



Adusumilli Gopalakrishnaiah & Sugarcane Growers Siddhartha Degree College of Arts & Science

Vuyyuru-521165, Krishna District, Andhra Pradesh

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

An Autonomous Institution under the jurisdiction of Krishna University

Accredited by NAAC with "A" Grade

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Language and communication skills

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

DEPARTMENT OF ENGLISH

Name of the Event: **ONE DAY WORK SHOP**

Topic: **Basic Communication Skills for Young Learners**

Date: **27th January, 2018**

Resource person: **Mr.A.Vidya Sagar .U.S.A**

Report on Work Shop:

The Department of English in association with IQAC has organized a one day workshop on “Basic Communication Skills for Young Learners” for all the 1st year students on 27th January, 2018. Mr.A.Vidya Sagar, U.S.A acted as resource person.

Objectives of the workshop

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

Notes on lecture

- Reading. Reading is the ability to interpret and comprehend written communication. ...
- Writing. This involves your written communication skills. ...
- Listening. ...
- Speaking. ...
- Reduce your speaking speed. ...
- Practice with a conversation partner. ...
- Record the conversations. ...
- Practice with videos and music.

Outcome

- Provide participants with a thorough overview of the communication process.
- Offer suggestions for improving listening skills.
- Suggest language for communicating difficult or controversial information.
- Outline steps for crafting clear and courteous email messages.



Mr.A.Vidyasagar addressing the students

Newspaper Clippings



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

**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

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2018-2019



DEPARTMENT OF ENGLISH

Certificate Course

Title: COMPETITIVE ENGLISH

Name of the Lecturer : **Ms.G.Soni**

Class : **II DEGREE**

Duration of the Course : **45 days (3-12-2018 to 4-04-2019)**

Course Code : **CE401C**

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.
4. **Grammar and Syntax:** Thorough understanding of English grammar rules and proper syntax is essential for constructing correct and coherent sentences. The course will focus on refining these aspects.
5. **Time Management:** Many competitive exams have time constraints. The course aims to improve participants' ability to read, understand, and answer questions within the given time frame.
6. **Critical Thinking:** Participants will be encouraged to think critically and analyze information presented in texts, which is valuable for answering questions that require interpretation.
7. **Exam Strategies:** The course will provide strategies and tips specific to competitive exams, such as time allocation, question selection, and how to approach different types of questions.
8. **Mock Tests and Practice:** Regular practice tests and mock exams will be conducted to simulate real exam conditions, helping participants become familiar with the format and build confidence.
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.
3. **Improved Reading Comprehension:** Participants will have honed their ability to read and understand complex texts quickly, enabling them to perform well in reading comprehension sections of competitive exams.
4. **Critical Thinking Skills:** Participants will have developed the ability to analyze information critically and draw reasoned conclusions, which is essential for answering challenging questions accurately.
5. **Time Management Abilities:** Through practice, participants will have improved their time management skills, enabling them to efficiently tackle questions within the given time limits.
6. **Exam Strategies and Techniques:** Participants will have learned various strategies to approach different types of questions, increasing their chances of scoring well in competitive exams.
7. **Confidence Building:** The improved language skills and exam strategies will contribute to participants' overall confidence in their ability to excel in competitive scenarios.
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

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

Vuyyuru-521165, Krishna District, Andhra Pradesh

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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

Unit III Selecting Words/Phrases

- Sentence Completion
- Passage Completion
- Choosing The Appropriate Filler

Unit IV Error Detection

- Common Errors – How To avoid Them
- Spotting Errors
- Sentence Improvement
- Passage Correction
- Choosing The Correct/Incorrect Sentence

Unit V Rearrangement

- Reconstruction of Sentences
- Rearrangement of Sentences in a paragraph
- Reconstruction of Paragraph
- Rearrangement of Jumbled Parts
- Word Formation

Unit VI General Usage

- Idioms and Phrases
- Active and Passive Voice
- Direct and Indirect Speech

COMPETITIVE ENGLISH

CHAPTER-WISE DETAILS

- 1. ACTIVE / PASSIVE VOICE**
- 2. DIRECT / INDIRECT SPEECH (CHANGE OF SPEECH)**
- 3. ANTONYMS**
- 4. SYNONYMS**
- 5. ONE WORD SUBSTITUTION**
- 6. IDIOMS & PHRASES**
- 7. SPOTTING ERRORS (COMMON ERRORS)**
- 8. ORDERING OF SENTENCES (SEQUENCE)**
- 9. SELECTING WORDS**
- 10. VERBAL ANALOGIES**
- 11. CLOZE TEST**
- 12. FILL IN THE BLANKS (PHRASE REPLACEMENT)**
- 13. PARA JUMBLES**
- 14. READING COMPREHENSION**
- 15. FILL IN THE BLANKS WITH APPROPRIATE WORD**
- 16. PARAGRAPH FORMATION**

NAME: _____ CLASS: _____ ROLL NO: _____

A.G & S.G SIDDHARTHA DEGREE COLLEGE OF ARTS AND SCIENCE, VUYURU
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COMPETITIVE ENGLISH	IV SEMESTER	2018-2019	B.A,B.Com & B.Sc
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INTERNAL ASSESSMENT
QUESTION PAPER FOR BATCH-I&II

Max Marks: 50

Awarded Marks:

Time: 1 hr

Date: 19-02-2019

I. Read the passage carefully and choose the best answer to each question out of the four alternatives. **5M**

The United Nations Fourth World Women's Conference had a colourful start at Beijing on September 4th. This is the century's most crucial conference which aimed at changing the status quo of women's lives characterized by inequality. In a preliminary session Ms. Aung Suu Kyi the Nobel Peace Prize winner said that expanding women's power will bring greater peace and tolerance to the world. "It is not the prerogative of men alone to bring light to this world. Women with their capacity for compassion and self-sacrifice with their courage and perseverance have done much to dissipate the darkness of intolerance and hate" said Ms. Suu Kyi. In the afternoon session Ms. Ayako Yamaguchi a Japanese delegate launched a petition against beauty pageants. "What right do men have to evaluate women in a few minutes? All women are beautiful. Beauty is something different for everyone" Ms. Ayako Yamaguchi said. "Beauty contests are used as trade and exploitation. The training is very vigorous but it is the organizers not the women who get the full benefit" said Ms. Ranjana Bhargava. "After the competition the women become trapped and the abuse and the bad things begin. The women are tainted no one else will accept them".

1. The Women's World Conference was very important because__

- (a) Ms. Aung Suu Kyi has just been awarded the prestigious Nobel Peace Prize.
- (b) Ms. Aung Suu Kyi was taking part in the Conference.
- (c) its main purpose was to change inequalities between men and women.
- (d) it was to protest against beauty contests.

2. Which of the following arguments of Ms. Aung Suu Kyi is not true?__

- (a) Women also can bring greater peace to the world.
- (b) Men cannot claim they have done more for peace.
- (c) Women have the capacity for compassion and sacrifice.
- (d) Men have done nothing to dissipate ignorance.

3. The main emphasis in Ms. Ayako Yamaguchi's argument is__

- (a) men have no right to judge women.
- (b) men should be given more time to evaluate women.
- (c) all women are beautiful in a way.
- (d) beauty contests are not necessary.

4. "Beauty is something different for everyone". This statement means__

- (a) beauty is certainly different from ugliness.
- (b) beautiful women do not mingle with other women.
- (c) beauty cannot be defined adequately
- (d) each woman is beautiful.

5. "Colourful start" in the first sentence refers to__

- (a) participants who were all beautiful.
- (b) a lot of excitement and cheerfulness in the conference hall.
- (c) absence of black coloured girls.
- (d) flags of various colours outside the conference hall.

II. Read the passage carefully and choose the best answer to each question out of the four alternatives. **5M**

A reason why people at school read books is to please their teacher. The teacher has said that this that or the other is a good book and that it is a sign of good taste to enjoy it. So a number of boys and girls anxious to please their teacher get the book and read it. Two or three of them may genuinely like it for their own sake and be grateful to the teacher for putting it in their way. But many will not honestly like it or will persuade themselves that they like it. And that does a great deal of harm. The people who cannot like the book run the risk of two things happening to them either they are put off the idea of the book-let us suppose the book was David Copperfield-either they are put off the idea of classical novels or they take a dislike to Dickens and decide firmly never to waste their time on anything of the sort again or they get a guilty conscience about the whole thing they feel that they do not like what they ought to like and that therefore there is something wrong with them. They are quite mistaken of course. There is nothing wrong with them. The mistake has all been on the teacher's side. What has happened is that they have been shoved up against a book before they were ready for it. It is like giving a young child food only suitable for an adult Result indigestion violent stomach-ache and a rooted dislike of that article of food evermore.

1. The passage is about what__

- (a) we should do to make children read.
- (b) we should not do when we ask children to read.
- (c) teachers should teach in the classroom.
- (d) treatment is to be given for indigestion.

2. The writer says that teachers should__

- (a) prevent children from reading any book.
- (b) compel children to read moral stories.
- (c) stop compelling children to read books recommended by them.
- (d) carefully supervise what children read.

3. According to the author many boys and girls read books to__

- (a) win the favour of their teachers.
- (b) spend money in a useful way.
- (c) express their gratitude to their teachers.

(d) show others that they are lovers of books.

4. The mistake has been on the teacher's side.

Here the mistake refers to__

- (a) making the children to please the teacher.
- (b) asking the children to read books which teachers do not like.
- (c) discouraging children from reading more books.
- (d) recommending them the books intended for adults.

5. Indigestion and violent stomach-ache will be the result if the child__

- (a) reads books not suitable for his age
- (b) does not read any book.
- (c) is forced to eat food meant for adults.
- (d) is not taken to doctor regularly.

III. Rearrange the following sentences in proper sequence. 5M

1. A Study to this effect suggests that the average white-collar worker demonstrates only about 25% listening efficiency.
2. However for trained and good listeners it is not unusual to use all the three approaches during a setting, thus improving listening efficiency.
3. There are three approaches to listening: Listening for comprehension, Listening for empathy and Listening for evaluation.
4. Although we spend nearly half of each communication interaction listening, we do not listen well.
5. Each approach has a particular emphasis that may help us to receive and process information in different settings.

ANS: _____

IV. Rearrange the following sentences in proper sequence. 5M

1. Its current was very powerful and could take away big tree trunks.
2. There were some children, playing on the bank of waterway
3. In the forest of Madhubani, there is big lake.
4. The excess water started flowing forcefully through the waterway.
5. Once there was a very heavy rain because of which the lake started overflowing.
6. A poor man noticed it and rushed to save them.

ANS: _____

V. Choose another pair from the following with the same relationship. $\frac{1}{2} \times 10 = 5M$

1. poetry : rhyme :: philosophy : _____
a. imagery b. music c. bi-law d. theory
2. jibe : praise :: _____ : enlighten
a. jib b. delude c. worship d. wed
3. marshal : prisoner :: principal : _____
a. teacher b. president c. doctrine d. student
4. alphabetical : _____ :: sequential : files
a. sort b. part c. list d. order
5. monarch : _____ :: king : cobra
a. queen b. butterfly c. royal d. venom
6. pan : _____ :: ban : judge
a. band b. critic c. author d. lawyer
7. somnolent : nap :: truculent : _____
a. sleepwalker b. journey c. war d. mood
8. _____ : play :: sing : anthem
a. act b. scene c. theater d. field
9. mouse : _____ :: flash : camera
a. rat b. computer c. cord d. dessert
10. scrub : wash :: sob : _____
a. cry b. water c. sad d. tease

VI. Out of the four alternatives, choose the one which can be substituted for the given words/sentence. $\frac{1}{2} \times 20 = 10M$

1. Call upon God or any other power (like law) etc. for help or protection __
(a) Invocation
(b) Involution
(c) Inundation
(d) Revocation
2. Words written on a tomb __
(a) Epithet
(b) Epigraph
(c) Soliloquy
(d) Epitaph
3. One who can think about the future with imagination and wisdom __
(a) Dreamer
(b) Seer
(c) Idealist
(d) Visionary
4. Science of the races of mankind __
(a) Genealogy
(b) Epistemology
(c) Ethnology
(d) Sociology
5. Concluding part of a literary work __
(a) Epilogue
(b) Bibliography
(c) Soliloquy
(d) Episode
6. A paper written by hand __
(a) Handicraft
(b) Handiwork
(c) Manuscript
(d) Thesis
7. One who does not make mistake __
(a) Pessimist
(b) Optimist
(c) Infallible
(d) Hypocrite
8. Group of people living together in the same locality __
(a) Neighborhood
(b) Crowd
(c) Community
(d) Public
9. A proficient public speaker __
(a) Curator
(b) Orator
(c) Narrator
(d) Arbitrator
10. At one's beck and call __
(a) to attend a call
(b) to be helped by someone
(c) to be useful to someone
(d) to be dominated by someone
11. As the bomb exploded people ran helter-skelter __
(a) in great fear
(b) in disorderly haste
(c) in haste
(d) in great sorrow
12. Loss Of memory __
(a) Ambrosia
(b) Amnesia
(c) Insomnia
(d) Forgetting
13. As usual he is blowing his own trumpet __
(a) refusing to use anybody else's trumpet
(b) playing a tune on the trumpet
(c) praising himself
(d) praising himself and others
14. To call it a day __
(a) to conclude proceedings
(b) to initiate proceedings
(c) to work through the day
(d) None of the above
15. He is always praised for his gift of the gab __
(a) being lucky
(b) getting something free
(c) talent for speaking
(d) great skill
16. Fear of being enclosed in a small closed space __
(a) Agoraphobia
(b) Claustrophobia
(c) Xenophobia
(d) Paranoia
17. One who hates mankind __
(a) Philanthropist
(b) Terrorist
(c) Misanthrope
(d) Misogynist

18. One who walks on ropes __

- (a) Funambulist
- (b) Upholsterer
- (c) Acrobat
- (d) Aviator

19. The study of the origin and history of words __

- (a) Linguistics
- (b) Etymology
- (c) Verbose
- (d) Anthology

20. A person who breaks into a house in order to steal __

- (a) Poacher
- (b) Bandit
- (c) Intruder
- (d) Burglar

VII. Choose the word **opposite in meaning** to the word given in bold.

5X $\frac{1}{2}$ =2 $\frac{1}{2}$ M

1. **PRUDENT** ____

- (a) silly
- (b) unwise
- (c) idiotic
- (d) poor

2. **LAMENT** ____

- (a) rejoice
- (b) rejuvenate
- (c) complain

(d) cry

3. **RELUCTANTLY** ____

- (a) pleasingly
- (b) willingly
- (c) satisfactorily
- (d) happily

4. **CAPRICIOUS** ____

- (a) firm
- (b) fickle

(c) indefinite

(d) declan

5. **AGONY** ____

- (a) pleasure
- (b) laughter
- (c) bliss
- (d) ecstasy

VIII. Choose the word **similar in meaning** to the word given in bold.

5X $\frac{1}{2}$ =2 $\frac{1}{2}$ M

1. **AMICABLE** ____

- (a) poisonous
- (b) friendly
- (c) satisfying
- (d) heartening

2. **SUPERSTITIOUS** ____

- (a) pious
- (b) traditional
- (c) irrational
- (d) vision

3. **CONVICT** ____

- (a) adventurer
- (b) fugitive
- (c) criminal
- (d) impostor

4. **BENEVOLENCE** ____

- (a) Ill-will
- (b) morbidity

(c) kindness

(d) vision

5. **STUBBORN** ____

- (a) timid
- (b) arrogant
- (c) adamant
- (d) angry

IX. In these questions A&B, the first and last sentence of the passage is numbered 1 and 6. The rest of the passage is split into four parts and named P, Q, R, S. These four parts are not given in proper order. Read the sentences and find out which of the four combinations is correct.

5X2=10M

A.

B.

1. Most people are afraid of snakes.
P. There may be some truth in this theory, because Monkeys have a deep, instinctive fear of pythons and other tree snakes.
Q. But this fear is as irrational as the fear of ghosts.
R. Anyway, snakes have been feared and hated for thousands of years.
S. The fear of snakes, according to some biologists, may be an instinct passed on to us by our ancestors.
6. In the literature of many countries the snake is regarded as a symbol of evil.
(a) PQRS (b) QPSR (c) RQSP (d) QSPR

Ans : ____

1. I was in awe of Einstein and hesitated before approaching him about some ideas had been working on.
P. I entered his office and found him seated at a table, calculating and smoking his pipe.
Q. When I finally knocked on his door, a gentle voice said, 'come'.
R. The single word was both a welcome and a question.
S. Dressed in ill fitting clothes, his hair characteristically awry, he smiled a warm welcome.
6. His utter naturalness at once set me at ease.
(a) QPRS (b) QRPS (c) PQRS (d) SRQP

Ans : ____

NAME: _____ CLASS: _____ ROLLNO: _____

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COMPETITIVE ENGLISH	IV SEMESTER	2018-2019	B.A,B.Com & B.Sc
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EXTERNAL ASSESSMENT
QUESTION PAPER FOR BATCH-I&II

Max Marks: 50
Awarded Marks:

Time: 2 hrs
Date: 04-04-2019

I. **Directions:** In the following questions the sentences have been given in **Active/ Passive** Voice. From the given alternatives choose the one which best expresses the given sentence in **Passive/Active** Voice.

5M

Q1.The principal kept the staff members waiting.

- (a) The staff members are kept waiting for the principal.
- (b) The staff members were kept waiting by the principal.
- (c) The staff members were being kept waiting by the principal.

Q2.The government has granted him a scholarship.

- (a) A scholarship has granted to him by the government.
- (b) He has been granted a scholarship by the government.
- (c) He has granted a scholarship by the government.

Q3.The telegraph wires have been cut.

- (a) Someone has been cut the telegraph wires.

(b) The telegraph wires have cut someone.

(c) Someone has cut the telegraph wires.

Q4.They pick the flowers fresh every morning.

- (a) The Fresh flowers are picked every morning by them.
- (b) The flowers are fresh and picked every morning by them.
- (c) The flowers are picked fresh every morning by them.

Q5.The reporter was interviewing the political leaders.

- (a) The political leaders were being interviewed by the reporter.
- (b) The political leaders were be being interviewed by the reporter.
- (c) The political leaders are being interviewed by the reporter.

II. **Directions:** In the following questions, a sentence has been given in Direct/Indirect Speech. Out of the four alternatives suggested, select the one which best expresses the same sentence in Indirect/Direct Speech.

5M

Q1.He said to the interviewer, "Could you please repeat the question?"

- (a)He requested the interviewer if he could please repeat the question.
- (b)He requested the interviewer to please repeat the question.
- (c)He requested the interviewer to repeat the question.
- (d)He requested the interviewer if he could repeat the question

Q2.I said to him, "Where have you lost the pen I brought for you yesterday?"

- (a)I asked him where he had lost the pen I had brought him yesterday.
- (b)I asked him where he had lost the pen I have brought for him the previous day
- (c)I asked him where he had lost the pen I had brought for him the previous day.
- (d)I asked him where had he lost the pen I had brought him the previous day.

Q3. I said, "Father, when will you buy me a motor cycle?"

- (a) I asked my father when will he buy me a motorcycle.
- (b) I asked my father when he will buy me a motor cycle.
- (c) I asked my father when would he buy me a motor cycle.
- (d) I asked my father when he would buy me a motor cycle.

Q4. "Many happy returns of your birthday", we said

- (a) We greeted him on his birthday.

(b) We said that many happy returns of your birthday.

(c) We wished him many happy returns of his birthday.

(d) We prayed for many happy returns of his birthday.

Q5. The police said to the thief, "Don't move."

(a) The police ordered the thief not to move.

(b) The police ordered the thief that he should not move.

(c) The police told the thief that he did not move.

(d) The police ordered to the thief to not move.

III. Choose the word **opposite in meaning** to the word given in bold.

10X¹/₂=5M

Q1. OBSCENE

- (a) disobedient
- (b) decent
- (c) dislocate
- (d) cautious

Q2. ORTHODOX

- (a) Revolutionary
- (b) Heretical
- (c) Anarchist
- (d) generous

Q3. AMBIGUOUS

- (a) concealed
- (b) precise
- (c) complete
- (d) magnified

Q4. KEEN

- (a) blunt
- (b) foolish
- (c) insipid
- (d) plain

Q5. INVINCIBLE

- (a) Small
- (b) Invisible
- (c) Vulnerable
- (d) reachable

Q6. MAMMOTH

- (a) quiet
- (b) significant
- (c) huge

(d) small

Q7. AUTONOMOUS

- (a) self-government
- (b) dependent
- (c) defensive
- (d) neutral

Q8. EXAGGERATE

- (a) underwrite
- (b) understate
- (c) ignore
- (d) condemn

Q9. CONTROVERSIAL

- (a) indisputable
- (b) restrained
- (c) controlled
- (d) appeasing

Q10. CALLOUS

- (a) rude
- (b) Insensitive
- (c) indifferent
- (d) Sympathetic

IV. Choose the word **similar in meaning** to the word given in bold.

10X¹/₂=5M

Q1. INCESSANTLY

- (a) continuously
- (b) inevitably
- (c) regularly
- (d) indiscreetly

Q2. COLOSSAL

- (a) gigantic
- (b) colourful
- (c) beautiful
- (d) fantastic

Q3. DUBIOUS

- (a) doubtful
- (b) disputable
- (c) duplicate
- (d) dangerous

Q4. ACRONYM

- (a) A word with two or more meanings

- (b) A word of new coinage
- (c) A word formed by the initial letters of words
- (d) A word of picturesque effect

Q5. ANTIPATHY

- (a) dishonesty
- (b) disturbance
- (c) demonstration
- (d) dislike

Q6. PHILANTHROPIST

- (a) benefactor
- (b) beneficiary
- (c) matron
- (d) sponsor

Q7. EXOTIC

- (a) alien
- (b) strange

- (c) rare
- (d) grand

Q8. KNAVE

- (a) emperor
- (b) enchanter
- (c) soldier
- (d) scoundrel

Q9. COARSE

- (a) academic
- (b) grain
- (c) rough
- (d) training

Q10. OSTRACISE

- (a) banish
- (b) belittle
- (c) beguile
- (d) besiege

V. Out of the four alternatives, choose the one which can be substituted for the given words/sentence.

10X¹/₂=5M

Q1.A written statement about someone's character, usually provided by an employer

- (a) Testimonial
- (b) Memorandum
- (c) Certificate
- (d) License

Q2.A small room in a big house, hotel, ship etc. where glasses, dishes, spoons, food etc. are kept.

- (a) Portico
- (b) Pantry
- (c) Mezzanine
- (d) Kitchen

Q3.Place where wine is made

- (a) Bakery
- (b) Cloakroom
- (c) Tannery
- (d) Brewery

Q4.A paper written by hand

- (a) Handicraft
- (b) Handiwork
- (c) Manuscript
- (d) Thesis

Q5.A remedy for all diseases

- (a) Narcotic
- (b) Antiseptic
- (c) Tonic
- (d) Panacea

Q6.The study of ancient civilizations

- (a) History
- (b) Anthropology
- (c) Ethnology
- (d) Archaeology

Q7.Animal that feeds on plants

- (a) Carnivorous
- (b) Herbivorous

- (c) Insectivorous
- (d) Graminivorous

Q8.The absence of law and order

- (a) Rebellion
- (b) Mutiny
- (c) Revolt
- (d) Anarchy

Q9.Something kept as a reminder of an event

- (a) Trophy
- (b) Souvenir
- (c) Prize
- (d) Antique

Q10.An established principle of practical wisdom

- (a) Marxism
- (b) Maxim
- (c) Neologism
- (d) Platonism

VI. Directions: In the following questions, four alternatives are given for the **Idiom/Phrase** printed in bold in the sentence. Choose the alternative which best expresses the meaning of the Idiom/Phrase.

10X¹/₂=5M

Q1. Wear and tear

- (a) a brand name
- (b) damage
- (c) lot of sorrow
- (d) a warning

Q2. The two famous writers crossed swords with each other on every issue.

- (a) fought physically
- (b) crossed the road on meeting

- (c) took different routes
- (d) disagreed

Q3. George Bernard Shaw was blessed with the gift of the gab.

- (a) enormous wealth

- (b)ability to work hard
- (c)ability to speak Impressively
- (d)luck on one's side

Q4. Some people do not grease anybody's palm on any account.

- (a)bribe
- (b) flatter
- (c) cheat
- (d) fight

Q5. Having no arguments to defend his point, the speaker began to beat about the bush.

- (a)wander across the words
- (b)speak in a haphazard manner
- (c)speaking a round-about manner

- (d)make use of irrelevant reference

Q6. The Kenyan team proved to be the dark horse in the ICC World Cup Cricket.

- (a)a strong intruder
- (b)a skilled team
- (c)the most powerful
- (d)an unexpected winner

Q7. A little gush of gratitude

- (a)gradual recovery
- (b)friendly feeling
- (c)excessive labour
- (d)excessive enthusiasm

Q8. To lose ground

- (a)to become less powerful
- (b)to become less popular
- (c)to lose foundation

- (d)to be without a leader

Q9. To fall back on

- (a)to oppose something important
- (b)to suffer an injury on the back in an accident
- (c)to fail to do something important in time
- (d)to seek support out of necessity

Q10. Most parents find it difficult to make both ends meet because of inflation.

- (a)to lead a lavish life
- (b)to live within one's Income
- (c)to live a miserly life
- (d)to lead an active life

VII. Directions: In the following passages (A&B) there are blanks, each of which has been numbered. Against each number, five words are suggested, one of which fits the blank appropriately. Find out the appropriate word in each case.

Most of us are (___1___) of open conflict and avoid it if we can. And there is a (___2___) to expressing and working through conflict. If the working through involves harsh words and name-calling people feel deeply hurt and relationships can be (___3___). Sometimes permanently. Some group members may be afraid that if they really(___4___)their anger, they may go out of control and become violent, or they may do this. These fears can be very (___5___)and based on experience. So why take the risk? Why not avoid conflict at all costs? Conflict is rather like disease (___6___) is best, that means attuning to areas where (___7___) may occur before they become an issue. If you have, not (___8___) a conflict happening, your next choice is to treat it early, or hope that it goes away. If it goes away over time fine. If it (___9___), then you will still have to handle (treat) it and it is likely to be more (___10___).

Q1.

- (a) scared
- (b) careful
- (c) reckless
- (d) aware
- (e) worried

Q2.

- (a) challenge
- (b) measure
- (c) principle
- (d) chance
- (e) risk

Q3.

- (a) established
- (b)maligned
- (c)damaged
- (d) rebuilt
- (e) involved

Q4.

- (a) sublimate
- (b) express
- (c) minimize

- (d) regulate
- (e) control

Q5.

- (a) baseless
- (b) imaginary
- (c)exaggerative
- (d)real
- (e) national

Q6.

- (a) cure
- (b) diagnosis
- (c)prescription
- (d)prevention
- (e) medicine

Q7.

- (a) harmony
- (b) discomfiture
- (c)disagreement
- (d)consensus
- (e) statement

Q8.

- (a) expressed
- (b) ignored
- (c) induced
- (d) seen
- (e)perverted

Q9.

- (a) doesn't
- (b) wont
- (c) don't
- (d) not
- (e)hasnt

Q10.

- (a) credible
- (b) serious
- (c) fraudulent
- (d) urgent
- (e)skilled

10X¹/₂=5M

A. On October 2, 1983 the Grameen Bank Project (___1___) the Grameen Bank, We invited the Finance Minister to be the Chief Guest at our (___2___) ceremony. But when the Ministry came to (___3___) that the ceremony would take place in a remote district, they said it would not be an (___4___) place to launch a Bank and that the ceremony should be (___5___) in Dhaka so that all the top Government Officials could (___6___). We stood firm and (___7___) to them that we did not work in urban areas so it made no (___8___) to have the ceremony in a city (___9___) we had no borrowers. We had the ceremony in a big open field with the Finance Minister present as Chief Guest. For all of us who had worked so hard to (___10___) this it was a dream come true.

10X $\frac{1}{2}$ =5M

Q1.

- (a) became
- (b) reorganised
- (c) merged
- (d) named
- (e) converted

Q2.

- (a) Induction
- (b) opening
- (c) closing
- (d) dedicated
- (e) Inaugurate

Q3.

- (a) acquaint
- (b) reveal
- (c) know
- (d) aware
- (e) inform

Q4.

- (a) obvious
- (b) excellent
- (c) available
- (d) inauspicious
- (e) appropriate

Q5.

- (a) held
- (b) invited
- (c) assembled
- (d) done
- (e) shifted

Q6.

- (a) entertain
- (b) present
- (c) accompany
- (d) attend
- (e) involve

Q7.

- (a) refused
- (b) apologised
- (c) told
- (d) explained
- (e) denied

Q8.

- (a) point
- (b) difference
- (c) sense
- (d) difficulty
- (e) meaning

Q9.

- (a) which
- (b) where
- (c) while
- (d) that
- (e) however

Q10.

- (a) perform
- (b) obey
- (c) achieve
- (d) discover
- (e) built

VIII. Directions: In the following questions, a sentence/ part of the sentence is printed in bold. Below are given alternatives which may **improve** the bold part. Choose the correct alternative. In case no improvement is needed, your answer shall be 'No Improvement'.

20X $\frac{1}{2}$ =10M

Q1. It took a long time for him to realise, **what was truth.**

- (a) what is truth.
- (b) what was the truth.
- (c) what the truth was
- (d) No Improvement

Q2. The flood affected people are **looking forward with** the visit of the Governor.

- (a) looking forward to
- (b) looking forward on
- (c) looking forward for
- (d) No improvement

Q3. He is fond of **saving** money.

- (a) hoarding
- (b) not spending
- (c) spending carefully
- (d) No improvement

Q4. He **backed out of** the agreement.

- (a) gave his full support
- (b) reconsidered the point
- (c) withdrew his support from
- (d) went through the back door

Q5. If I **am** the P.M. I would ban all processions.

- (a) will be
- (b) were
- (c) am
- (d) No improvement

Q6. Its high time that you **go** home.

- (a) have gone
- (b) should go
- (c) went
- (d) No improvement

Q7. **Will** you type these letters now ?

- (a) Could
- (b) Can
- (c) Shall
- (d) No improvement

Q8. The traveller **commanded of the peasant he would** tell him the way to the nearest village.

- (a) exclaimed of the peasant if he would
- (b) enquired of the peasant if he could
- (c) replied of the peasant whether he will
- (d) No improvement

Q9. When we saw him last, he **ran** to catch a bus.

- (a) has run
- (b) was running
- (c) had inn
- (d) No improvement

Q10. He suddenly struck **a note of discord** in his otherwise harmonious presentation.

- (a) unhappiness
- (b) regret
- (c) anger
- (d) No improvement

Q11. Americans do not object **my calling them** by their first names.

- (a) my calling the
- (b) to my calling them
- (c) been called
- (d) No Improvement

Q12. **I hope that** I shall get a First Class.

- (a) I feel that
- (b) I hope
- (c) I am doing
- (d) No improvement

Q13. They **only work when** they have no money.

- (a) When they have no money, they only work.
- (b) they only work
- (c) work only when.
- (d) No improvement.

Q14. By this time tomorrow, I **will reach** my home.

- (a) will be reaching
- (b) shall have reached
- (c) can reach
- (d) No improvement

Q15. India will enter the league of major developed nations as a space **giant** within a short time.

- (a) energy
- (b) force
- (c) power
- (d) No improvement

Q16. **Many a man** would welcome the opportunity.

- (a) Many man
- (b) A many man
- (c) Many men
- (d) No improvement

Q17. The greater the demand **higher** the price.

- (a) High
- (b) the high
- (c) the higher
- (d) No improvement

Q18. **I prefer to ride than to walk.**

- (a) riding to walking
- (b) ride to walk
- (c) riding than walking
- (d) No Improvement

Q19. God has **bestowed man** unusual gifts.

- (a) bestowed with man
- (b) bestowed for man
- (c) bestowed on man
- (d) No improvement

Q20. For me, money is **only the means** to an end.

- (a) only means
- (b) only the mean
- (c) only a means
- (d) No improvement

ADUSUMILLI GOPALA KRISHNAIAH AND SUGAR CANE GROWERS SIDDHARTHA
DEGREE COLLEGE OF ARTS AND SCIENCE, VUYYURU
AUTONOMOUS Accredited at Grade 'A' (3.05/4.00) by NAAC

DEPARTMENT OF ENGLISH
CERTIFICATE COURSE IN COMPETITIVE ENGLISH

BATCH : I

MARKS LIST

Roll No	Name of the Student	Internal Marks(50)	External Marks(50)	Total	Pass/ Fail
17-162	G.Sampath Kumar	ABSENT	11	11	Fail
17-170	V.Kalyan	16	14	30	Fail
17-234	K.Sailaja	18	36	54	
17-412	S.Bala Durga Bhavani	15	41	56	
17-413	V.Nagamani	16	38	54	
17-421	M.Meghana	22	12	34	Fail
17-431	D.Parameswari	13	28	41	
17-615	N.Vijaya Lakshmi	13	28	41	
17-617	V.Divya	22	39	61	
17-629	N.Jhansi Prasanna	9	42	51	
17-634	V.Rasiveni	27	35	62	
17-637	S.Tapaswi	12	22	34	Fail
17-639	P.Janu	15	18	33	Fail
17-651	G.Jwalitha	15	42	57	
17-652	G.Rama Devi	17	45	62	
17-657	G.Rama	19	40	59	
17-701	Y.Sravani	19	28	47	
17-702	K.Bhargavi	13	30	43	
17-703	A.Pooja Sri	21	23	44	
17-708	Ch.Hudvitha	21	23	44	
17-709	K.Naga Pushpa Latha	17	21	38	Fail
17-727	E.Naga Saritha Devi	18	31	49	
17-734	K.Srinath	21	24	45	

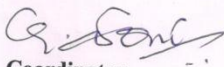
Course Duration : 45 days (Hours)

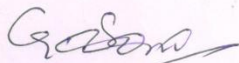
No.of students enrolled in Batch - I : 23

Commencement of Classes: 3-12-2018

Date of Internal Exam conducted :9-1-2019

Date of External Exam conducted :4-4-2019


Coordinator


H.O.D


PRINCIPAL

ADUSUMILLI GOPALA KRISHNAIAH AND SUGAR CANE GROWERS SIDDHARTHA
DEGREE COLLEGE OF ARTS AND SCIENCE, VUYYURU
AUTONOMOUS Accredited at Grade 'A' (3.05/4.00) by NAAC

DEPARTMENT OF ENGLISH

CERTIFICATE COURSE IN COMPETITIVE ENGLISH

BATCH : II

MARKS LIST

Roll No	Name of the Student	Internal Marks(50)	External Marks(50)	Total	Pass/ Fail
17-013	O.Rama Krishna	15	12	27	Fail
17-045	Ch.Sekhar Babu	ABSENT	ABSENT	0	Fail
17-236	Abdul Shabana Sultana	28	38	66	
17-403	M.Aparna	24	35	59	
17-404	Abdul Fathima	17	36	53	
17-405	K.Naga Sudha	17	29	46	
17-406	K.Ramya	24	35	59	
17-407	K.Anusha	28	31	59	
17-408	P.Rajya Lakshmi	11	17	28	Fail
17-410	Md.Naseema	28	36	64	
17-416	P.K.S.Suhasini	23	27	50	
17-420	D.Ramya Sai	22	39	61	
17-434	G.Prudhvi Raja	28	37	65	
17-602	V.Tejasri	20	29	49	
17-603	G.Sai Tejaswi	21	19	40	
17-623	G.Sireesha	17	20	37	Fail
17-718	P.Bhanu Sri	19	32	51	
17-739	K.Tej Kiran	26	23	49	
17-818	E.Naga Bhanusri	27	28	55	
17-835	D.Venkata Lakshmi	17	24	41	

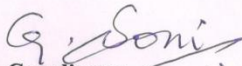
Course Duration : 45 days (Hours)

No.of students enrolled in Batch -II : 20

Commencement of Classes: 21-1-2019

Date of Internal Exam conducted :19-2-2019

Date of External Exam conducted :4-4-2019


Coordinator


H.O.D


PRINCIPAL

**ADUSUMILLI GOPALAKRISHNAIAH
& SUGARCANE GROWERS SIDDHARTHA COLLEGE OF ARTS & SCIENCE
(AUTONOMOUS), VUYURU**



REACCREDITED WITH GRADE 'A' BY NAAC, BENGALURU



DEPARTMENT OF ENGLISH

Certificate of Completion

This certificate is awarded to

Mr / Ms G. Sireesha, II B.Sc (CS)

for having successfully completed and fulfilled the requirements of the course for

Competitive English (English for Professional Success)

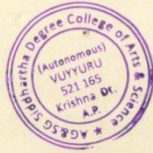
Course Duration: 45 days (from 3rd December 2018 to 4th April 2019)

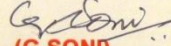
given at English Language Laboratory, AG&SG SIDDHARTHA COLLEGE, VUYURU

on 10th June, 2019

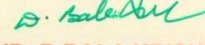

(G.SONI)

COURSE INSTRUCTOR




(G.SONI)

HEAD, DEPT OF ENGLISH
A.G.S.G.S COLLEGE, VUYURU



(Dr.D.BALA KRISHNA)

PRINCIPAL
A.G.S.G.S COLLEGE, VUYURU

**ADUSUMILLI GOPALAKRISHNAIAH
& SUGARCANE GROWERS SIDDHARTHA COLLEGE OF ARTS & SCIENCE
(AUTONOMOUS), VUYYURU**



REACCREDITED WITH GRADE 'A' BY NAAC, BENGALURU



DEPARTMENT OF ENGLISH

Certificate of Completion

This certificate is awarded to

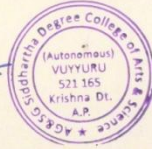
Mr / Ms P. Rajya Lakshmi of II B.Sc (EM)


for having successfully completed and fulfilled the requirements of the course for

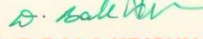
Competitive English (English for Professional Success)

Course Duration: 45 days (from 3rd December 2018 to 4th April 2019)
given at English Language Laboratory, AG&SG SIDDHARTHA COLLEGE, VUYYURU
on 10th June, 2019


(G.SONI)
COURSE INSTRUCTOR




(G.SONI)
HEAD, DEPT OF ENGLISH
A.G.S.G.S COLLEGE, VUYYURU


(Dr.D.BALA KRISHNA)
PRINCIPAL
A.G.S.G.S COLLEGE, VUYYURU

**ADUSUMILLI GOPALAKRISHNAIAH
& SUGARCANE GROWERS SIDDHARTHA COLLEGE OF ARTS & SCIENCE
(AUTONOMOUS), VUYYURU**



REACCREDITED WITH GRADE 'A' BY NAAC, BENGALURU



DEPARTMENT OF ENGLISH

Certificate of Completion

This certificate is awarded to

Mr / M^{rs} G. Sampath Kumar of II B.Com


for having successfully completed and fulfilled the requirements of the course for


Competitive English (English for Professional Success)

Course Duration: 45 days (from 3rd December 2018 to 4th April 2019)
given at English Language Laboratory, AG&SG SIDDHARTHA COLLEGE, VUYYURU
on 10th June, 2019


(G.SONI)
COURSE INSTRUCTOR




(G.SONI)
HEAD, DEPT OF ENGLISH
A.G&S.G.S COLLEGE, VUYYURU


(Dr.D.BALA KRISHNA)
PRINCIPAL
A.G&S.G.S COLLEGE, VUYYURU

**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

2019-2020



DEPARTMENT OF ENGLISH

Certificate Course

Title: COMPETITIVE ENGLISH

Name of the Lecturer : **B. Bulli Babu**

Class : **II DEGREE**

Duration of the Course : **30 days (3-12-2019 to 18-01-2020)**

Course Code : **CE401C**

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.
4. **Grammar and Syntax:** Thorough understanding of English grammar rules and proper syntax is essential for constructing correct and coherent sentences. The course will focus on refining these aspects.
5. **Time Management:** Many competitive exams have time constraints. The course aims to improve participants' ability to read, understand, and answer questions within the given time frame.
6. **Critical Thinking:** Participants will be encouraged to think critically and analyze information presented in texts, which is valuable for answering questions that require interpretation.
7. **Exam Strategies:** The course will provide strategies and tips specific to competitive exams, such as time allocation, question selection, and how to approach different types of questions.
8. **Mock Tests and Practice:** Regular practice tests and mock exams will be conducted to simulate real exam conditions, helping participants become familiar with the format and build confidence.
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.
3. **Improved Reading Comprehension:** Participants will have honed their ability to read and understand complex texts quickly, enabling them to perform well in reading comprehension sections of competitive exams.
4. **Critical Thinking Skills:** Participants will have developed the ability to analyze information critically and draw reasoned conclusions, which is essential for answering challenging questions accurately.
5. **Time Management Abilities:** Through practice, participants will have improved their time management skills, enabling them to efficiently tackle questions within the given time limits.
6. **Exam Strategies and Techniques:** Participants will have learned various strategies to approach different types of questions, increasing their chances of scoring well in competitive exams.
7. **Confidence Building:** The improved language skills and exam strategies will contribute to participants' overall confidence in their ability to excel in competitive scenarios.
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

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

Vuyyuru-521165, Krishna District, Andhra Pradesh

Accredited at 'A' Grade by NAAC

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

Unit III Selecting Words/Phrases

- Sentence Completion
- Passage Completion
- Choosing The Appropriate Filler

Unit IV Error Detection

- Common Errors – How To avoid Them
- Spotting Errors
- Sentence Improvement
- Passage Correction
- Choosing The Correct/Incorrect Sentence

Unit V Rearrangement

- Reconstruction of Sentences
- Rearrangement of Sentences in a paragraph
- Reconstruction of Paragraph
- Rearrangement of Jumbled Parts
- Word Formation

Unit VI General Usage

- Idioms and Phrases
- Active and Passive Voice
- Direct and Indirect Speech

COMPETITIVE ENGLISH

CHAPTER-WISE DETAILS

- 1. ACTIVE / PASSIVE VOICE**
- 2. DIRECT / INDIRECT SPEECH (CHANGE OF SPEECH)**
- 3. ANTONYMS**
- 4. SYNONYMS**
- 5. ONE WORD SUBSTITUTION**
- 6. IDIOMS & PHRASES**
- 7. SPOTTING ERRORS (COMMON ERRORS)**
- 8. ORDERING OF SENTENCES (SEQUENCE)**
- 9. SELECTING WORDS**
- 10. VERBAL ANALOGIES**
- 11. CLOZE TEST**
- 12. FILL IN THE BLANKS (PHRASE REPLACEMENT)**
- 13. PARA JUMBLES**
- 14. READING COMPREHENSION**
- 15. FILL IN THE BLANKS WITH APPROPRIATE WORD**
- 16. PARAGRAPH FORMATION**

List of enrolled students

S.No	Name of the Student	Class	Roll No.
1	P.KALYAN	II B.A	18-008
2	K.BHARATH KUMAR	II B.A	18-009
3	G.VEERA BABU	II B.A	18-010
4	T.BABU RAO	II B.COM	18-109
5	V.V.SUBRAHMANYESWARA RAO	II B.COM	18-141
6	K.NIKHITHA	II B.SC	18-240
7	P.MADHU LATHA	II B.SC	18-402
8	NAFEESUNNISA	II B.SC	18-408
9	S.HANVITHA	II B.SC	18-409
10	V.V.POOJITHA PRAVALLIKA	II B.SC	18-412
11	N.LOKESH BABU	II B.SC	18-414
12	D.PAVANI	II BZC	18-510
13	B.KRUPA	II BZC	18-512
14	T.VENNELA	II BZC	18-515
15	D.JESHNAVI	II BZC	18-521
16	K.PRASANNA	II B.COM(CA)	18-805

NAME: _____ CLASS: _____ ROLL NO: _____

A.G & S.G SIDDHARTHA DEGREE COLLEGE OF ARTS AND SCIENCE, VUYURU
(An Autonomous College in the Jurisdiction of Krishna University, Machilipatnam.)
Accredited at 'A' Level by NAAC

COMPETITIVE ENGLISH	IV SEMESTER	2019-20	B.A,B.Com & B.Sc
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INTERNAL ASSESSMENT
QUESTION PAPER FOR BATCH-I&II

Time : 1 hr

Max Marks: 50

Awarded Marks:

Date: 30-12-2019

I. Read the passage carefully and choose the best answer to each question out of the four alternatives. **5M**

The United Nations Fourth World Women's Conference had a colourful start at Beijing on September 4th. This is the century's most crucial conference which aimed at changing the status quo of women's lives characterized by inequality. In a preliminary session Ms. Aung Suu Kyi the Nobel Peace Prize winner said that expanding women's power will bring greater peace and tolerance to the world. "It is not the prerogative of men alone to bring light to this world. Women with their capacity for compassion and self-sacrifice with their courage and perseverance have done much to dissipate the darkness of intolerance and hate" said Ms. Suu Kyi. In the afternoon session Ms. Ayako Yamaguchi a Japanese delegate launched a petition against beauty pageants. "What right do men have to evaluate women in a few minutes? All women are beautiful. Beauty is something different for everyone" Ms. Ayako Yamaguchi said. "Beauty contests are used as trade and exploitation. The training is very vigorous but it is the organizers not the women who get the full benefit" said Ms. Ranjana Bhargava. "After the competition the women become trapped and the abuse and the bad things begin. The women are tainted no one else will accept them".

1. The Women's World Conference was very important because__

- (a) Ms. Aung Suu Kyi has just been awarded the prestigious Nobel Peace Prize.
- (b) Ms. Aung Suu Kyi was taking part in the Conference.
- (c) its main purpose was to change inequalities between men and women.
- (d) it was to protest against beauty contests.

2. Which of the following arguments of Ms. Aung Suu Kyi is not true?__

- (a) Women also can bring greater peace to the world.
- (b) Men cannot claim they have done more for peace.
- (c) Women have the capacity for compassion and sacrifice.
- (d) Men have done nothing to dissipate ignorance.

3. The main emphasis in Ms. Ayako Yamaguchi's argument is__

- (a) men have no right to judge women.
- (b) men should be given more time to evaluate women.
- (c) all women are beautiful in a way.
- (d) beauty contests are not necessary.

4. "Beauty is something different for everyone". This statement means__

- (a) beauty is certainly different from ugliness.
- (b) beautiful women do not mingle with other women.
- (c) beauty cannot be defined adequately
- (d) each woman is beautiful.

5. "Colourful start" in the first sentence refers to__

- (a) participants who were all beautiful.
- (b) a lot of excitement and cheerfulness in the conference hall.
- (c) absence of black coloured girls.
- (d) flags of various colours outside the conference hall.

II. Read the passage carefully and choose the best answer to each question out of the four alternatives. **5M**

A reason why people at school read books is to please their teacher. The teacher has said that this that or the other is a good book and that it is a sign of good taste to enjoy it. So a number of boys and girls anxious to please their teacher get the book and read it. Two or three of them may genuinely like it for their own sake and be grateful to the teacher for putting it in their way. But many will not honestly like it or will persuade themselves that they like it. And that does a great deal of harm. The people who cannot like the book run the risk of two things happening to them either they are put off the idea of the book-let us suppose the book was David Copperfield-either they are put off the idea of classical novels or they take a dislike to Dickens and decide firmly never to waste their time on anything of the sort again or they get a guilty conscience about the whole thing they feel that they do not like what they ought to like and that therefore there is something wrong with them. They are quite mistaken of course. There is nothing wrong with them. The mistake has all been on the teacher's side. What has happened is that they have been shoved up against a book before they were ready for it. It is like giving a young child food only suitable for an adult Result indigestion violent stomach-ache and a rooted dislike of that article of food evermore.

1. The passage is about what__

- (a) we should do to make children read.
- (b) we should not do when we ask children to read.
- (c) teachers should teach in the classroom.
- (d) treatment is to be given for indigestion.

2. The writer says that teachers should__

- (a) prevent children from reading any book.
- (b) compel children to read moral stories.
- (c) stop compelling children to read books recommended by them.
- (d) carefully supervise what children read.

3. According to the author many boys and girls read books to__

- (a) win the favour of their teachers.
- (b) spend money in a useful way.
- (c) express their gratitude to their teachers.

(d) show others that they are lovers of books.

4. The mistake has been on the teacher's side.

Here the mistake refers to__

- (a) making the children to please the teacher.
- (b) asking the children to read books which teachers do not like.
- (c) discouraging children from reading more books.
- (d) recommending them the books intended for adults.

5. Indigestion and violent stomach-ache will be the result if the child__

- (a) reads books not suitable for his age
- (b) does not read any book.
- (c) is forced to eat food meant for adults.
- (d) is not taken to doctor regularly.

III. Rearrange the following sentences in proper sequence. 5M

1. A Study to this effect suggests that the average white-collar worker demonstrates only about 25% listening efficiency.
2. However for trained and good listeners it is not unusual to use all the three approaches during a setting, thus improving listening efficiency.
3. There are three approaches to listening: Listening for comprehension, Listening for empathy and Listening for evaluation.
4. Although we spend nearly half of each communication interaction listening, we do not listen well.
5. Each approach has a particular emphasis that may help us to receive and process information in different settings.

ANS: _____

IV. Rearrange the following sentences in proper sequence. 5M

1. Its current was very powerful and could take away big tree trunks.
2. There were some children, playing on the bank of waterway
3. In the forest of Madhubani, there is big lake.
4. The excess water started flowing forcefully through the waterway.
5. Once there was a very heavy rain because of which the lake started overflowing.
6. A poor man noticed it and rushed to save them.

ANS: _____

V. Choose another pair from the following with the same relationship. $\frac{1}{2} \times 10 = 5M$

1. poetry : rhyme :: philosophy : _____
a. imagery b. music c. bi-law d. theory
2. jibe : praise :: _____ : enlighten
a. jib b. delude c. worship d. wed
3. marshal : prisoner :: principal : _____
a. teacher b. president c. doctrine d. student
4. alphabetical : _____ :: sequential : files
a. sort b. part c. list d. order
5. monarch : _____ :: king : cobra
a. queen b. butterfly c. royal d. venom
6. pan : _____ :: ban : judge
a. band b. critic c. author d. lawyer
7. somnolent : nap :: truculent : _____
a. sleepwalker b. journey c. war d. mood
8. _____ : play :: sing : anthem
a. act b. scene c. theater d. field
9. mouse : _____ :: flash : camera
a. rat b. computer c. cord d. dessert
10. scrub : wash :: sob : _____
a. cry b. water c. sad d. tease

VI. Out of the four alternatives, choose the one which can be substituted for the given words/sentence. $\frac{1}{2} \times 20 = 10M$

1. Call upon God or any other power (like law) etc. for help or protection __
(a) Invocation
(b) Involution
(c) Inundation
(d) Revocation
2. Words written on a tomb __
(a) Epithet
(b) Epigraph
(c) Soliloquy
(d) Epitaph
3. One who can think about the future with imagination and wisdom __
(a) Dreamer
(b) Seer
(c) Idealist
(d) Visionary
4. Science of the races of mankind __
(a) Genealogy
(b) Epistemology
(c) Ethnology
(d) Sociology
5. Concluding part of a literary work __
(a) Epilogue
(b) Bibliography
(c) Soliloquy
(d) Episode
6. A paper written by hand __
(a) Handicraft
(b) Handiwork
(c) Manuscript
(d) Thesis
7. One who does not make mistake __
(a) Pessimist
(b) Optimist
(c) Infallible
(d) Hypocrite
8. Group of people living together in the same locality __
(a) Neighborhood
(b) Crowd
(c) Community
(d) Public
9. A proficient public speaker __
(a) Curator
(b) Orator
(c) Narrator
(d) Arbitrator
10. At one's beck and call __
(a) to attend a call
(b) to be helped by someone
(c) to be useful to someone
(d) to be dominated by someone
11. As the bomb exploded people ran helter-skelter __
(a) in great fear
(b) in disorderly haste
(c) in haste
(d) in great sorrow
12. Loss Of memory __
(a) Ambrosia
(b) Amnesia
(c) Insomnia
(d) Forgetting
13. As usual he is blowing his own trumpet __
(a) refusing to use anybody else's trumpet
(b) playing a tune on the trumpet
(c) praising himself
(d) praising himself and others
14. To call it a day __
(a) to conclude proceedings
(b) to initiate proceedings
(c) to work through the day
(d) None of the above
15. He is always praised for his gift of the gab __
(a) being lucky
(b) getting something free
(c) talent for speaking
(d) great skill
16. Fear of being enclosed in a small closed space __
(a) Agoraphobia
(b) Claustrophobia
(c) Xenophobia
(d) Paranoia
17. One who hates mankind __
(a) Philanthropist
(b) Terrorist
(c) Misanthrope
(d) Misogynist

18. One who walks on ropes __

- (a) Funambulist
- (b) Upholsterer
- (c) Acrobat
- (d) Aviator

19. The study of the origin and history of words __

- (a) Linguistics
- (b) Etymology
- (c) Verbose
- (d) Anthology

20. A person who breaks into a house in order to steal __

- (a) Poacher
- (b) Bandit
- (c) Intruder
- (d) Burglar

VII. Choose the word **opposite in meaning** to the word given in bold.

5X $\frac{1}{2}$ =2 $\frac{1}{2}$ M

1. **PRUDENT** ____

- (a) silly
- (b) unwise
- (c) idiotic
- (d) poor

2. **LAMENT** ____

- (a) rejoice
- (b) rejuvenate
- (c) complain

(d) cry

3. **RELUCTANTLY** ____

- (a) pleasingly
- (b) willingly
- (c) satisfactorily
- (d) happily

4. **CAPRICIOUS** ____

- (a) firm
- (b) fickle

(c) indefinite

(d) declan

5. **AGONY** ____

- (a) pleasure
- (b) laughter
- (c) bliss
- (d) ecstasy

VIII. Choose the word **similar in meaning** to the word given in bold.

5X $\frac{1}{2}$ =2 $\frac{1}{2}$ M

1. **AMICABLE** ____

- (a) poisonous
- (b) friendly
- (c) satisfying
- (d) heartening

2. **SUPERSTITIOUS** ____

- (a) pious
- (b) traditional
- (c) irrational
- (d) vision

3. **CONVICT** ____

- (a) adventurer
- (b) fugitive
- (c) criminal
- (d) impostor

4. **BENEVOLENCE** ____

- (a) Ill-will
- (b) morbidity

(c) kindness

(d) vision

5. **STUBBORN** ____

- (a) timid
- (b) arrogant
- (c) adamant
- (d) angry

IX. In these questions A&B, the first and last sentence of the passage is numbered 1 and 6. The rest of the passage is split into four parts and named P, Q, R, S. These four parts are not given in proper order. Read the sentences and find out which of the four combinations is correct.

5X2=10M

A.

B.

1. Most people are afraid of snakes.
P. There may be some truth in this theory, because Monkeys have a deep, instinctive fear of pythons and other tree snakes.
Q. But this fear is as irrational as the fear of ghosts.
R. Anyway, snakes have been feared and hated for thousands of years.
S. The fear of snakes, according to some biologists, may be an instinct passed on to us by our ancestors.
6. In the literature of many countries the snake is regarded as a symbol of evil.
(a) PQRS (b) QPSR (c) RQSP (d) QSPR

Ans : ____

1. I was in awe of Einstein and hesitated before approaching him about some ideas had been working on.
P. I entered his office and found him seated at a table, calculating and smoking his pipe.
Q. When I finally knocked on his door, a gentle voice said, 'come'.
R. The single word was both a welcome and a question.
S. Dressed in ill fitting clothes, his hair characteristically awry, he smiled a warm welcome.
6. His utter naturalness at once set me at ease.
(a) QPRS (b) QRPS (c) PQRS (d) SRQP

Ans : ____

NAME: _____ CLASS: _____ ROLLNO: _____

A.G & S.G SIDDHARTHA DEGREE COLLEGE OF ARTS AND SCIENCE, VUYYURU
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COMPETITIVE ENGLISH	IV SEMESTER	2019-20	B.A,B.Com & B.Sc
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EXTERNAL ASSESSMENT
QUESTION PAPER FOR BATCH-I&II

Max Marks: 50

Awarded Marks:

Time : 2 hrs

Date: 17-01-2020

I. **Directions:** In the following questions the sentences have been given in **Active/ Passive** Voice. From the given alternatives choose the one which best expresses the given sentence in **Passive/Active** Voice.

5M

Q1.The principal kept the staff members waiting.

(a) The staff members are kept waiting for the principal.

(b) The staff members were kept waiting by the principal.

(c) The staff members were being kept waiting by the principal.

Q2.The government has granted him a scholarship.

(a) A scholarship has granted to him by the government.

(b) He has been granted a scholarship by the government.

(c) He has granted a scholarship by the government.

Q3.The telegraph wires have been cut.

(a) Someone has been cut the telegraph wires.

(b) The telegraph wires have cut someone.

(c) Someone has cut the telegraph wires.

Q4.They pick the flowers fresh every morning.

(a) The Fresh flowers are picked every morning by them.

(b) The flowers are fresh and picked every morning by them.

(c) The flowers are picked fresh every morning by them.

Q5.The reporter was interviewing the political leaders.

(a) The political leaders were being interviewed by the reporter.

(b) The political leaders were be being interviewed by the reporter.

(c) The political leaders are being interviewed by the reporter.

II. **Directions:** In the following questions, a sentence has been given in Direct/Indirect Speech. Out of the four alternatives suggested, select the one which best expresses the same sentence in Indirect/Direct Speech.

5M

Q1.He said to the interviewer, "Could you please repeat the question?"

(a)He requested the interviewer if he could please repeat the question.

(b)He requested the interviewer to please repeat the question.

(c)He requested the interviewer to repeat the question.

(d)He requested the interviewer if he could repeat the question

Q2.I said to him, "Where have you lost the pen I brought for you yesterday?"

(a)I asked him where he had lost the pen I had brought him yesterday.

(b)I asked him where he had lost the pen I have brought for him the previous day

(c)I asked him where he had lost the pen I had brought for him the previous day.

(d)I asked him where had he lost the pen I had brought him the previous day.

Q3. I said, "Father, when will you buy me a motor cycle?"

- (a) I asked my father when will he buy me a motorcycle.
- (b) I asked my father when he will buy me a motor cycle.
- (c) I asked my father when would he buy me a motor cycle.
- (d) I asked my father when he would buy me a motor cycle.

Q4. "Many happy returns of your birthday", we said

- (a) We greeted him on his birthday.

(b) We said that many happy returns of your birthday.

(c) We wished him many happy returns of his birthday.

(d) We prayed for many happy returns of his birthday.

Q5. The police said to the thief, "Don't move."

- (a) The police ordered the thief not to move.
- (b) The police ordered the thief that he should not move.
- (c) The police told the thief that he did not move.
- (d) The police ordered to the thief to not move.

III. Choose the word **opposite in meaning** to the word given in bold.

10X¹/₂=5M

Q1. OBSCENE

- (a) disobedient
- (b) decent
- (c) dislocate
- (d) cautious

Q2. ORTHODOX

- (a) Revolutionary
- (b) Heretical
- (c) Anarchist
- (d) generous

Q3. AMBIGUOUS

- (a) concealed
- (b) precise
- (c) complete
- (d) magnified

Q4. KEEN

- (a) blunt
- (b) foolish
- (c) insipid
- (d) plain

Q5. INVINCIBLE

- (a) Small
- (b) Invisible
- (c) Vulnerable
- (d) reachable

Q6. MAMMOTH

- (a) quiet
- (b) significant
- (c) huge

(d) small

Q7. AUTONOMOUS

- (a) self-government
- (b) dependent
- (c) defensive
- (d) neutral

Q8. EXAGGERATE

- (a) underwrite
- (b) understate
- (c) ignore
- (d) condemn

Q9. CONTROVERSIAL

- (a) indisputable
- (b) restrained
- (c) controlled
- (d) appeasing

Q10. CALLOUS

- (a) rude
- (b) Insensitive
- (c) indifferent
- (d) Sympathetic

IV. Choose the word **similar in meaning** to the word given in bold.

10X¹/₂=5M

Q1. INCESSANTLY

- (a) continuously
- (b) inevitably
- (c) regularly
- (d) indiscreetly

Q2. COLOSSAL

- (a) gigantic
- (b) colourful
- (c) beautiful
- (d) fantastic

Q3. DUBIOUS

- (a) doubtful
- (b) disputable
- (c) duplicate
- (d) dangerous

Q4. ACRONYM

- (a) A word with two or more meanings

- (b) A word of new coinage
- (c) A word formed by the initial letters of words
- (d) A word of picturesque effect

Q5. ANTIPATHY

- (a) dishonesty
- (b) disturbance
- (c) demonstration
- (d) dislike

Q6. PHILANTHROPIST

- (a) benefactor
- (b) beneficiary
- (c) matron
- (d) sponsor

Q7. EXOTIC

- (a) alien
- (b) strange

- (c) rare
- (d) grand

Q8. KNAVE

- (a) emperor
- (b) enchanter
- (c) soldier
- (d) scoundrel

Q9. COARSE

- (a) academic
- (b) grain
- (c) rough
- (d) training

Q10. OSTRACISE

- (a) banish
- (b) belittle
- (c) beguile
- (d) besiege

V. Out of the four alternatives, choose the one which can be substituted for the given words/sentence.

10X¹/₂=5M

Q1.A written statement about someone's character, usually provided by an employer

- (a) Testimonial
- (b) Memorandum
- (c) Certificate
- (d) License

Q2.A small room in a big house, hotel, ship etc. where glasses, dishes, spoons, food etc. are kept.

- (a) Portico
- (b) Pantry
- (c) Mezzanine
- (d) Kitchen

Q3.Place where wine is made

- (a) Bakery
- (b) Cloakroom
- (c) Tannery
- (d) Brewery

Q4.A paper written by hand

- (a) Handicraft
- (b) Handiwork
- (c) Manuscript
- (d) Thesis

Q5.A remedy for all diseases

- (a) Narcotic
- (b) Antiseptic
- (c) Tonic
- (d) Panacea

Q6.The study of ancient civilizations

- (a) History
- (b) Anthropology
- (c) Ethnology
- (d) Archaeology

Q7.Animal that feeds on plants

- (a) Carnivorous
- (b) Herbivorous

- (c) Insectivorous
- (d) Graminivorous

Q8.The absence of law and order

- (a) Rebellion
- (b) Mutiny
- (c) Revolt
- (d) Anarchy

Q9.Something kept as a reminder of an event

- (a) Trophy
- (b) Souvenir
- (c) Prize
- (d) Antique

Q10.An established principle of practical wisdom

- (a) Marxism
- (b) Maxim
- (c) Neologism
- (d) Platonism

VI. Directions: In the following questions, four alternatives are given for the **Idiom/Phrase** printed in bold in the sentence. Choose the alternative which best expresses the meaning of the Idiom/Phrase.

10X¹/₂=5M

Q1. Wear and tear

- (a) a brand name
- (b) damage
- (c) lot of sorrow
- (d) a warning

Q2. The two famous writers crossed swords with each other on every issue.

- (a) fought physically
- (b) crossed the road on meeting

- (c) took different routes
- (d) disagreed

Q3. George Bernard Shaw was blessed with the gift of the gab.

- (a) enormous wealth

- (b)ability to work hard
- (c)ability to speak Impressively
- (d)luck on one's side

Q4. Some people do not grease anybody's palm on any account.

- (a)bribe
- (b) flatter
- (c) cheat
- (d) fight

Q5. Having no arguments to defend his point, the speaker began to beat about the bush.

- (a)wander across the words
- (b)speak in a haphazard manner
- (c)speaking a round-about manner

- (d)make use of irrelevant reference

Q6. The Kenyan team proved to be the dark horse in the ICC World Cup Cricket.

- (a)a strong intruder
- (b)a skilled team
- (c)the most powerful
- (d)an unexpected winner

Q7. A little gush of gratitude

- (a)gradual recovery
- (b)friendly feeling
- (c)excessive labour
- (d)excessive enthusiasm

Q8. To lose ground

- (a)to become less powerful
- (b)to become less popular
- (c)to lose foundation

- (d)to be without a leader

Q9. To fall back on

- (a)to oppose something important
- (b)to suffer an injury on the back in an accident
- (c)to fail to do something important in time
- (d)to seek support out of necessity

Q10. Most parents find it difficult to make both ends meet because of inflation.

- (a)to lead a lavish life
- (b)to live within one's Income
- (c)to live a miserly life
- (d)to lead an active life

VII. Directions: In the following passages (A&B) there are blanks, each of which has been numbered. Against each number, five words are suggested, one of which fits the blank appropriately. Find out the appropriate word in each case.

Most of us are (___1___) of open conflict and avoid it if we can. And there is a (___2___) to expressing and working through conflict. If the working through involves harsh words and name-calling people feel deeply hurt and relationships can be (___3___). Sometimes permanently. Some group members may be afraid that if they really(___4___)their anger, they may go out of control and become violent, or they may do this. These fears can be very (___5___)and based on experience. So why take the risk? Why not avoid conflict at all costs? Conflict is rather like disease (___6___) is best, that means attuning to areas where (___7___) may occur before they become an issue. If you have, not (___8___) a conflict happening, your next choice is to treat it early, or hope that it goes away. If it goes away over time fine. If it (___9___), then you will still have to handle (treat) it and it is likely to be more (___10___).

Q1.

- (a) scared
- (b) careful
- (c) reckless
- (d) aware
- (e) worried

Q2.

- (a) challenge
- (b) measure
- (c) principle
- (d) chance
- (e) risk

Q3.

- (a) established
- (b)maligned
- (c)damaged
- (d) rebuilt
- (e) involved

Q4.

- (a) sublimate
- (b) express
- (c) minimize

- (d) regulate
- (e) control

Q5.

- (a) baseless
- (b) imaginary
- (c)exaggerative
- (d)real
- (e) national

Q6.

- (a) cure
- (b) diagnosis
- (c)prescription
- (d)prevention
- (e) medicine

Q7.

- (a) harmony
- (b) discomfiture
- (c)disagreement
- (d)consensus
- (e) statement

Q8.

- (a) expressed
- (b) ignored
- (c) induced
- (d) seen
- (e)perverted

Q9.

- (a) doesn't
- (b) wont
- (c) don't
- (d) not
- (e)hasnt

Q10.

- (a) credible
- (b) serious
- (c) fraudulent
- (d) urgent
- (e)skilled

10X¹/₂=5M

A. On October 2, 1983 the Grameen Bank Project (___1___) the Grameen Bank, We invited the Finance Minister to be the Chief Guest at our (___2___) ceremony. But when the Ministry came to (___3___) that the ceremony would take place in a remote district, they said it would not be an (___4___) place to launch a Bank and that the ceremony should be (___5___) in Dhaka so that all the top Government Officials could (___6___). We stood firm and (___7___) to them that we did not work in urban areas so it made no (___8___) to have the ceremony in a city (___9___) we had no borrowers. We had the ceremony in a big open field with the Finance Minister present as Chief Guest. For all of us who had worked so hard to (___10___) this it was a dream come true.

10X $\frac{1}{2}$ =5M

Q1.

- (a) became
- (b) reorganised
- (c) merged
- (d) named
- (e) converted

Q2.

- (a) Induction
- (b) opening
- (c) closing
- (d) dedicated
- (e) Inaugurate

Q3.

- (a) acquaint
- (b) reveal
- (c) know
- (d) aware
- (e) inform

Q4.

- (a) obvious
- (b) excellent
- (c) available
- (d) inauspicious
- (e) appropriate

Q5.

- (a) held
- (b) invited
- (c) assembled
- (d) done
- (e) shifted

Q6.

- (a) entertain
- (b) present
- (c) accompany
- (d) attend
- (e) involve

Q7.

- (a) refused
- (b) apologised
- (c) told
- (d) explained
- (e) denied

Q8.

- (a) point
- (b) difference
- (c) sense
- (d) difficulty
- (e) meaning

Q9.

- (a) which
- (b) where
- (c) while
- (d) that
- (e) however

Q10.

- (a) perform
- (b) obey
- (c) achieve
- (d) discover
- (e) built

VIII. Directions: In the following questions, a sentence/ part of the sentence is printed in bold. Below are given alternatives which may **improve** the bold part. Choose the correct alternative. In case no improvement is needed, your answer shall be 'No Improvement'.

20X $\frac{1}{2}$ =10M

Q1. It took a long time for him to realise, **what was truth.**

- (a) what is truth.
- (b) what was the truth.
- (c) what the truth was
- (d) No Improvement

Q2. The flood affected people are **looking forward with** the visit of the Governor.

- (a) looking forward to
- (b) looking forward on
- (c) looking forward for
- (d) No improvement

Q3. He is fond of **saving** money.

- (a) hoarding
- (b) not spending
- (c) spending carefully
- (d) No improvement

Q4. He **backed out of** the agreement.

- (a) gave his full support
- (b) reconsidered the point
- (c) withdrew his support from
- (d) went through the back door

Q5. If I **am** the P.M. I would ban all processions.

- (a) will be
- (b) were
- (c) am
- (d) No improvement

Q6. Its high time that you **go** home.

- (a) have gone
- (b) should go
- (c) went
- (d) No improvement

Q7. **Will** you type these letters now ?

- (a) Could
- (b) Can
- (c) Shall
- (d) No improvement

Q8. The traveller **commanded of the peasant he would** tell him the way to the nearest village.

- (a) exclaimed of the peasant if he would
- (b) enquired of the peasant if he could
- (c) replied of the peasant whether he will
- (d) No improvement

Q9. When we saw him last, he **ran** to catch a bus.

- (a) has run
- (b) was running
- (c) had run
- (d) No improvement

Q10. He suddenly struck **a note of discord** in his otherwise harmonious presentation.

- (a) unhappiness
- (b) regret
- (c) anger
- (d) No improvement

Q11. Americans do not object **my calling them** by their first names.

- (a) my calling the
- (b) to my calling them
- (c) been called
- (d) No Improvement

Q12. **I hope that** I shall get a First Class.

- (a) I feel that
- (b) I hope
- (c) I am doing
- (d) No improvement

Q13. They **only work when** they have no money.

- (a) When they have no money, they only work.
- (b) they only work
- (c) work only when.
- (d) No improvement.

Q14. By this time tomorrow, I **will reach** my home.

- (a) will be reaching
- (b) shall have reached
- (c) can reach
- (d) No improvement

Q15. India will enter the league of major developed nations as a space **giant** within a short time.

- (a) energy
- (b) force
- (c) power
- (d) No improvement

Q16. **Many a man** would welcome the opportunity.

- (a) Many man
- (b) A many man
- (c) Many men
- (d) No improvement

Q17. The greater the demand **higher** the price.

- (a) High
- (b) the high
- (c) the higher
- (d) No improvement

Q18. **I prefer to ride than to walk.**

- (a) riding to walking
- (b) ride to walk
- (c) riding than walking
- (d) No Improvement

Q19. God has **bestowed man** unusual gifts.

- (a) bestowed with man
- (b) bestowed for man
- (c) bestowed on man
- (d) No improvement

Q20. For me, money is **only the means** to an end.

- (a) only means
- (b) only the mean
- (c) only a means
- (d) No improvement

ADUSUMILLI GOPALA KRISHNALAH AND SUGAR CANE GROWERS SIDDHARTHA DEGREE
COLLEGE OF ARTS AND SCIENCE, VUYURU

AUTONOMOUS Accredited at Grade 'A' (3.05/4.00) by NAAC

DEPARTMENT OF ENGLISH

CERTIFICATE COURSE IN COMPETITIVE ENGLISH

MARKS LIST

Roll No.	Name of the Student	Internal Marks (50)	External Marks (50)	Total	Pass/Fail
18-008	P.KALYAN	22	25	47	PASS
18-009	K.BHARATH KUMAR	21	24	45	PASS
18-010	G.VEERA BABU	20	27	47	PASS
18-109	T.BABU RAO	18	20	38	PASS
18-141	V.V.SUBRAHMANYESWARA RAO	19	22	41	PASS
18-240	K.NIKHITHA	25	41	66	PASS
18-402	P.MADHU LATHA	24	42	66	PASS
18-408	NAFEESUNNISA	30	45	75	PASS
18-409	S.HANVITHA	28	40	68	PASS
18-412	V.V.POOJITHA PRAVALLIKA	26	39	65	PASS
18-414	N.LOKESH BABU	29	30	59	PASS
18-510	D.PAVANI	29	35	64	PASS
18-512	B.KRUPA	30	37	67	PASS
18-515	T.VENNELA	30	40	70	PASS
18-521	D.JESHNAVI	25	44	69	PASS
18-805	K.PRASANNA	24	31	55	PASS

Course Duration : 30 days (Hours)

No.of students enrolled : 23

Commencement of Classes : 3-12-2019

Date of Internal Exam conducted : 30-12-2019

Date of External Exam conducted : 17-01-2020


Coordinator


H.O.D


PRINCIPAL

**ADUSUMILLI GOPALAKRISHNAIAH
& SUGARCANE GROWERS SIDDHARTHA COLLEGE OF ARTS & SCIENCE**

(AUTONOMOUS), VUYURU
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DEPARTMENT OF ENGLISH



Certification of Completion

This certificate is awarded to

Ms.K.Nikhitha of II B.Sc (E) bearing Roll No.18-240

for having successfully completed and fulfilled the requirements of the course for

Competitive English (English for Professional Success)

Course Duration : 30 days (from 3-12-2019 to 18-01-2020)
given at English Language Laboratory, AG&SG SIDDHARTHA COLLEGE, VUYURU
on 03rd February, 2020


(B.BULLI BABU)
COURSE INSTRUCTOR




(G.SONI)
HEAD, DEPT OD ENGLISH
A.G&S.G.S COLLEGE, VUYURU


(Dr.D.BALA KRISHNA)
PRINCIPAL
A.G&S.G.S COLLEGE, VUYURU

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& SUGARCANE GROWERS SIDDHARTHA COLLEGE OF ARTS & SCIENCE**

(AUTONOMOUS), VUYYURU
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Ms.B.Krupa of II B.Z.C (E) bearing Roll No.18-512

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on 03rd February, 2020


(B.BULLI BABU)
COURSE INSTRUCTOR




(G.SONI)
HEAD, DEPT OD ENGLISH
A.G.&S.G.S COLLEGE, VUYYURU


(Dr.D.BALA KRISHNA)
PRINCIPAL
A.G.&S.G.S COLLEGE, VUYYURU

**ADUSUMILLI GOPALAKRISHNAIAH
& SUGARCANE GROWERS SIDDHARTHA COLLEGE OF ARTS & SCIENCE**

(AUTONOMOUS), VUYYURU
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DEPARTMENT OF ENGLISH



Certification of Completion

This certificate is awarded to

Ms.Nafeesunnisa of II B.Sc (E) bearing Roll No.18-408

for having successfully completed and fulfilled the requirements of the course for

Competitive English (English for Professional Success)

Course Duration : 30 days (from 3-12-2019 to 18-01-2020)
given at English Language Laboratory, AG&SG SIDDHARTHA COLLEGE, VUYYURU
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(B.BULLI BABU)
COURSE INSTRUCTOR




(G.SONI)
HEAD, DEPT OD ENGLISH
A.G&S.G.S COLLEGE, VUYYURU


(Dr.D.BALA KRISHNA)
PRINCIPAL
A.G&S.G.S COLLEGE, VUYYURU

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& SUGARCANE GROWERS SIDDHARTHA COLLEGE OF ARTS & SCIENCE**

(AUTONOMOUS), VUYYURU
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This certificate is awarded to

Ms K.PRASNA of II B.Com (CA) bearing Roll No.18-805

for having successfully completed and fulfilled the requirements of the course for


Competitive English (English for Professional Success)

Course Duration : 30 days (from 3-12-2019 to 18-01-2020)
given at English Language Laboratory, AG&SG SIDDHARTHA COLLEGE, VUYYURU
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(B.BULLI BABU)
COURSE INSTRUCTOR




(G.SONI)
HEAD, DEPT OD ENGLISH
A.G&S.G.S COLLEGE, VUYYURU


(Dr.D.BALA KRISHNA)
PRINCIPAL
A.G&S.G.S COLLEGE, VUYYURU

**ADUSUMILLI GOPALAKRISHNAIAH
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This certificate is awarded to

Mr.N.Lokesh Babu of II B.Sc (E) bearing Roll No.18-414

for having successfully completed and fulfilled the requirements of the course for


Competitive English (English for Professional Success)

Course Duration : 30 days (from 3-12-2019 to 18-01-2020)
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(B.BULLI BABU)
COURSE INSTRUCTOR




(G.SONI)
HEAD, DEPT OD ENGLISH
A.G&S.G.S COLLEGE, VUYURU


(Dr.D.BALA KRISHNA)
PRINCIPAL
A.G&S.G.S COLLEGE, VUYURU

**A.G&S.G SIDDHARTHA DEGREE COLLEGE OF ARTS AND SCIENCE(AUTONOMOUS),
VUYYURU 521165, KRISHNA DISTRICT, ANDHRA PRADESH**

(An Autonomous College in the Jurisdiction of Krishna University, Machilipatnam.)

Accredited by NAAC with "A" Grade



DEPARTMENT OF ENGLISH

**SEMESTER – II
ADD-ON COURSE**

**A COURSE IN
COMMUNICATIVE ENGLISH
ACADEMIC YEAR 2019-20**

UNIT 1

NAMES & ACTIONS

Objectives

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

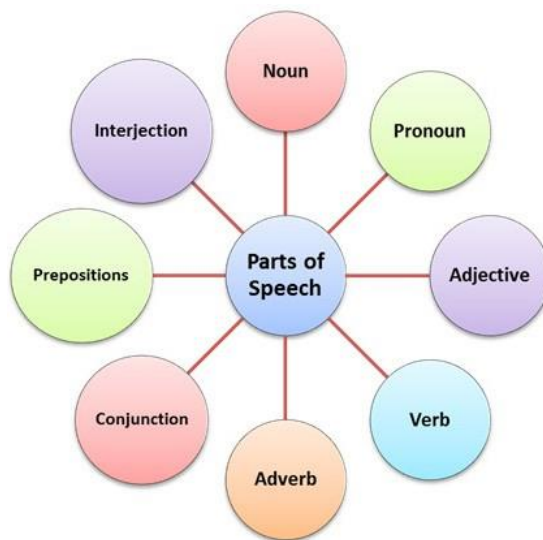
- Identify nouns and verbs
- Distinguish and use singular and plural nouns
- Distinguish the pronunciation of (past tense endings) /t/, /d/, /ɪd/ and (plural endings)
- /s/, /z/, /ɪz/
- Differentiate tense (time) from verbs (action)
- Recognize homophones
- Comprehend reading texts and respond to tasks

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.

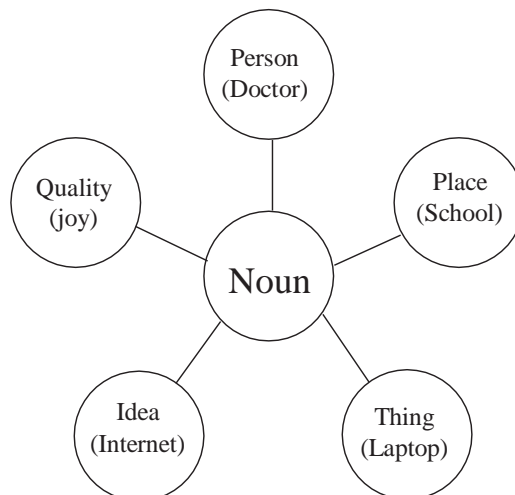
Grammar is nothing but rules that help us use the language correctly so that we are understood by others in the community. For instance, when a person wants to learn to drive a car, knowledge of the key parts of the car is very important. Knowing what a clutch, gear, and accelerator are, is one aspect; 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

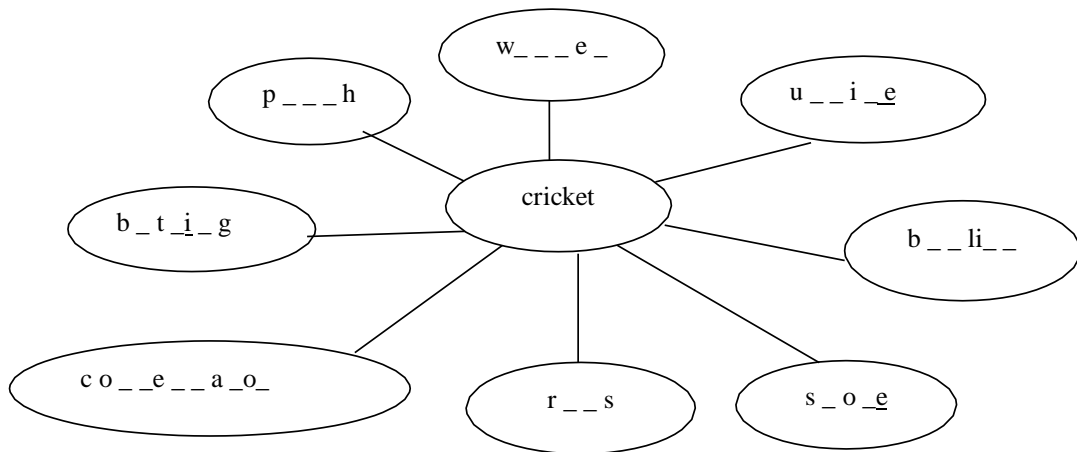
- a) List all the things that you could find on a playing field where an international one day cricket match is to be held in Chennai.

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

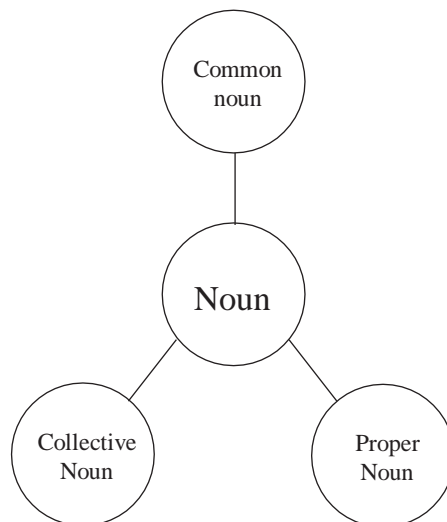
Now complete the following chart with words related to cricket.



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

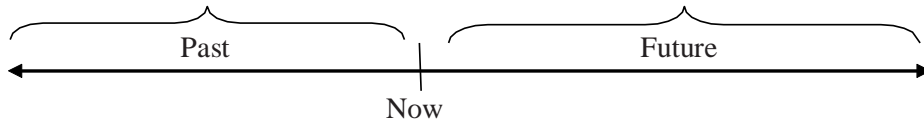
Underline the past tense verbs.

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.

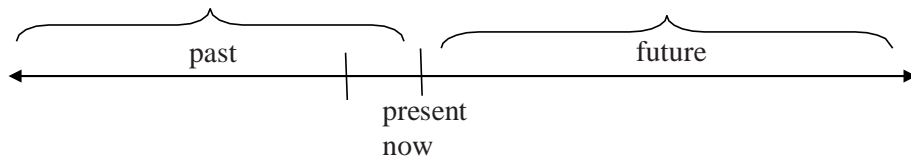
Present Tense	
verb + s	most verbs
verb + es	sh, ch, ss, zz, x (ending)
verb (-y) + ies	y (ending)
Past Tense	
verb + ed	most verbs
verb (-e) + ed	e (ending)
verb (-y) + ied	y (ending)
verb + (double last letter) + ed	consonant ending

Understanding Tenses by using a Timeline

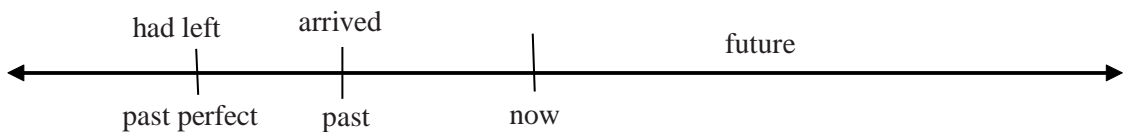
The following line is called a timeline. The midpoint is the present, marked as now. All actions taking place now are marked in the midpoint and are in the present tense. All actions that have been completed are marked on the left of the midpoint and they indicate past tense. All actions that are going 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)

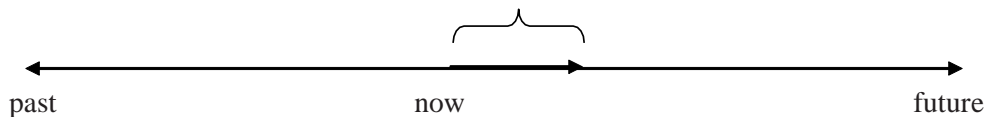
Activity 17

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)

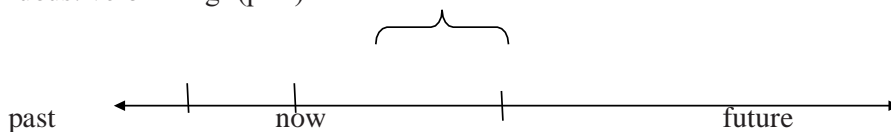
An action that has started now and is still in progress and has not been completed yet is denoted by present continuous tense. The following timeline shows this.

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.

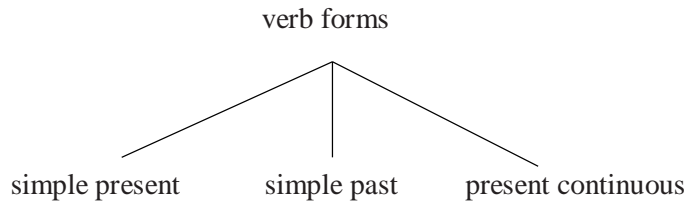
1. They (have/has) followed the instructions.
2. He (has/have) cooked dinner.
3. They (have/has) finished the task.
4. He (have/had) apples for breakfast.

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

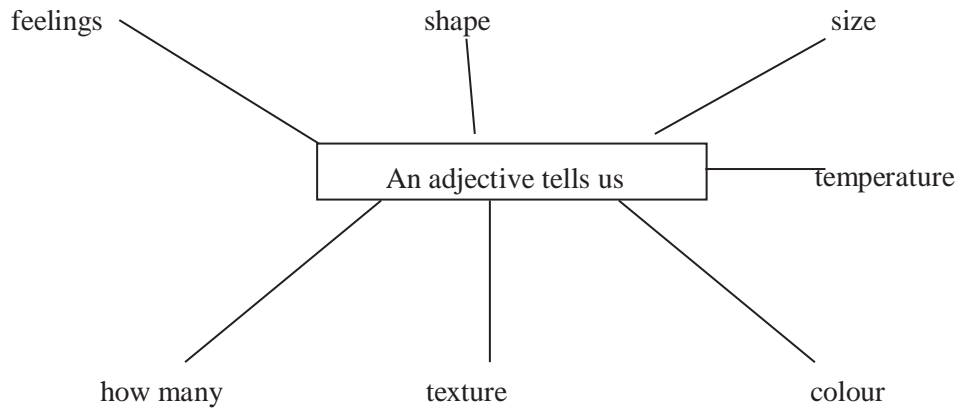
At the end of this unit, the students should be able to:

- 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

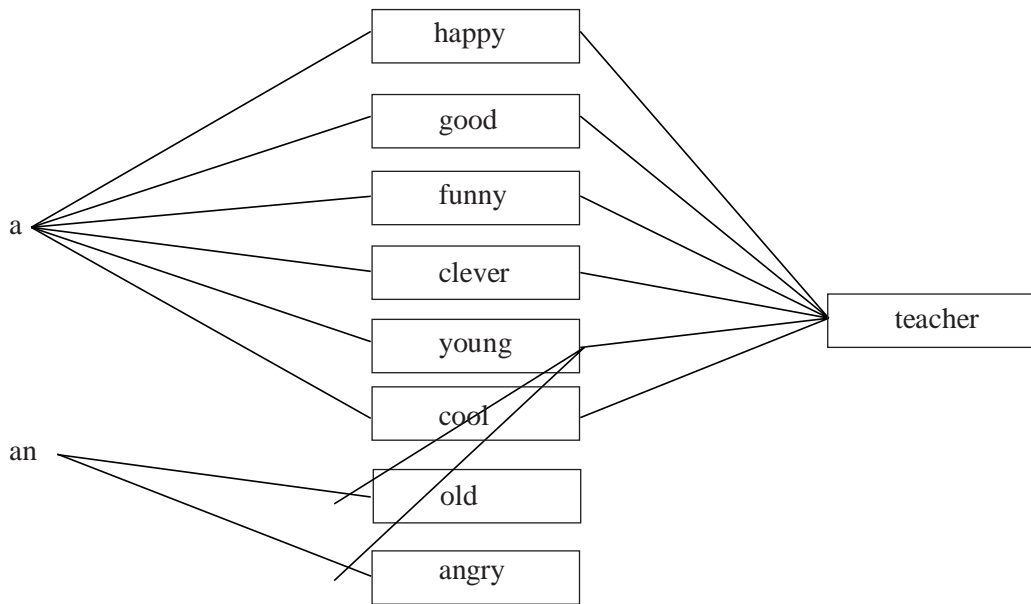
Activity 2

Underline the adjectives in the sentences.

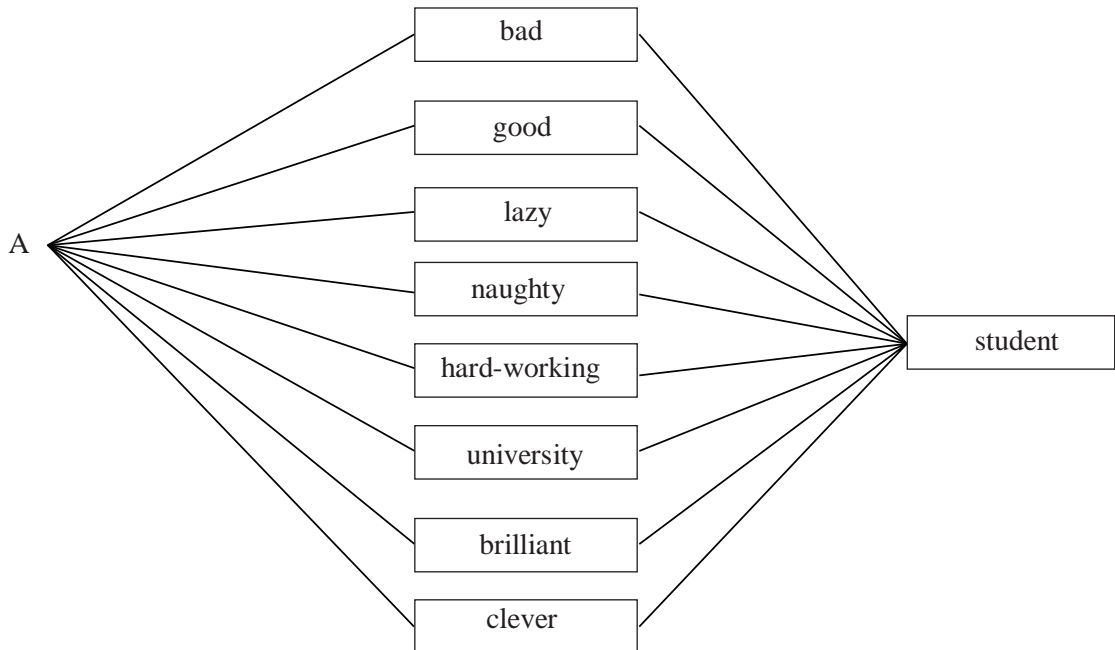
1. The old woman walks to the grocery store in the rain.
2. My old bicycle had a lovely bell on it.
3. The class leader shouted at the mischievous boys.
4. Sachin is a brilliant batsman.
5. She is afraid of tiny insects and big cockroaches.
6. Winter days make one wear warm clothes.
7. My younger brother 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

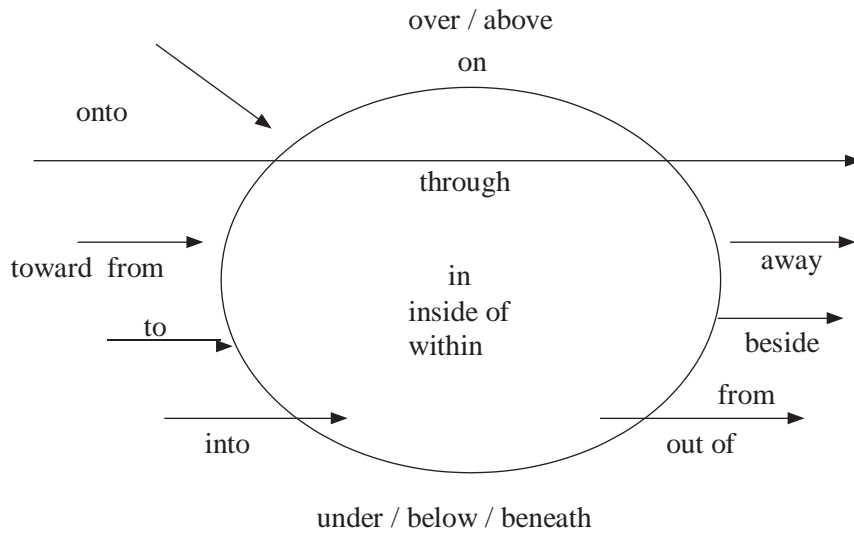
Examples:

on (P) the table (N)

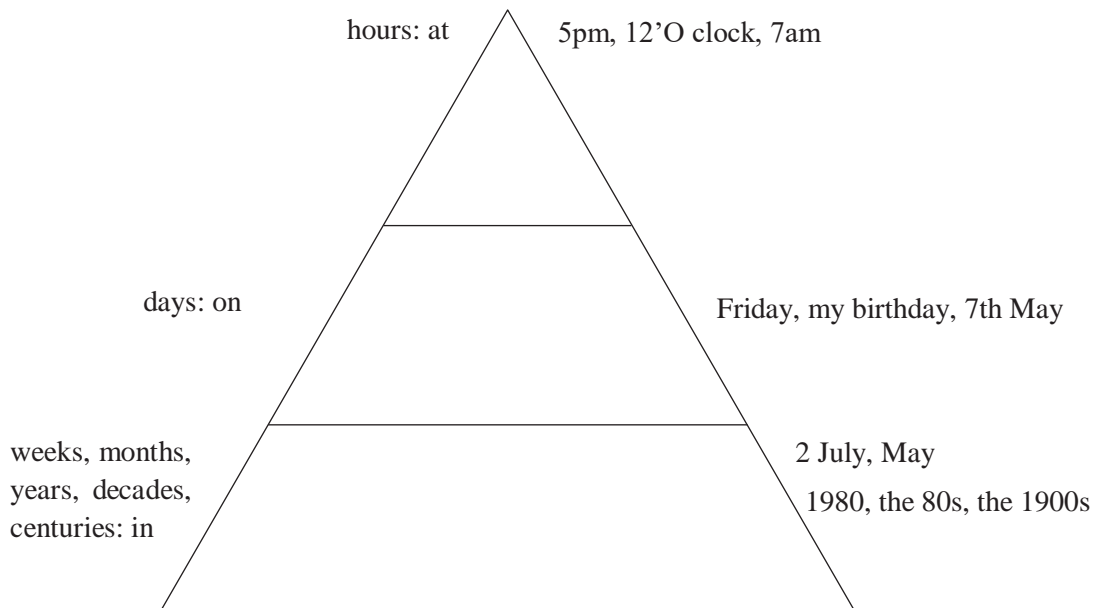
at (P) the centre (N)

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 _____.

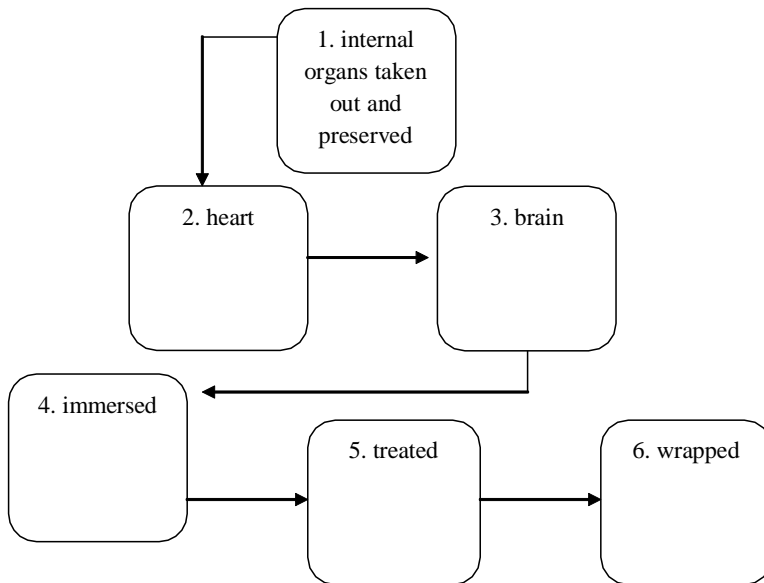
8. Eastman Kodak _____.

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

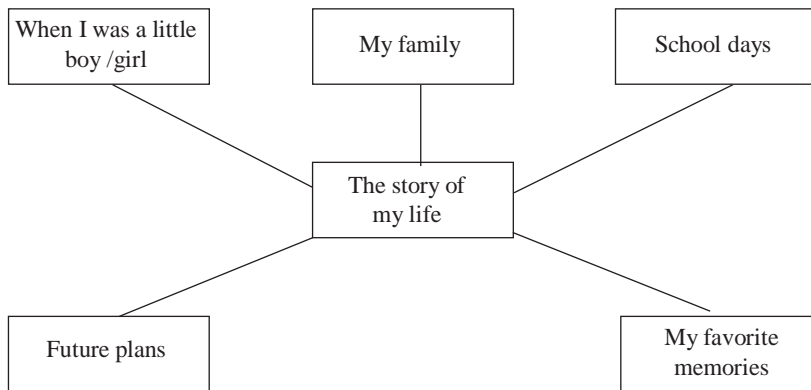
List the rhyming words in the poem.

- 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

**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

2020-2021



DEPARTMENT OF ENGLISH

Certificate Course

Title: COMPETITIVE ENGLISH

Name of the Lecturer : **M.ROJA**

Class : **II DEGREE**

Duration of the Course : **45 days (24-11-2020 to 18-01-2021)**

Course Code : **CE401C**

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.
4. **Grammar and Syntax:** Thorough understanding of English grammar rules and proper syntax is essential for constructing correct and coherent sentences. The course will focus on refining these aspects.
5. **Time Management:** Many competitive exams have time constraints. The course aims to improve participants' ability to read, understand, and answer questions within the given time frame.
6. **Critical Thinking:** Participants will be encouraged to think critically and analyze information presented in texts, which is valuable for answering questions that require interpretation.
7. **Exam Strategies:** The course will provide strategies and tips specific to competitive exams, such as time allocation, question selection, and how to approach different types of questions.
8. **Mock Tests and Practice:** Regular practice tests and mock exams will be conducted to simulate real exam conditions, helping participants become familiar with the format and build confidence.
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.
3. **Improved Reading Comprehension:** Participants will have honed their ability to read and understand complex texts quickly, enabling them to perform well in reading comprehension sections of competitive exams.
4. **Critical Thinking Skills:** Participants will have developed the ability to analyze information critically and draw reasoned conclusions, which is essential for answering challenging questions accurately.
5. **Time Management Abilities:** Through practice, participants will have improved their time management skills, enabling them to efficiently tackle questions within the given time limits.
6. **Exam Strategies and Techniques:** Participants will have learned various strategies to approach different types of questions, increasing their chances of scoring well in competitive exams.
7. **Confidence Building:** The improved language skills and exam strategies will contribute to participants' overall confidence in their ability to excel in competitive scenarios.
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

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

Vuyuru-521165, Krishna District, Andhra Pradesh

Accredited at 'A' Grade by NAAC

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

Unit III Selecting Words/Phrases

- Sentence Completion
- Passage Completion
- Choosing The Appropriate Filler

Unit IV Error Detection

- Common Errors – How To avoid Them
- Spotting Errors
- Sentence Improvement
- Passage Correction
- Choosing The Correct/Incorrect Sentence

Unit V Rearrangement

- Reconstruction of Sentences
- Rearrangement of Sentences in a paragraph
- Reconstruction of Paragraph
- Rearrangement of Jumbled Parts
- Word Formation

Unit VI General Usage

- Idioms and Phrases
- Active and Passive Voice
- Direct and Indirect Speech

COMPETITIVE ENGLISH

CHAPTER-WISE DETAILS

- 1. ACTIVE / PASSIVE VOICE**
- 2. DIRECT / INDIRECT SPEECH (CHANGE OF SPEECH)**
- 3. ANTONYMS**
- 4. SYNONYMS**
- 5. ONE WORD SUBSTITUTION**
- 6. IDIOMS & PHRASES**
- 7. SPOTTING ERRORS (COMMON ERRORS)**
- 8. ORDERING OF SENTENCES (SEQUENCE)**
- 9. SELECTING WORDS**
- 10. VERBAL ANALOGIES**
- 11. CLOZE TEST**
- 12. FILL IN THE BLANKS (PHRASE REPLACEMENT)**
- 13. PARA JUMBLES**
- 14. READING COMPREHENSION**
- 15. FILL IN THE BLANKS WITH APPROPRIATE WORD**
- 16. PARAGRAPH FORMATION**

List of enrolled students**BATCH -1**

S.No	Name of the Student	Class	Roll No.
1	MD.MALIN	II B.Com (Cs)	19-860
2	V.CHANDRIKA	II B.Com (Cs)	19-810
3	G.SRAVYA	II B.Com (Cs)	19-854
4	K.ASWITHA	II MPCs	19-639
5	M.JYOTHI	II MPCs	19-636
6	SK.SAHERA BEGUM	II MPCs	19-644
7	SK.SAMEERA BEGUM	II MPCs	19-643
8	E.LAKSHMI SRAVANI	II MPCs	19-626
9	T.PRIYANKA	II B.SC	19-243
10	V.PALLAVI	II B.SC	19-245
11	A.SANTHI	II B.SC	19-238
12	J.DOSHNANKA	II B.SC	19-232
13	G.DEEPTHI	II MPCs	19-604
14	P.SIRISHA	II MPCs	19-620
15	P.L.N.S.V.SIDDHIKA	II MPCs	19-603
16	SD.HALIMUNNISA	II MPCs	19-619
17	K.VENKATA DURGA	II MPCs	19-617
18	K.SUPRIYA	II MPCs	19-607
19	K.USHA SRI	II MPCs	19-627
20	P.KEERTHI	II MPCs	19-605
21	O.RAHEL	II MPCs	19-610
22	P.HARITHA RANI	II MPCs	19-630
23	K.PRATHIMA	II MPCs	19-606
24	N.SANDHYA	II B.COM(CS)	19-838
25	G.ANURADHA	II B.COM(CS)	19-855
26	E.HEMA	II B.SC	19-244
27	E.MOUNIKA	II B.SC	19-239
28	K.LAKSHMI	II MPCs	19-611
29	D.SIREESHA	II MPCs	19-632
30	B.KEERTHI	II MPCs	19-631
31	J.MOUNIKA	II MPCs	19-654
32	D.DHANA LAKSHMI	II MPCs	19-641
33.	K.DWARAKA	II B.SC	19-433
34	V.VASUDHA	II B.SC	19-409
35	Y.VIJAYA LAKSHMI	II MPCs	19-615
36	P.GEETHA SRI	II MPCs	19-646
37	CH.THANUSHKA	II MPCs	19-645
38	P.ARUNA	II MPCs	19-649
39	B.LAVANYA	II MPCs	19-638
40	B.PRATHYUSHA	II MPCs	19-648
41	M.ARUNA	II MPCs	19-651
42	V.JHANSI	II MPCs	19-634
43	MD.RAFTHUNNISA	II MPCs	19-629

44	V.JHANSI	II MPC	19-613
45	O.SAI CHAND	II MPC	19-612
46	N.SUNDAR RAO	II MPC	19-623
47	M.KRISHNA SAI	II MPC	19-647
48	K.VAMSI	II MPC	19-622
49	B.SAI KRISHNA	II MPC	19-621
50	CH.N.S.KRISHNA	II MPC	19-652
51	S.PRASANNA BHAVANI	II MPC	19-633
52	T.SUNIL KUMAR	II MPC	19-601
53	ABDUL RASHEED	II MPC	19-642
54	B.CHANDU	II MPC	19-658
55	S.SUDHEER	II B.COM(CS)	19-837
56	N.RAJU	II B.COM(CS)	19-841
57	K.RAMU	II B.COM(CS)	19-823
58	U.MAHESH	II B.COM(CS)	19-834
59	A.NAGARJUNA	II B.COM(CS)	19-827
60	CH.RUTHWIK	II B.COM(CS)	19-816
61	A.VINAY KUMAR	II B.COM(CS)	19-825

BATCH-2

S.No	Name of the Student	Class	Roll No.
1	SK.MEERA	II B.COM(CA)	19-812
2	N.LOKESH	II B.COM(CA)	19-862
3	CH.SHYAMAL	II B.COM(CA)	19-857
4	MD.AKBAR	II B.COM(CA)	19-861
5	D.TARUN	II B.COM(CA)	19-806
6	T.HITENDRA	II B.COM(CA)	19-804
7	K.SUBHASH	II B.SC	19-249
8	V.GOPINADH	II B.COM(CA)	19-871
9	K.KONDA BABU	II B.COM(CA)	19-842
10	G.BHANU PRAKASH	II B.SC	19-236
11	A.BHAVANI	II B.COM(CA)	19-848
12	V.MOUNIKA	II B.Sc(AQUA)	19-918
13	G.SRAVANI	II B.Z.C	19-309
14	L.DURGA BHAVANI	II B.Sc(AQUA)	19-925
15	K.VENKATESH	II B.SC	19-240
16	ABDUL HAFEEZ	II B.COM(CA)	19-822
17	R.HEMANTH	II B.COM(CA)	19-822
18	P.SRAVANI	II B.SC	19-207
19	V.GOWRI	II B.SC	19-208
20	M.S.SYAM KUMAR	II B.COM(CA)	19-808
21	N.BALA BHARGAVI	II B.SC(AQUA)	19-924
22	T.BEULAH	II B.Z.C	19-517
23	P.VIVEK VARDHAN	II B.SC	19-403
24	M.PRASANTH	II B.SC	19-424

NAME: _____ CLASS: _____ ROLL NO: _____

A.G & S.G SIDDHARTHA DEGREE COLLEGE OF ARTS AND SCIENCE, VUYURU
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COMPETITIVE ENGLISH	IV SEMESTER	2020-21	B.A,B.Com & B.Sc
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INTERNAL ASSESSMENT
QUESTION PAPER FOR BATCH-I&II

Time: 1 hr

Max Marks: 50

Awarded Marks:

Date: 27-12-2020

I. Read the passage carefully and choose the best answer to each question out of the four alternatives. **5M**

The United Nations Fourth World Women's Conference had a colourful start at Beijing on September 4th. This is the century's most crucial conference which aimed at changing the status quo of women's lives characterized by inequality. In a preliminary session Ms. Aung Suu Kyi the Nobel Peace Prize winner said that expanding women's power will bring greater peace and tolerance to the world. "It is not the prerogative of men alone to bring light to this world. Women with their capacity for compassion and self-sacrifice with their courage and perseverance have done much to dissipate the darkness of intolerance and hate" said Ms. Suu Kyi. In the afternoon session Ms. Ayako Yamaguchi a Japanese delegate launched a petition against beauty pageants. "What right do men have to evaluate women in a few minutes? All women are beautiful. Beauty is something different for everyone" Ms. Ayako Yamaguchi said. "Beauty contests are used as trade and exploitation. The training is very vigorous but it is the organizers not the women who get the full benefit" said Ms. Ranjana Bhargava. "After the competition the women become trapped and the abuse and the bad things begin. The women are tainted no one else will accept them".

1. The Women's World Conference was very important because__

- (a) Ms. Aung Suu Kyi has just been awarded the prestigious Nobel Peace Prize.
- (b) Ms. Aung Suu Kyi was taking part in the Conference.
- (c) its main purpose was to change inequalities between men and women.
- (d) it was to protest against beauty contests.

2. Which of the following arguments of Ms. Aung Suu Kyi is not true?__

- (a) Women also can bring greater peace to the world.
- (b) Men cannot claim they have done more for peace.
- (c) Women have the capacity for compassion and sacrifice.
- (d) Men have done nothing to dissipate ignorance.

3. The main emphasis in Ms. Ayako Yamaguchi's argument is__

- (a) men have no right to judge women.
- (b) men should be given more time to evaluate women.
- (c) all women are beautiful in a way.
- (d) beauty contests are not necessary.

4. "Beauty is something different for everyone". This statement means__

- (a) beauty is certainly different from ugliness.
- (b) beautiful women do not mingle with other women.
- (c) beauty cannot be defined adequately
- (d) each woman is beautiful.

5. "Colourful start" in the first sentence refers to__

- (a) participants who were all beautiful.
- (b) a lot of excitement and cheerfulness in the conference hall.
- (c) absence of black coloured girls.
- (d) flags of various colours outside the conference hall.

II. Read the passage carefully and choose the best answer to each question out of the four alternatives. **5M**

A reason why people at school read books is to please their teacher. The teacher has said that this that or the other is a good book and that it is a sign of good taste to enjoy it. So a number of boys and girls anxious to please their teacher get the book and read it. Two or three of them may genuinely like it for their own sake and be grateful to the teacher for putting it in their way. But many will not honestly like it or will persuade themselves that they like it. And that does a great deal of harm. The people who cannot like the book run the risk of two things happening to them either they are put off the idea of the book-let us suppose the book was David Copperfield-either they are put off the idea of classical novels or they take a dislike to Dickens and decide firmly never to waste their time on anything of the sort again or they get a guilty conscience about the whole thing they feel that they do not like what they ought to like and that therefore there is something wrong with them. They are quite mistaken of course. There is nothing wrong with them. The mistake has all been on the teacher's side. What has happened is that they have been shoved up against a book before they were ready for it. It is like giving a young child food only suitable for an adult Result indigestion violent stomach-ache and a rooted dislike of that article of food evermore.

1. The passage is about what__

- (a) we should do to make children read.
- (b) we should not do when we ask children to read.
- (c) teachers should teach in the classroom.
- (d) treatment is to be given for indigestion.

2. The writer says that teachers should__

- (a) prevent children from reading any book.
- (b) compel children to read moral stories.
- (c) stop compelling children to read books recommended by them.
- (d) carefully supervise what children read.

3. According to the author many boys and girls read books to__

- (a) win the favour of their teachers.
- (b) spend money in a useful way.
- (c) express their gratitude to their teachers.

(d) show others that they are lovers of books.

4. The mistake has been on the teacher's side.

Here the mistake refers to__

- (a) making the children to please the teacher.
- (b) asking the children to read books which teachers do not like.
- (c) discouraging children from reading more books.
- (d) recommending them the books intended for adults.

5. Indigestion and violent stomach-ache will be the result if the child__

- (a) reads books not suitable for his age
- (b) does not read any book.
- (c) is forced to eat food meant for adults.
- (d) is not taken to doctor regularly.

III. Rearrange the following sentences in proper sequence. 5M

1. A Study to this effect suggests that the average white-collar worker demonstrates only about 25% listening efficiency.
2. However for trained and good listeners it is not unusual to use all the three approaches during a setting, thus improving listening efficiency.
3. There are three approaches to listening: Listening for comprehension, Listening for empathy and Listening for evaluation.
4. Although we spend nearly half of each communication interaction listening, we do not listen well.
5. Each approach has a particular emphasis that may help us to receive and process information in different settings.

ANS: _____

IV. Rearrange the following sentences in proper sequence. 5M

1. Its current was very powerful and could take away big tree trunks.
2. There were some children, playing on the bank of waterway
3. In the forest of Madhubani, there is big lake.
4. The excess water started flowing forcefully through the waterway.
5. Once there was a very heavy rain because of which the lake started overflowing.
6. A poor man noticed it and rushed to save them.

ANS: _____

V. Choose another pair from the following with the same relationship. $\frac{1}{2} \times 10 = 5M$

1. poetry : rhyme :: philosophy : _____
a. imagery b. music c. bi-law d. theory
2. jibe : praise :: _____ : enlighten
a. jib b. delude c. worship d. wed
3. marshal : prisoner :: principal : _____
a. teacher b. president c. doctrine d. student
4. alphabetical : _____ :: sequential : files
a. sort b. part c. list d. order
5. monarch : _____ :: king : cobra
a. queen b. butterfly c. royal d. venom
6. pan : _____ :: ban : judge
a. band b. critic c. author d. lawyer
7. somnolent : nap :: truculent : _____
a. sleepwalker b. journey c. war d. mood
8. _____ : play :: sing : anthem
a. act b. scene c. theater d. field
9. mouse : _____ :: flash : camera
a. rat b. computer c. cord d. dessert
10. scrub : wash :: sob : _____
a. cry b. water c. sad d. tease

VI. Out of the four alternatives, choose the one which can be substituted for the given words/sentence. $\frac{1}{2} \times 20 = 10M$

1. Call upon God or any other power (like law) etc. for help or protection __
(a) Invocation
(b) Involution
(c) Inundation
(d) Revocation
2. Words written on a tomb __
(a) Epithet
(b) Epigraph
(c) Soliloquy
(d) Epitaph
3. One who can think about the future with imagination and wisdom __
(a) Dreamer
(b) Seer
(c) Idealist
(d) Visionary
4. Science of the races of mankind __
(a) Genealogy
(b) Epistemology
(c) Ethnology
(d) Sociology
5. Concluding part of a literary work __
(a) Epilogue
(b) Bibliography
(c) Soliloquy
(d) Episode
6. A paper written by hand __
(a) Handicraft
(b) Handiwork
(c) Manuscript
(d) Thesis
7. One who does not make mistake __
(a) Pessimist
(b) Optimist
(c) Infallible
(d) Hypocrite
8. Group of people living together in the same locality __
(a) Neighborhood
(b) Crowd
(c) Community
(d) Public
9. A proficient public speaker __
(a) Curator
(b) Orator
(c) Narrator
(d) Arbitrator
10. At one's beck and call __
(a) to attend a call
(b) to be helped by someone
(c) to be useful to someone
(d) to be dominated by someone
11. As the bomb exploded people ran helter-skelter __
(a) in great fear
(b) in disorderly haste
(c) in haste
(d) in great sorrow
12. Loss Of memory __
(a) Ambrosia
(b) Amnesia
(c) Insomnia
(d) Forgetting
13. As usual he is blowing his own trumpet __
(a) refusing to use anybody else's trumpet
(b) playing a tune on the trumpet
(c) praising himself
(d) praising himself and others
14. To call it a day __
(a) to conclude proceedings
(b) to initiate proceedings
(c) to work through the day
(d) None of the above
15. He is always praised for his gift of the gab __
(a) being lucky
(b) getting something free
(c) talent for speaking
(d) great skill
16. Fear of being enclosed in a small closed space __
(a) Agoraphobia
(b) Claustrophobia
(c) Xenophobia
(d) Paranoia
17. One who hates mankind __
(a) Philanthropist
(b) Terrorist
(c) Misanthrope
(d) Misogynist

18. One who walks on ropes __
 (a) Funambulist
 (b) Upholsterer
 (c) Acrobat
 (d) Aviator

19. The study of the origin and history of words __
 (a) Linguistics
 (b) Etymology
 (c) Verbose
 (d) Anthology

20. A person who breaks into a house in order to steal __
 (a) Poacher
 (b) Bandit
 (c) Intruder
 (d) Burglar

VII. Choose the word **opposite in meaning** to the word given in bold.

5X $\frac{1}{2}$ =2 $\frac{1}{2}$ M

1. **PRUDENT** ____
 (a) silly
 (b) unwise
 (c) idiotic
 (d) poor
 2. **LAMENT** ____
 (a) rejoice
 (b) rejuvenate
 (c) complain

- (d) cry
 3. **RELUCTANTLY** ____
 (a) pleasingly
 (b) willingly
 (c) satisfactorily
 (d) happily
 4. **CAPRICIOUS** ____
 (a) firm
 (b) fickle

- (c) indefinite
 (d) declan
 5. **AGONY** ____
 (a) pleasure
 (b) laughter
 (c) bliss
 (d) ecstasy

VIII. Choose the word **similar in meaning** to the word given in bold.

5X $\frac{1}{2}$ =2 $\frac{1}{2}$ M

1. **AMICABLE** ____
 (a) poisonous
 (b) friendly
 (c) satisfying
 (d) heartening
 2. **SUPERSTITIOUS** ____
 (a) pious
 (b) traditional
 (c) irrational
 (d) vision

3. **CONVICT** ____
 (a) adventurer
 (b) fugitive
 (c) criminal
 (d) impostor
 4. **BENEVOLENCE** ____
 (a) Ill-will
 (b) morbidity

- (c) kindness
 (d) vision
 5. **STUBBORN** ____
 (a) timid
 (b) arrogant
 (c) adamant
 (d) angry

IX. In these questions A&B, the first and last sentence of the passage is numbered 1 and 6. The rest of the passage is split into four parts and named P, Q, R, S. These four parts are not given in proper order. Read the sentences and find out which of the four combinations is correct. 5X2=10M

A.

B.

1. Most people are afraid of snakes.
 P. There may be some truth in this theory, because Monkeys have a deep, instinctive fear of pythons and other tree snakes.
 Q. But this fear is as irrational as the fear of ghosts.
 R. Anyway, snakes have been feared and hated for thousands of years.
 S. The fear of snakes, according to some biologists, may be an instinct passed on to us by our ancestors.
 6. In the literature of many countries the snake is regarded as a symbol of evil.
 (a) PQRS (b) QPSR (c) RQSP (d) QSPR

Ans : ____

1. I was in awe of Einstein and hesitated before approaching him about some ideas had been working on.
 P. I entered his office and found him seated at a table, calculating and smoking his pipe.
 Q. When I finally knocked on his door, a gentle voice said, 'come'.
 R. The single word was both a welcome and a question.
 S. Dressed in ill fitting clothes, his hair characteristically awry, he smiled a warm welcome.
 6. His utter naturalness at once set me at ease.
 (a) QPRS (b) QRPS (c) PQRS (d) SRQP

Ans : ____

NAME: _____ CLASS: _____ ROLLNO: _____

A.G & S.G SIDDHARTHA DEGREE COLLEGE OF ARTS AND SCIENCE, VUYYURU
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COMPETITIVE ENGLISH	IV SEMESTER	2020-21	B.A,B.Com & B.Sc
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EXTERNAL ASSESSMENT
QUESTION PAPER FOR BATCH-I&II

Max Marks: 50

Awarded Marks:

Time : 2 hrs

Date: 19-01-2021

I. **Directions:** In the following questions the sentences have been given in **Active/ Passive** Voice. From the given alternatives choose the one which best expresses the given sentence in **Passive/Active** Voice.

5M

Q1.The principal kept the staff members waiting.

(a) The staff members are kept waiting for the principal.

(b) The staff members were kept waiting by the principal.

(c) The staff members were being kept waiting by the principal.

Q2.The government has granted him a scholarship.

(a) A scholarship has granted to him by the government.

(b) He has been granted a scholarship by the government.

(c) He has granted a scholarship by the government.

Q3.The telegraph wires have been cut.

(a) Someone has been cut the telegraph wires.

(b) The telegraph wires have cut someone.

(c) Someone has cut the telegraph wires.

Q4.They pick the flowers fresh every morning.

(a) The Fresh flowers are picked every morning by them.

(b) The flowers are fresh and picked every morning by them.

(c) The flowers are picked fresh every morning by them.

Q5.The reporter was interviewing the political leaders.

(a) The political leaders were being interviewed by the reporter.

(b) The political leaders were be being interviewed by the reporter.

(c) The political leaders are being interviewed by the reporter.

II. **Directions:** In the following questions, a sentence has been given in Direct/Indirect Speech. Out of the four alternatives suggested, select the one which best expresses the same sentence in Indirect/Direct Speech.

5M

Q1.He said to the interviewer, "Could you please repeat the question?"

(a)He requested the interviewer if he could please repeat the question.

(b)He requested the interviewer to please repeat the question.

(c)He requested the interviewer to repeat the question.

(d)He requested the interviewer if he could repeat the question

Q2.I said to him, "Where have you lost the pen I brought for you yesterday?"

(a)I asked him where he had lost the pen I had brought him yesterday.

(b)I asked him where he had lost the pen I have brought for him the previous day

(c)I asked him where he had lost the pen I had brought for him the previous day.

(d)I asked him where had he lost the pen I had brought him the previous day.

Q3. I said, "Father, when will you buy me a motor cycle?"

- (a) I asked my father when will he buy me a motorcycle.
- (b) I asked my father when he will buy me a motor cycle.
- (c) I asked my father when would he buy me a motor cycle.
- (d) I asked my father when he would buy me a motor cycle.

Q4. "Many happy returns of your birthday", we said

- (a) We greeted him on his birthday.

(b) We said that many happy returns of your birthday.

(c) We wished him many happy returns of his birthday.

(d) We prayed for many happy returns of his birthday.

Q5. The police said to the thief, "Don't move."

(a) The police ordered the thief not to move.

(b) The police ordered the thief that he should not move.

(c) The police told the thief that he did not move.

(d) The police ordered to the thief to not move.

III. Choose the word **opposite in meaning** to the word given in bold.

10X¹/₂=5M

Q1. OBSCENE

- (a) disobedient
- (b) decent
- (c) dislocate
- (d) cautious

Q2. ORTHODOX

- (a) Revolutionary
- (b) Heretical
- (c) Anarchist
- (d) generous

Q3. AMBIGUOUS

- (a) concealed
- (b) precise
- (c) complete
- (d) magnified

Q4. KEEN

- (a) blunt
- (b) foolish
- (c) insipid
- (d) plain

Q5. INVINCIBLE

- (a) Small
- (b) Invisible
- (c) Vulnerable
- (d) reachable

Q6. MAMMOTH

- (a) quiet
- (b) significant
- (c) huge

(d) small

Q7. AUTONOMOUS

- (a) self-government
- (b) dependent
- (c) defensive
- (d) neutral

Q8. EXAGGERATE

- (a) underwrite
- (b) understate
- (c) ignore
- (d) condemn

Q9. CONTROVERSIAL

- (a) indisputable
- (b) restrained
- (c) controlled
- (d) appeasing

Q10. CALLOUS

- (a) rude
- (b) Insensitive
- (c) indifferent
- (d) Sympathetic

IV. Choose the word **similar in meaning** to the word given in bold.

10X¹/₂=5M

Q1. INCESSANTLY

- (a) continuously
- (b) inevitably
- (c) regularly
- (d) indiscreetly

Q2. COLOSSAL

- (a) gigantic
- (b) colourful
- (c) beautiful
- (d) fantastic

Q3. DUBIOUS

- (a) doubtful
- (b) disputable
- (c) duplicate
- (d) dangerous

Q4. ACRONYM

- (a) A word with two or more meanings

- (b) A word of new coinage
- (c) A word formed by the initial letters of words
- (d) A word of picturesque effect

Q5. ANTIPATHY

- (a) dishonesty
- (b) disturbance
- (c) demonstration
- (d) dislike

Q6. PHILANTHROPIST

- (a) benefactor
- (b) beneficiary
- (c) matron
- (d) sponsor

Q7. EXOTIC

- (a) alien
- (b) strange

- (c) rare
- (d) grand

Q8. KNAVE

- (a) emperor
- (b) enchanter
- (c) soldier
- (d) scoundrel

Q9. COARSE

- (a) academic
- (b) grain
- (c) rough
- (d) training

Q10. OSTRACISE

- (a) banish
- (b) belittle
- (c) beguile
- (d) besiege

V. Out of the four alternatives, choose the one which can be substituted for the given words/sentence.

10X¹/₂=5M

Q1.A written statement about someone's character, usually provided by an employer

- (a) Testimonial
- (b) Memorandum
- (c) Certificate
- (d) License

Q2.A small room in a big house, hotel, ship etc. where glasses, dishes, spoons, food etc. are kept.

- (a) Portico
- (b) Pantry
- (c) Mezzanine
- (d) Kitchen

Q3.Place where wine is made

- (a) Bakery
- (b) Cloakroom
- (c) Tannery
- (d) Brewery

Q4.A paper written by hand

- (a) Handicraft
- (b) Handiwork
- (c) Manuscript
- (d) Thesis

Q5.A remedy for all diseases

- (a) Narcotic
- (b) Antiseptic
- (c) Tonic
- (d) Panacea

Q6.The study of ancient civilizations

- (a) History
- (b) Anthropology
- (c) Ethnology
- (d) Archaeology

Q7.Animal that feeds on plants

- (a) Carnivorous
- (b) Herbivorous

- (c) Insectivorous
- (d) Graminivorous

Q8.The absence of law and order

- (a) Rebellion
- (b) Mutiny
- (c) Revolt
- (d) Anarchy

Q9.Something kept as a reminder of an event

- (a) Trophy
- (b) Souvenir
- (c) Prize
- (d) Antique

Q10.An established principle of practical wisdom

- (a) Marxism
- (b) Maxim
- (c) Neologism
- (d) Platonism

VI. Directions: In the following questions, four alternatives are given for the **Idiom/Phrase** printed in bold in the sentence. Choose the alternative which best expresses the meaning of the Idiom/ Phrase.

10X¹/₂=5M

Q1. Wear and tear

- (a) a brand name
- (b) damage
- (c) lot of sorrow
- (d) a warning

Q2. The two famous writers crossed swords with each other on every issue.

- (a) fought physically
- (b) crossed the road on meeting

- (c) took different routes
- (d) disagreed

Q3. George Bernard Shaw was blessed with the gift of the gab.

- (a) enormous wealth

- (b)ability to work hard
- (c)ability to speak Impressively
- (d)luck on one's side

Q4. Some people do not grease anybody's palm on any account.

- (a)bribe
- (b) flatter
- (c) cheat
- (d) fight

Q5. Having no arguments to defend his point, the speaker began to beat about the bush.

- (a)wander across the words
- (b)speak in a haphazard manner
- (c)speaking a round-about manner

- (d)make use of irrelevant reference

Q6. The Kenyan team proved to be the dark horse in the ICC World Cup Cricket.

- (a)a strong intruder
- (b)a skilled team
- (c)the most powerful
- (d)an unexpected winner

Q7. A little gush of gratitude

- (a)gradual recovery
- (b)friendly feeling
- (c)excessive labour
- (d)excessive enthusiasm

Q8. To lose ground

- (a)to become less powerful
- (b)to become less popular
- (c)to lose foundation

- (d)to be without a leader

Q9. To fall back on

- (a)to oppose something important
- (b)to suffer an injury on the back in an accident
- (c)to fail to do something important in time
- (d)to seek support out of necessity

Q10. Most parents find it difficult to make both ends meet because of inflation.

- (a)to lead a lavish life
- (b)to live within one's Income
- (c)to live a miserly life
- (d)to lead an active life

VII. Directions: In the following passages (A&B) there are blanks, each of which has been numbered. Against each number, five words are suggested, one of which fits the blank appropriately. Find out the appropriate word in each case.

Most of us are (___1___) of open conflict and avoid it if we can. And there is a (___2___) to expressing and working through conflict. If the working through involves harsh words and name-calling people feel deeply hurt and relationships can be (___3___). Sometimes permanently. Some group members may be afraid that if they really(___4___)their anger, they may go out of control and become violent, or they may do this. These fears can be very (___5___)and based on experience. So why take the risk? Why not avoid conflict at all costs? Conflict is rather like disease (___6___) is best, that means attuning to areas where (___7___) may occur before they become an issue. If you have, not (___8___) a conflict happening, your next choice is to treat it early, or hope that it goes away. If it goes away over time fine. If it (___9___), then you will still have to handle (treat) it and it is likely to be more

(___10___).

Q1.

- (a) scared
- (b) careful
- (c) reckless
- (d) aware
- (e) worried

Q2.

- (a) challenge
- (b) measure
- (c) principle
- (d) chance
- (e) risk

Q3.

- (a) established
- (b)maligned
- (c)damaged
- (d) rebuilt
- (e) involved

Q4.

- (a) sublimate
- (b) express
- (c) minimize

- (d) regulate
- (e) control

Q5.

- (a) baseless
- (b) imaginary
- (c)exaggerative
- (d)real
- (e) national

Q6.

- (a) cure
- (b) diagnosis
- (c)prescription
- (d)prevention
- (e) medicine

Q7.

- (a) harmony
- (b) discomfiture
- (c)disagreement
- (d)consensus
- (e) statement

Q8.

- (a) expressed
- (b) ignored
- (c) induced
- (d) seen
- (e)perverted

Q9.

- (a) doesn't
- (b) wont
- (c) don't
- (d) not
- (e)hasnt

Q10.

- (a) credible
- (b) serious
- (c) fraudulent
- (d) urgent
- (e)skilled

10X¹/₂=5M

A. On October 2, 1983 the Grameen Bank Project (___1___) the Grameen Bank, We invited the Finance Minister to be the Chief Guest at our (___2___) ceremony. But when the Ministry came to (___3___) that the ceremony would take place in a remote district, they said it would not be an (___4___) place to launch a Bank and that the ceremony should be (___5___) in Dhaka so that all the top Government Officials could (___6___). We stood firm and (___7___) to them that we did not work in urban areas so it made no (___8___) to have the ceremony in a city (___9___) we had no borrowers. We had the ceremony in a big open field with the Finance Minister present as Chief Guest. For all of us who had worked so hard to (___10___) this it was a dream come true.

10X $\frac{1}{2}$ =5M

Q1.

- (a) became
- (b) reorganised
- (c) merged
- (d) named
- (e) converted

Q2.

- (a) Induction
- (b) opening
- (c) closing
- (d) dedicated
- (e) Inaugurate

Q3.

- (a) acquaint
- (b) reveal
- (c) know
- (d) aware
- (e) inform

Q4.

- (a) obvious
- (b) excellent
- (c) available
- (d) inauspicious
- (e) appropriate

Q5.

- (a) held
- (b) invited
- (c) assembled
- (d) done
- (e) shifted

Q6.

- (a) entertain
- (b) present
- (c) accompany
- (d) attend
- (e) involve

Q7.

- (a) refused
- (b) apologised
- (c) told
- (d) explained
- (e) denied

Q8.

- (a) point
- (b) difference
- (c) sense
- (d) difficulty
- (e) meaning

Q9.

- (a) which
- (b) where
- (c) while
- (d) that
- (e) however

Q10.

- (a) perform
- (b) obey
- (c) achieve
- (d) discover
- (e) built

VIII. Directions: In the following questions, a sentence/ part of the sentence is printed in bold. Below are given alternatives which may **improve** the bold part. Choose the correct alternative. In case no improvement is needed, your answer shall be 'No Improvement'.

20X $\frac{1}{2}$ =10M

- Q1. It took a long time for him to realise, **what was truth**.
 (a) what is truth.
 (b) what was the truth.
 (c) what the truth was
 (d) No Improvement
- Q2. The flood affected people are **looking forward with** the visit of the Governor.
 (a) looking forward to
 (b) looking forward on
 (c) looking forward for
 (d) No improvement
- Q3. He is fond of **saving** money.
 (a) hoarding
 (b) not spending
 (c) spending carefully
 (d) No improvement
- Q4. He **backed out of** the agreement.
 (a) gave his full support
 (b) reconsidered the point
 (c) withdrew his support from
 (d) went through the back door
- Q5. If I **am** the P.M. I would ban all processions.
 (a) will be
 (b) were
 (c) am
 (d) No improvement
- Q6. Its high time that you **go** home.
 (a) have gone
 (b) should go
 (c) went
 (d) No improvement
- Q7. **Will** you type these letters now?
 (a) Could
 (b) Can
 (c) Shall
 (d) No improvement
- Q8. The traveller **commanded of the peasant he would** tell him the way to the nearest village.
 (a) exclaimed of the peasant if he would
 (b) enquired of the peasant if he could
 (c) replied of the peasant whether he will
 (d) No improvement
- Q9. When we saw him last, he **ran** to catch a bus.
 (a) has run
 (b) was running
 (c) had run
 (d) No improvement
- Q10. He suddenly struck **a note of discord** in his otherwise harmonious presentation.
 (a) unhappiness
 (b) regret
 (c) anger
 (d) No improvement
- Q11. Americans do not object **my calling them** by their first names.
 (a) my calling the
 (b) to my calling them
 (c) been called
 (d) No Improvement
- Q12. **I hope that** I shall get a First Class.
 (a) I feel that
 (b) I hope
 (c) I am doing
 (d) No improvement
- Q13. They **only work when** they have no money.
 (a) When they have no money, they only work.
 (b) they only work
 (c) work only when.
 (d) No improvement.
- Q14. By this time tomorrow, I **will reach** my home.
 (a) will be reaching
 (b) shall have reached
 (c) can reach
 (d) No improvement
- Q15. India will enter the league of major developed nations as a space **giant** within a short time.
 (a) energy
 (b) force
 (c) power
 (d) No improvement
- Q16. **Many a man** would welcome the opportunity.
 (a) Many man
 (b) A many man
 (c) Many men
 (d) No improvement
- Q17. The greater the demand **higher** the price.
 (a) High
 (b) the high
 (c) the higher
 (d) No improvement
- Q18. **I prefer to ride than to walk.**
 (a) riding to walking
 (b) ride to walk
 (c) riding than walking
 (d) No Improvement
- Q19. God has **bestowed man** unusual gifts.
 (a) bestowed with man
 (b) bestowed for man
 (c) bestowed on man
 (d) No improvement
- Q20. For me, money is **only the means to** an end.
 (a) only means
 (b) only the mean
 (c) only a means
 (d) No improvement

ADUSUMILLI GOPALA KRISHNAIAH AND SUGAR CANE GROWERS SIDDHARTHA DEGREE
COLLEGE OF ARTS AND SCIENCE, VUYURU
AUTONOMOUS Accredited at Grade 'A' (3.05/4.00) by NAAC

DEPARTMENT OF ENGLISH
CERTIFICATE COURSE IN COMPETITIVE ENGLISH
MARKS LIST

Roll No.	Name of the Student	Internal Marks (50)	External Marks (50)	Total	Pass/Fail
19-860	MD.MALIN	22	25	47	PASS
19-810	V.CHANDRIKA	21	24	45	PASS
19-854	G.SRAVYA	20	27	47	PASS
19-639	K.ASWITHA	18	20	38	PASS
19-636	M.JYOTHI	19	22	41	PASS
19-644	SK.SAHERA BEGUM	25	41	66	PASS
19-643	SK.SAMEERA BEGUM	24	42	66	PASS
19-626	E.LAKSHMI SRAVANI	30	45	75	PASS
19-243	T.PRIYANKA	28	40	68	PASS
19-245	V.PALLAVI	26	39	65	PASS
19-238	A.SANTHI	29	30	59	PASS
19-232	J.DOSHNANKA	15	17	22	FAIL
19-604	G.DEEPTHI	30	37	67	PASS
19-620	P.SIRISHA	30	40	70	PASS
19-603	P.L.N.S.V.SIDDHIKA	11	13	24	FAIL
19-619	SD.HALIMUNNISA	24	31	55	PASS
19-617	K.VENKATA DURGA	24	42	66	PASS
19-607	K.SUPRIYA	30	45	75	PASS
19-627	K.USHA SRI	28	40	68	PASS
19-605	P.KEERTHI	26	39	65	PASS
19-610	O.RAHEL	29	30	59	PASS
19-630	P.HARITHA RANI	29	35	64	PASS
19-606	K.PRATHIMA	30	37	67	PASS
19-838	N.SANDHYA	20	27	47	PASS
19-855	G.ANURADHA	18	20	38	PASS
19-244	E.HEMA	19	22	41	PASS
19-239	E.MOUNIKA	25	41	66	PASS
19-611	K.LAKSHMI	24	42	66	PASS
19-632	D.SIREESHA	30	45	75	PASS
19-631	B.KEERTHI	28	40	68	PASS
19-654	J.MOUNIKA	26	39	65	PASS
19-641	D.DHANA LAKSHMI	29	30	59	PASS

19-433	K.DWARAKA	29	35	64	PASS
19-409	V.VASUDHA	30	37	67	PASS
19-615	Y.VIJAYA LAKSHMI	30	40	70	PASS
19-646	P.GEETHA SRI	25	44	69	PASS
19-645	CH.THANUSHKA	29	35	64	PASS
19-649	P.ARUNA	30	37	67	PASS
19-638	B.LAVANYA	30	40	70	PASS
19-648	B.PRATHYUSHA	25	44	69	PASS
19-651	M.ARUNA	24	31	55	PASS
19-634	V.JHANSI	24	42	66	PASS
19-629	MD.RAFTHUNNISA	30	45	75	PASS
19-613	V.JHANSI	28	40	68	PASS
19-612	O.SAI CHAND	26	39	65	PASS
19-623	N.SUNDAR RAO	29	30	59	PASS
19-647	M.KRISHNA SAI	29	35	64	PASS
19-622	K.VAMSI	30	37	67	PASS
19-621	B.SAI KRISHNA	10	14	24	FAIL
19-652	CH.N.S.KRISHNA	30	37	67	PASS
19-633	S.PRASANNA BHAVANI	30	40	70	PASS
19-601	T.SUNIL KUMAR	25	44	69	PASS
19-642	ABDUL RASHEED	24	31	55	PASS
19-658	B.CHANDU	24	42	66	PASS
19-837	S.SUDHEER	30	45	75	PASS
19-841	N.RAJU	28	40	68	PASS
19-823	K.RAMU	26	39	65	PASS
19-834	U.MAHESH	29	30	59	PASS
19-827	A.NAGARJUNA	29	35	64	PASS
19-816	CH.RUTHWIK	30	37	67	PASS
19-825	A.VINAY KUMAR	29	35	64	PASS

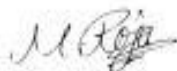
Course Duration: 45 days (Hours)

No.of students enrolled: 61


Commencement of Classes: 24-11-2020

Date of Internal Exam conducted: 27-12-2020

Date of External Exam conducted: 19-01-2021



Coordinator



H.O.D



PRINCIPAL

DEPARTMENT OF ENGLISH

CERTIFICATE COURSE IN COMPETITIVE ENGLISH

MARKS LIST (BATCH - II)

Roll No.	Name of the Student	Internal Marks (50)	External Marks (50)	Total	Pass/Fail
19-812	SK.MEERA	25	27	52	PASS
19-862	N.LOKESH	28	40	68	PASS
19-857	CH.SHYAMAL	26	39	65	PASS
19-861	MD.AKBAR	29	30	59	PASS
19-806	D.TARUN	15	17	22	FAIL
19-804	T.HITENDRA	30	37	67	PASS
19-249	K.SUBHASH	30	40	70	PASS
19-871	V.GOPINADH	11	13	24	FAIL
19-842	K.KONDA BABU	24	31	55	PASS
19-236	G.BHANU PRAKASH	26	39	65	PASS
19-848	A.BHAVANI	29	30	59	PASS
19-918	V.MOUNIKA	15	17	22	FAIL
19-309	G.SRAVANI	30	37	67	PASS
19-925	L.DURGA BHAVANI	30	40	70	PASS
19-240	K.VENKATESH	11	13	24	FAIL
19-822	ABDUL HAFEEZ	24	31	55	PASS
19-822	R.HEMANTH	24	42	66	PASS
19-207	P.SRAVANI	30	45	75	PASS
19-208	V.GOWRI	28	40	68	PASS
19-808	M.S.SYAM KUMAR	26	39	65	PASS
19-924	N.BALA BHARGAVI	29	30	59	PASS
19-517	T.BEULAH	29	35	64	PASS
19-403	P.VIVEK VARDHAN	30	37	67	PASS
19-424	M.PRASANTH	15	15	30	FAIL

Course Duration: 45 days (Hours)

No. of students enrolled: 24

Commencement of Classes: 24-11-2020

Date of Internal Exam conducted: 27-12-2020

Date of External Exam conducted: 19-01-2021


Coordinator


H.O.D


PRINCIPAL

**ADUSUMILLI GOPALAKRISHNAIAH
& SUGARCANE GROWERS SIDDHARTHA COLLEGE OF ARTS & SCIENCE**

(AUTONOMOUS), VUYURU

REACCREDITED WITH GRADE 'A' BY NAAC, BENGALURU

DEPARTMENT OF ENGLISH

Certification of Completion



This certificate is awarded to

Ms. V.CHANDRIKA of II B.Com (CA) bearing Roll No.19-810

for having successfully completed and fulfilled the requirements of the course for

Competitive English (English for Professional Success)

Course Duration : 45 days (24-11-2020 to 18-01-2021)

given at English Language Laboratory, AG&SG SIDDHARTHA COLLEGE, VUYURU
on 05th February, 2021

(M.ROJA)
COURSE INSTRUCTOR



(G.SONI)
HEAD, DEPT OD ENGLISH
A.G&S.G.S COLLEGE, VUYURU

(Dr.D.BALA KRISHNA)
PRINCIPAL
A.G&S.G.S COLLEGE, VUYURU

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This certificate is awarded to

Ms. G.SRAVYA of II B.Com (CA) bearing Roll No.19-854

for having successfully completed and fulfilled the requirements of the course for

Competitive English (English for Professional Success)

Course Duration : 45 days (24-11-2020 to 18-01-2021)

given at English Language Laboratory, AG&SG SIDDHARTHA COLLEGE, VUYURU
on 05th February, 2021

(M.ROJA)
COURSE INSTRUCTOR



(G.SONI)
HEAD, DEPT OD ENGLISH
A.G&S.G.S COLLEGE, VUYURU

(Dr.D.BALA KRISHNA)
PRINCIPAL
A.G&S.G.S COLLEGE, VUYURU

**ADUSUMILLI GOPALAKRISHNAIAH
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(AUTONOMOUS), VUYYURU

REACCREDITED WITH GRADE 'A' BY NAAC, BENGALURU

DEPARTMENT OF ENGLISH

Certification of Completion

This certificate is awarded to

Ms. K.ASWITHA of II MPCs bearing Roll No.19-639

for having successfully completed and fulfilled the requirements of the course for

Competitive English (English for Professional Success)

Course Duration : 45 days (24-11-2020 to 18-01-2021)

given at English Language Laboratory, AG&SG SIDDHARTHA COLLEGE, VUYYURU
on 05th February, 2021




(M.ROJA)
COURSE INSTRUCTOR




(G.SONI)
HEAD, DEPT OD ENGLISH
A.G.&S.G.S COLLEGE, VUYYURU


(Dr.D.BALA KRISHNA)
PRINCIPAL
A.G.&S.G.S COLLEGE, VUYYURU

**ADUSUMILLI GOPALAKRISHNAIAH
& SUGARCANE GROWERS SIDDHARTHA COLLEGE OF ARTS & SCIENCE**

(AUTONOMOUS), VUYYURU

REACCREDITED WITH GRADE 'A' BY NAAC, BENGALURU

DEPARTMENT OF ENGLISH

Certification of Completion

This certificate is awarded to

Mr. G.BHANU PRAKASH of II B.Sc bearing Roll No.19-236

for having successfully completed and fulfilled the requirements of the course for

Competitive English (English for Professional Success)

Course Duration : 45 days (24-11-2020 to 18-01-2021)

given at English Language Laboratory, AG&SG SIDDHARTHA COLLEGE, VUYYURU
on 05th February, 2021




(M.ROJA)
COURSE INSTRUCTOR




(G.SONI)
HEAD, DEPT OD ENGLISH
A.G.&S.G.S COLLEGE, VUYYURU


(Dr.D.BALA KRISHNA)
PRINCIPAL
A.G.&S.G.S COLLEGE, VUYYURU

**ADUSUMILLI GOPALAKRISHNAIAH
& SUGARCANE GROWERS SIDDHARTHA COLLEGE OF ARTS & SCIENCE**

(AUTONOMOUS), VUYURU
REACCREDITED WITH GRADE 'A' BY NAAC, BENGALURU



DEPARTMENT OF ENGLISH



Certification of Completion

This certificate is awarded to

Ms. N.BALA BHARGAVI of II B.Sc (AQUA) bearing Roll No.19-924

for having successfully completed and fulfilled the requirements of the course for

Competitive English (English for Professional Success)

Course Duration : 45 days (24-11-2020 to 18-01-2021)

given at English Language Laboratory, AG&SG SIDDHARTHA COLLEGE, VUYURU
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HEAD, DEPT OD ENGLISH
A.G&S.G.S COLLEGE, VUYURU

(Dr.D.BALA KRISHNA)
PRINCIPAL
A.G&S.G.S COLLEGE, VUYURU



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



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

ADUSUMILLI GOPALA KRISHNAIAH AND SUGARCANE GROWERS (AG&SG)

**SIDDHARTHA DEGREE COLLEGE OF ARTS & SCIENCE,
(AUTONOMOUS) VUYYURU**



NAAC Accredited at A (Cycle -II)

ISO 9001:2015 Certified



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