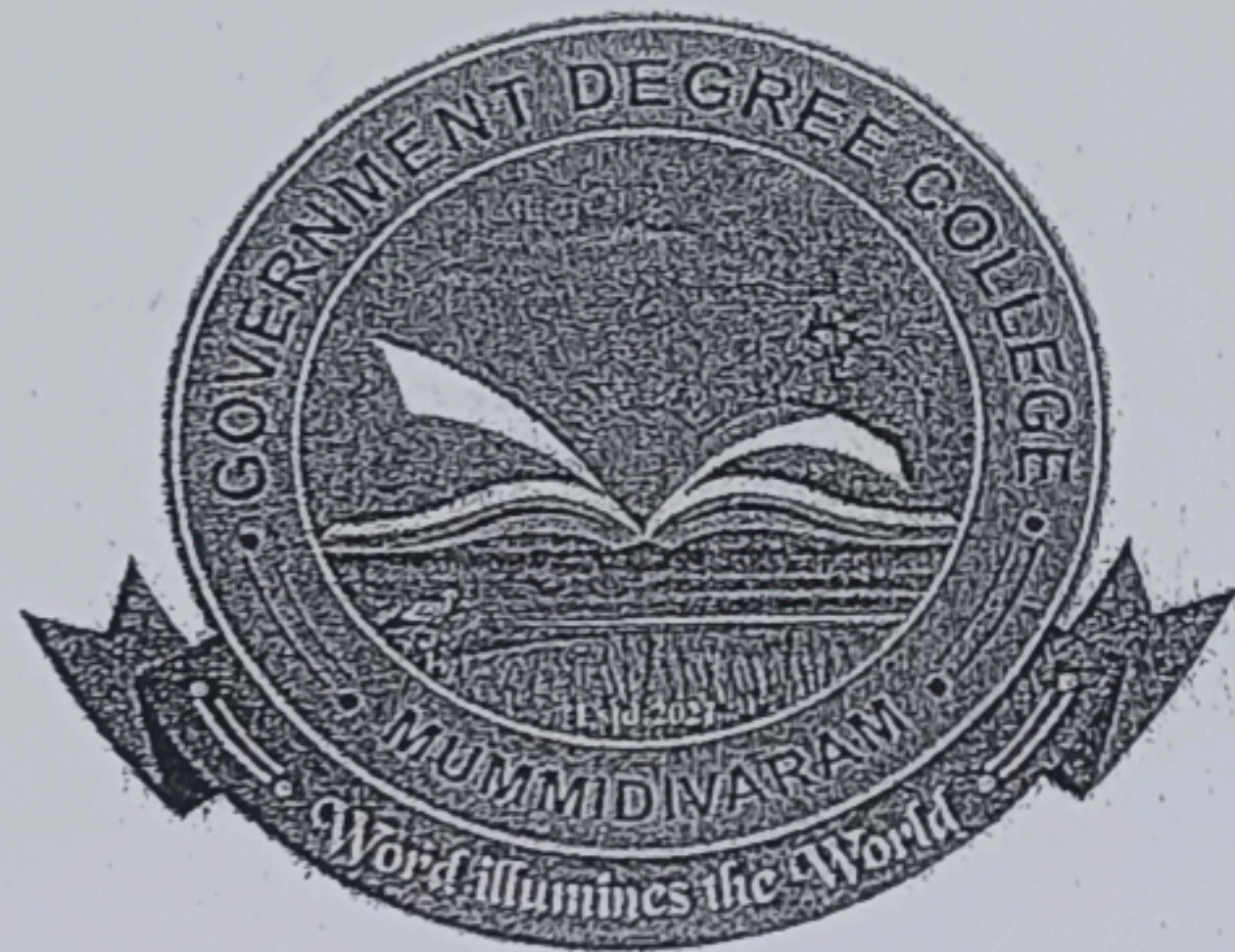


GOVERNMENT DEGREE COLLEGE  
MUMMIDIVARAM – 533 216

Dr. B. R. AMBEDKAR KONASEEMA  
DISTRICT, ANDHRA PRADESH



DEPARTMENT OF ENGLISH

COURSE STRUCTURE AND SYLLABUS

YEAR 2025 - 2026

SEMESTER I, II



**ANDHRA PRADESH STATE COUNCIL OF HIGHER  
EDUCATION**

**Model Syllabus for General English (I, II & III Semesters) in consonance with  
Curriculum framework w.e.f. AY 2025-26**

**COURSE STRUCTURE**

Year	Semester	Course	Title of the Course	No. of Hrs /Week	No. of Credits
I	I	1	English Bridge-I: Life Skills	4	4
	II	2	English Bridge-II: Communicate and Connect	4	4
II	III	3	English Bridge-III: Global Future	4	4

## SEMESTER-I

### COURSE 1: ENGLISH BRIDGE-I: LIFE SKILLS

Theory

Credits: 4

4 hrs/week

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#### Learning Objectives

- To enable students to develop reading and comprehension skills through literary texts.
- To promote sensitivity toward issues such as environment, gender, identity, and relationships.
- To introduce students to foundational grammar and functional usage of English.
- To enhance students' confidence in self-expression through writing and speaking.
- To cultivate phonetic awareness and develop pronunciation skills.

#### Course Outcomes

- Interpret and appreciate literary texts with reference to social, emotional, and ecological concerns.
- Apply foundational grammar elements accurately in spoken and written English.
- Demonstrate improved reading comprehension and vocabulary acquisition.
- Engage in meaningful communication using functional expressions and phonetic clarity.
- Exhibit awareness of self, society, and the world through reflective and descriptive writing.

#### Unit I

- Poem: Coromandel Fishers – Sarojini Naidu
- Short Story: The Night Train at Deoli – Ruskin Bond
- Parts of Speech

#### Unit II

- Short Story: The Lost Child – Mulk Raj Anand
- Prose: Letter to a Teacher – School of Barbiana
- Articles and Prepositions

#### Unit III

- Poem: Where the Mind is Without Fear – Rabindranath Tagore
- Speech: How Dare You – Greta Thunberg (Open Source)
- Question tags.

#### Unit IV

- Poem: Night of the Scorpion – Nissim Ezekiel
- One Act Play: Refund – Fritz Karinthy
- Tenses

#### Unit V

- Short Story: An Astrologer's Day – R. K. Narayan
- Phonetics: Basic Sounds and Word Stress
- Intonation and Homophones

### **Suggested Classroom Activities (Unit-wise)**

#### **Unit I**

- Speaking activity: My village/town .

#### **Unit II**

- Story telling and letter writing.

#### **Unit III**

- JAM and reading comprehension

#### **Unit IV**

- Listening to TED Talks and dialogue writing

#### **Unit V**

- Phonetics practice with minimal pairs, stress marking, and reading aloud.
- Read passages following stress and intonation
- Write stories based on pictures facilitated.

### **Suggested Reference Books and Resources**

1. Board of Editors. English for Life. Orient BlackSwan.
2. Raymond Murphy. Essential Grammar in Use. Cambridge University Press.
3. T. Balasubramanian. A Textbook of English Phonetics for Indian Students. Macmillan.
4. Greta Thunberg's UN Speech (Open Educational Resource)
5. Mulk Raj Anand. The Lost Child.
6. Sarojini Naidu. The Bird of Time.
7. Nissim Ezekiel. Collected Poems.
8. Rabindranath Tagore. Gitanjali.
9. School of Barbiana. Letter to a Teacher.

## SEMESTER-II

### COURSE 2: ENGLISH BRIDGE-II: COMMUNICATE AND CONNECT

Theory

Credits: 4

4 hrs/week

#### Learning Objectives (LOs):

- Recognize and reflect on civil and respectful communication in social and professional settings.
- Understand dramatic narratives and short fiction to enhance reading and speaking skills.
- Apply basic grammar and vocabulary in structured communication.
- Practice effective written formats for workplace communication.
- Interpret visual data and convert it into written content using note-making and report writing.

#### Course Outcomes (COs):

- Demonstrate improved communication etiquette through readings on civility and motivation.
- Employ skimming, scanning, and note-making strategies in academic and workplace writing.
- Display awareness of societal values and professional conduct through literature.
- Draft structured texts like reports, agendas, and notices with clarity.
- Integrate vocabulary and grammar in writing and speaking activities effectively.

#### Unit I

- Prose: "On Saying Please" – A.G. Gardiner
- Short Story: "Half a Rupee Worth" – R.K. Narayan
- Conversion of Words.

#### Unit II

- Poem: "If" – Rudyard Kipling
- Prose: "I Have a Dream" – Martin Luther King Jr.
- Skimming & Scanning

#### Unit III

- One-Act Play: "Never, Never Nest" – Cedric Mount
- Short Story: "The Gift of the Magi" – O. Henry
- Report Writing

#### Unit IV

- Short Story: "How I Taught My Grandmother to Read" – Sudha Murty
- Information Transfer: Pie Charts, tree diagram and flow chart.
- Note-making

#### Unit V

- Prose: "The Secret of Work" – Swami Vivekananda
- Notices, Agendas, and Minutes
- One-Word Substitutes

### **Unit-wise Suggested Activities:**

#### **Unit I**

- Vocabulary games
- Role-play

#### **Unit II**

- Presentation on a dream job.
- Group Discussion

#### **Unit III**

- Debate on EMI
- Report Writing college events

#### **Unit IV**

- Presentation using ppt (charts/photos)
- Preparing notes from a short lecture/podcast

#### **Unit V**

- Drafting a Notice and Agenda for a student meeting
- Vocabulary Quiz

### **Reference Books:**

- Fluency in English – Part II, Board of Editors, Orient BlackSwan
  - Effective Technical Communication by M. Ashraf Rizvi (McGraw Hill)
  - English Grammar in Use by Raymond Murphy (Cambridge)
  - Professional Communication by Aruna Koneru (McGraw Hill)
  - Selected Stories by R.K. Narayan (Indian Thought Publications)
  - Collected Essays of A.G. Gardiner
  - Collected Poems by Rudyard Kipling
  - The Gift of the Magi and Other Stories by O. Henry
  - Selected Speeches of Swami Vivekananda
  - Short Stories by Sudha Murty (Penguin India)
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## SEMESTER-III

### COURSE 3: ENGLISH BRIDGE-III: GLOBAL FUTURE

Theory

Credits: 4

4 hrs/week

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#### Learning Objectives

1. To enhance students' ability to understand and appreciate poetry, prose, and drama.
2. To develop effective writing, speaking, and interpersonal communication skills.
3. To enable students to express themselves confidently in interviews and professional scenarios.
4. To promote critical thinking, emotional intelligence, and self-awareness through soft skills.

#### Course Outcomes

1. Students will be able to interpret and respond to literary texts.
2. Students will demonstrate proficiency in writing formal and informal letters, CVs, and emails.
3. Students will be capable of participating in interviews and group discussions.
4. Students will reflect on personal and professional strengths through SWOC analysis and EI.

#### Unit I

1. Poem: 'Where I live?' – Arundhati Subramaniam
2. Barriers to listening & Strategies for effective listening
3. E-mail Writing

#### Unit II

1. Short Story: The First Day- Edward.P.Jones
2. Greetings and Introduction
3. Resume and Cover Letter

#### Unit III

1. Prose: The Best Investment I Ever Made-A.J.Cronin
2. Asking and Giving Information
3. Interview Skills {Types of interviews, do's and do not's of interviews and stages of interviews)

#### Unit IV

1. Prose: Principles of Good Writing – L.A. Hills
2. Paragraph Writing (Guided writing)
3. Principles of Translation (Translation from English to Telugu 150 words)

#### Unit V

1. Time Management
2. Attitude
3. Social Consciousness
4. Emotional Intelligence

### **Suggested Classroom Activity:**

#### **Unit-1**

1. Listening comprehension
2. Writing emails.

#### **Unit-II**

1. Self and introducing others
2. Resume writing

#### **Unit-III**

1. Mock Interviews
2. Practice session for procuring information

#### **Unit-IV**

1. Review of a film in a paragraph
2. Translation of English news

#### **Unit-V**

1. Role play
2. Monologue

### **References**

1. Ghosh, B.N. (2010). 'Managing Soft Skills for Personality Development'. Tata McGraw Hill.
  2. Kaul, Asha. (2005). 'Effective Business Communication'. Prentice Hall India.
  3. Doff, Adrian & Jones, Christopher. (2014). 'Language in Use – Intermediate'. Cambridge University Press.
  4. Kumar, Sanjay & Lata, Pushp. (2018). 'Communication Skills'. Oxford University Press.
  5. Carnegie, Dale. (1936). 'How to Win Friends and Influence People'. Simon & Schuster.
  6. Covey, Stephen R. (1989). 'The 7 Habits of Highly Effective People'. Free Press.
  7. Driscoll, Donna. (2021). 'English for Job Seekers'. Cambridge India.
  8. Selected newspaper articles, TED Talks, official websites, and YouTube channels used for classroom activities.
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GENERAL ENGLISH, Semester-1  
PROGRAMME B.A., B.Com., B.Sc

(w.e.f Academic Year- 2025-26)

ENGLISH BRIDGE- 1: LIFE  
SKILLS

Model Question Paper

Time: 3 Hours

Maximum: 70 Marks

SECTION-A

Answer any FIVE of the following questions:

5X4 = 20M

1. Identify the parts of speech for the underlined words in the given paragraph.

The experienced researcher examined the data carefully and presented a detailed report to the committee. Her analysis revealed several significant patterns that could clearly explain the results. On hearing the conclusions, the chairperson remarked, "Indeed! This will greatly influence our future work."

2. Fill in the blanks with an appropriate article. (a / an / the / no article)

i) He is an MBA graduate working in \_\_\_ multinational company.

a) an b) a c) the d) no article

ii) She plays \_\_\_ harmonium in the temple.

a) a b) the c) no article d) an

iii) \_\_\_ honest effort always brings success.

a) the b) no article c) an d) a

iv) He was elected \_\_\_ president of the student union.

a) a b) the c) an d) no article

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**3. Fill in the blanks with suitable prepositions.**

- i) She is proficient \_\_\_\_ French but weak in Mathematics.  
a) in b) at c) with d) for
- ii) The meeting was postponed \_\_\_\_ next Monday.  
a) to b) on c) till d) for
- iii) He succeeded \_\_\_\_ hard work and perseverance.  
a) by b) with c) through d) from
- iv) The child hid \_\_\_\_ the table when the lights went off.  
a) below b) under c) beneath d) none

**4. Choose the right question tag for the following.**

- i) Everyone was present, \_\_\_\_?  
a) weren't they b) wasn't he c) weren't we d) didn't they
- ii) They have gone. \_\_\_\_?  
a) has they? b) have n't they? c) don't they? d) won't they?
- iii) She hardly speaks in class, \_\_\_\_?  
a) does she b) doesn't she c) did she d) didn't she
- iv) I am late, \_\_\_\_?  
a) am I not b) aren't I c) isn't I d) wasn't I

**5. Choose the correct verb form.**

- i) Neither of the answers \_\_\_\_ correct.  
a) are b) were c) is d) have been
- ii) The train \_\_\_\_ before we reached the station.  
a) left b) has left c) had left d) was leaving
- iii) By the time you arrive, they \_\_\_\_ the work.  
a) complete b) will complete c) will have completed d) completed

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- iv) If she \_\_\_\_ harder, she would have succeeded.  
a) works b) worked c) had worked d) would work

**6. Choose the correct homophone for each sentence.**

- i) The principal gave a \_\_\_\_ of advice. (piece / peace)  
ii) The soldiers fought for their \_\_\_\_\_. (rights / writes)  
iii) The child could not \_\_\_\_ the heavy bag. (bare / bear)  
iv) He spoke in a very \_\_\_\_ tone. (plain / plane)

**7. Convert the phonemes into words.**

1. /'nɒlɪdʒ/
2. /ɪk'spɪəriəns/
3. /'θɪŋkɪŋ/
4. /'pɜ:pəs/

**8. Identify the following words as mono-, di-, tri- or polysyllabic according to the number of syllables.**

1. Development
2. Teacher
3. Beautiful
4. University

**SECTION-B**

Answer all questions given below:

5x10=50

9. a. What does Tagore mean by "Where the mind is without fear and the head is held high"?  
Do you think freedom from fear is essential for true progress?

(OR)

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b. Analyze the deep bond between the Coromandel fishers and their environment by showing how Sarojini Naidu uses family roles—Mother, Father, and Brother—to transform the sea into a living home. ?

10. a. "The Night Train at Deoli" is a story of beautiful, unfulfilled longing. Explain.

(OR)

b. Evaluate the School of Barbiana's perspective on academic failure. To what extent does "Letter to a Teacher" argue that the failure of a student is an institutional failure rather than a personal one.

11. a. Analyze how the child's loss of his parents transforms his perception of the fair and how this shift highlights the theme that emotional security is superior to material desire.

(OR)

b. Discuss the central theme of Rabindranath Tagore's "Where the Mind is Without Fear".

12. a. Describe how the chaotic frenzy of the villagers and the father's desperate rationalism are ultimately transcended by the mother's selfless endurance in Nissim Ezekiel's "Night of the Scorpion".

(OR)

b. Examine how the 'Re-examination' in "Refund" exposes the hypocrisy of the education system and the triumph of cunning over genuine knowledge.

13. a. Analyze the character of the astrologer. Is he a villain, a victim of his past, or a hero of his own survival?

(OR)

b. Define vowels and explain the three main ways they are classified. Give examples for each.

**\*\*THE END\*\***

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S.P. R.M.

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GOVERNMENT DEGREE COLLEGE  
MUMMIDIVARAM - 533 216  
Dr. B. R. Ambedkar Konaseema Dt. A.P.

Sujatha G.