears about the foolish and cowardice attempt of suicide that I committed 25 years ago, he could distinguish me. What a play of fate! For 7 pounds 10 shillings I tried to take my life; like an angel this man came, saved and gave me that paltry sum which made me a new man. Now putting an end to my 25 years' search, God brought him in front of me again. This is the happiest day in my life!

- **(Activity 2, textbook page 94)**

## Open and Closed word classes

In English grammar, the parts of speech or word classes are further classified as *Open Word Classes* and *Closed Word Classes*. Open word classes include Nouns,

Verbs, Adjectives and Adverbs. Closed word classes are Determiners, Pronouns, Prepositions and Conjunctions. *The determiners broadly include the articles (**the, a/an**), the demonstratives (**this, that, these, those** etc.), the possessives (**my, your, their, etc.**) and the quantifiers such as **many, all, two, few/a few, little/a little, some, a lot of** etc.*

The closed category is so called because it does not easily accept or add new words to this class. Whereas, the open category is always open to accept and add new words to this class.

- Fill in the following tables with examples of closed and open class words from paragraph 14 of the story.

<b>Closed word classes</b>			
<b>Determiners</b> <i>(Articles/demonstratives/possessives/quantifiers)</i>	<b>Pronouns</b>	<b>Prepositions</b>	<b>conjunctions</b>
<i>A, the, this, seven, ten</i>	<i>He, his</i>	<i>Of, in, for</i>	<i>when</i>

<b>Open word classes</b>			
<b>Nouns</b>	<b>Verbs</b>	<b>Adjectives</b>	<b>Adverbs</b>
<i>Bar, silence, attic, confession, sergeant, pounds, shillings, answer, sum, life.</i>	<i>Throbbled, concluded, asked, had stolen, sounded, had thrown.</i>	<i>Long, little, halting, pitiful, paltry.</i>	<i>Gruffly, almost, away.</i>

**(Activity 3, textbook page 95)**

- **Creating noun forms by adding suffixes.**

Diffident (adjective)	Suffix – ce	Diffidence (noun)
Awkward (adjective)	Suffix – ness	Awkwardness (noun)

Organise (verb)	Suffix - tion	Organisation (noun)
Invest (verb)	Suffix – ment	Investment (noun)

## Suffixes

A suffix is a letter or group of letters added at the end of a word to make a new word. Such a new word is most often a different class word derived from the original word. In the table below the suffixes *-ful* transforms a verb to an adjective and *-ment* a verb to a noun.

Base Word (verb)	Suffix	New word (noun)
Forget	ful	Forgetful
Punish	ment	Punishment

- **Spelling changes:**

When some suffixes are added, the spelling of the base word can be changed as:

<b>Base words</b>	<b>Suffixes</b>	<b>New words with spelling changes</b>
Complicate, create	-tion	Complication, creation (final 'e' omitted)
Beauty, duty	-ful	Beautiful, dutiful ('y' changed to 'i')
Heavy, ready	-ness	Heaviness, readiness ('y' changed to 'i')
Able, possible	-ity	Ability, possibility ('le' changed to 'il')
Permit, omit	-ion	Permission, omission ('t' changed to 'ss')

- In addition to the suffixes given in the textbook (page 95,96), here are a few more common suffixed examples.

Noun Suffixes		
<b>Base word</b>	<b>Suffix</b>	<b>Nouns</b>
Post, carry	-age	Postage, carriage
Arrive, bury	-al	Arrival, burial
Rely, insist, diffident	-ance, -ence, -ce	Reliance, insistence, diffidence

Free, king	-dom	Freedom, kingdom
Employ, pay	-ee	Employee, payee
wander, voyage, direct	-er, -or, -r	wanderer, voyager, director
Brother, neighbour	-hood	Brotherhood, neighbourhood
Capital, social	-ism	Capitalism, socialism
Capital, social	-ist	Capitalist, socialist
Cruel, equal	-ity, ty	Cruelty, equality
invest, disappoint, settle	-ment	investment, disappointment, settlement
Happy, dark, awkward	-ness	Happiness, darkness, awkwardness
Enter, minister	-ry	Entry, ministry
Friend, scholar	-ship	Friendship, scholarship
confess, resuscitate, situate, contribute, frustrate, prosecute, complex	-ion, -tion, - -ion, -xion	Confession, resuscitation, situation, contribution, frustration, prosecution, complexion

### Adjective Suffixes

<b>Base words</b>	<b>Suffixes</b>	<b>Adjectives</b>
charity, profit, consider, flex	-able, ible	Charitable, profitable, considerable, flexible
Person, post	-al	personal, postal
Gold	-en	Golden
China	-ese	Chinese
Use, pity	-ful	Useful, pitiful
Yemen, Pakistan	-i	Yemeni, Pakistani
Islam, poet	-ic	Islamic, poetic
Child, fool	-ish	Childish, foolish
Act, convulsion	-ive	Active, convulsive
Canada	-ian	Canadian
life, friend, rim, use	-less	lifeless, friendless, rimless, useless
Month, year, world	-ly	Monthly, yearly, worldly
Fame, disaster	-ous	Famous, disastrous
worth, healthy, fog	-y	Worthy, healthy, foggy

Verb Suffixes		
<b>Base word</b>	<b>Suffix</b>	<b>Verbs</b>
Complication	-ate	Complicate
Short, awake	-en	Shorten, awaken
Beauty, clear, terror	-ify	Beautify, clarify, terrify
Summary	-ize, -ise	Summarize

- **Activity 1, textbook page 97**

## **Introduce yourself in English**

You have to interact with others in two kinds of situations – formal and informal. Formal interactions need a certain way of expressing politeness, manners and customs.

Formal situations of interactions can be:

1. Meeting with a government official.
2. Talking to your boss at work.
3. Talking to someone older than you.
4. Meeting someone very famous or that you admire.

The commonest ways of introducing yourself in a formal situation are

- ***My name is (name). How do you do?***
- ***Hello. I am (name).***
- ***Hello. My name is (name)***
- ***Good morning/afternoon/evening, my name is (name)***
- Normally, when we introduce ourselves, the other persons will respond with their name. If they don't give their name, we have to ask them. Here are some ways of asking others for their names in a formal situation.
  - ***May I have your name?***
  - ***What is your name?***
  - ***You are...?***
  - ***I did not catch your name.***
- In informal interactions, you can introduce yourself in many ways and ask others for their names as follows:

- *Hi, my name is ...(name). What's yours?*
- *Hey, I'm...(name). Yours?*
- *What's up. My name is ...(name). And you?*

Now, complete the following table with formal and informal expressions wherever necessary.

<b>Language function</b>	<b>Formal</b>	<b>Informal</b>
Making a request	I would like to have a word with you.	Can I have a word with you? I want to talk to you.
Offering help	Would you like me to do it for you? Shall I do it for you?	Can I do it for you? I'll do it for you. I'll help you.
Giving advice	You had better consult a doctor.	You can consult a doctor.
Asking for permission	May I have your pen, please? Would you mind if I borrowed your pen, please?	Can I have your pen?
Asking for direction	Would you tell me where the railway station is?	How can I reach the railway station?
Giving options	What would you prefer, tea or juice?	What do you want, tea or juice?
Agreeing	I would like to agree with you.	I agree with you.
Disagreeing	I am afraid, I disagree. I beg to differ.	I can't agree with you.

- **Note:** *More formal but complicated ways of requests can be expressed as: I wonder if you could tell me/explain/provide information on ...*
- I wonder if you could help me ...
- I wonder if I might introduce myself... etc.
- **Would you mind+ verb+-ing** is a little confusing type of polite request. There will be a tendency of giving a positive answer to this sort of requests. If a positive answer is given, it will be a refusal of the request.  
**Would you mind helping me? –Never. I can help you.**

**Would you mind dropping me at home? – Yes.** (It means dropping is a trouble and can't). We can refuse politely by saying: Sorry, I am afraid I can't. I am a little busy.

➤ (Activity 2, textbook page 98)

## Conditional Sentences

*Discussion:* Conditionals or Conditional sentences have two parts: **Conditional clause/ –if clause** and **main clause/result clause**.

<b><i>If clause or Conditional clause</i></b>	<b><i>Main clause or result clause</i></b>
If we follow the inscription,	we will find happiness.
If you took the bear bubs,	the she-bear would attack you.
If you had come with me,	you would have gained much experience.

A conditional sentence often refers to a condition – something which must happen first, so that something else will happen. The commonest conditional sentence patterns are *the First conditionals*, *the Second conditionals* and *the Third conditionals*.

➤ The **First Conditional sentences** are used to talk about possible situations if the conditions are fulfilled –i.e. If one thing happens, the other thing will possibly happen. A simple present tense verb is used in the –if clause and a simple future (will + base verb) is used in the main clause.

<b><i>If clause or Conditional clause (simple present verb)</i></b>	<b><i>Main clause or result clause (will + base form verb)</i></b>
If you <i>invite</i> me,	I <i>will come</i> .
If she <i>comes</i> ,	we <i>will accept</i> her.

➤ The **Second Conditional sentences** are used to talk about unreal, imaginary or improbable situations. A *past tense* verb (even though the meaning is present or future) in the *if-clause* and *would + base verb* in the main clause are used.

<b><i>If clause or Conditional clause (simple past verb)</i></b>	<b><i>Main clause or result clause (would + base form verb)</i></b>
If you <i>had</i> enough money,	you <i>wouldn't be</i> in trouble.
If <i>they tried</i> ,	they <i>would succeed</i> .
If I <i>knew</i> your number	I <i>would call</i> you.

**Note:** The subjunctive use of **were** in place of **was** is common in this kind of construction, irrespective of the subject's number - singular or plural.

*If I **were** rich, I **would spend** all my time travelling.*

- The **Third conditionals sentences** are used to talk about past situations that did not happen, the time is over and they are impossible to happen now. A past perfect tense verb in the –if clause and *would + have + past participle verb form* in the main clause are used.

<b><i>If clause or Conditional clause (past perfect tense verb)</i></b>	<b><i>Main clause or result clause (would + have + pp)</i></b>
If you <i>had informed</i> me,	I <i>would have brought</i> it for you.
If he <i>had known</i> about it,	he <i>would have gone</i> there.
If you <i>had studied</i> well,	you <i>would have passed</i> .

- (Activity 3, textbook page 98)

## No sooner...than Hardly...when/before Scarcely...when/before

**Discussion:** These expressions are used to say that one thing happened immediately after another one. The first event is expressed using '**no sooner/hardly/scarcely**' and the second event follows the connectors '**than/when or before**'. The past perfect or simple past tense can be used along with these expressions.

*I **had no sooner reached** the station **than** the train left.*

*I **no sooner reached** the station **than** the train left.*

*I **had no sooner heard** the sound **than** we rushed to the spot.*

*She **had no sooner finished** the project **than** she started a new one.*



*I had hardly/scarcely reached the station **when** the train left.  
She had hardly/scarcely finished the project **before** she started a new one.*

- **Note: If any of these expressions are used to start a sentence, the inverted word-order (auxiliary + subject + verb) should be used in the first part.**

*No sooner had she finished the project **than** she started a new one.  
Hardly/scarcely had I reached the station **when** the train left.  
No sooner did I reach the station **than** the train left.*

- **As soon as** is used in a similar meaning and situation but with a different structure. Most often **as soon as** is followed by a noun /pronoun or an adjective.

*As soon I reached the station, the train left.  
As soon she finished the project, she started a new one.  
As soon we heard the sound, we rushed to the spot.*

- **As soon as** is a time conjunction and just like any other time conjunctions, a simple present verb after it can be possible with a future meaning.

*I will call you as soon as I reach there. – Correct.  
(I will call you as soon as I will reach there.- Incorrect.)*

- (Activity 4 , textbook page 99)

## Prepositional Phrases

The commonest prepositions used in day-to-day English are **about, after, at, before, behind, by, during, for, from, in, of, over, past, to, under, up,** and **with**. A **prepositional phrase** includes a preposition, its object, and any modifiers of the object. The preposition’s object is the noun or pronoun that follows the preposition.

<b>Prepositional Phrases</b>	
<i><b>Preposition</b></i>	<i><b>Object of preposition(Noun or pronoun with or without adjectives)</b></i>
On	a <b>journey</b> .
On	the <b>stone</b> .

Into	the thick dark <b>forest</b> .
With	an adventurous <b>spirit</b> .
Up	the <b>hill</b> .

Prepositional phrases can function as either adjective phrases or adverb phrases to modify other words in a sentence.

- Identify the prepositional phrases and their functions in the following sentences.

<i>Example Sentences</i>	<i>preposition</i>	<i>Prepositional phrase</i>	<i>function</i>
I am going into the forest.	Into	Into the forest	Adverbial of place
How will we swim across the river?	Across	Across the river	Adverbial of direction
Who says you can go around the world in eighty days?	Around, in	Around the world, in eighty days	Adverbial of direction, duration
Come into the garden with me.	Into, with	Into the garden, with me	Adverbial of place, manner
She wanted to go to the movies.	To	To the movies.	Adverbial of place.
The girl from the nearby city left the purse in the lab.	From, in	From the nearby city, in the lab	(from the nearby city) Adjectival, modifying the girl, (in the lab) adverbial of place.
The stories in the book were translated by my friend.	In, by	In the book, by my friend	(in the book) adjectival, modifying the stories. (by my friend) adverbial
She was looking for a man with money.	with	with money	Adjectival, modifying man.

## The Danger of a Single Story

The Danger of a Single Story is a speech by Chimamanda Ngozi Adichie, a young and highly popular Nigerian writer. The speech was presented at an official TED conference in July 2009.

"Our lives, our cultures, are composed of many overlapping stories. Novelist Chimamanda Adichie tells the story of how she found her authentic cultural voice — and warns that if we hear only a single story about another person or country, we risk a critical misunderstanding". (Recorded at TEDGlobal, July 2009, Oxford, UK.)

The video file of the speech is available here: (**Ctrl + Click to follow link**)

[https://www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story](https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story)