

English Language: Week beginning 4th May 2020

These tasks will help you to improve your vocabulary choices, which helps to make your writing more engaging to a reader and it will help you to understand why writer's make particular word choices.

If you need any help, email office@grangepark.kent.sch.uk and then your email will be forwarded on to me and I can help you.

Mrs Dixon

LO: To be able to identify adjectives and explain the effect on the reader.

Starter:

Complete the table below with the correct word class: noun, adjective, adverb or verb.

Word Class	Definition
	Describes what a person/thing does or indicates an action.
	Part of a speech that names a person, place, thing or idea.
	Word that describes the verb.
	Word that describes the noun.

2:

Write down examples for each word class:

Noun:

Adjective:

Verb:

Adverb:

Adjectives in Context

Extract from 'The Brazilian Cat' by Sir Arthur Conan Doyle, published 1898

In this extract, Marshall King has been locked in an enclosure during the night with a dangerous puma (large wild cat) by his cousin, Everard, who wants him dead. He has managed to seek refuge on top of a cage.

Several times those greenish eyes gleamed at me through the darkness, but never in a fixed stare, and my hopes grew stronger that my presence had been forgotten or ignored. At last the least faint glimmer of light came through the windows - I first dimly saw them as two grey squares upon the black wall, then grey turned to white, and I could see my terrible companion once more. And he, alas, could see me!

It was evident to me at once that he was in a much more dangerous and aggressive mood than when I had seen him last. The cold of the morning had irritated him, and he was hungry as well. With a continual growl he paced swiftly up and down the side of the room which was farthest from my **refuge**, his whiskers bristling angrily, and his tail switching and lashing. As he turned at the corners his savage eyes always looked upwards at me with a dreadful menace. I knew then that he meant to kill me.

Yet I found myself even at that moment admiring the **sinuous** grace of the devilish thing, its long, **undulating**, rippling movements, the gloss of its beautiful flanks, the vivid, **palpitating** scarlet of the glistening tongue which hung from the jet black muzzle. And all the time that deep, threatening growl was rising and rising in an unbroken crescendo. I knew that the crisis was at hand.

Vocabulary:

refuge place of safety

sinuous having many curves or bends

undulating wavy

palpitating beating rapidly

Task 1: The Text

1. Read the text and answer the questions.
 - a. What time of day is it, according to the second paragraph?
 - b. How has the arrival of morning affected the puma?
 - c. Where in the room does the puma pace up and down?
 - d. What does the narrator believe the puma intends to do?
 - e. What noise does the puma make?
 - f. Circle the word that is the correct meaning of the word 'grace' in this context.

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Task 2: Writer's techniques

- a) What does the adjective 'savage' in the phrase 'savage eyes' imply about the puma?
- b) Why does the writer use the comparative adjectives 'more dangerous and aggressive' to describe the puma's mood that morning?
- c) The writer uses the adjectives 'continual' and 'deep, threatening' to describe the puma's growling. How do each of these adjectives help to convey the sound of the puma?
- d) i) **Rewrite** the following sentence: remove the adjectives:

'the vivid, palpitating scarlet of the glistening tongue which hung from the jet-black muzzle'

- ii) What is the effect of the sentence without the adjectives?

Extension task:

- Write a description of an exotic animal you have seen at a zoo, on holiday or in the media
- it could be a favourite exotic animal.
- Think carefully about the adjectives you use.
- You could use some of the adjectives you have learned from this text.