

**Subhash Colony
Lane No.9
Thrissur.
10 March 2018**

**The editor,
Indian Express Daily,
Thrissur.**

Dear Sir,

I am a tenth standard student and resident of the Subhash Colony in Thrissur town. I would like to bring to your kind attention the evil of child labour that still continues in our society despite there are many laws in our country to prevent and eradicate it.

Today's children are tomorrow's citizens and they must not be deprived of their rights. Some illiterate and poor parents send their children to earn instead of sending them to learn. In factories and fields children are exploited both physically and mentally. In fact, in work-places child-labourers are treated cruelly and paid meagerly.

I request you to prepare a write-up and publish it in your newspaper in order to bring this issue into light and create a social awareness against it.

Thanking you in advance,

Yours faithfully,

**Sd/
Sudheesh K**

➤ (Activity 2, textbook page 21)

Prepare a list of phrasal verbs with 'put' and use them in sentences of your own.

<i>Phrasal Verb</i>	<i>Meaning</i>	<i>Example sentence</i>
Put across	Communicate / Convey an idea	I was trying to put across my ideas, but nobody was listening.
Put down	Suppress	Finally the police managed to put down the communal revolt.
Put back	Return / put something where it was previously	Please put back the laptop in the shelf after your use.
Put off	Postpone	Due to heavy rain, the tournament committee has decided to put off today's match.
Put forward/ Put forth	Suggest / propose	Our government has put forward many waste management plans.
Put up with	Tolerate	I cannot put up with smoking in public places.
Put up	Construct / build	Police have put up barricades across the road to prevent protesters.
Put out (news, magazine etc.)	Publish	Our school literary club puts out a monthly magazine in English.
Put out (fire)	Extinguish	The firemen put out the blaze and saved people from the burning house.
Put on	Wear	Vanka put on his hat and ran out into the street.

➤ (Activity 2, textbook page 23)

Kinds of Sentences

There are mainly four kinds of sentences in English:

1. **Declarative or Assertive sentences.** They make always statements, begin with a capital letter and end with a full-stop.

E.g. Vanka is a nine year old boy. Vanka knelt on the floor at the bench.

I am writing a letter to you.

2. **Imperative sentences.** They are used to make commands or requests and begin with a capital letter and end with a full-stop.

Go and bring vodka. Observe him. Please, answer me. Please come and save me.

3. **Interrogative sentences.** They are used to ask questions, begin with a capital letter and end with question mark.

What are you hiding? How are we going to swim across it? Do you come to take me?

4. **Exclamatory sentences.** They are used to express surprises or sudden emotions. They begin with a capital letter and end with an exclamation mark.

Oh, what happy times those had been! What a wonderful sight! How beautifully she sings!

(Discussion: Out of four kinds, two kinds of sentences end with a full-stop. One is statement, also known as declarative or assertive and the other one is imperative. The sentences ending with a question mark are interrogative sentences. The fourth kind is exclamatory sentences and they end with an exclamation mark.)

➤ **(Activity 3, Page 24)**

Contracted forms

- Contracted forms are used in written and spoken English usually in informal occasions.
- Auxiliary verbs are contracted.
- In written English, contractions are marked by an apostrophe mark.

Forms of Be

Positive / Affirmative		Negative	
<i>Long form</i>	<i>Contracted form</i>	<i>Long form</i>	<i>Contracted form</i>
I am	I'm	I am not	I'm not
He is	He's	He is not	He isn't
You are	You're	You are not	You aren't
		She was not	She wasn't
		They were not	They weren't

Forms of Do

Positive / Affirmative		Negative	
<i>Long form</i>	<i>Contracted form</i>	<i>Long form</i>	<i>Contracted form</i>
		I do not	I don't
		He does not	He doesn't
		He did not	He didn't

Forms of Have

Positive / Affirmative		Negative	
<i>Long form</i>	<i>Contracted form</i>	<i>Long form</i>	<i>Contracted form</i>
I have	I've	I have not	I haven't
He has	He's	He has not	He hasn't
I had	I'd	I had not	I hadn't

Modal auxiliaries

Positive / Affirmative		Negative	
<i>Long form</i>	<i>Contracted form</i>	<i>Long form</i>	<i>Contracted form</i>
I will	I'll	I will not	I won't
He would	He'd	He would not	He wouldn't
		I shall not	I shan't

	I should not	I shouldn't
	I can not	I can't
	I could not	I couldn't
	I may not	I mayn't
	I might not	I mightn't
	I dare not	I daren't
	I must not	I mustn't
	Need not	Needn't
	Ought not	Oughtn't
	Used not	Usedn't

Now, write the short forms of the words given in brackets.

➤ (Textbook page 25)

1. You *shouldn't* talk so much. (Should not)
2. *They've* written the text. (They have)
3. *Let's* go for a movie. (Let us)
4. I *couldn't* find my pen. (Could not)
5. *Who's* this girl singing the song? (Who is)

➤ (Activity 4, textbook page 25)

Negative and Positive/affirmative sentences

Normally, affirmative or positive sentences are transformed to negative sentences by adding **not** or its contracted form **n't** to the auxiliary verbs. If there is no auxiliary verb in the sentence, an appropriate form of **Do** (do, does, did) is used to get **not** or **n't** added.

Words like *never, nothing, none, nobody, nowhere, little, few, seldom, rarely, scarcely, hardly, barely* etc. can make sentences negative.

Affirmative / Positive	Negative
I am writing a letter to you.	I am not writing a letter to you.
The boys are playing on the ground.	The boys are not playing on the ground.
The students have completed their work.	The students have not completed their work.
I visited my sister yesterday.	I did not visit my sister yesterday.
Amar wants to become a pilot.	Amar doesn't want to become a pilot.
Some people drive recklessly.	Some people don't drive recklessly.
Raghu is reading a novel.	Raghu is not reading a novel.
The woman carried a basket.	The woman didn't carry a basket.
The problem was very difficult.	The problem was not very difficult.
The boy works hard.	The boy doesn't work hard.
It rains heavily.	It does not rain heavily.
Most of the students read textbook at home.	Most of the students do not read textbook at home.
I always get tea or cabbage soup.	I never get tea or cabbage soup.
There is something for me to eat.	There is nothing for me to eat.

Note: All the above sentences change their meaning when transformed from positive to negative. Sometimes, we have to transform sentences from affirmative to negative without changing their meaning. The easiest way to do this exercise is to use words/phrases having the opposite meaning of the words/phrases in the given sentences.

➤ **Transform the following sentences without changing the meaning.**

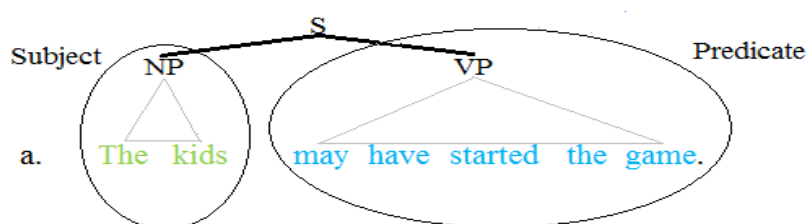
Affirmative / Positive	Negative
Moscow is a big town.	Moscow is not a small town.
The problem is difficult.	The problem is not easy.
Anu writes very fast.	Anu does not write very slowly.
The water was polluted.	The water was not pure.
Alyakhin was a cruel person.	Alyakhin was not a kind person.

The dog Eel was always respectful.	The dog Eel was never disrespectful.
It was a dark night.	It was not a moonlit night.
I have a miserable life worse than a dog's.	I don't have a comfortable life better than a dog's.

➤ (Activity 5, textbook page 27)

Subject and Predicate

In every sentence there are two parts - the **Subject**: the person or thing we speak about; the **Predicate**: the part which tells about the subject. The predicate provides information about the subject, such as what the subject is, what the subject is doing, or what the subject is like. The subject can be a single noun/pronoun/gerund or a noun phrase (NP) and the predicate can be a single verb or a verb phrase (VP).



Sentence	
Subject	Predicate
<i>Noun phrase</i>	<i>Verb phrase</i>
<u>Vanka</u>	<i>knelt on the floor at the bench.</i>
<u>The paper</u>	<i>lay on the bench.</i>
<u>The other apprentices</u>	<i>make fun of him.</i>
<u>The young fir-tree</u>	<i>stood motionless.</i>
<u>It</u>	<i>was a dark night.</i>
<u>Vanka</u>	<i>could not sleep properly.</i>
<u>Smoking</u>	<i>is a bad habit.</i>

(**Discussion:** The underlined words are nouns/noun phrases acting as the subjects of the sentences. They are comprised of determiners (the) and adjectives (other, young). The predicate parts – verb phrases – contain main verbs, auxiliary verbs, prepositional phrases, adverbs, adjectives etc.)

➤ **(Textbook page 28)**

Fill in the following table analyzing the verb phrases of given sentences.

1. *The boys **played football on the ground.***
2. *The market **was busy in the evening.***
3. *The girls **are dancing gracefully.***
4. *We **will have a party next weekend.***
5. *My mother **stores pickles in a big jar.***

Subject	Predicate					
Noun phrase	Verb phrase					
	Verb	Noun phrase (object)	Adverbial phrase	Adjectival (subject/object complement)	Prepositional phrase	Tense
<i>The boys</i>	<i>played</i>	<i>football</i>			<i>on the ground.</i>	Simple past
<i>The market</i>	<i>was</i>			<i>busy</i>	<i>In the evening.</i>	Simple past
<i>The girls</i>	<i>are dancing</i>		<i>gracefully</i>			Present progressive
<i>We</i>	<i>will have</i>	<i>a party</i>			<i>next weekend.</i>	Simple future
<i>My mother</i>	<i>stores</i>	<i>pickles</i>			<i>In a big jar.</i>	Simple present
<i>The young fig-tree</i>	<i>stood</i>			<i>motionless.*</i>		Simple past
<i>The letter</i>	<i>made</i>	<i>the grandfather</i>		<i>emotional.**</i>		Simple past

* **'motionless'** is an adjective that modifies the subject noun phrase (The young fig-tree) and thus becomes a subject complement.

** **'emotional'** is an adjective that modifies the object noun phrase (the grandfather) and thus becomes an object complement.