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**CONVERGENCE - II:** Additional English Textbook for all the II Semester Courses coming under the Faculty of Arts, Commerce and Science of the Bengaluru City University (BCU) is prepared by the Members of the Textbook Committee, Bengaluru City University.

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## FOREWORD

It is a matter of immense pleasure for me to be a part of the Bengaluru City University family as its Vice Chancellor. I take this opportunity of welcoming students from all parts of the world, joining the university in undergraduate as well as postgraduate programmes. Most of such students have moved away from the folds of their family and nation to another in their quest for knowledge. One needs to feel that they are just moving away from one family to another. Their teachers, seniors and peers, all together form an extended family to offer timely guidance, support and thereby help each one to move ahead in life as professionals in the field they have opted.

In the continuing task of nation building, Bengaluru City University is trying to promote excellence in higher education for a vibrant and inclusive society through knowledge creation and dissemination. It is making sincere efforts to contribute to the society by providing the right kind of human resources. It is striving hard to impart quality education to meet national and global challenges, towards accomplishing its mission. For students, the degree represents certification of competence, and a passport to advanced education or gainful employment and prosperity. They have an important role to play in the development of the nation and hence have to handle their future with confidence and competence.

The University is pursuing a holistic approach as education bereft of values is meaningless and not worthy of promotion. Education is meant to inculcate right values among students to produce socially sensitive citizens; thus, it encourages not only curricular activities, but also co-curricular, extra-curricular and extension activities. I can say with legitimate pride that the University has achieved far more than just the modest target set at the time of its inception, by producing trained human resource to serve the country in all walks of life and by contributing to the knowledge base.

The main objective of the University is to provide higher education by global standards. Highly experienced and well-qualified faculty members, continuously engaged in the maintenance and enhancement of student-centric learning environment through innovative pedagogy, form the backbone of the University.

Bengaluru City University is dedicated to providing congenial academic environment for nurturing young minds to take on the challenges posed by globalization and advancements in different areas of knowledge. In consonance with the vision of country's top leadership as reflected in the National Education Policy (NEP) 2020, the university focuses on producing trained human resource which has extensive knowledge, modern skills, diverse abilities, leadership qualities, entrepreneurial abilities, and strong cultural and ethical values. Importantly, the courses offered are very carefully designed keeping in view the functionality of output to bridge the gap between higher education and employment.

BCU is now well placed to capitalize on its formative years and we reiterate our endeavour to provide premium quality education accessible to all and an environment for over-all personality development.

Being the Vice-Chancellor of Bengaluru City University, at this important juncture in its evolution, I take great pleasure in welcoming the students to achieve knowledge and virtue through multidisciplinary learning opportunities, with emphasis on an all-round personality development. Looking forward to the fresh ideas and energy you bring to our campus and I am confident that your stay at BCU will be a rewarding journey.

I congratulate the Text Book Committee on its humongous efforts in the preparation of the material, which includes a variety of Language (Grammar) Components for sharpening conversational skills. My profound thanks to the Director, Bengaluru City University Press and their dedicated personnel for bringing out the text book methodically and promptly. My heartfelt thanks to the Chairperson and all the members of the Text Book Committee who have taken pleasant pain to explore various themes and grammar components. I hope the text will highly motivate the teachers and the students to make the best use of it and develop literary sensibility as well as linguistic skills.

**Prof. Lingaraja Gandhi**  
**Vice-Chancellor**  
**Bengaluru City University**

## PREFACE

English has the status of the Associate Official Language in India. Simultaneous with the growth of Indian languages after Independence, English continues to be a link language between the States and the Centre, besides being a vast treasure-house of literature and a purveyor of global information and technology.

It occupies an important place in college curricula, as a language in most states and an optional one in a few. Increasing number of students and many others are voluntarily learning English, several opting to study in English medium schools. With the diversity of learners from different family backgrounds, English teachers need to use a combination of several methods, but not any one method rigidly. While some basic principles of language absorption have to be kept in view, the techniques of imparting communicative skills in English should be as varied as the learners themselves. There is plenty of talk about the importance of English, but very little relevant guidance on how to teach it in these changing times. This text book highlights the fundamental principles and problems of learning English as a later language and outlines several methods of teaching it effectively.

Teachers of English will find the information topical and beneficial in their day-to-day teaching. Extensive guidance is provided on how to organize remedial work and language teaching on up-to-date lines. There are useful and illustrative suggestions on Conversational English and some basic sentence patterns.

To make this edition as accessible and continuously relevant as possible, it is available in both print and electronic formats. We hope this volume will be a valuable reference for teachers, and a useful resource for educators.

I feel obliged to share my knowledge, analysis, and conclusions for this edition. The language component is designed to perfect and hone the soft skills of students, pertaining to effective verbal expression and communication. It is hoped that the students would make best use of it and understand the importance of acquiring fine language skills while engaging with a verbal medium like literature.

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I thank the Vice Chancellor and Registrar of Bengaluru City University for their consistent support. I thank all the members of this Committee for their humongous effort, and the publisher who helped us to bring out the text book on time.

**Dr. T. N. Thandava Gowda**  
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## Objectives of the Text Book

Under the auspices of Bengaluru City University, Convergence - II offers Additional English as a Second Language to students coming from various sections of the country and outside. Considering the ethnic and linguistic diversities of the students taking up this paper, the design is to help students build on their Communicative skills in English, which are very much required in a heterogeneous country like ours, with many Indians being multi-lingual.

The objectives of the present syllabus are to:

1. preserve India's multiculturalism through multilingualism;
2. invest in the development of Written and Spoken English skills;
3. broaden the general awareness about the world around by exploring various aspects of language.

*Text Book Committee*



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# Contents

## Language Component

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# 1. Slogan Writing

## Objective/s:

- To understand the history and purpose of slogans.
- To improve creative writing skills.
- To develop the skill to communicate ideas effectively.

A Slogan is a catchy phrase or a few words arranged in a specific manner to represent a motto. It is a small set of words written to represent an event, campaign, product, company or any topic.

In general, a slogan is used from a commercial, religious, political perspective to represent the repetitive expression of a purpose or an idea. It has the attributes of being memorable, concise and appealing to the audience.

During the Middle Ages, in the European continent, slogans were used primarily as passwords to ensure proper recognition of individuals at night or in the confusion of battle.

Slogans have been used widely in protests dating back hundreds of years, however increased rapidly in the early 20th century with the advent of mass media and the printing press.

Slogans used as a propaganda tool have brought down empires in the past.

The basis of this simple propaganda effect was used brutally by the Nazi and Soviet regimes as noted in their propaganda posters. In contrast slogans are often times used in liberal democracies as well as grassroot organizations, in a campaign setting.

We are also familiar with slogans coined by Indian freedom fighters which inspired many and awakened a sense of patriotism in the youth.

***Inqlaab Zindabad!***

***Vande Mataram!***

***“Bharat Chhodo” or “Quit India”***

***“Simon Go Back”***

In modern times, slogans are also used as a tool to promote businesses or services or social causes, attempting to capture the attention of the audience. As an advertising method, the slogan is used by companies to affect the way consumers view their product compared to others.

## What Makes a Good Slogan?

There are no concrete rules for creating a catchy slogan, but there are a few key traits that your slogan should have.

- **Determine the Goal:** Think about what you want to achieve with the slogan, and then frame your slogan conveying that message.
- **Brevity:** Keep it simple. Making your slogan brief gives your audience a greater probability at retaining the information.
- **Clarity:** The best slogans help establish your brand identity or product in a clear and simple way. Try to highlight the uniqueness of the idea/concept, and communicate that in an uncomplicated way.
- **Powerful Language:** Make sure your language makes your audiences want to take action. Language used in the slogans is essential to the message it wants to convey. Use humor or figures of speech – metaphor, oxymoron, synecdoche, etc., if (and where) you can.
- **Memorable:** A memorable slogan uses a blend of powerful words and a concise message to create a lasting impression. Consider linking a proverb or a well-known expression.

### A. Examples:

#### 1. Slogan on road safety

***Don't be a fool, speeding is NOT cool.***

#### 2. Slogan on World Environment Day

***You will CHOKe, if you take pollution as a joke.***

3. To stop the use of tobacco

*Quit tobacco, before Life quits on you.*

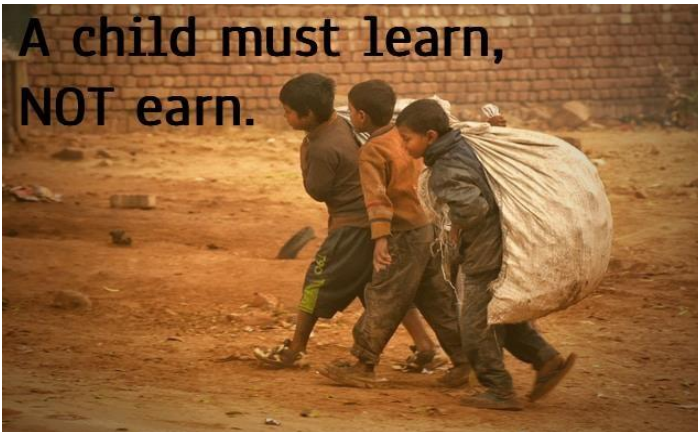
4. To raise awareness on organ donation

*Make both your life and death count. Be an organ donor.*

**Task A - Write Slogans on the following topics:**

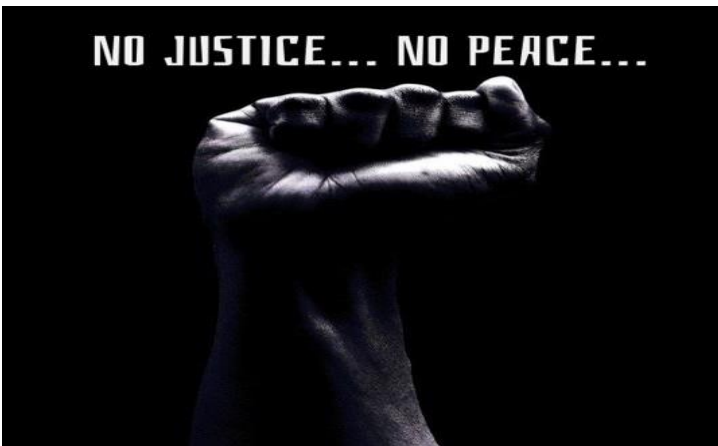
1. To create awareness on importance of voting
2. To promote gender equality
3. To advertise use of eco-friendly products
4. To encourage health and hygiene

**A child must learn,  
NOT earn.**



1.

**NO JUSTICE... NO PEACE...**



2.

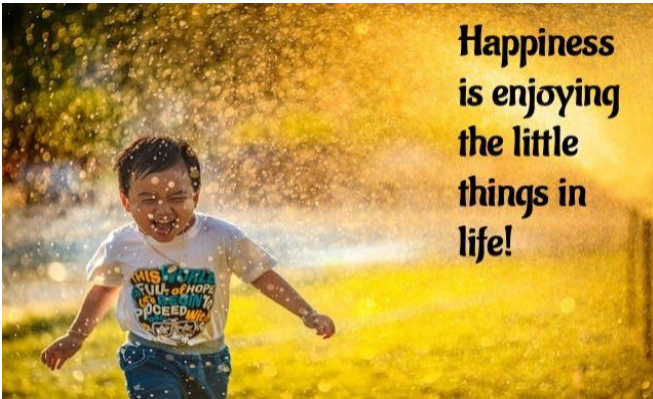
**Do  
yourself  
a  
favour...**

**Save  
EARTH**



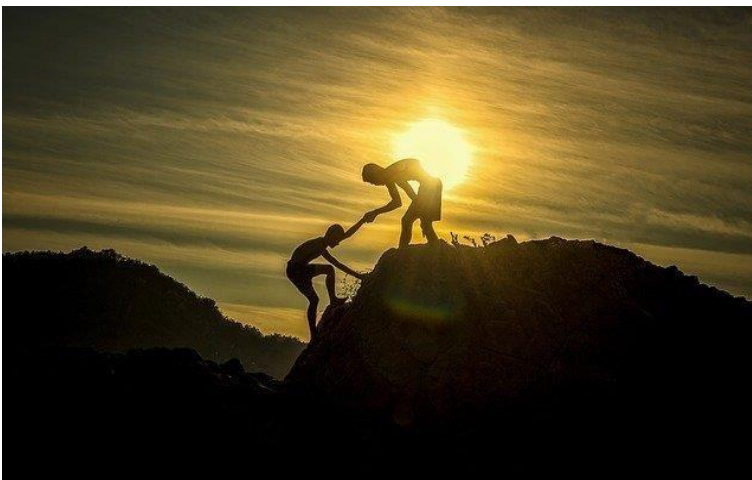
3.

**Happiness  
is enjoying  
the little  
things in  
life!**



4.

**Task B - Write Slogans on the following pictures:**



1.

2.



3.



## 2. Leaflet Writing

### Objective/s:

- To learn about creating/using Leaflets as a marketing tool.
- To develop the skill to communicate ideas effectively.
- To know how to create brand awareness.

Leaflet is a piece of paper containing information about a particular subject. The ‘pamphlet’ meaning arose in the 1800s, from leaf, or ‘page of a book.’ It is a small sheet of printed paper that puts across a short message clearly and concisely.

The objective of a Leaflet is to ‘Inform’ and ‘Persuade’. Businesses use them to showcase their products and services, and invite potential customers to events and exhibitions. Leaflets play a vital role in the selling process, sometimes instantaneously.

A Leaflet is considered to have a better design than a flyer. The standard size of a leaflet is that of an A6 sheet. In terms of cost, it is a bit more expensive. They are mostly printed in colors.

They can be circulated by either handing them over to the target audience, or as newspaper inserts. Not only this, leaflets are often placed strategically where people are bound to take a look at it; for example, at the tables in restaurants, store counters, etc.

The structure and layout of a leaflet would include:

- Brand colors and logo
- Impressive title
- Short introduction
- Headings in bold letters
- Details, organized sentences/ bullet points
- Pictures or sketches if required as borders or to the sides of the leaflet
- Call to action



## How to write a leaflet?

1. Establish the purpose of a leaflet.
2. Create a catchy title. The title should be brief and informative, but also get the readers' attention and invite them to read more.
3. Create an introduction that is concise and creative.
4. Use enticing phrases/language, rhetorical questions: 'Are you hungry?' 'Looking to get fit?'
5. Include key details like what (nature of the event, venture etc.,) why (purpose), where (venue), when (time) etc.,
6. Get straight to the point and be informative. You're trying to persuade them to call, e-mail or visit the website, so talk to them using language such as 'you' and 'you're'.
7. Finish with a call to action.  
'Call Now'  
'Order Today'

While preparing a leaflet, **REMEMBER TO:**

- use short, clever phrases;
- use bullet points for the important details; do not write long paragraphs;
- use borders, shapes, different fonts and styles, if possible, to get the immediate attention of the reader;
- keep the drawings, sketches and paintings to the minimum;
- make the text easily readable, when creating a leaflet your text will print off quite small and congested.



**Example:**

1.

<i>Excellent results</i>	<i>Sure Success</i>
<b>EXCELLENT COACHING CENTRE</b>	
D-24, Baird Road, Delhi	
<i>announces</i>	
Commencement of Fresh Batch	
for	
<b>IIT CPMT &amp; OTHER COMPETITIVE EXAMS</b>	
<b><i>Registration begins May 15, 20XX. Enrol Early</i></b>	
<b><i>Special Features</i></b>	
<input type="checkbox"/> Specialist faculty	<input type="checkbox"/> Excellent study material
<input type="checkbox"/> Personal attention	<input type="checkbox"/> Reasonable fees
<input type="checkbox"/> Periodic tests & assessments	
<b>OUR TEN STUDENTS TOPPED IN</b>	
<b>IIT/CMPT/GMAT</b>	
<i>Limited Seats</i>	
<b>Contact: Dr A.N. Bose, Director</b>	
<b>Phone 25743256</b>	

2.



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- ✓ Safe Work Practices
- ✓ Quality Workmanship



**COMPANY NAME**

128, Street Fighter, Sydney Australia

**[www.yourdomain.com](http://www.yourdomain.com)**

3.



designed by  freepik

4.



Garbo High School

# *Annual School Supply Drive*

Donate your old & unused school supplies  
for students in need

5th - 9th Of March

12 - 3 PM

School Gymnasium



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**Task 1:**

On the occasion of Women's Day, Dr. Indira Pathak will be conducting a session on cancer awareness. Design a leaflet inviting students to the event.

**Task 2:**

Your college is organizing a Placement Drive for final year students. Design a leaflet with all essential details, inviting students from other colleges as well.

**Task 3:**

You have recently moved your restaurant business to a different locality; write a leaflet publicizing the opening of the restaurant, and all the new cuisines you are introducing.

### 3. Presentation Skills

#### Objective/s:

- To focus and to be concise.
- To develop one's skills to communicate clearly, effectively and confidently with a range of audiences in a range of different contexts.
- To promote critical and reflective thinking.

Presentation skills can be defined as a set of abilities that enable an individual to interact with the audience; transmit the messages with clarity; engage the audience in the presentation, and interpret and understand the mindsets of the listeners.

Usually, the majority feel nervous while presenting something. It is mainly due to the fact that in a live presentation there is no second chance. Plus, you should be aware that the way in which information or ideas are delivered strongly affects how they are understood by the audience. Even tiny inaccuracies in the presentation can make it hard to follow. Thus, for communication to take place effectively, presented information has to be received as intended by the speaker.

#### Vital Components of a Presentation:

##### The Audience:

The more you know about your audience, the more relevant and interesting your presentation will be. How can you engage people, if you don't have a clue what really interests them? But how can you find out? Where do you start?

Try responding to the following set of questions: Why are they there? What do they want from the presentation? How much do they know? What are their needs?

## **You – the Presenter:**

Why are you there? What do you want to achieve? How will you handle questions?

## **Tips for a good presentation:**

1. Maintain eye contact while presenting and smile
2. Use of gestures and facial expressions
3. Be prepared: Practice makes perfect
4. Be confident
5. Effective beginning/end

## **Structuring the Presentation:**

### **a. Opening Slide:**

All presentations should begin with an opening slide, generally including:

- The title of the topic
- A one-line description of what is to be presented
- Name of the presenter

**b. Concluding Slide:** This slide should sum up the information provided in the presentation. The last slide is the ‘Thank you’ slide.

**c. Slides for the body of the presentation:** Prepare one slide for each idea you want to convey.

Keep the following points in mind while preparing the slides.

- Do not put too many words/lines on the slide. Highlight major points.
- Use appropriate headings/sub-headings for each slide.

- **Name and designation of the presenter/s**
- **Introduction**
- **Topic**
- **Main Content:**
  - **Beginning - definition/meaning with sub-points**
  - **Summary (may be extended to 3-4 slides and it is optional)**
  - **Analysis**
  - **Sub-points**
- **Conclusion**

### **Sample Presentation**

*Given below is the matter for a presentation. See how the Headings and Subheadings are prepared for the slides:*

### **Example: How to keep your body healthy?**

#### **Slide-1**

**Topic - World Health Day, 7<sup>th</sup> April**

**Sub Topic-Have a Healthy body**

**Dr. T.V Rao**

**Managing Director**

**Sagar Hospitals**

**Bengaluru**



## Slide-2

### **Objectives of the presentation**

- To raise awareness about ongoing health issues that concern people across the world.
- The day is also used as an opportunity to spread awareness about the overall health and well-being of people.
- To offer tips/measures for a healthy body.

## Slide-3

### **Bad habits threatening health**

- Smoking & alcohol
- Lack of physical exercise
- Wrong eating habits
- Stressful life
- Inheritance factors

**Slide-4****Healthy lifestyle:**

- Drink lots of water and add fruits in the diet.
- Walking – best exercise
- Cycling
- Swimming
- Avoid harmful habits like smoking and drinking

**Slide-5****Regular health checkup is needed for healthy body:**

- Blood pressure
- Diabetes
- Cholesterol
- Triglycerides
- Thyroid
- Obesity

## **Slide-6**

**Stay Fit – Stay Healthy**

**Thank You**

### **Task:**

**Prepare 6 Presentation slides on each of the following topics:**

1. Stress Management
2. Awareness on Cyberbullying
3. Pros and Cons of E-Commerce

### **Suggested Activity:**

Practice group PowerPoint presentations in class.

## 4. Correction of Errors in Sentences

### Objective/s:

- To enhance the ability to write correctly and effectively.
- To enhance understanding and communication.

### Introduction

In every language, words and phrases are put together to form sentences in accordance with the structure of the language. The English language has its own structure. This structure is a pattern that comprises a number of words arranged according to their grammatical function. There are five basic sentence patterns in English as follows:

1. SV – Subject Verb

Example: Birds fly.

2. SVO – Subject Verb Object

Example: She sells flowers.

3. SVIODO – Subject Verb Indirect Object Direct Object

Example: Father bought me a watch.

4. SVC – Subject Verb Complement

Example: She is intelligent.

5. SVOC – Subject Verb Object Complement

Example: The message made her laugh.

*Note: Adjunct can be added to all these five patterns.*

A sentence requires modification grammatically and contextually to have a better understanding of the same.

Grammatical error correction is the task of correcting different kinds of errors in given sentences. Now, let us discuss some important rules and errors so as to tackle questions based on sentence correction.

## Articles

Articles modify nouns. There are three articles: a, an and the. 'The' is the definite article and 'a' or 'an' is the indefinite article. 'The' is used to refer to specific or particular nouns; 'a' or 'an' is used to modify non-specific nouns.

- Kirti has **a** very interesting point to make.  
Rule – 'a' goes only with a singular noun with a consonant sound.
- Kirti has **an** interesting point to make.
- Lekha is **an** assistant manager.  
Rule – 'an' goes only with a singular noun with a vowel sound.
- Where is **the** busiest city in **the** world?
- I still remember **the** summer of 2002.  
The definite article 'the' goes with the specific nouns

## Tenses

Tense is a grammatical expression of time reference. It is defined as the form of a verb which indicates the time and the state of an action or event. English has a wide variety of tenses, which give information about when something happened, and also the aspect of the action we wish to focus on. Tenses play a crucial role in the English language.

There are three tenses:

- i. Present tense
- ii. Past tense
- iii. Future tense

Each tense has four forms, namely

- a. The Indefinite or Simple
- b. The Continuous
- c. The Perfect
- d. The Perfect Continuous

Examples:

- My friend **works** there. (Simple Present Tense)
- My friend **is working** there. (Present Continuous Tense)
- I **have done** the work. (Present Perfect)
- He **has been working** on the project since for years. (Present Perfect Continuous)
- He **completed** the task yesterday. (Simple Past)
- He **was working** on the project. (Past Continuous)
- I **had never seen** such a beautiful sunset before. (Past Perfect)
- Kriti **had been helping** her parents for five years. (Past Perfect Continuous)
- I **will** call you **tomorrow**. (Future Tense)
- I will be writing a novel by this time next month. (Future Continuous)

## Prepositions

Preposition is a word or group of words used before a noun, pronoun or noun phrase connecting it to another word. Preposition is used to indicate direction, time, place, location, spatial relationships or to introduce an object.

### Types of Prepositions:

1. Prepositions of Place and Direction: These prepositions show the relationship of place between the nouns and other parts of a sentence.

On, at, in, by, from, to, towards, up, down, across, between, among, through, in front of, behind are the commonly used prepositions of place and direction.

Examples: They are at home.

A thief broke into the house.

2. Prepositions of Agents or Things: These prepositions indicate a causal relationship between nouns and other parts of the sentence. Of, for, by, with, about, etc., are the most used and common prepositions of agents or things.

Examples: She is playing with her sisters.

This article is about sports.

3. **Prepositions of Time:** These show the relationship of time between the nouns to the other parts of a sentence. The common prepositions of time are: on, at, in, from, to for, since, ago, before, till, by, etc.

Examples: Krishna started working at 11 A M.

The company called a meeting on 30 October.

4. **Phrasal Prepositions:** These occur in the form of phrases. Some of the phrasal prepositions are; along with, apart from, because of, instead of, on account of, in reference to, in addition to, etc.,

Examples: They along with their friends went on a trip.

In spite of being a good player, he was not selected.

- She smiled **at** me.
- Voting took place peacefully **across** most of the country.
- Cars were parked all **along** the road.
- A crowd had gathered **around** the scene of the accident.
- Our school was built right **beside** a river.
- Mom doesn't like people wearing their shoes **in** the house.
- That bit **at** the beginning **of** the film was brilliant.

### Concord (Subject - Verb Agreement)

'Concord' means Agreement. Grammatical concord gives the real sense to the sentences. The subject and verb in a sentence should agree with each other, otherwise the sentence will not sound right.

- **One of my friends** is visiting us today. (One member in the group is addressed so a singular verb is used.)
- **A bunch of** grapes **is** so sweet.  
*\*Rule: Collective noun phrases such as a bunch of, a group of, a set of, etc. take a singular verb.*
- **Vicky as well as his friends** **is** expected shortly.  
*\*Rule: Connectives, phrases such as combined with, coupled with, accompanied by, added to, along with, together with, and as well as, do not change the number of the subject. These phrases are usually set off with commas and the singular verb is used.*

- \$2 million was spent on building a new factory. (\$2 million is a specific amount)
- Funds are allocated each year to help medical research. (*Funds* is used in a vague sense)  
*\*Rule: With money, if the amount is specific, use a singular verb; if the amount is vague, use a plural verb.*

### Active - Passive Voice

An active verb or sentence is one in which the subject is the person or thing which performs the stated action: ‘John told me’ is an active sentence, and ‘I was told by John’ is passive. Passive is a way of structuring a sentence so that the grammatical subject is the person or thing which experiences the effect of an action, rather than the person or thing which causes the effect.

The Verb has two voices, namely; the active and the passive voices. In the active voice, the subject is the doer of the action. In the passive voice, the subject is the sufferer of the action. When we change the active voice into passive voice the subject becomes the object and the object becomes the subject. Generally, the word ‘by’ precedes the object. The verb is broken into its tense form and its past participle form. Example: The bridge is being built by engineer.

- The dog **chased** the cat. (Active voice – here the doer of the action is emphasized)
- The cat **was chased** by the dog. (Passive voice – the action is emphasized)
- A mobile phone **was given** to him by his parents.
- Lunch **is provided** to staff by the company.
- Assignments **were received** by the teachers. (If it is used as was give, was gave, has complete, is provide, were receive, then it would be wrong)

*Note: When the verb is in passive it should always be in past participle form i.e., the third form of the verb is to be used.*



## Examples:

1. Naren is **a** ornithologist. (Incorrect) Naren is **an** ornithologist. (Correct)  
*Note: 'a' is used for unspecific or indefinite singular nouns beginning with the consonant sounds.*  
*'an' is used for unspecific or indefinite singular nouns beginning with the vowel sounds.*  
*'The' is used for specific or definite nouns either singular or plural forms.*
2. Apeksha **is attending** music class every Friday. (Incorrect) Apeksha **attends** music class every Friday. (Correct)  
*Note: Regular or routine actions should be in simple present tense.*
3. I **am hearing** footsteps behind me. (Incorrect) I **hear** footsteps behind me. (Correct)  
*Note: Non-continuous verbs are not used with continuous tenses. Here are some of the common non-continuous verbs: hate, like, love, prefer, want, wish, appear, feel, hear, see, seem, smell, sound, taste, agree, deny, disagree, mean, promise, satisfy, surprise, believe, imagine, know, mean, etc.*
4. Let's meet **on** midday **at** Saturday. (Incorrect) Let's meet **at** midday **on** Saturday. (Correct)  
*Prepositions of Time – at, in, on: at is used for a precise time; in if used for months, years, centuries and long periods and on for days and dates.*
5. Neither Brinda nor Alekya **are** attending the party. (Incorrect) Neither Brinda nor Alekya **is** attending the party. (Correct)  
*Note: When a subject is made up of nouns joined by or/nor, the verb agrees with the second noun.*
6. She **has complete** the work. (Incorrect) She **has completed** the work. (Correct)  
*Note: Third or past participle form of the verb is to be used in passive sentences.*

**Task - Correct the following sentences:****Task 1**

1. Nali sent me an postcard from Bengaluru.
2. I have a ambition and the ambition requires lot of hard work.
3. The competition is open to children among six and twelve years of age.
4. They are building a new bridge along the river.
5. None of the keys are opening the lock.
6. Jack or his brothers is to be blamed.
7. Bright students are offer scholarships by the school.
8. I didn't brought my book.
9. The women's movement have grown much stronger since its early years.
10. He has underwent a surgery.

**Task 2**

1. The pollution can affect people's health.
2. The Hornet is the musical instrument.
3. At this rate it'll take weeks for finish the project.
4. I am really busy with work in the moment.
5. Time and tide waits for none.
6. The cost of essential commodities have risen considerably.
7. The food is cook early in the morning.
8. Have they complete the work?
9. She said that she don't know.
10. His voice shake with emotion.

**Task 3**

1. Take the walk in the park then you will feel better.
2. Ask me without a hesitation when you have a doubt.
3. The competition is open to children among six and twelve years of age.
4. They are building a new bridge along the river.
5. Each and every student are expected to be on time.
6. Nobody deny the fact.
7. Coffee was serve in terracotta cups.
8. Orders had been send to the school by the army.
9. She love Keats poetry and quotes frequently from it.
10. I am having a car.

## 5. Rearrangement of Jumbled Sentences

### Objective/s:

- To develop logical skills in arranging or constructing sentences.
- To sensitize learners about the use of linkers.
- To give a glimpse of the testing pattern in competitive exams in jumbled segments.

### Sentence Rearrangement

It is required to put different sentences in a concise and coherent paragraph that makes sense.

Steps to solve jumbled sentences:

- Step 1: Identify the Sentence construction.
- Step 2: Read all the options thoroughly.
- Step 3: Look for the opening sentence. Sometimes the first sentence is constant, this makes it easy to identify the sequence of the lines. In case there are no starting sentences, identify the first sentence.
- Step 4: Connect the sentences and find a link.
- Step 5: Concentrate on the linkers.

Linkers or Connectives are words or phrases that are used to link. Linkers show the relation between sentences, and give the paragraph coherence or continuity. While rearranging sentences linkers are crucial.

Here are a few examples:

- I wanted to go swimming **but** I am so tired.
- The film received good ratings; **however**, it was very long.

A list of linkers to express:

ADDITION	COMPARISON	TIME	RESULT
Further	similarly	meanwhile	hence
Furthermore	comparable	presently	therefore
Moreover	likewise	thereafter	accordingly
In addition	as with	eventually	consequently
Additionally	equally		
Then	just as.... So		
Also	a similar		
Too, besides	like		
Again			
Finally			

- Step 6: Look for the concluding sentence

### Example – 1

- Scientists have discovered
- that may pave way for sustainable ways to clean up oil spills
- a unique oil-eating bacteria in the Mariana Trench, the
- deepest part of the earth's oceans, a finding

### Answer:

Scientists have discovered a unique oil-eating bacteria in the Mariana Trench, the deepest part of the earth's oceans, a finding that may pave way for sustainable ways to clean up oil spills.

### **Example – 2**

- Andhra Pradesh on Monday morning
- EMISAT, from Sriharikota in coastal
- the Indian Space Research Organisation (ISRO) launched
- the country's first electronic surveillance satellite

### **Answer:**

The Indian Space Research Organisation (ISRO) launched the country's first electronic surveillance satellite EMISAT, from Sriharikota in coastal Andhra Pradesh on Monday morning.

### **Example - 3**

- The eldest of the three sons would have become the king after his father.
- So, he drove the three sons away.
- There was once a king in India who died leaving behind three sons.
- But the captain of the king's army wanted the kingdom for himself.

### **Answer:**

There was once a king in India who died leaving behind three sons. The eldest of the three sons would have become the king after his father. But the captain of the king's army wanted the kingdom for himself. So, he drove the three sons away.

### **Task - Rearrange the below sentences in a coherent and logical order:**

#### **Task 1**

- The whole area was covered with smoke.
- Flames were oozing out of the windows of the house.
- All the neighbours were feeling pity about the victim.
- The firemen were busy pacifying the flames.
- But the suffering family acted very strongly and bore the shock with full courage.

**Task 2**

- Initially, he did have some problems, as he was addicted to it.
- But he was determined and focused.
- So, his friends insisted him to give it up.
- And now he is six months sober.
- Sam was a drug addict.

**Task 3**

- He is called so because he led India to freedom from British rule.
- The first cause that he took up was of an indigo farmer of Champaran, Bihar.
- Mahatma Gandhi is called the Father of the Nation.
- He started fighting for India's freedom after he returned from South Africa.

## Additional English

### Internal Assessment Mark Allotment

First Test	10
Second Test	10
Assignments	20
<b>TOTAL</b>	<b>40</b>

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### II Semester Question Paper Pattern

**Time: 2.5 hours**

**Max. Marks: 60**

#### **SECTION – A (Language Component – 40 marks)**

- |  |                |
|--|----------------|
| <b>I. Slogan Writing</b>                     | <b>2x2.5=5</b> |
| <b>II. Leaflet Writing</b>                   | <b>1x10=10</b> |
| <b>III. Presentation Skills</b>              | <b>1x10=10</b> |
| <b>IV. Correction of Errors in Sentences</b> | <b>10x1=10</b> |
| <b>V. Rearrangement of Jumbled Sentences</b> | <b>1x5=5</b>   |

#### **SECTION - B (Course Book – 20 marks)**

- I. Answer any two questions in about 80 to 100 words (2 out of 3)** **2x5=10**
- II. Answer any one of the following in about 2 pages (1 out of 3)** **1x10=10**

## II Semester Additional English Model Question Paper

Time: 2.5 hours

Max. Marks: 60

### SECTION – A (Language Component – 40 marks)

I. Write Slogans on any TWO of the following topics.

2x2.5=5

- a. To encourage health & hygiene
- b. To promote world peace



c.

II. Write a Leaflet on any ONE of the following topics:

1x10=10

- a. Write a leaflet asking people to donate essential items to flood-affected areas of your state.
- b. You are starting a Fitness and Dance studio. Design a leaflet, advertising your new venture.



**III. Prepare 6 Presentation slides on any ONE of the following topics:**

**1x10=10**

- a. Alternative energy resources
- b. Environment Pollution

**IV. Correct the following sentences; each question carries one mark.**

**10x1=10**

1. In fortunately thirty-seven bomb blasts, only five lives was lost.
2. He will not pay till he is compelled.
3. Common people are rather impressed by the style of a speech than by is substance.
4. I am hearing the footsteps of the man behind me
5. Kiran has a interesting point to make.
6. Surekha is a assistant manager.
7. Where is a busiest city in the world?
8. I still remember summer of2019.
9. Rama smiled on me.
10. Cars were parked all along the road.

**V. Rearrange any ONE of the below set of sentences, in a coherent and logical order:**

**1x5=5**

- a.
  - all eyes are now on the Monetary
  - will be announced on 7 February
  - with the interim budget out,
  - policy Committee's (MPC) decision that
- b.
  - Suddenly they fell into a deep pit someone had dug to trap foolish animals like them who weren't watching where they were going.
  - Their wild squawking brought the other animals to the pit.
  - Ostrich and Emu were racing each other across the Australian outback.
  - Ostrich and Emu tried to jump out of the pit but it was too deep.

**SECTION – B**  
**(Course Book – 20 marks)**

**I. Answer any TWO questions in about 80 to 100 words: 2x5=10**

1. In the story 'Lalu', the protagonist is a crusader against animal cruelty. Discuss.
2. Which incidents state that the tree was fruitful in the lesson 'The Jamun Tree'.
3. Write a short note on the title of the poem 'The Spear'.

**II. Answer any ONE of the following in about two pages: 1x10=10**

1. Who do you think is more practical in life, the Carpenter or the Beggar? Analyse with examples from the poem.
2. 'Curse is a biting satire on the insensitivity of man towards our depleting forest cover.' Explain the poem in the light of the above statement.
3. Comment on the struggle and agony of Tara in the story 'The Politics of Living'.

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