

UNIT-I

What Is a Simple Sentence?

A simple sentence is a simple statement about casual day-to-day matters, facts, information about something and more. Another fact about simple sentences is that it has just one verb constituting a single independent clause. Look at the following definitions from various dictionaries for a clearer understanding of what simple sentences are.

Definition of a Simple Sentence

A simple sentence, according to the Cambridge Dictionary, is “a sentence that has only one verb.” The Collins Dictionary defines a simple sentence as “a sentence consisting of a single main clause.” A simple sentence is defined as “a sentence consisting of one independent clause only. It usually has a subject and verb, and often an object or compliment and one or more adjuncts”, according to the Macmillan Dictionary.

Points to be Remembered When Forming Simple Sentences

All of us communicate with the help of language and most often, it is done using simple sentences. Forming simple sentences is easier than you think. Go through the following points to find out how you can effortlessly form and use simple sentences.

- A simple sentence should have at least one subject and one predicate.
- A simple sentence can have multiple subjects which can be combined using conjunctions. They are called compound subjects.
- Likewise, a simple sentence can also have compound predicates. Compound predicates have two or more verbs but they share the same subject/s.
- A simple sentence does not have a dependent clause or a subordinate clause but just one independent clause/main clause.
- A simple sentence should express a complete thought.

Examples of Simple Sentences

Looking at some practical examples will definitely help you in a much better way. So, here are a few examples that you can go through and use as reference when you need to form simple sentences.

- I / am a student at New York Academy of Dramatic Arts.

Subject / Predicate

- Navya, Dhaya and Priya / are going to Thailand for their vacation.

Compound Subject / Predicate

- Jake / was singing and dancing.

Subject / Compound Predicate

- This / is a wonderful place!

Subject / Predicate

- I / don't like milk.

Subject / Predicate

- I / was waiting at the park.

Subject / Predicate

At the park – Prepositional phrase

- Both of us / will reach around 4 p.m.

Subject / Predicate

Around 4 p.m. – Prepositional phrase

- Continuous effort / is the only way to success.

Subject / Predicate

- Pavitra and Akila / are best friends.

Compound Subject / Predicate

- Nobody but you / can do it.

Compound Subject / Predicate

What Is a Compound Sentence?

A compound sentence is one that has two or more independent clauses connected by a coordinating conjunction. Compound sentences make a piece of writing look a lot more sophisticated and informative. Let us look at the following definitions given by different dictionaries for a better idea of what they are.

Definition of a Compound Sentence

A compound sentence, according to the Cambridge Dictionary, is defined as “a sentence made from two independent sentences joined by ‘and’, ‘or’, or ‘but’, as in *Mary read and Tom slept*.” According to the Macmillan Dictionary, a compound sentence is defined as “a sentence consisting of two or more independent clauses, linked by a coordinating conjunction such as ‘and’, ‘but’, ‘or’, or ‘plus’.” A compound sentence is “a sentence consisting of two or more independent, coordinate clauses”, according to the Collins Dictionary.

Points to Remember When Forming Compound Sentences

When forming a compound sentence, you have to use coordinating conjunctions to link the independent clauses and be conscious of the punctuation as well. Given below are the points that you should keep in mind when forming compound sentences.

- Remember that compound sentences are a combination of more than one main clause. A main clause or an independent clause is a clause that can stand by itself and pass off as a complete and meaningful sentence.
- Make sure you use a comma before the coordinating conjunction that links the two independent clauses. The coordinating conjunctions that can be used to link the clauses in a compound sentence are for, and, nor, but, or, yet, so.
- In some cases, you can also form a compound sentence without the use of a coordinating conjunction. When you do so, you have to place a semicolon in between the two main clauses.
- As far as capitalisation is concerned, you have to capitalise only the first letter of the first word in the compound sentence. Unless you are using proper nouns in the sentence, do not think of capitalising any other word.
- Note that you can also use conjunctive adverbs like however, anyway, meanwhile, likewise, otherwise, etc. to combine the main clauses to form a compound sentence. If you are using conjunctive adverbs, make sure you use a semicolon before it and a comma after it.

There is, however, one problem English Language users face when forming compound sentences. They end up forming long, unclear sentences. Always keep in mind that short sentences allow you convey your thoughts and ideas clearly and help your audience

understand them easily. So, even when you are forming compound sentences, make them as short as possible. If required, add more clauses to form compound sentences, but make sure that you do it only if it is absolutely necessary.

Identifying a Compound Sentence

As you already know, conjunctions are used to link words, . So, how will you identify if it is a compound sentence or not? Here are some tips to help you do it.

- Always bear in mind what a compound sentence is. That is the first thing that will help you.
- Since coordinating conjunctions can be used to combine individual words, phrases and clauses, you should first try to pick out the words, phrases or clauses that are linked by a particular conjunction. Only if they combine two or more independent clauses can they be said to be a compound sentence.

Take a look at the following sentences to have a clearer idea of how you can differentiate compound sentences from the others.

The sentences below show how conjunctions can link two words.

- Reena and Rayan are on the way to the grocery store.
- Nobody can do it but you.
- Who is taking care of the stage decorations? Monica or Rachel?
- No one but you can fix this.
- I have bread and butter for breakfast everyday.
- Do you prefer to have milk or coffee?

Now, have a look at the following examples of compound sentences.

- I like doing the Christmas tree, and I would love for you to join.
- Are you coming with me, or are you going to the auditorium?
- He was not well, yet he decided to go to work.

Try removing the conjunctions from the above sentences and you will see that you have two independent clauses or two complete sentences.

Examples of Compound Sentences

Now that you have learnt what compound sentences are, take a look at the following examples to see how you can form meaningful and well-written compound sentences.

>Compound Sentences with a Coordinating Conjunction

-
- I am ready to go, / but / my brother has not reached home yet.

Independent clause, / Coordinating conjunction / Independent clause

-
- Jerry did not complete his homework,/ so/ the teacher punished him.

Independent clause, / Coordinating conjunction / Independent clause

-
- My brother should drop me,/ or/ I cannot make it to the reception.

Independent clause, / Coordinating conjunction / Independent clause

Compound Sentences without a Conjunction

-
- The dress is too tight;/ I don't think I am going to buy this.

Independent clause; / Independent clause

-
- He likes Marvel movies;/ he would probably watch all of it at one stretch.

Independent clause; / Independent clause

-
- Try to focus on your studies;/ everyone else is working really hard and improving their grades.

Independent clause; / Independent clause

Compound Sentences with a Conjunctive Adverb

-
- It was not easy to do it;/ however,/ Ashwin managed to complete it.

Independent clause; / Subordinating conjunction,/ Independent clause

-
- We have to complete it;/ otherwise, /we will have to face the consequences.

Independent clause; / Subordinating conjunction,/ Independent clause

-
- The cleaning work was being done by all the kids;/ meanwhile,/ we found a way to sort out their cupboards.

Independent clause; / Subordinating conjunction,/ Independent clause

After I finish learning about compound sentences, I would like to start learning how to form complex sentences. Is this what is going on in your mind? This article will help you with all

that you need to know. In the English Language, complex sentences, if used properly, can make your writing or speech a lot more meaningful. In this article, you will learn the meaning and definition of complex sentences as well as understanding how to form complex sentences and how to use them. Furthermore, there are examples you can refer to and practice questions you can try out to have a deeper understanding of the topic.

What Is a Complex Sentence?

A complex sentence is one which consists of at least a minimum of one dependent clause and one independent clause, combined by a subordinating conjunction.

Definition of a Complex Sentence

A complex sentence, according to the Oxford Learner's Dictionary, is defined as one "containing one main part (main clause of a sentence) and one or more other parts (called affixes or subordinate clauses)". According to the Collins Dictionary, a complex sentence is defined as "a sentence containing at least one main clause and one subordinate clause." The Macmillan Dictionary defines a complex sentence as "a sentence consisting of an independent clause and one or more subordinate clauses."

Points to Be Remembered When Forming Complex Sentences

Let us look at what all you need to focus on when forming a complex sentence.

- A complex sentence follows a particular structure. It should have at least one independent clause and one subordinate clause.
- When forming a complex sentence, make sure you use a subordinating conjunction to link them together. If the subordinating conjunction is used in between the two clauses, you need not use a comma before the conjunction. In case the subordinating conjunction appears in the beginning of a sentence forming a dependent clause, use a comma after it.
- You can also make use of relative pronouns to form relative clauses which are also subordinate clauses. That means, a sentence with a relative clause and an independent clause can also pass off as a complex sentence. When using a relative clause, make sure you enclose them within commas. They are mostly some extra information about the subject or object in the sentence.

Now, take a look at the following examples to see how each of these works.

Examples of Complex Sentences

Here are a few examples to show you the different ways in which complex sentences can be formed.

Complex Sentences with a Subordinating Conjunction in the Beginning

- After we finish school,/ let us go play in the park.

Subordinating conjunction forming the subordinate clause,/ independent clause

- As soon as they come,/ we will leave.

Subordinating conjunction forming the subordinate clause,/ independent clause

- In case you find Raam's number,/ let me know.

Subordinating conjunction forming the subordinate clause,/ independent clause

Complex Sentences with a Subordinating Conjunction in the Middle

- Latha did not finish all the work/ because she reached home late.

Independent clause/ subordinating conjunction forming the dependent clause

- I will be on my way/ as soon as my brother picks me up.

Independent clause/ subordinating conjunction forming the dependent clause

- We will be going camping/ if the weather is good.

Independent clause/ subordinating conjunction forming the dependent clause

Complex Sentences with a Relative Clause as the Dependent Clause

- My brother, who completed his mechanical engineering degree, is now working at BOSCH.

Relative clause – who completed his mechanical engineering degree

Independent clause – My brother is now working at BOSCH.

- The hotel, where we had our farewell dinner, is being shut down.

Relative clause – where we had our farewell dinner

Independent clause – The hotel is being shut down.

- The professor, whom I met yesterday, highly appreciated my ideas for the project.

Relative clause – whom I met yesterday

Independent clause – The professor highly appreciated my ideas for the project.

Parts of the Sentence - Adjective, Adverb, and Noun Clauses

The **adjective clause** is a **dependent clause** that modifies a **noun** or a **pronoun**. It will begin with a **relative pronoun** (*who, whose, whom, which, and that*) or

a **subordinate conjunction**

(*when* and *where*). Those are the only words that can be used to introduce an **adjective clause**. The introductory word will always rename the word that it follows and modifies except when used with a **preposition** which will come between the introductory word and the word it renames.

Examples:

The student *whose hand was up* **adjective clause** gave the wrong answer.

Jane is a person *in whom I can place my confidence* **adjective clause**.

An **adverb clause** is a **dependent clause** that modifies a **verb**, **adjective**, or another **adverb**. It usually modifies the **verb**. **Adverb clauses** are introduced by **subordinate conjunction**

including *after*, *although*, *as*, *as if*, *before*, *because*, *if*, *since*, *so that*, *than*, *though*, *unless*, *until*, *when*, *where*, and *while*. These are just some of the more common ones.

Example:

They arrived *before the game had ended* **adverb clause**.

- *before the game had ended* modifies *arrived*

A **noun clause** is a **dependent clause** that can be used in the same way as a **noun** or **pronoun**

. It can be a **subject**, **predicate nominative**, **direct object**, **appositive**, **indirect object**, or **object of the preposition**. Some of the words that introduce **noun clauses** are *that*, *whether*, *who*, *why*, *whom*, *what*, *how*, *when*, *whoever*, *where*, and *whomever*. To check if the **dependent clause** is a **noun clause**, substitute the clause with the pronoun **it** or the proper form of the pronouns **he** or **she**.

Example:

I know *who said that* **noun clause**. = I know *it*.

Whoever said it **noun clause** is wrong. = **He** is wrong.

Instructions: Find the **adjective**, **adverb**, or **noun clauses** in these sentences. If it is an **adjective** or **adverb clause**, tell which word it modifies, and if it is a **noun clause** tell how they are used (**subject**, **predicate nominative**, **direct object**, **appositive**, **indirect object**, or **object of the preposition**).

TENSES

Tenses denote the time of action. They show when the work is done. They are:

(1) Present Tense

(2) Past Tense

(3) Future Tense

They are further divided into:

(1) **Simple Present**- It is used to denote scientific facts, universal truths and work

done on daily basis.

Example – She writes a letter.

Example – She does not write a letter.

Example – Does she write a letter?

Example – Does she not write a letter?

(2) **Present Continuous**– It is used to express an action taking place at the time of speaking.

Example – she is writing a letter.

Example – She is not writing a letter.

Example – Is she writing a letter?

ASSERTIVE RULE --- sub + V1 + s/es + object

NEGATIVE RULE --- sub + does not + v1 + s/es + object

INTERROGATIVE RULE --- Does + sub + v1 + s/es + object

INTERROGATIVE NEGATIVE ASSERTIVE --- Does + sub + not + v1 + s/es + object

=+

ASSERTIVE RULE --- sub + is/am/are + v1 + ing + object

NEGATIVE RULE --- sub + is/am/are + not + v1 + ing + object

INTERROGATIVE RULE --- is/am/are + sub + v1 + ing + object

INTERROGATIVE NEGATIVE RULE --- is/am/are + sub + not + v1 + ing + object

Example – Is she not writing a letter?

(3) **Present Perfect**– It is used to show an action that started in the past and has just finished.

Example- She has written a letter.

Example – She has not written a letter.

Example- Has she written a letter?

Example– Has she not written a letter?

(4) **Present Perfect Continuous**– This tense shows the action which started in the past and is still continuing.

Example – She has been writing a letter.

Example– She has not been writing a letter.

Example – Has she been writing a letter?

Example – Has she not been writing a letter?

ASSERTIVE RULE --- sub + has/have + v3 + object

NEGATIVE RULE --- sub + has/have + not + v3 + object

INTERROGATIVE RULE --- has/have + sub + v3 + object

INTERROGATIVE NEGATIVE RULE ---has/have + sub + not + v3 + object

ASSERTIVE RULE --- sub + has/have + been + v1 + ing + object

NEGATIVE RULE --- sub + has/have + not been + v1 + ing + object

INTERROGATIVE RULE ---has/have + sub + been + v1 + ing + object

INTERROGATIVE NEGATIVE RULE --- has/have + she + not + been + v1 + ing + object

Past Tense

Tense symbolizes the ever moving, non-stop wheel of time which is forever busy

gathering moments of future and throwing them into the dustbin of past

Simple Past

Used to indicate an action completed in the past. It often occurs with adverb of time. Sometimes it is used without an adverb of time.

Used for past habits.

Eg. I played football when I was a child.

Rule: **Subject + V2**

Eg She wrote a letter

1. Assertive Sentences –

Subject + V2 + Object + (.)

She wrote a letter.

2. Negative Sentences-

Subject + didn't + V1 + Object + (.)

She didn't write a letter.

3. Interrogative Sentences-

Did + Subject + V1 + Object + (?)

Did she write a letter?

Past (before now)

Past

Continuous

Past Perfect

Past Perfect

Continuous

Simple Past

4. Interrogative Negative Sentences-

Did + Subject + not + V1 + Object + (?)

Did she not write a letter?

Past Continuous Tense

Used to denote an action going on at some time in the past.

e.g. I was driving a car.

Rule: was/were + ing

1. Assertive Sentences –

Subject + was/were + V1 + ing + Object + (.)

She was writing a letter.

2. Negative Sentences-

Subject + was/were + not + ing + Object + (.)

She was not writing a letter.

3. Interrogative Sentences-

Was/were + Subject + ing + Object + (?)

Was she writing a letter?

4. Interrogative Negative Sentences-

Was/were + Subject + not + ing + Object + (?)

Was she not writing a letter?

Past Perfect Tense

Used to describe an action completed before a certain moment in the past, usually a

long time ago. If two actions happened in the past, past perfect is used to show the

action that took place earlier.

e.g. The patient had died before the doctor came.

1. Assertive Sentences –

Subject + had + V3 + Object + (.)

She had written a letter.

2. Negative Sentences-

Subject + had + not + Object + (.)

She had not written a letter.

3. Interrogative Sentences-

Had + Subject + V3 + Object + (?)

Had she written a letter?

4. Interrogative Negative Sentences-

Had + Subject + not + V3 + Object + (?)

Had she not written a letter?

Past Perfect Continuous Tense

Used to denote an action that began before a certain point in the past and continued

up to some time in past.

e.g. I had been learning English in this school for 20 days.

1. Assertive Sentences –

Subject + had been + V1 + ing + Object + (.)

She had been writing a letter.

2. Negative Sentences-

Subject + had + not been + V1 + ing + Object + (.)

She had not been writing a letter.

3. Interrogative Sentences-

Had + Subject+ been+ V1 + ing + Object + (?)

Had she been writing a letter?

4. Interrogative Negative Sentences-

Had + Subject +not + been + V1 + ing + Object + (?)

Had she not been writing a letter?

FUTURE TENSE

Time and tide wait for no man. So, a period of time following the moment of speaking or writing is called as future tense.

For e.g- She will write a letter.

Simple Future

This tense tells us about an action which has not occurred yet and will occur after

saying or in future

Rule – **Will/Shall + Verb (Ist form)**

In Future Tense helping verb 'Shall' is used with 'I' and 'We'. Helping verb 'Will'

is used with all others. When you are to make a commitment or warn someone or

emphasize something, use of 'will/shall' is reversed. 'Will' is used with 'I' & 'We'

and 'shall' is used with others.

Tense

Past (before now)

Present (now)

Future (After now)

Simple Future

Future

Continuous

Future Perfect

Future Perfect

Continuous

In general speaking there is hardly any difference between 'shall & will' and normally 'Will' is used with all.

Now, let us use this rule in various forms of sentences;

1. Positive / Affirmative Sentences –

Subject + Will/Shall + Verb (Ist form) + Object + (.)

She will write a letter.

2. Negative Sentences-

Subject + Will/Shall + Not + Verb (Ist form) + Object + (.)

She will not write a letter.

3. Interrogative Sentences-

Will/Shall + Subject + Verb (Ist form) + Object + (?)

Will she write a letter?

4. Interrogative Negative Sentences-

Will/Shall + Subject + Not + Verb (Ist form) + Object + (?)

Will she not write a letter?

Future Continuous Tense

It is used to express an ongoing or continued action in future.

e.g. He will be distributing sweets in temple tomorrow at 12 o'clock.

In the example, the action will start in future (tomorrow) and action is thought to

be continued till sometime in future.

We use the future continuous to talk about something that will be in progress at or

around a time in the future.

Rule: **Will/Shall + Be + Verb (Ist form) + Ing**

Now, let us use this rule in various forms of sentences;

1. Positive / Affirmative Sentences –

Subject + Will/Shall + Be + Verb (Ist form) + Ing + Object + (.)

She will be writing a letter.

2. Negative Sentences-

Subject + Will/Shall + Not + Be + Verb (Ist form) + Ing + Object + (.)

She will not be writing a letter.

3. Interrogative Sentences-

Will/Shall + Subject + Be + Verb (Ist form) + Ing + Object + (?)

Will she be writing a letter?

4. Interrogative Negative Sentences-

Will/Shall + Subject + Not + Be + Verb (Ist form) + Ing + Object + (?)

Will she not be writing a letter?

Future Perfect Tense

It is used to express an action which will happen/occur in future and will be completed by a certain time in future.

We use the future perfect to say that something will be finished by a particular time

in the future.

e.g. They will have shifted the house by Sunday morning.

Rule: **Will/Shall + Have + Verb (3rd form)**

Now, let us use this rule in various forms of sentences;

1. Positive / Affirmative Sentences –

Subject + Will/Shall + Have + Verb (3rd form) + Object + (.)

She will have written a letter.

2. Negative Sentences-

Subject + Will/Shall + Not + Have + Verb (3rd form) + Object + (.)

She will not have written a letter.

3. Interrogative Sentences-

Will/Shall + Subject + Have + Verb (3rd form) + Object + (?)

Will she have written a letter?

4. Interrogative Negative Sentences-

Will/Shall + Subject + Not + Have + Verb (3rd form) + Object + (?)

Will she not have written a letter?

Future Perfect Continuous Tense

It is used to talk about actions that will commence at a fix time in future and will

continue for some time in future.

If there is no time reference, then it is not a Future perfect continuous tense.

Without continued time reference, such sentences are Future Continuous Tense.

Continued time reference only differentiates between Future Continuous Tense and

Future Perfect Continuous Tense.

The future perfect progressive emphasize the duration of an activity that will be in progress before another time or event in the future.

e.g. This time tomorrow, I will be enjoying the cricket match in the stadium.

It is also used to talk about planned actions or actions expected to happen.

e.g. They will be staying for a week's

The future perfect progressive emphasize the duration of an activity that will be in

progress before another time or event in the future.

Rule: **Will/Shall + Have been + Verb (1st form) + Ing**

Now, let us use this rule in various forms of sentences;

1. Positive / Affirmative Sentences –

Subject + Will/Shall + Have been + Verb (1st form) + Ing + Object + (.)

She will have been writing a letter.

2. Negative Sentences-

Subject + Will/Shall + Not + Have been + Verb (1st form) + Ing + Object+ (.)

She will not have been writing a letter.

3. Interrogative Sentences-

Will/Shall + Subject + Have been + Verb (1st form) + Ing + Object +(?)

Will she have been writing a letter?

4. Interrogative Negative Sentences-

Will/Shall + Subject + Not + Have been + Verb (1st form) + Ing + Object +(?)

Will she not have been writing a letter?

What Are Modal Verbs?

Modal verbs are helping verbs that are used along with main verbs to represent the ability, possibility and probability of a subject to do an action and emphasise the necessity of an action.

Examples of Modal Verbs

Let us look at some examples of modal verbs used as Auxiliary verbs and their functions.

Modal Verb	Function
Can	Used to denote the ability of the subject to perform an action or to request permission to perform an action
Could	Used to denote the ability of the subject to perform an action or an offer made by the subject to perform an action
May	Used to denote the probability of an action taking place or to request permission to perform an action
Might	Used to denote the probability of an action taking place or to make suggestions
Will	Used to denote the surety of an action taking place or the assurance of the subject to perform a particular action
Would	Used to show politeness when requesting or asking if an action can be done by the subject.
Shall	Used to denote the surety of an action taking place or the assurance of the subject to perform a particular action
Should	Used to denote the necessity of an action to be done by the subject
Must	Used to denote the strong obligation or necessity for the subject to do or not do an action
Ought to	Used to denote the obligation of the subject to perform a particular action

How to Use Modal Verbs in Sentences

Given below are a few examples of how modal verbs can be used to indicate the possibility or probability of an action taking place.

- It **might** rain in the evening.
- I think they **will** reach Coimbatore by 8 pm.
- **Can** you pick up my brother from school on your way home tomorrow?
- I **could** make some time to help you with your assignments.
- Your friends **may** come to visit you next week.
- It **would** not be possible for you to complete all of it by tomorrow evening.

Here are some examples of modal verbs being used to show the necessity and obligation of the subject to perform a particular set of actions.

- All students of this institution **ought to** abide by the rules and instructions provided.
- All employees **should** follow the dress code strictly.
- You **must** get yourself checked before the situation becomes worse.
- Your sister **will have** to apply for a leave request if she wants to take a month's leave.

Modal verbs can be used to make offers, suggestions and requests. Check out the examples given below for know-how.

- It **would** be better if you did it the other way.
- I **could** help you if you want.
- **Shall** I bring you some water to drink?
- **Could** you please pass me the science record?
- **Will** you please take care of my son for an hour? I have some grocery shopping to be done.

UNIT-II READING COMPREHENSION

READ THE PASSAGE CAREFULLY AND ANSWER THE QUESTIONS BELOW:

Born on Jan 12, 1863 in an affluent Bengali family, Narendra Natha Datta was a precocious child who was what we call nowadays, an all-rounder, excelling in music, studies and

athletics. His father Vishwanatha Datta was a wellknown attorney. However, he took the spiritual route instead and introduced Hinduism to the world in 1893 when he spoke at the World's Parliament of Religion (probably one of the most epic things any Indian has done abroad!). The historic speech was given on September 11, 1893 by Swami Vivekananda. Here's the full text of his opening and closing address: Sisters and Brothers of America, It fills my heart with joy unspeakable to rise in response to the warm and cordial welcome which you have given us. I thank you in the name of the most ancient order of monks in the world; I thank you in the name of the mother of religions, and I thank you in the name of millions and millions of Hindu people of all classes and sects. My thanks, also, to some of the speakers on this platform who, referring to the delegates from the Orient, have told you that these men from far-off nations may well claim the honor of bearing to different lands the idea of toleration. I am proud to belong to a religion which has taught the world both tolerance and universal acceptance. We believe not only in universal toleration, but we accept all religions as true. I am proud to belong to a nation which has sheltered the persecuted and the refugees of all religions and all nations of the earth. I am proud to tell you that we have gathered in our bosom the purest remnant of the Israelites, who came to Southern India and took refuge with us in the very year in which their holy temple was shattered to pieces by Roman tyranny. I am proud to belong to the religion which has sheltered and is still fostering the remnant of the grand Zoroastrian nation. I will quote to you, brethren, a few lines from a hymn which I remember to have repeated from my earliest boyhood, which is every day repeated by millions of human beings: "As the different streams having their sources in different paths which men take through different tendencies, various though they appear, crooked or straight, all lead to Thee." The present convention, which is one of the most august assemblies ever held, is in itself a vindication, a declaration to the world of the wonderful doctrine preached in the Gita: "Whosoever comes to me, through whatsoever form, I reach him; all men are struggling through paths which in the end lead to me." Sectarianism, bigotry, and its horrible descendant, fanaticism, have long possessed this beautiful earth.

Q1. What was Vishwanatha Datta's profession? 1.Attorney 2.Spiritual leader 3.Teacher 4.None of the above

Ans – The first option is correct, as the passage mentions that he was an attorney.

Q2. Who spoke at the World's Parliament of Religion? 1.Narendra Nath Datta 2.Swami Vivekananda 3.Both 4.None

Ans – Swami Vivekananda spoke at the conference

Q3. Give the opposite of the word "Occident" from the second passage of the speech 1.Delegate 2.Universal 3.Orient 4.Toleration

Ans – "Orient" is the opposite of Occident

Q4. In the phrase: "all lead to Thee", to whom does the word 'Thee' refer? 1.All religions 2.The delegates present 3.Universal brotherhood and peace 4.God

Ans – It refers to God.

Q5. In the phrase: "I am proud to belong to a nation" – what nation is the speaker referring to? 1.India 2.Southern India 3.Rome 4.America

Ans – the speaker is referring to India.

UNIT-III

PARAGRAPH AND LETTER WRITING

Paragraph writing has been a part of the writing process in every student's life. Not only for any examination but also in our personal lives, we will need to write about different topics. Paragraph writing is a simple process, and yet it needs special attention as you have to be short, precise and to the point.

What Is Paragraph Writing?

As we all know, a paragraph is a group of sentences that are connected and make absolute sense. While writing a long essay or letter, we break them into paragraphs for better understanding and to make a well-structured writing piece. Paragraph writing on any topic is not only about expressing your thoughts on the given topic, but it is also about framing ideas about the topic and making it convenient for the readers to follow it. In English paragraph writing, it is essential to focus on the writing style, i.e., the flow and connection between the sentences.

Therefore, a paragraph must be written in simple language in order to avoid any interruption while reading. In order to write a paragraph on any topic, you can refer to the samples given below and write a paragraph without any hindrance.

How to Write a Paragraph?

In order to determine how to write a paragraph, you will have to find a good topic and collect enough information regarding the topic. Once you find the supporting details, you can start framing the sentences, connect the sentences following a sequence, and find a perfect concluding sentence. To understand it better, we have provided a few paragraph writing examples for your reference.

- **Find a Topic Sentence:** It is the first sentence which is an introduction to the given topic. It gives the main idea of what the paragraph would be about.
- **Supporting details:** These are the details that can be collected from various sources. It comprises information related to the topic that gives strong support to the main topic.
- **Closing sentence:** It is the last sentence that ends the paragraph and restates the whole idea of the paragraph. It is basically the concluding sentence that gives the basic idea of the whole topic.

Types of Paragraph Writing

It is essential to know the types of paragraph writing before you write about any given topic. Therefore, check the below information to understand the various types of paragraph writing.

Majorly, there are four types of paragraph writing, i.e., narrative, descriptive, expository, and persuasive.

- **Descriptive:** This kind of writing basically describes the topic and appeals to the five senses.
- **Narrative:** These kinds of writing are basically a narration of a story or a situation that includes a sequence.
- **Expository:** These kinds of writing are a definition of something. These paragraphs require a lot of research.
- **Persuasive:** These kinds of writing aim to make the audience admit a writer's point of view. These are mostly used by the teachers to provide a strong argument.

Paragraph Writing Topics

A paragraph can be written on various topics. For example, a student of Class 1–3 would write a paragraph on topics like 'A Cow', 'My School', 'My Mother', etc. With classes, the topics may vary, and when writing for yourself, the topics can be anything that comes to your mind

A paragraph can be written on various topics depending on the type of topic you wish to write on. You can refer to the topics here or write on topics as per your wish.

English Paragraph Writing Format

There is no specific format for writing a paragraph, as it is a narration of your own thoughts, ideas, and vision. Also, there are no restrictions to your writing. But a paragraph is called a well-written paragraph when this sequence is maintained — a topic sentence, then the description, and then the concluding statement.

Following the English paragraph writing format shall be helpful to the readers to understand your point of view.

Frequently Asked Questions on Paragraph Writing

Q1

What is meant by paragraph writing?

Paragraph writing is a process of writing a self-contained unit on a particular idea or topic. A paragraph is a group of sentences making absolute sense which has a topic sentence, supporting sentences, and a conclusion statement.

Q2

How can I write a good paragraph?

A good paragraph can be written if it is well-researched and has sufficient data related to the topic. The paragraph should have a good introduction sentence and a well-explained description regarding the topic and must end with a good concluding sentence that summarises the whole paragraph.

Q3

Is there any word limit for paragraph writing?

At times there can be word limits or word restrictions, especially in schools or assignments. But, there is always the freedom to write as per your skills.

Paragraph on Online Classes in 200 Words

Online classes have been the best possible solution for educational institutions as well as students during the pandemic. Online education or online classes were not a new concept, but online classes' prominence was seen only during the pandemic. The online class provides a flexible and quick learning option. Its adaptability and efficiency made it more popular during the pandemic's early days. It lowers the distance between learning locations. There are a lot of advantages as well as disadvantages to online classes. It is a versatile method of learning which helps connect with people from various parts of the globe, which was not possible in offline classes. Students were given their comfort zone to study, resulting in better performance and productivity. It reduced a lot of paperwork, ultimately saving mother earth. Many renowned institutions have changed their learning methods to online methods because it made education more accessible. There are also a few disadvantages, like, as a lot of students misuse these benefits and get addicted to different games and social media. But it all depends on the individual and if they want to make their career bright. Therefore it is essential to know the limitations of everything.

Ever wondered how the practice of writing letters came into being? Letters were one of the earliest forms of passing communication across to family and friends, and it has continued to

exist since then. Letter writing is no mere ornamental accomplishment. Even today, letter writing has been thought of as a necessary skill that every individual should acquire.

What Is Letter Writing?

Letter writing has been deemed as one of the most useful forms learnt and used for various reasons. There are several kinds of letters, each of which has its own form and style.

However, there are certain parts of the letter which remain the same. They include:

- Sender's address
- Date
- Greeting or Salutation
- Body of the Letter
- Subscription
- Signature

Sender's Address

The writer's complete postal address has to be mentioned at the beginning of the letter on the left-hand side of the paper. This lets the receiver know where you wrote the letter from.

Date

The date is written just below the sender's address, and It lets the recipient know when exactly the letter was written. The date may be written in any of the following ways:

4th July 2005

July 4, 2005

4/6/2005

4-6-2005

4.6.2005

Greeting or Salutation

The Salutation depends on the relationship between the sender and the receiver.

- To members of your family and friends, it could be *Dear Father, My Dearest Friend, Dear Uncle, Dear Diana*, etc.
- To Business people or any officer of higher rank, it could be *Dear Sir, Dear Sirs, Sir/Ma'am*, etc.

Body of the Letter

The message that you want to convey is stated in the body of the letter. The style, however, depends on the type of letter you are writing. The style of a friendly letter differs completely from that of a business letter or an official letter, but there are certain points that apply to both formal letters and informal letters.

Generally, when you draft the body of your letter, see to that you divide it into short paragraphs, according to the change in the subject matter. Use simple and direct language that is easy to comprehend. Put down all your points in a logical order. Mind your punctuation; incorrect punctuation will alter the meaning of the sentence completely.

Subscription

The subscription helps you end the letter in a polite and courteous manner. The subscriptions change according to the type of letter you are writing. It can be written as *Yours faithfully, Yours lovingly, Yours sincerely, With love*, etc.

Signature

The signature or the name of the writer should be written just before the subscription.

Different Types of Letters

Letters can be classified into two main types according to the purpose of the letter. Informal Letters, also known as Social Letters, include Friendly Letters and Notes of Invitations.

Formal Letters, also known as Business Letters, include Letters of Application, Letters to Higher Authorities, and Letters to Newspapers.

Informal Letter

Letters to friends and family can be written in a conversational style. They are just a composition of spontaneous thoughts, and they are easy and personal. When writing an informal letter, you are free to use colloquial language, which would be quite out of place in a formal letter. This does not mean that you can pen down random thoughts that are totally disconnected and make no sense. Wrong spelling, punctuation and grammar are not allowed even though the letter is informal and personal.

An informal letter can be written by following a basic format that includes the sender's address, date, greeting, body of the letter, subscription and signature.

Formal Letter

Formal letters or Business letters should be clear and concise. You should always remember that formal letters are written to bring important information into consideration, so you should always take care to draft the letter carefully by providing only the necessary information.

The language used in formal letters is a lot more professional than informal letters. The format of formal letters is the same as explained above, with a few additions, viz., 'the Receiver's Address', 'Subject' and 'Signature'.

Types of Letters Examples

Sample Informal Letter – Letter to a Friend in Reply to Her about Planning a Trip Together

16/65, Martins Castle

DB Road

Hyderabad 500023

20/05/2020

Dearest Hema,

I was happy to see your letter, and I loved your idea. I have been wanting to go on a trip with you for a long time, and I think both of us can finally make time to plan and make it happen.

I have a list of places that I thought would be fun to visit. I also do have a list of things I would like to do on our trip. I am too scared of heights, and I know you are too, but I have always wanted to try out bungee jumping with you. Let me know what you think about it. We can also find affordable and beautiful places to stay, and I am sure we can chart it all out. I cannot wait to go on this adventure with you. I know it is a secret to be kept since it is going to be just us, and that makes it all the more exciting. I know for sure that it is going to be worth it too.

I will make sure that I meet you next weekend and make plans for the trip. It would definitely be difficult to get our parents to allow us on this trip, but let's try hard and make this work.
See you soon.

Love,

Dharmendra

VOCABULARY

Sound Distinction, Stress and Intonation -

Stress and intonation are important elements of speaking that can greatly impact how a message is perceived by the listener. Stress refers to the emphasis placed on particular syllables or words, while intonation refers to the melody or pitch changes used in speech to convey meaning.

Stress in Speaking:

Stress is often used in speaking to convey emphasis, contrast, and importance. By placing emphasis on a particular word or syllable, speakers can draw attention to important information and convey meaning more effectively. For example, in the sentence "I didn't say he stole the money", the meaning can be changed depending on which word is stressed. If the word "didn't" is stressed, it implies that someone else said he stole the money. If the word "say" is stressed, it implies that the speaker communicated the information in a different way, such as through body language.

Practicing stress in speaking can help you convey emphasis and importance in your message. Here are some ways to practice stress: Use stress in everyday speech: Make a conscious effort to stress important words in your everyday speech. This can be as simple as emphasizing key words when you're telling a story or making a point.

Practice with tongue twisters: Tongue twisters are a great way to practice stress because they often contain words with multiple syllables. Try saying tongue twisters slowly and then gradually increasing your speed while maintaining the correct stress patterns. Record yourself and listen back: Record yourself speaking and listen back to it. Pay attention to your stress patterns and identify areas where you can improve.

Practice with poetry: Poetry often contains stressed and unstressed syllables, making it a great tool for practicing stress. Choose a poem and practice reading it aloud with the correct stress patterns.

Practice with dialogue: Practice dialogue with a partner and experiment with different stress patterns to convey different emotions and attitudes. Focus on using appropriate stress patterns for questions, statements, and exclamations.

Intonation in Speaking:

Intonation refers to the melody or pitch changes used in speech to convey meaning. It can include changes in pitch, tone, and stress within a sentence or phrase. Intonation is particularly important in conveying emotions and attitudes in speech. For example, a high-pitched, excited intonation might be used to convey enthusiasm or joy, while a low, monotone intonation might be used to convey boredom or disinterest. In English, there are two main types of intonation patterns: rising and falling. A rising intonation indicates a question or uncertainty, while a falling intonation indicates a statement or assertion. For example, the sentence "You're coming with me?" would typically have a rising intonation, indicating a question, while the sentence "You're coming with me." would typically have a falling intonation, indicating a statement.

Practicing intonation can greatly improve your speaking skills and help you convey your message more effectively. Here are some ways you can practice intonation:

Listen to native speakers: Listening to native speakers is a great way to practice intonation. Pay attention to how they use pitch, tone, and stress in their speech to convey meaning and emotions.

Mimic native speakers: Try to mimic the intonation patterns of native speakers as closely as possible. Record yourself and compare it to the original to see how well you are doing.

Practice reading aloud: Choose a piece of text and practice reading it aloud with different intonation patterns. Experiment with rising

and falling intonations and emphasize different words or syllables to convey different meanings.

Practice dialogues: Practice dialogues with a partner and experiment with different intonation patterns to convey different emotions and attitudes. Focus on using appropriate intonation patterns for questions, statements, and exclamations.

Use intonation in everyday speech: Make a conscious effort to use appropriate intonation patterns in everyday speech. Pay attention to the emotions and attitudes you want to convey and adjust your pitch, tone, and stress accordingly.

Record yourself and listen back: Record yourself speaking and listen back to it. Pay attention to your intonation patterns and identify areas where you can improve.

Effective use of stress and intonation in speaking can greatly enhance the clarity and impact of a message. By emphasizing important words or using appropriate intonation patterns, speakers can help ensure that their message is received and understood as intended.