

**Soft skills, Language and
communication skills**

Academic Year

2018-19

**A.G&S.G
SIDDHARTHA
DEGREE
COLLEGE,
VUYYURU**

CERTIFICATE COURSE IN COMPETITIVE ENGLISH

Organized by

**DEPARTMENT
OF ENGLISH**

A.G. & S.G. Siddhartha Degree College of Arts & Science,

Vuyyuru-521165, Krishna District, Andhra Pradesh

(Managed by: Siddhartha Academy of General & Technical Education, Vijayawada-10)

An Autonomous College in the Jurisdiction of Krishna University

Accredited by NAAC with “A” Grade



DEPARTMENT OF ENGLISH

Certificate Course in

**“COMPETITIVE
ENGLISH”**

Class : **II DEGREE**

Duration of the Course : **45 days**

A.G. & S.G. Siddhartha Degree College of Arts & Science,

Vuyyuru-521165, Krishna District, Andhra Pradesh

Certificate Course

Title: Competitive English

Objectives:

1. **Enhancing Language Proficiency:** The primary objective is to improve participants' overall language proficiency, including grammar, vocabulary, sentence structure, and pronunciation.
2. **Effective Communication:** The course aims to develop participants' ability to communicate effectively in English, both in written and spoken forms. This includes skills such as public speaking, group discussions, and expressing ideas clearly and coherently.
3. **Reading Comprehension:** Participants will learn strategies to comprehend and analyze complex texts quickly, which is crucial for competitive exams that involve reading comprehension sections.
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9. **Interview Preparation:** For exams that include an interview round, the course may provide guidance on how to present oneself confidently and effectively during interviews.
10. **Professional Communication:** The course might cover the nuances of professional communication, including email etiquette, report writing, and business correspondence.

By focusing on these objectives, a certificate course in competitive English aims to equip individuals with the skills and confidence needed to succeed in competitive exams, interviews, and other professional contexts where strong English language proficiency is a requirement.

Outcomes:

Upon completing of certificate course in competitive English, participants can expect to achieve a variety of outcomes that will enhance their language skills, boost their confidence, and improve their performance in competitive exams and professional scenarios. Some of the key outcomes include:

1. **Enhanced Language Proficiency:** Participants will have a significantly improved grasp of English grammar, vocabulary, and syntax, leading to more accurate and coherent communication.
2. **Effective Communication Skills:** Participants will be able to communicate their ideas clearly and confidently, both in writing and speaking. This is invaluable for interviews, group discussions, and presentations.
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8. **Mock Test Experience:** Participants will have gained exposure to mock tests and practice exams, familiarizing them with the exam format and allowing them to refine their approach.
9. **Interview Readiness:** For exams with interview rounds, participants will be better prepared to articulate themselves effectively and confidently during interviews.
10. **Certificate of Completion:** Participants will receive a certificate at the end of the course, validating their achievement and indicating their improved language proficiency.

Overall, the outcomes of a certificate course in competitive English are designed to empower participants with the skills, knowledge, and confidence needed to excel in competitive exams, interviews, and various professional communication scenarios where strong English language skills are essential.

Methodology: Teacher assisted learning Course

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CERTIFICATE COURSE IN COMPETITIVE ENGLISH

Semester – IV
CURRICULUM AND CONTENTS

Unit I Vocabulary Usage

- Synonyms
- Antonyms
- Cloze Test
- One Word Substitution
- Verbal Analogies

Unit II Comprehension Ability

- Comprehension – I
- Comprehension – II
- Theme Detection
- Deriving Conclusions From Passages

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COMPETITIVE ENGLISH

CHAPTER-WISE DETAILS

- 1. ACTIVE / PASSIVE VOICE**
- 2. DIRECT / INDIRECT SPEECH (CHANGE OF SPEECH)**
- 3. ANTONYMS**
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- 15. FILL IN THE BLANKS WITH APPROPRIATE WORD**
- 16. PARAGRAPH FORMATION**

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Academic Year

2019-20



DEPARTMENT OF ENGLISH

Name of the Event: **GUEST LECTURE**

Topic: **PRONUNCIATION – SPEAK ENGLISH LIKE NATIVE**

Date: **23rd November, 2019**

Resource Person : **Sri M.Vincent Paul**, Head, Department of English, Sir C.R.Reddy College, Eluru.

Report on the guest lecturer:

- The Department of English in association with IQAC arranged a Guest Lecture on “**PRONUNCIATION – SPEAK ENGLISH LIKE NATIVE**” by Sri M.Vincent Paul, Head, Department of English, Sir C.R.Reddy College, Eluru on 23rd November, 2019. The Department organized “**A Certificate Course in Competitive English**” during the Even Semester for the Academic Year 2018-19 and the certificates have been distributed to 37 students by the Resource Person.

Objective

To figure out how to speak like native English speakers.

Notes on lecture

The way a person makes these speech sounds and articulates words is shaped, literally; by the way he or she uses her mouth. Therefore, you can improve your ability to speak English like a native speaker by **studying mouth movements**. Speaking is a skill like swimming, driving or riding a bike. The only way one can be proficient in speaking English is to actually keep talking! It is said that the best method to become a good writer is to keep writing. Similarly, the ideal way to speak English or speak like a native speaker is to keep speaking with the correct accent and grammar.

Outcome


- Students were able to understand and can use idiomatic phrases and phrasal verbs;
- Students are capable of spontaneous discussions in English-speaking contexts;
- Can use English tenses and sentence structures effortlessly and in the correct context;
- Can understand the subtle differences in tone and pitch.



Guest lecture Banner



Sri Vincent Paul addressing the students


Signature of the H.O.D
Head of the Department
of English
A. G. & S. G. Siddhartha College
VUYYURU

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UNIT 1

NAMES & ACTIONS

Objectives

At the end of this unit, the students should be able to:

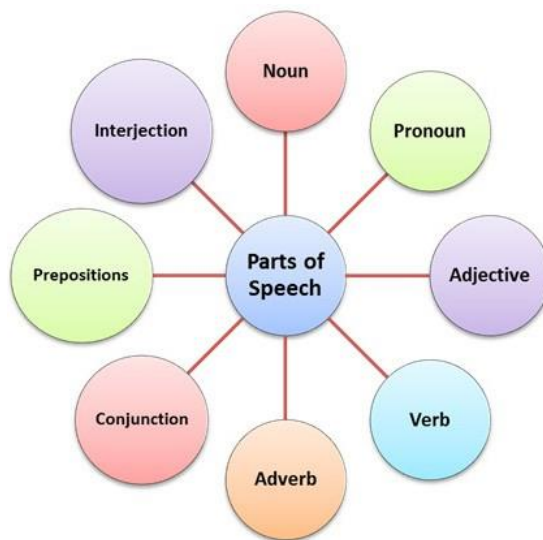
- Identify nouns and verbs
- Distinguish and use singular and plural nouns
- Distinguish the pronunciation of (past tense endings) /t/, /d/, /ɪd/ and (plural endings)
- /s/, /z/, /ɪz/
- Differentiate tense (time) from verbs (action)
- Recognize homophones
- Comprehend reading texts and respond to tasks

NAMES and ACTIONS

Language is a unique means of human communication. The first men probably started using grunts and other sounds to communicate with each other. Gradually, specific sounds began to be used to denote specific things or actions. As man evolved, the need to use structured sounds and words became important. This need resulted in the evolution of language. In the early days, when language was in the initial stages of development, there was no grammar.

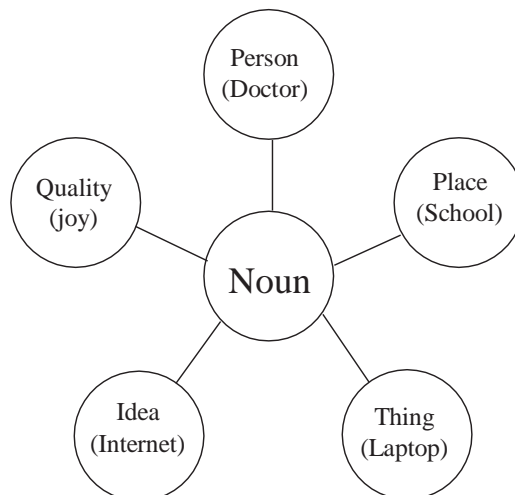
Grammar is nothing but rules that help us use the language correctly so that we are understood by others in the community. For instance, when a person wants to learn to drive a car, knowledge of the key parts of the car is very important. Knowing what a clutch, gear, and accelerator are, is one aspect; how to apply them is another. The first one is theory and the second one is practice. A combination of both of these – knowledge of the parts and actually applying it, is what happens when a person attempts to learn to drive a car. The person is given training to drive a car practically, which helps in putting the knowledge acquired into use. Similarly, grammar is made up of rules which enable a person to use language effectively.

Parts of Speech



All words in English can be classified into eight groups called parts of speech: noun, verb, adjective, pronoun, preposition, conjunction, adverb and interjection. Let us learn the parts of speech one by one in order to use the language meaningfully and effectively.

NOUN



A noun is a word that names a person, place, quality, idea or thing.

1. The teacher corrected the paper.
2. The pilot landed safely.
3. Energy can neither be created nor destroyed.
4. The movie was a blockbuster.
5. They won the prize.
6. Can the students read in English?
7. Has the train arrived?
8. Is the lesson interesting?
9. The Taj Mahal is a beautiful monument.
10. Communication skills are essential for employment.
11. Keep the room clean and tidy.

Activity 1

Focus on the underlined words. Complete the chart below identifying the word by its definition. Put a tick mark in the table for each word. The first one is done for you.

Sl. No.	Words	Person	Place	Idea	Thing
1	teacher	<input checked="" type="checkbox"/>			
2	paper				
3	pilot				
4	energy				
5	movie				
6	prize				
7	students				
8	English				
9	train				
10	lesson				
11	Taj Mahal				
12	monument				
13	skills				
14	employment				
15	room				

Activity 2

Fill in the blanks.

Any word that makes sense in the blanks is a noun. On completion, check your answers with the help of your teacher.

1. A _____ walks on the _____.
2. Two _____ meet in the _____.
3. The _____ visited the _____.
4. The _____ went to the _____.
5. The _____ liked the _____.
6. Do _____ like _____?
7. _____ don't like _____.
8. _____ play in the _____.
9. The _____ hit a _____.
10. The _____ punished the _____.

Activity 3

Look around at the objects in your classroom. List them on your own in the chart below. Check with your teacher's help.

1	6	11
2	7	12
3	8	13
4	9	14
5	10	15

Activity 4

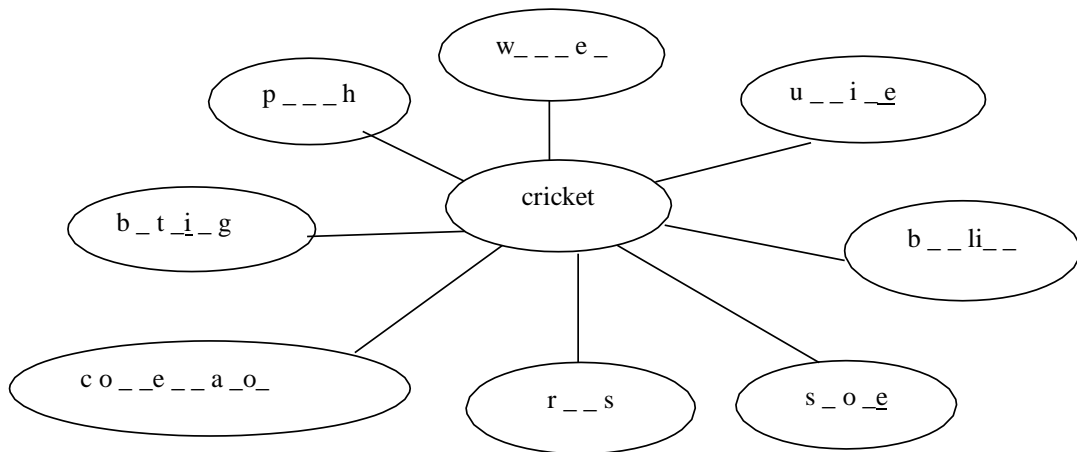
- a) List all the things that you could find on a playing field where an international one day cricket match is to be held in Chennai.

1	6	11
2	7	12
3	8	13
4	9	14
5	10	15

b) The match is going to be between India and Sri Lanka. Now list the names of players from both the countries (present & past players).

1	6	11
2	7	12
3	8	13
4	9	14
5	10	15

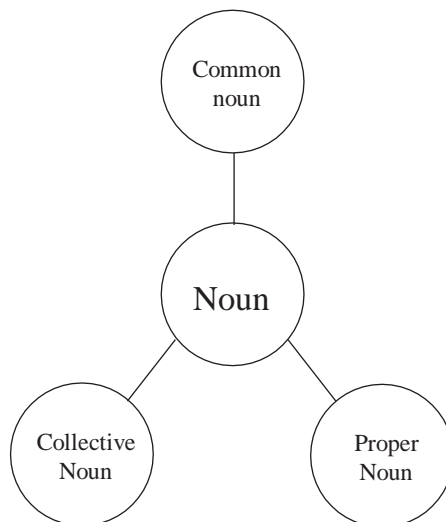
Now complete the following chart with words related to cricket.



Activity 5

Pair work: Tell your friend about cricket using the words associated with the game.

Types of nouns



Ex: Children, teacher, actor, Ram, Xavier, Ismail, team, herd, chorus

A *common noun* is your everyday noun like road, cat, love, mother or park. They are not capitalized unless they start a sentence or form a part of a name like Uncle Tom.

Proper nouns include names of months, days, organizations, people and their titles, places, books, plays, movies and newspapers.

A *collective noun* is a noun that is most often singular in form but refers to a group of people or things.

Singular and Plural Nouns

A singular noun names one person, place, idea, thing or quality. A plural noun names more than one person, place, idea, thing or quality.

Rule

1. Add 's' to most singular nouns to make them plural.
2. Add 'es' to singular nouns that end in "s, sh, ch and x" to make them plural.

Examples: books, watches, foxes, churches, kisses, bushes

3. Some nouns have special plural forms.
man - men, woman - women, child – children, tooth – teeth, foot – feet
4. When a word ends in 'y', the plural form has 'ies'
5. Some nouns do not change at all in the plural.
Sheep – Sheep

Activity 6

Mark in the table below singular/plural using "S or P"

sun	S	Baskets		windows	
friend		Feet		sandwiches	
fly		Stories		children	
women		Mouse		puppy	
cities		Drivers		passenger	
colleges		activities		berries	

Activity 7

Choose the correct noun forms (singular or plural).

1. Ram carries two (basket / baskets).
2. I love to eat many (sandwiches / sandwich) for breakfast.
3. They are going on a (picnics / picnic).
4. There are many (boat / boats) on the lake.
5. The (gardens / garden) is very beautiful.
6. I travel in a small (cars / car).
7. I love to watch all the newly released (movie / movies).
8. Children like to swim in the colony (lakes / lake).
9. A (frogs / frog) jumped into the net.
10. Radha bought two sets of (clothes / cloth) for her birthday this year.

Activity 8

Write the plural forms of the underlined words.

1. Anne visits the neighborhood family.
2. English people enjoy the summer sky.
3. The managers record their meetings in their diary.

4. Children like to pick up the ripe strawberry.
5. The bakery sells fresh bread.
6. I can see the pony taking a nap.
7. I met the lady on the road.
8. Replace the old battery.
9. People like to go to the party.
10. Students need to complete the activity.

Pronunciation of plurals: Rule

Sounds are called voiced or voiceless depending on whether the vocal cords vibrate or not when they are articulated. Keep your finger on your Adam's apple (throat) and pronounce the pairs one after the other to sense the contrast in their pronunciation: /p/, /b/, /t/, /d/, /k/, /g/. The following rule is derived from the articulation of the sounds. Only some sounds are given as examples.

/s/ Voiceless	No vibration of vocal cords /p/, /t/, /k/, /s/
/z/ Voiced	Vibration of vocal cords /m/, /n/, /ng/, /b/, /d/, /g/, /z/
/ɪz/	After some letters/sounds /ch/, /x/, /sh/

Activity 9

Pair Work: Speaking

(Use the word clues below to answer question 2 and 3.)

1. Have you ever had a pet?
2. What animals do people commonly have as pets?
3. Do you like pets at home?
4. What was its name?
5. How did you choose the name?
6. What name would you choose for a cat?
7. Do you have a nickname? Do you prefer to use the name your parents gave you?
8. In what ways is your name important to you?

Activity 10

Answering the following questions will help you understand the importance of names better.

1. Do you wish to change your name?
2. What would you change your name to?
3. Why would you change your name?
4. What is it about your name that you like / don't like?
5. Have you ever chosen the name for anything – a pet, a doll, or a team? How do you go about choosing a name?

Activity 11

Look at the words in bold. Try to fill out the chart with the type of noun each word belongs to. The first stanza is done for you.

The Naming of Cats – T.S. Eliot

Stanza 1

The naming of **Cats** is a difficult **matter**.

It isn't just one of your holiday **games**:

You may think at first I'm as mad as a **hatter**.

When I tell you, a **cat** must have **THREE DIFFERENT NAMES**.

First of all, there's the **name** that the **family** use daily.

Such as **Peter, Augustus, Alonzo** or **James**,

Such as **Victor** or **Jonathan, George** or **Bill Bailey**—

All of them sensible everyday **names**.

There are fancier **names** if you think they sound sweeter.

Some for the **gentlemen**, some for the **dames**:

Such as **Plato, Admetus, Electra, Demeter**—

But all of them sensible everyday **names**.

Stanza 2

But I tell you, a **cat** needs a **name** that's particular.

A **name** that's peculiar, and more dignified.

Else how can he keep up his **tail** perpendicular.

Or spread out his **whiskers**, or cherish his **pride**?

Of **names** of this kind, I can give you a **quorum**.

Such as **Munkustrap, Quaxo**, or **Corticopat**,

Such as **Bombalurina**, or else **Jellylorum** —

Names that never belong to more than one **cat**.

But above and beyond there's still one **name** left over.

And that is the **name** that you never will guess;

The **name** that no **human** research can discover —

But **THE CAT HIMSELF KNOWS**, and will never confess.

When you notice a cat in profound **meditation**.

The reason, I tell you, is always the same:

His mind is engaged in a rapt **contemplation**

Of the **thought**, of the **thought**, of the **thought** of his **Name**:

His ineffable **effable**

Effanineffable²

Deep and inscrutable singular **Name**.

Quorum: the Presence at a meeting of a minimum number of members necessary

Ineffable: inexpressible: effable: expressible

Note:

Effaineffable²: Eliot's coinage.

Stanza	Sl.No.	Common Noun	Proper Noun
Stanza 1	1	cats	Peter
	2	matter	Augustus
	3	games	Alonzo
	4	hatter	James
	5	family	Victor
	6	gentlemen	Jonathan
	7	dames	George Bill Bailey
	8		Plato
	9		Admetus
	10		Electra
	11		Demeter
Stanza 2	1		
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
	11		

Reading Comprehension

Activity 12

Read the following questions first and then read "The Naming of Cats" to answer them.

1. How many names must a cat have?
2. Which is the name that the cat is thinking about?
3. Why do you think a cat needs a name?
4. How might the different names for a single cat correspond to different moods?

Activity 13

Read the poem aloud. Note that some words or phrases are repeated. "names", "name" and "naming" is repeated many times. Some proper names are also listed in general terms. What does this mean?

How does the poem attract you through this repetition? Discuss with your partner, class and teacher to understand how important names are.

VERB

A verb is a word that shows action. When we speak or write, the words that show actions are verbs. In a sentence, verbs tell us what the subject of a sentence does.

Examples:

The machine sews the fabric.

The worker walks near the machine.

Activity 14

Underline the verbs in the following sentences.

1. He rides a bicycle.
2. They draw pictures.
3. Mother makes coffee.
4. The factory produces shoes.
5. The man polishes the shoes.
6. The class obeys the teacher.
7. We follow rules.
8. The machine cuts the leather.

While verbs indicate action, tense tells us the time of the action – whether the action is happening now (present), has been completed already (past) or will be taking place (future).

Rule

Present tense verbs have the following rules when you use verbs with third person singular subjects:

1. Add 's' to most verbs.
2. Add 'es' to verbs that end in sh, ch, zz, ss, s and x.
3. Change 'y' to 'i' and add 'es' to verbs that end in 'y'.

Examples:

1. The magnet sticks to metal.
2. Raju watches the television.
3. Jordan carries his passport with him.

Do not ADD 's' or 'es' when you use verbs with plural subjects.

Activity 15

Identify whether the subject is singular or plural.

1. The magnet attracts a nail.
2. A compass shows direction.
3. Lakshmi teaches us physics.
4. The children behave well.

5. Magnets are useful in many ways.
6. Teachers instruct students.
7. The doghouse needs a ramp.
8. She hurries to catch the bus.
9. The children play very happily.
10. The boys fight with one another.

Rules:

Past tense verbs have the following rules:

1. Add 'ed' to most verbs: lookeded, talkeded
2. Drop the 'e' and add 'ed' to verbs that end in 'e': smileded, danceded
3. Change 'y' to 'i' and add 'ed' to verbs that end in 'y': carrieded, burieded
4. Double the last consonant and add 'ed' when the word ends in CVC: draggeded, stoppeded.

Activity 16

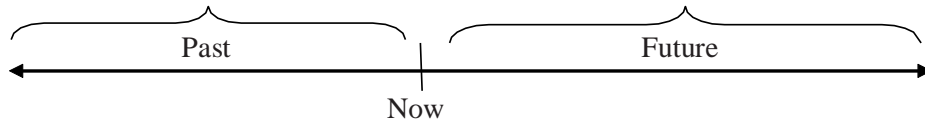
Underline the past tense verbs.

1. Galileo watched the night sky.
2. The stars filled the sky.
3. Marconi invented the radio.
4. Raju continued to fight.
5. People laughed at the clown.
6. Children enjoyed the excursion.
7. The police punished the thief.
8. Radha looked into the mirror often.
9. Many completed her studies.
10. Christy persuaded John to continue his studies.

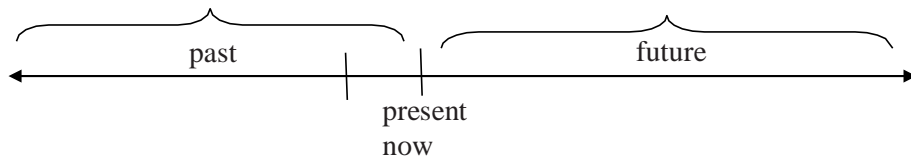
Present Tense	
verb + s	most verbs
verb + es	sh, ch, ss, zz, x (ending)
verb (-y) + ies	y (ending)
Past Tense	
verb + ed	most verbs
verb (-e) + ed	e (ending)
verb (-y) + ied	y (ending)
verb + (double last letter) + ed	consonant ending

Understanding Tenses by using a Timeline

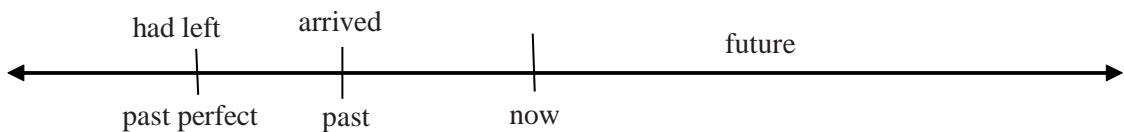
The following line is called a timeline. The midpoint is the present, marked as now. All actions taking place now are marked in the midpoint and are in the present tense. All actions that have been completed are marked on the left of the midpoint and they indicate past tense. All actions that are going to take place after some time (time not specified) are marked on the right side of the midpoint as they indicate future time of action and hence future tense.



An action that has been completed in the past but not long ago, is marked just before the midpoint and is called the present perfect tense.



Note: present perfect tense: have / has + past participle form of the verb



When there are two actions that have been completed in the past, the action that took place first is marked before the action that took place second, as it is the earlier of the two actions. In the timeline, the first action is marked before the past tense point.

Example: The train had left the platform before I reached the station

Note: past perfect tense: had + verb + en (participle)

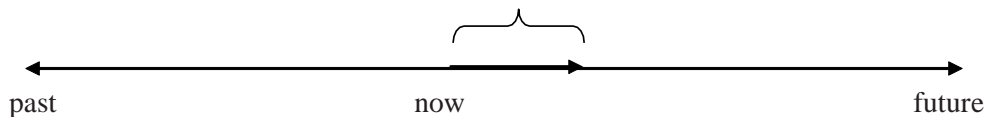
Activity 17

Choose the correct verb forms:

1. I _____ cricket with my family in the evening. (watches/watch)
2. We sometimes _____ toys with our friends. (share/shares)
3. The planets in the solar system _____ around the sun. (travels/travel)
4. My friends _____ the bus to the college. (takes/take)
5. Penguins _____ in the arctic region where it is very cold. (live/lives)
6. Many people _____ to visit museums and art galleries. (likes/like)

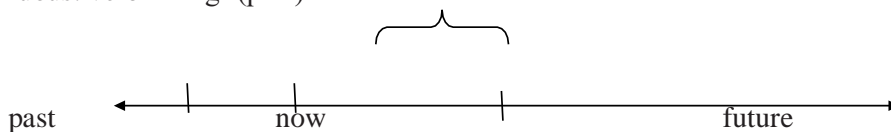
An action that has started now and is still in progress and has not been completed yet is denoted by present continuous tense. The following timeline shows this.

Note: present continuous: verb + 'ing' (present)



An action that was started in the past and is still in progress and has not been completed is denoted by the past continuous tense. The following timeline shows this.

Note: past continuous: verb + ‘ing’ (past)



From **Robots Will Never Replace humans** by Rosa Velasquez

In movies and science fiction novels, we have seen many kinds of talking robots. They are always smart and well-behaved, and walk like people. That creature, however, simply doesn't exist in the real world. The popular image of robots has misled people from the start. When industrial robots were invented, we expected them to look and think like us, but, in fact, they didn't. Nor is it likely they ever will. Engineers believe there's little reason to try to build a “mechanical human being.” Even a baby less than two years old can do three things that no robot can: recognize a face, understand a human language, and walk on two legs. If they can't do everything a person can, then robots will never replace humans.

Robots do have their place, however. They can perform certain tasks, such as building car bodies in factories and stacking boxes for shipping. These kinds of jobs they do very well. And it is the dangerous and boring tasks that robots do best—those jobs that no person enjoys. During the early 1960s, the first industrial robots lifted a piece of metal from a conveyer belt, drilled a hole in it, and returned it to the conveyor belt. Before, human workers would perform the same task hour after hour, sometimes feeling like little more than robots themselves.

Activity 18

List the verbs underlined in the above passage in the following columns:

Present	Past	Perfect	Continuous

Note: Though the past tense is formed with ‘ed’. All words with ‘ed’ endings are not pronounced in the same way in English. Endings may be pronounced as /t/, /d/ and /Id/. When the letters are put within slash brackets, they represent sounds and not the alphabet. Regular past tense verbs with ‘ed’ endings have different pronunciation:

1. walked /t/
2. wanted /Id/
3. moved /d/

Repeat the verb many times to hear the endings clearly.

Activity 19

Fill the following past tense regular verbs in the appropriate columns according to their pronunciation.

1. booked	2. helped	3. walked	4. played
5. remembered	6. planted	7. divided	8. moved
9. looked	10. rained	11. started	12. trained
13. sorted	14. wanted	15. listened	16. developed

/t/	/ɪd/	/d/

Long and short sounds

Sounds in English can be short or long. For example, live, leave, full, fool. Long sounds are marked by a colon. Here are some words that you should say aloud and fill in the chart.

1. leave	2. coffee	3. see	4. peal	5. tea
6. sun	7. pin	8. bin	9. tip	10. trip
11. blue	12. clue	13. pool	14. pull	15. foot
16. took	17. flue	18. glue		

Activity 20

/ɪ/	/i:/	/u:/	/ʊ/

Homophones: words with same pronunciation

Some words in English have the same pronunciation but different spellings and meanings. They are called homophones. 'Homo' means 'same or similar' and 'phone' means 'sound.'

- a. plain & plane
- b. so and sew
- c. four and for
- d. stare and ate
- e. to and two
- f. eight and ate
- g. die and dye
- h. be and bee
- i. seem and seam
- j. peace and piece
- k. awe and or
- l. hi and high
- m. fowl and foul
- n. no and know

- o. eye and I
- p. sale and sail
- q. rain and reign
- r. blew and blue
- s. tales and tails

Activity 21

Identify the homophone of the words marked in bold.

I live in a town near the **SEA**. It is a very **quiet** town, **NOT** much happens. There is a big school in the middle of the town and every **DAY** you can **HEAR** the **PEAL** of the school bells. There is a busy **QUAY** near the town. This is a **GREAT SOURCE** of employment **FOR OUR** town. My father and brother both work there. They love **TO** work in the fresh air. It hardly ever **RAINS**. The **WEATHER** is actually very nice most of the year round. We don't get much snow, but we do get a lot of **SUN** during the summer. People are very happy **HERE**. I never want to leave.

sea	see
quiet	
not	
Sunday	
hear	
peal	
quay	
to	
rains	
weather	
sun	
here	

Verbs in the Future

We know that actions can happen now or in the past. We need to know that verbs can also show an action that will happen in the future. 'Will' is the verb that is generally used to write and speak about the future.

Examples

One day I will become a great person.

We will fly in an airplane next year.

Activity 22

Identify the verb tense: present, past or future

1. Astronauts visited mars.
2. NASA will send people to the moon.
3. Children watch the stars in a planetarium.
4. Space travel excites human beings.
5. Neil Armstrong stepped on the moon's surface.
6. I will take photographs of the garden.
7. Instruments will measure temperature, heat, energy, etc.
8. We enjoyed ourselves at the party.

Helping Verbs

Verbs like has, have, had are used to help the main verbs to show an action in the past. These verbs are called helping verbs.

Rule	Example
singular subject + has (he, she, it)	The chef has cooked the dinner.
plural subject + have (I, you, we, they)	The assistants have helped.
singular / plural subject + had	The customers had complained to the manager.

Activity 23

Underline the helping verbs.

1. The scientist has invented a machine.
2. They have peeled the vegetables.
3. The warden had warned the mischievous students.
4. He had sailed to India to trade in spices.
5. The customers have lodged a complaint.
6. She had learned to defend herself.

Activity 24

Circle has/have/had as appropriate.

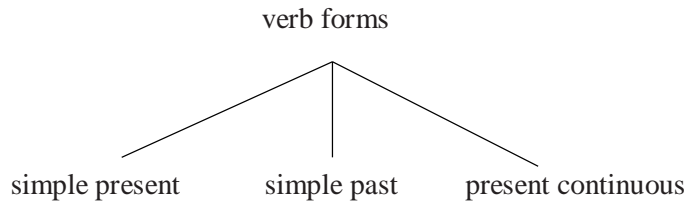
1. They (have/has) followed the instructions.
2. He (has/have) cooked dinner.
3. They (have/has) finished the task.
4. He (have/had) apples for breakfast.

5. Tom (have/had) imagined to build a fancy house.
6. He (has/have) boiled the vegetables for dinner.
7. They (has/had) parked the car in the wrong slot in the parking area.
8. The nurse (have/had) attended on all the patients in the ward.

Activity 25

Write the correct verb forms in the chart below.

1. listen
2. run
3. write
4. stand



- | | | |
|----|----|----|
| 1. | 1. | 1. |
| 2. | 2. | 2. |
| 3. | 3. | 3. |
| 4. | 4. | 4. |

IRREGULAR VERBS

present	present 3rd person singular	past	perfect
be	is	was	been
become	becomes	became	become
begin	begins	began	begun
break	breaks	broke	broken
bring	brings	brought	brought
buy	buys	bought	bought
catch	catches	caught	caught

choose	chooses	chose	chosen
come	comes	came	came
cost	costs	cost	cost
cut	cuts	cut	cut
dig	digs	dug	dug
do	does	did	done
draw	draws	drew	drawn
drink	drinks	drank	drunk
drive	drives	drove	driven
eat	eats	ate	eaten
fall	falls	fell	fallen
find	finds	found	found
fly	flies	flew	flown
forget	forgets	forgot	forgotten
get	gets	got	got
give	gives	gave	given
go	goes	went	gone
have	has	had	had
know	knows	knew	known
let	lets	let	let
lie	lies	lay	lain
make	makes	made	made
pay	pays	paid	paid
put	puts	put	put
read	reads	read	read
run	runs	ran	run
say	says	said	said
sell	sells	sold	sold

UNIT 2

DESCRIPTIONS & CONNECTIONS

Objectives

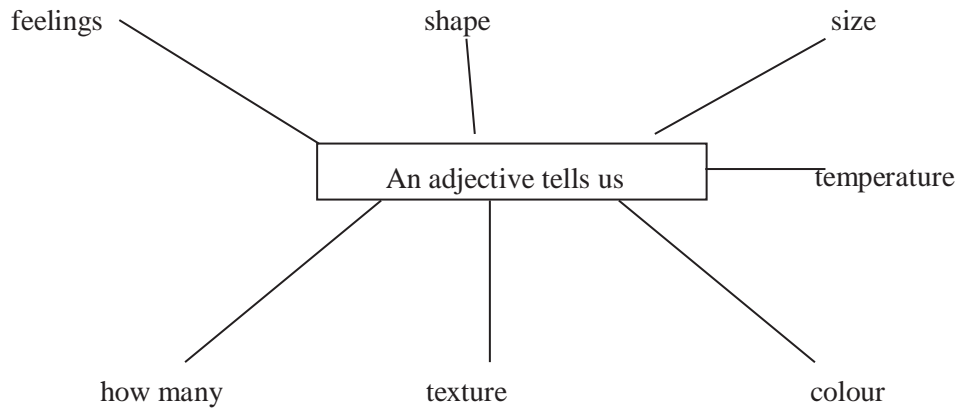
At the end of this unit, the students should be able to:

- Recognize adjectives
- Sort positive, comparative and superlative degree forms
- Convert word class: noun to verb, adjective to noun, verb to noun
- Transform adjectival forms (word level, sentence level: degrees of comparison)
- Compare prepositions and use the appropriate ones in a given context
- Recognize ‘rhymes’ – (sounds, words)
- Use adjectives & prepositions (speaking & writing)
- Introduce themselves using adjectives
- Describe their friends using adjectives
- Identify homophones
- Comprehend, interpret, and analyze reading texts

DESCRIPTIONS & CONNECTIONS

ADJECTIVES

Words used to describe a person or a thing. Adjectives agree in gender and number with the nouns they describe.



Example:

big, small, beautiful, handsome, pretty, gentle, smooth, soft

Normally an adjective comes before the noun it describes.

Example:

Old man, young lady, brilliant student, global village

Sometimes adjectives also come after the nouns they describe.

Example:

All atoms (noun) are too small. (adjective)

The Taj Mahal (noun) is beautiful. (adjective)

God (noun) is great. (adjective)

The adjectives can be used in three degrees: positive, comparative and superlative.

Rule

1. The structure of the positive degree usually has 'as _____ as' or 'so _____ as'.

as adjective as

so adjective as

2. The structure of the comparative degree has ‘er’ added to the adjective and is followed by ‘than’.

adjective + ‘er’ + than

great + ‘er’ + than – greater than

3. Some long adjectives cannot have – er added to them. They are preceded by ‘more’.

more + adjective + than

more + efficient + than – more efficient than

4. The structure of the superlative degree has ‘est’ added to the adjective and is preceded by the.

the + adjective + ‘est’

the + great + ‘est’ – the greatest

5. Some long adjectives cannot have ‘er’ added to them; they are preceded by ‘the’ followed by ‘most’.

the + most + adjective

the + most + effective – the most effective

Activity 1

Circle the adjective in the word list.

1	blue	Cow	run	apple
2	fast	computer	car	wine
3	pencil	Tall	pillow	television
4	toy	coat	soft	Eat
5	farm	Play	sad	Boy

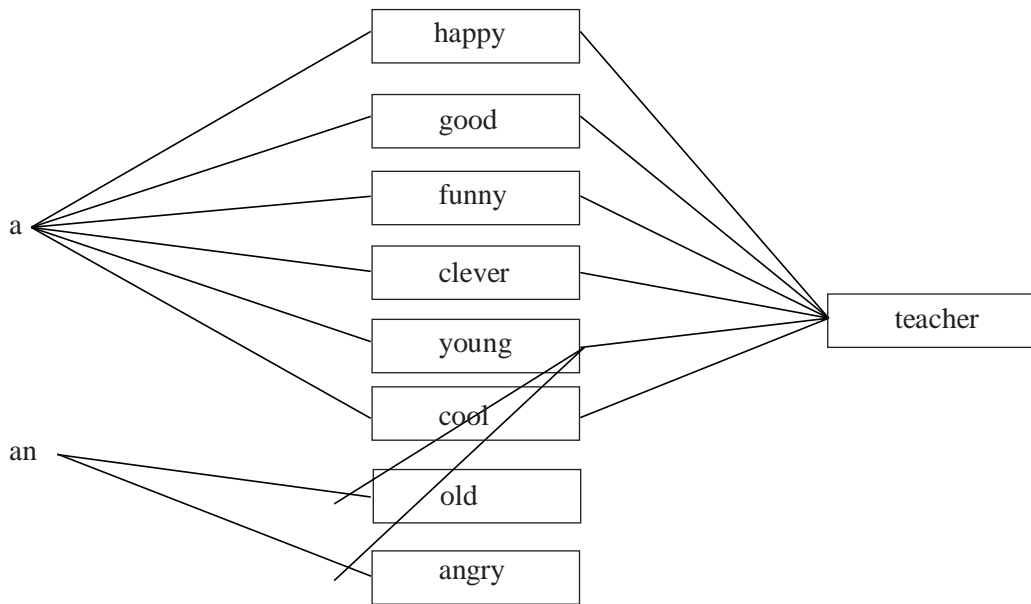
Activity 2

Underline the adjectives in the sentences.

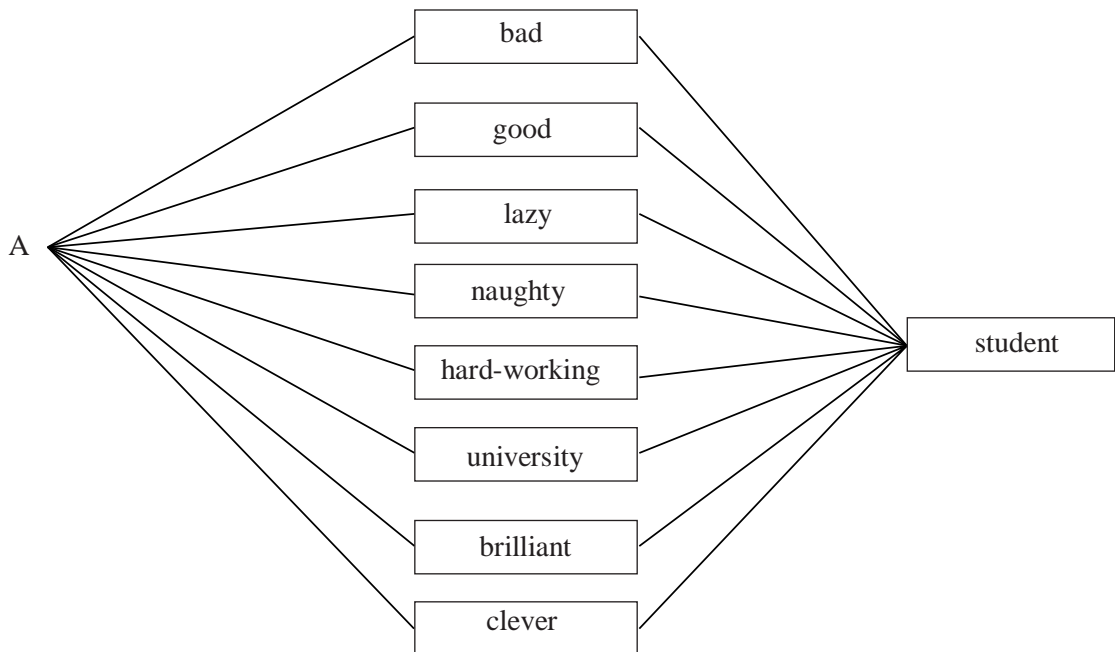
1. The old woman walks to the grocery store in the rain.
2. My old bicycle had a lovely bell on it.
3. The class leader shouted at the mischievous boys.
4. Sachin is a brilliant batsman.
5. She is afraid of tiny insects and big cockroaches.
6. Winter days make one wear warm clothes.
7. My younger brother can't ride a cycle.

8. Please remove your dirty shoes before you enter the clean hall.

a) Coin as many combinations as possible with the following adjectives and nouns.



b) Create as many combinations as possible with the following adjectives and nouns.



Activity 4

Complete the following table with the appropriate adjectival forms.

positive	comparative	superlative
excessive		
		easiest
	more modern	
		most sticky
practical		
	earlier	
		most versatile
great		
good		
	longer	
	worse	
		most difficult
tiny		
healthy		
	more specific	
	more dominant	
		most human
	smaller	
		largest
	heavier	

Activity 5

Pair Work: Choose some jobs like teacher, mechanic, supervisor, manager, etc. Using the adjectives (given below) tell your partner your likes and dislikes. You can make notes if you want. (You can use the positive, comparative and superlative forms too.)

stimulating

difficult

monotonous

challenging

hard

interesting

rewarding

motivating

boring

stressful

Use the following expressions, if you want.

1. I like the job of a supervisor because it is more challenging than that of a mechanic.
2. It is _____ . (positive)
3. It is _____ . (superlative)

Activity 6

Speaking Practice: Look at the following words used to describe people. Describe any one of your friends using any four of the adjectives below, using all three degrees.

shy	easygoing	generous
thoughtful	confident	practical
sensitive	imaginative	lively
gentle		

Reading Comprehension

Read the following questions and then read the passage to find the answers.

1. What is passed on through chromosomes?
2. Where can we find chromosomes?
3. What do chromosomes contain?
4. Genes are _____.
5. Genes carry _____.
6. Why do we always tend to resemble one of our parents while we have the genes of both our parents?
7. Whom do you resemble? How do you know?
8. Why are some words underlined? What parts of speech do they belong to?

WHY DO WE OFTEN LOOK LIKE OUR PARENTS?

The characteristics of individual human beings are passed from one generation to the next in their chromosomes. Chromosomes are tiny threads that are present in all cells apart from the red blood cells. They contain all the information that's required for a human being to develop physically. There is a special pair of chromosomes that actually determines the gender of a person!

Short sections of a chromosome are called genes. Each gene carries the instructions for a specific characteristic. Many of these genes work with other effects they will have. Scientists are currently studying all the genes in a human cell, which will give them the complete blueprint for a human being.

Each of our parents gives us twenty-three chromosomes, making forty-six in all. That means that we have two versions of each of our genes, but one is often dominant. We see the effect of the dominant gene, but the other (recessive) gene is still there and can be passed on to our children.

PREPOSITION

A preposition is a word or words which express location, time or direction. It usually comes before a noun: pre + position

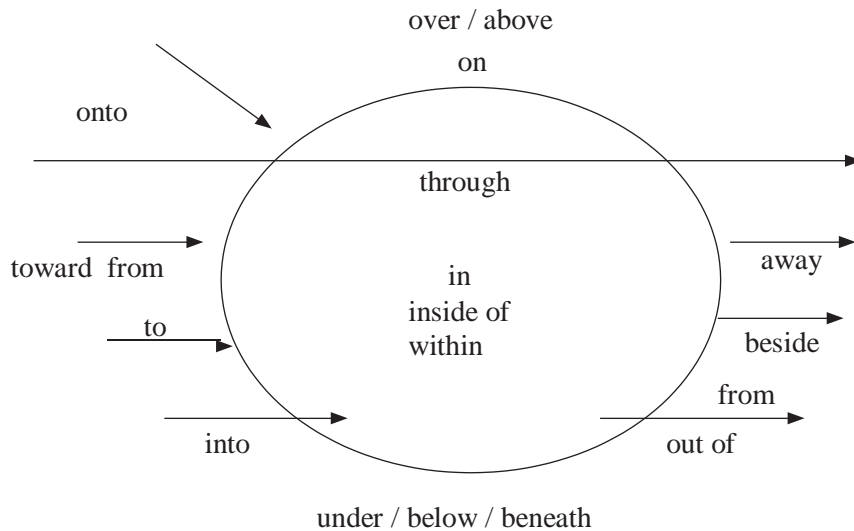
Examples:

on (P) the table (N)

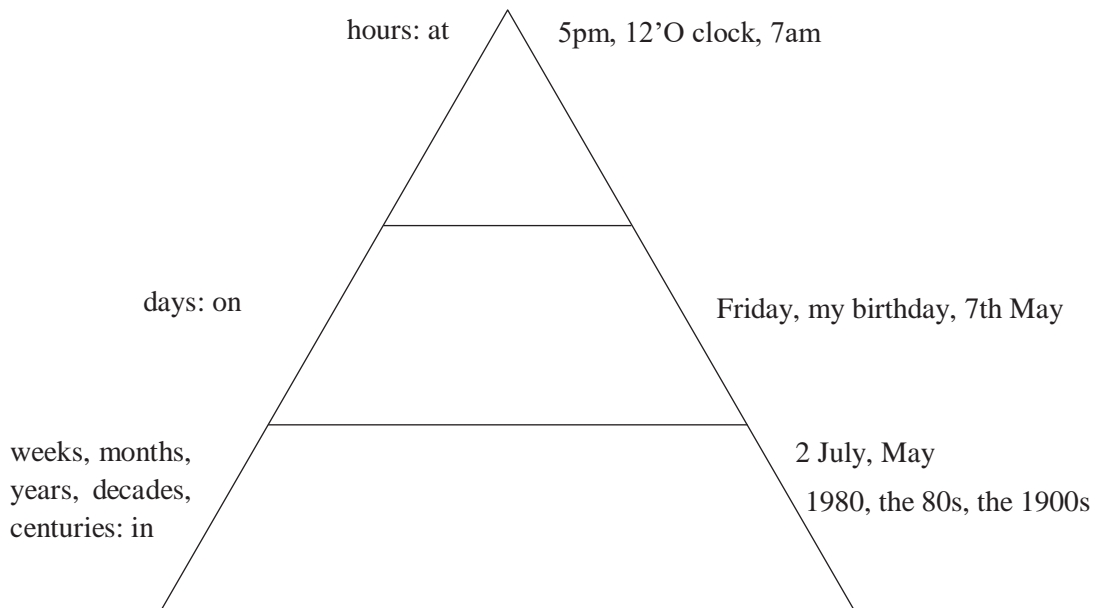
at (P) the centre (N)

towards (P) the shop (N)

under (P) the tree (N)



The following prepositions are often confusing. This picture will help you remember them better. Practice using them with the clues given on the right side.



Activity 7

1. The college begins _____ daily. It reopened _____ 16th June.
2. I completed 12th standard _____ 2013.
3. I wake up daily _____ 6:00 am.
4. My birthday is _____ 28 November.
5. _____ 2014 we celebrated New Year with my friends.
- 6.
- 7.
- 8.
- 9.
- 10.

Activity 8

The diagram below will give you a fairly good idea of the different prepositions. Practice them with your teacher using the objects in your classroom.

Logic puzzle (prepositions game)

The Family Apartment Building		
7 ♀	8 ♀	9 ♀
4 ♀	5 ♂	6 ♀
1 ♀	2 ♀	3 ♀

I have a big family. I have two brothers (Maran and David), one brother-in-law (Jayram), three sisters (Charlotte, Bama, Malathy) and one sister-in-law (Jenny). There is also a dog named Fatty. Everyone in my family lives in the same apartment building. Fatty lives in the middle. Can you find out where everyone else lives?

- Jenny lives next to Malathy.
- Charlotte lives below my brother-in-law.
- Bama lives below David.
- David isn't married.
- I live next to my married brother.
- Jayram is my brother-in-law – he's married to Malathy.
- The dog lives above my brother who is married.
- Bama lives above me.
- The dog lives below Malathy.
- Jayram lives next to the dog.

Activity 9

Note making 1: Read the following passage and make notes in the given format.

Adhesives and Glues: Introduction

All sort of adhesives find excessive use in the modern world. Be it past on a name slip on your note-book, or fixing the windshield of a car, adhesives are indispensable.

Excavations in Syria have revealed that some 40,000 years ago, early humans attached stone tools to axe handles with bitumen, a naturally occurring sticky substance now used for surfacing roads and water proofing roofs. However, the practical water proofing qualities of bitumen were first exploited in about 2400BC, when shipbuilders in Babylon and Mesopotamia used it to waterproof the wooden edges of their ships.

In fact, the Egyptians were one step ahead of their contemporaries. They manufactured glues by boiling animal skin, bone and sinew. Similar glues are still used by traditional carpenters. Other natural adhesives used since the earliest times include bees' wax, egg white, resin and starch pastes. Synthetic glues, developed in the 20th century, are stronger and more versatile.

In the 1950s, scientists of the American company Eastman Kodak, accidentally discovered 'super glues' from a substance called ethyl Cyanoacrylate. Sold in Britain in the mid 1970s, this superglue turned out to be popular throughout the world (Taken from: Tell me why, Sep. 2008 p. 80)

1. Adhesives

Modern day uses are:

1)

2)

2. Bitumen is _____.

3. It is used _____.

4. Shipbuilders used glue to _____.

5. Egyptians made glues _____.

6. Some natural adhesives are _____.

7. Synthetic glues _____.

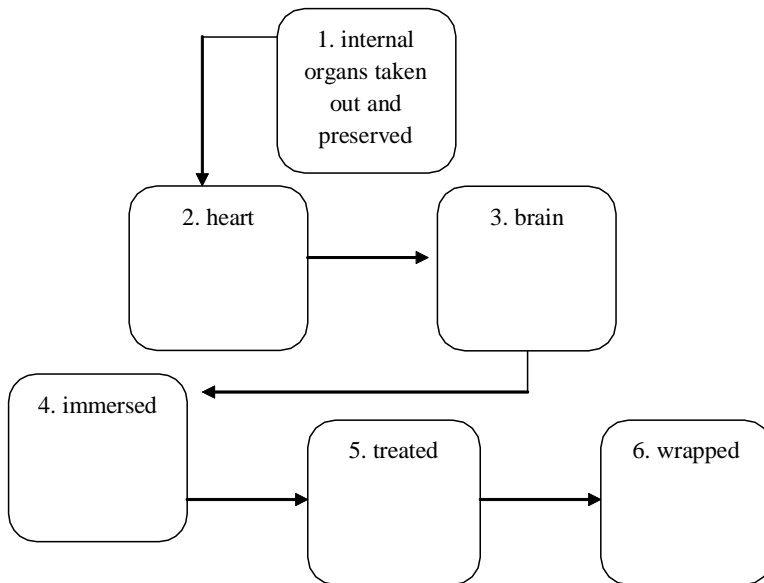
8. Eastman Kodak _____.

Activity 10

List some glues that we make use of in our day-to-day life. Write one use for each.

Sl. No	Glue	Use
1.	Fevicol	
2.		
3.		
4.		
5.		

Note making 2: Use this sequence map to organize information about the steps involved in mummification.



Do you know what a mummy is? It is a dead body that has been dried out or preserved so that it lasts for thousands of years. The ancient Egyptians used to preserve the bodies of the dead as mummies. They believed that when people died, they would make a journey to another world, where they would lead a new life. They would need their bodies again then. So, dead bodies were preserved through a process called mummification before being buried. Even monkeys, dogs, cats and other animals were mummified.

The first step in mummification was to take out most of the internal organs and preserve them. The heart was left in the body to be weighed by the gods; the brain, though, was discarded because it was not thought to be of any value. After being immersed for many days in a special kind of salt called Natron, the body was treated with special ointments and finally wrapped carefully in long strips of linen. The mummification business was always a thriving one, and it lasted well into Roman times.

Activity 12

Listen & Repeat!

Repeat these poems with your teacher and learn some sounds and rhyming words.

One two three four five
Once I caught a fish alive.
Six seven eight nine ten
Then I let it go again.
Why did you let it go?
Because it bit me so.

Life Doesn't Frighten Me by Maya Angelou

Shadows on the wall
Noises down the hall
Life doesn't frighten me at all
Bad dogs barking loud
Big ghosts in a cloud
Life doesn't frighten me at all.

Mean old Mother Goose
Lions on the loose
They don't frighten me at all
Dragons breathing flame
On my counterpane
That doesn't frighten me at all.

I go boo
Make them shoo
I make fun
Way they run
I won't cry
So they fly
I just smile
They go wild
Life doesn't frighten me at all.

Tough guys in a fight
All alone at night
Life doesn't frighten me at all.
Panthers in the park
Strangers in the dark
No, they don't frighten me at all.

That new classroom where
 Boys all pull my hair
 (Kissy little girls
 With their hair in curls)
 They don't frighten me at all.

Don't show me frogs or snakes
 And listen for my scream,
 If I'm afraid at all
 It's only in my dreams.

I've got a magic charm
 That I keep up my sleeve,
 I can walk the ocean floor
 And never have to breathe.
 Life doesn't frighten me at all
 Not at all.
 Not at all.
 Life doesn't frighten me at all.

Activity 13

Match words that have the same sounds.

1. where	a. fun
2. right	b. girls
3. run	c. goose
4. loose	d. wall
5. hall	e. hair
6. curls	f. fight

Activity 14

Pair Work: Speaking

Have you ever been frightened by anything? What is it? When did it happen? Why were you frightened? How did you overcome your fear? Share your experiences with your friend.

Use the following structures to share your experiences.

1. I was frightened by _____.

When I _____.

2. When I was _____.
- _____.
3. In the year, _____.
- When I _____.

Activity 15

Listen & Repeat

Repeat the poem after your teacher & note the sounds and rhymes in English:

Leisure

WHAT is this life if, full of care,
We have no time to stand and stare?—

No time to turn at Beauty's glance,
And watch her feet, how they can dance:

No time to stand beneath the boughs,
And stare as long as sheep and cows:

No time to wait till her mouth can
Enrich that smile her eyes began?

No time to see, when woods we pass,
Where squirrels hide their nuts in grass:

A poor life this if, full of care,
We have no time to stand and stare.

No time to see, in broad daylight,
Streams full of stars, like skies at night:

W. H. Davies

Activity 16

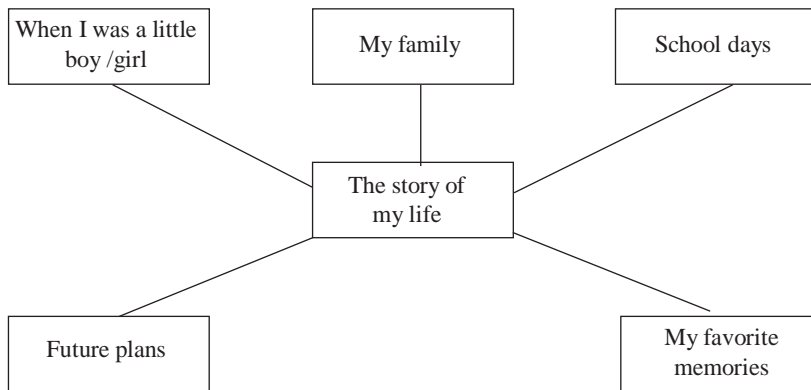
List the rhyming words in the poem.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Activity 17

Pair Work: Speaking

Using some familiar adjectives and prepositions you have learnt, tell you friend about yourself.



Activity 18

Reading

Read the following questions first and then try to find answers in the passage.

1. What is the Internet?
2. What are the tasks you can do through the Internet?
3. WWW means_____.
4. What are the features available on the Web?
5. We can_____,_____and_____on the web through the Internet.
6. Why is the Internet exciting?

What are the uses of the Internet?

Did you know that your computer can be connected to another computer in Africa or America? This is possible because of a giant network called the Internet that connects computers through phone lines, cable and satellite links. If you get an Internet connection, your computer too becomes a part of this network.

An Internet connection will allow you to communicate with other users all over the world through electronic mail or e-mail. You can also get access to the World Wide Web, which is a vast store of information. You can download this information on to your own computer, copy it and print it. The World Wide Web has many sites that give you news and entertainment too.

So, we can say that the three main uses of the Internet are communication, research and publishing on the World Wide Web. The Web allows for the display of still images, moving video, audio and text in any combination. The fact is that once you start using the Internet, you will find that 'browsing' or 'surfing' the Internet is a very good way to learn a lot... and have a lot of fun as well, for you can play many exciting games on the Internet!

Activity 19

1. Note the different uses of the word “connect” in the text. Identify the parts of speech of: connected, connects, connection
2. Pick out words that end in ‘tion’ in the passage. What part of speech does a word ending in ‘tion’ belong to? Write their verb forms in the table below.

Words ending in “tion’	Verb forms
1.	
2.	
3.	
4.	

3. Carefully look at the following sentences.

1. If you get an Internet connection, your computer too becomes a part of this network.
2. You can also get access to the World Wide Web, which is a vast store of information.
3. You can download this information on to your computer, copy it and print it.
4. The World Wide Web has many sites that give you news and entertainment too.

The underlined parts of the sentences do not give complete meaning in sentences 1,2 and 4. They are called subordinate clauses. They give only part of the meaning and not the complete meaning. (You will learn more about this in Unit 3.)

Activity 20

Each of the following definitions refers to a pair of homonyms. Try to identify them.

1. A reasonably priced ticket
2. A spoiled chicken
3. A faded yellow bucket
4. The correct ceremonial observance
5. Men’s correspondence

Example:

A mare with laryngitis

A hoarse horse

Activity 21

For each sentence, write the correct homophones.

1. night / knight

The _____ travelled all _____ to find the dragon.

2. way / weigh

That's a good _____ to _____ a chicken.

3. heal / he'll

I know _____ play ball again after his legs _____.

4. rose / rows

Only one _____ bloomed in all those _____ of flowers.

5. their / they're

I know _____ waiting for me at _____ house.

6. loan / lone

One _____ person applied for the student _____.

Activity 22

Choose the correct word.

1. The king's _____ (rain / reign) lasted for 30 years.
2. I was so tired from climbing those _____. (stares / stairs)
3. What's your favorite breakfast _____? (serial / cereal)
4. That's the best movie I have ever _____. (scene / seen)
5. The dog licked its _____. (paws / pause)
6. I won't _____ (waist / waste) my money on this junk.
7. The meeting was so long, I was _____. (board / bored)
8. I _____ a CD player in the contest. (one / won)

Activity 23

Complete the idioms by adding a word that is opposite in meaning.

1. stop and _____
2. lost and _____
3. ups and _____
4. dos and _____
5. friend and _____
6. for better and _____
7. this or _____
8. hit or _____
9. heaven or _____
10. win or _____

Answers

Activity 20

1. fair fare
2. foul fowl
3. pale pail
4. right rite
5. male mail



DEPARTMENT OF ENGLISH

Name of the Event: **Guest lecture cum Interactive Workshop**

Topic: **“Role of Communication Skills in our Life and Career”**

Date : **7th December, 2021.**

Resource person: **Sri B.Chandra Sekhar**, Soft Skills Trainer, Vijayawada

Report on Workshop

The Department of English arranged a Guest lecture cum Interactive Workshop on **“Role of Communication Skills in our Life and Career”** by Sri B.Chandra Sekhar, Soft Skills Trainer, Vijayawada on 7th December, 2021.

Objectives

- Understand and apply communication theory.
- Critically think about communication processes and messages.
- Develop and deliver professional presentations.

Notes on lecture

Good communication skills are the abilities that assist you to become effective at sharing information with others. While some communication skills come naturally, you need to develop other essential skills to be able to leave a mark on the people with whom you converse.

Outcome

- Students are able to demonstrate a broad and coherent body of knowledge with depth in the underlying principles and concepts;
- Can apply critical thinking, independent judgment, intercultural sensitivity and regional, national and global perspectives to identify and solve problems in English Language and Literature;
- Can demonstrate capacity for reflection, planning, ethical decision- making and inter-disciplinary team work in diverse contexts of community engagement.



Sri Boddapati Chandra Sekhar addressing the students

B. Pal

Head,
Department of English

**Soft skills, Language and
communication skills**

Academic Year

2021-22



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DEPARTMENT OF ENGLISH

Name of the Event: **Guest Lecture cum Interactive Workshop**

Topic: **“Business Communication”**

Date : **12th September, 2022**

Resource person: **Ms.G.Soni**, Head, Department of English, Government Degree College, Ravulapalem,
Dr.B.R.Ambedkar Konaseema District

Report on Guest lecture

The Department of English arranged a Guest Lecture cum Interactive Workshop on **“Business Communication”** by Ms.G.Soni, Head, Department of English, Government Degree College, Ravulapalem, Dr.B.R.Ambedkar Konaseema District on 12th September, 2022.

Objective

Business communication refers to exchanging information, knowledge, ideas, thoughts and messages between individuals or groups within or between organizations. The objective of this Guest lecture cum Interactive workshop is to create awareness on business communication. Business Communication is to convey information effectively and efficiently to achieve the goals and objectives of the organization. Effective business communication helps to build and maintain relationships, facilitate decision-making and promote understanding among employees, customers, suppliers and other stakeholders. It enables organizations to share information, coordinate activities and achieve common goals.

Notes on lecture

The way we communicate with others is such a habitual part of us that we rarely stop and think about it. This translates into business communication too. Organizations, after all, aren't faceless entities, but groups of real people. Effective communication affects processes, efficiency, and every layer of a company. In this guide, we'll cover all you need to know to set up a successful business communication process.

Business communication is the process of sharing information between people within the workplace and outside a company. Effective business communication is how employees and management interact to reach organizational goals. Its purpose is to improve organizational practices and reduce errors. It's important to work on both your communication skills and communication processes to achieve effective business communication.

Outcome

Learners are well aware of

- Write effective business writing.
- Effective business communications.
- research approaches and information collection.
- developing and delivering effective presentations.
- effective interpersonal communications.
- good time management.
- effective problem solving.



B. Paul
Head,
Department of English



DEPARTMENT OF ENGLISH

Name of the Event: **Guest lecture cum Interactive Discourse**

Topic: **“Career Building and its importance”**

Date : **3rd December, 2022.**

Resource person: **Sri Devineni Madhusudhana Rao, FCA, Tenneru**

Report on Guest lecture

The Department of English in association with IQAC arranged a Guest lecture cum Interactive Discourse on **“Career Building and its importance”** by **Sri Devineni Madhusudhana Rao, FCA, Tenneru** for all the 1st year students on 3rd December, 2022.

Objectives

1. To create awareness on identifying positive characteristics of the employees.
2. To develop awareness about each employee’s uniqueness.
3. To create awareness on how to respect feelings of other employees.

Notes on lecture

Career is a very important thing in one’s life. Whatever career path you choose to follow, it will impact your life greatly. Your career will define your status in a society in addition to your lifestyle. In other words, your career will determine your social circle and relationships. Therefore, it is extremely important to choose the correct career path. From a very young age, we aspire to be something or the other. While someone aims to be a doctor, some wish to become a painter. Our career choices depend on a lot of things. Thus, it is important to consider all factors before choosing a career path.

Outcome

This particular guest lecture enabled the students in enriching the latest updates regarding avenues for higher studies and jobs as well as the need of the industry. While handling the real modern life challenges one must need the best academician with leadership quality and knowledge about soft skills. The fascinating lecture on given topic boosted the confidence of new aspirants as the lecture ended with motivating question and answer session.



Sri Devineni Madhusudhana Rao addressing the students

B. Paul

Head,
Department of English