

**A.S.D. GOVT. DEGREE COLLEGE FOR WOMEN (A)**  
**KAKINADA EAST GODAVARI, A.P.**



**DEPARTMENT OF ENGLISH**  
**BRIDGE COURSE**

**06-07-2018 to 17-07-2018**

**For all UG 1<sup>st</sup> Years**

**Academic Year - 2018-19**

## Bridge Courses

A Bridge Course in English for newly admitted students is conducted every year before the commencement of the first semester classes by the Department of English. The main objective of the course is to bridge the gap between subjects studied at Higher Secondary level and subjects they would be studying in Graduation. The syllabus for the course is framed in such a way that they get basic knowledge on the subjects that they would be learning through graduation. This two-week student enhancement and development programme is devised for overall grooming and enhancement of the students' fraternity with a special punctuation for students from rural and semirural community.

### Objectives

- To bridge the gap between school and collegiate education to meet the students communicative requirements
- To prepare the students for a classroom atmosphere in which English is the medium of instruction.
- To help the students acquire the basic LSRW skills.

### Methodology

A Curriculum is framed separately in each of the subjects, for Bridge Course in English. During the first week after the commencement of the classes, the bridge course curriculum is delivered to the students in various disciplines. A post bridge course test is conducted after the completion of bridge course syllabus to assess the ability of student's suggestions is given to students for improvisation.

### Syllabus for Bridge Course

- Basic English Grammar
- Word building and their usage
- Idioms and phrases
- Sentence formation and transformation
- Listening and speaking skills mainly concentrating on conversation
- Interview skills
- Developing listening, reading, writing and speaking skills
- Comprehension
- Precise writing, paragraph and report writing
- Public speaking, group discussion, debate, declamation contest and extempore speech
- Profile writing

- Resume preparation
- How to use the dictionary?
- How to read the news paper?

### Outcome

After the completion of the Bridge Course in English, there was a significant progress in the Listening, Speaking, Reading and Writing skills of the students. Students who had tremendous stage fear were able to overcome it and speak fluently in English. They could easily take part in Group Discussions and exhibit their views in English. Students who had Telugu as the medium of instruction at the school level gained confidence to speak and write in English.

#### 1. The structure of Bridge Course worksheet in restructured form is as follows

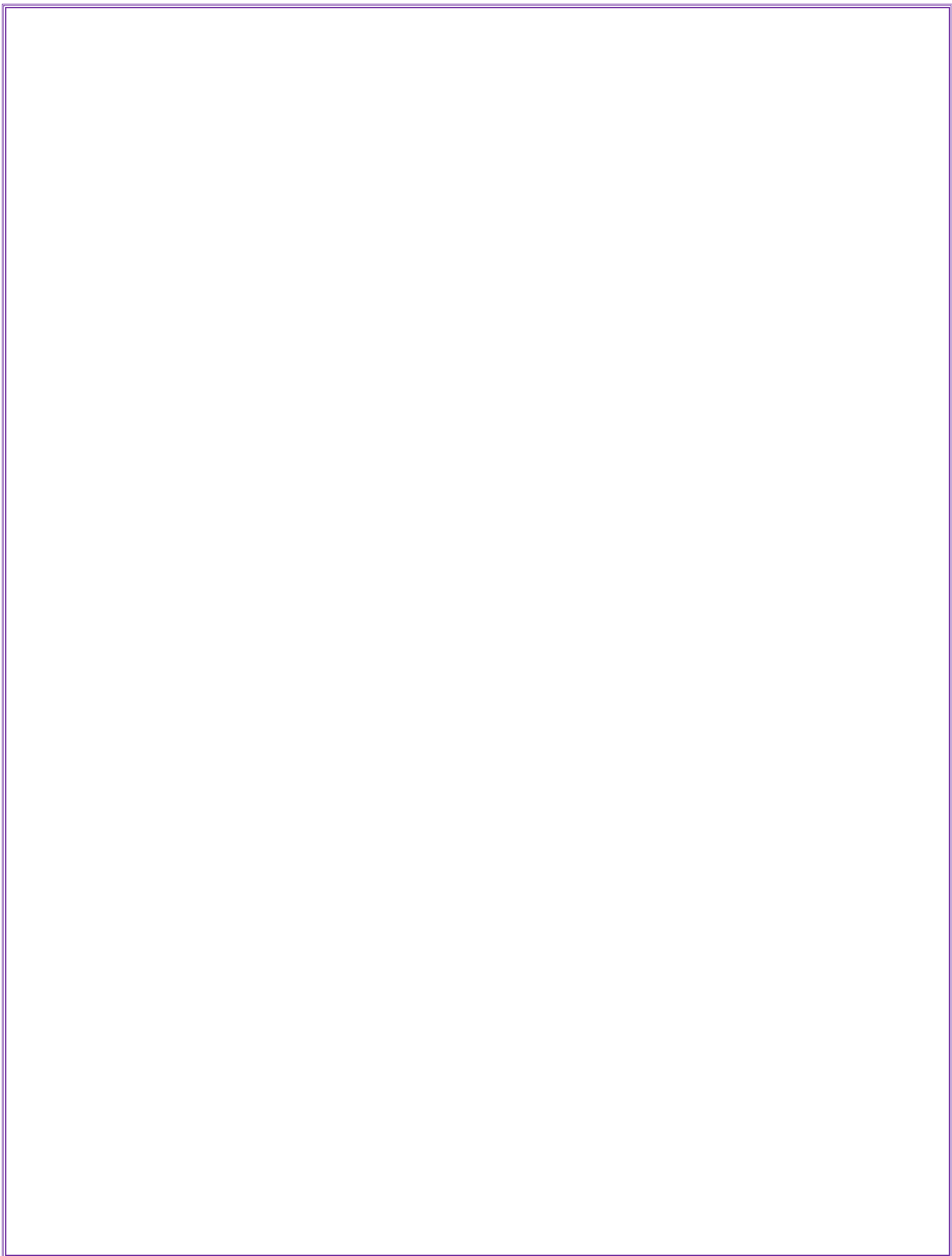
- ❖ Title of the unit,
- ❖ Learning Outcome- Exactly what the student is going to learn.
- ❖ Learning Activities / Learning Experience
- ❖ The Solved Activities
- ❖ Some Examples for Practice, Few questions / activities / exercises to be given to see that students understand the concept or not.
- ❖ For a better and stronger understanding of the concept Complementary and parallel activities

2. This course will be very important for the students to understand exactly what they have learned in the previous academic year, to test it and for the students to understand the curriculum for the next class.

### **Instructions for Students**

This Revised Bridge Course has been prepared for you with the objective of reviewing the previous year's syllabus at the beginning of the present academic year and helping you to prepare for the current year's syllabus.

1. The bridge course lasts for a total of 10 days.
2. The bridge course will help you to understand exactly what you have learned in the previous academic year and to understand the important concepts of the syllabus for the next class.
3. This bridge course should be studied on a day-to-day basis.
4. It consists of day-to-day worksheets. You are expected to solve the worksheet on your own as per the given plan.



## INDEX

S.No	Title
1.	Pre- test Question paper
2.	Syllabus & Day wise Activities
3.	Post -test Question paper
4.	Student Attendance
5.	Photo proofs

## LIST OF FACULTY

Ms.P.Sanjotha, Lecturer in English

Ms.Y.Swarna Sri, Lecturer in English

**A.S.D.GOVERNMENT DEGREE COLLEGE FOR WOMEN (AUTONOMOUS)**  
**DEPARTMENT OF ENGLISH**  
**2018-19 BRIDGE COURSE**  
**QUESTION PAPER (PRE TEST)**

**Max.Marks: 20**

**Time: 30Min**

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**I. Read the given paragraph carefully and answer the questions that follow: 5x1=5M**

Dry fruits are useful in various diseases of the brain, muscles and tissues. Almonds have unique properties to remove brain weakness and strengthen it. Almond preserves the vitality of the brain, strengthen the muscles, destroy diseases originating from nervous and bilious disorders. Walnut is another dry fruit that possesses wonderful qualities of curing brain weakness. According to Dr. Johnson, almonds, figs, grapes, dates, apples, and oranges are rich in phosphoric elements and should normally be used by brain workers. Phosphorus nourishes the vital tissues of the body. It keeps the mind full of enthusiasm for more work.

1. Dry fruits are useful because they (                      )  
(a) Strengthen our heart                      (b) Cure various diseases of the brain, muscles and tissues  
(c) Give confidence to us                      (d) Empower us to do challenging tasks.
2. Which one is not a property of almonds? (                      )  
(a) It preserves the vitality of the brain                      (b) It strengthens the muscles  
(c) It destroys diseases originating from nervous and bilious disorders  
(d) It strengthens our digestive system.
3. Phosphoric element is profusely found in (                      )  
(a) Almonds, figs, grapes, dates, apples and oranges  
(b) Almonds, figs, papayas, guavas and pineapples                      (c) All the green vegetables  
(d) Seasonal fruits.
4. Brain workers should take fruits rich in phosphoric elements because (                      )  
(a) They remove brain weakness                      (b) They nourish the vital tissues of the body  
(c) They keep the mind full of enthusiasm                      (d) All the above.
5. The word "Unique" means the same as (                      )  
(a) Ordinary                      (b) Highly qualified                      (c) Unusual                      (d) Distinctive

**II. Read the given paragraph carefully and answer the questions that follow: 5x1=5M**

Bears are found in Europe, Asia, Africa and America. They are massively built, with short tails and thick legs. Bears are not really carnivores. They eat almost anything, the chief exception in the polar bear, which in its natural state lives on fish and seals. However, in captivity, they seem to enjoy meat, vegetables, fruits, milk, rice and porridge. Bears are not quite as dangerous as people imagine them to be like most animals; they will do their best to avoid human beings. They have a special sense that is eyesight to see things.

I. Where are bears found? ( )

A. America B. Australia C. Arctica D. None of the above

II. What does a bear eat in captivity? ( )

A. Meat B. Chapati C. Seal D. Trees

III. What does a bear avoid like most animals? ( )

A. Hunters B. Human beings C. Fish D. None of the above

IV. What kind of body do the bears have? ( )

A. Massively built B. Weak C. fat D. None

V. What is the strongest sense of a bear? ( )

A. Touch B. Sight C. Smell D. Hearing

**III. Re arrange the following jumbled sentences into a meaningful sentence 3X=3Marks**

1. School / go / to / You /everyday

2. I / guitar / the / well / very / play

3. makes / spider / web / The / a

4. Pond / jumped / the dog / into the

5. Bridge / over / is a / there / the stream.

6. Metal / useful / is a / steel / very.

**Match the following. 4x1=4M**

1. A group of cattle. ( ) a. flock

2. A group of wolves. ( ) b. fleet

3. A group of ships. ( ) c. pack

4. A group of Sheep. ( ) d. herd

# Syllabus & Activity

## Day: 1

### Learning Outcomes:

Answers coherently in written or oral form to the questions in English based on day to day life experience.

### Learning Activity

'A Concept Map'

A concept map is a diagram or graphical tool that usually represents the relationship between concepts and ideas. A teacher/facilitator will write a concept on a blackboard / screen in square/circle and ask them to tell some words (ideas) related to concept. The students will try to answer orally if they are familiar with the concept.

### Solved / Demo Activity

A concept is written in the middle and you all are going to find out the related words to that concept/main word. You also have to form small sentences.

#### Activity : 1.

Concept : Plant  
Ideas : stem, root, flowers, leaves

#### Activity 2.

Small Sentences :

1. Plant has a stem.
2. Plant has roots.
3. Plant has flowers.
4. Plant has leaves.

#### Activity 3 : **Concept** – **School**

**Ideas** : benches, uniform, games, teachers, headmaster, book, notebook, bell, Ask the learners to add more words.

#### Practice:-

A list is given below regarding the concept – Face.

Some words are related and some are not. Guess the proper related words and write them down. (Stomach, mouth, shoulder, nose, chin, heart, wrist, toe, lip, teeth, cheek, eyelash, eyebrow, etc.) Extension Activity

Use various concepts regarding their day-to-day life. Ask them to collect much more ideas regarding the concept and ideas. Practice it once a week. You can arrange a game for this activity.



## Learning outcome

Write small paragraphs in English from verbal, visual clues with appropriate punctuation marks.  
Write a continuous and meaningful passage

### Learning Activity: My School

1. Show the learners, labeled pictures of a school.
2. Student will observe the picture and read the labeled words and think about more related words.
3. Student will complete the sentences by using proper words or phrases.
4. Write the sentences in proper order to make a short paragraph on "My School".

## Solved Activity

### Labelled picture of a school and supporting words



- Name of the school...Janata School
- spacious
- huge playground.
- kind and loving teachers
- new activities
- good and studious friends, make fun
- located- at the center of village or town
- beautiful (building)
- 40 teachers.

### Incomplete sentences:

- My school has (spacious) buildings.
- I love my school because we learn (new activities) every day.
- The building of my school is very (beautiful)
- My school name is (Janata School)

## Practice

Observe the above picture and labels. Complete the following sentences.

- There are ..... ,..... teachers.
- They are .....and .....
- I have many ..... friends. We play together and .....
- It is located .....
- I love my school .....

**Extension Activity** - Write a short paragraph on my village/town/city/garden etc.

## Day: 2

### Learning outcome

Writes a description of a given process. Writes a short biography or autobiography of a thing, object or person of their choice

### Learning Activity

Story writing

Arrange the proper sequence of incidents happening in the story. The cunning wolf

- The clever wolf told the goat that he was drinking the sweet water there.
- The silly goat was left in the well
- The goat was silly
- The clever wolf jumped on the goat back and got out of the well.
- Goat wanted to know what the wolf was doing in the well
- A goat saw the wolf in the well
- Goat jumped into the well.
- He asked the goat to come down to drink some water

### Solved Activity

The cunning wolf

A goat saw the wolf in the well. Goat wanted to know what the wolf was doing in the well. The clever wolf told the goat that he was drinking the sweet water there. Wolf asked the goat to come down to drink some sweet water. The goat was silly. Goat jumped in the well. The clever wolf jumped on the goat back and got out of the well. The silly goat was left in the well.

### Practice: Read the story and rewrite it.

The Fox and The Crow

A Fox once saw a Crow fly off with a piece of cheese in its beak and settle on a branch of a tree.

The fox walked up to the foot of the tree. "Good day, Mistress Crow," he cried. "How well you are looking today: how glossy your feathers; how bright your eyes.

I feel sure your voice must surpass that of other birds, just as your figure does; let me hear but one song from you that I may greet you as the Queen of Birds."

The Crow lifted up her head and began to caw her best, but the moment she opened her mouth the piece of cheese fell to the ground, only to be snapped up by the Fox. The crow was sad.

**Extension Activity:** Write the story in your mother tongue

**Learning outcome** Writes a description of a given process.

**Learning Activity**

Watch the given picture carefully and write the events in it.



**Solved Activity**

For example actions - flying, grazing, walking

- 1) The man is walking after a bull.
- 2) The cow is grazing.
- 3) The birds are flying in the sky.

**Practice Activity:-**

- 1) Write the action words for actions happening at your home/class.
- 2) Write the sentences by using appropriate action words.

**Extension Activity:**

1. Find out 10 action words from the textbook
2. Write 10 sentences by using action words.

### Day - 3

**Learning outcomes:** Writes various types of informal letters.

**Learning Activity:** Informal letters points

- Inviting a friend for a birthday.
- Asking sorry or apologize to someone
- Congratulating a friend for his success
- seeking permission from parents.

Now complete the following letter.

Write a letter to your friend about a poem compilation activity in your class. Dear Anu,

Thanks for your letter, .....

Next week, we have.....Can you suggest a good poem?

Please ..... Convey .....

love to your sister, Yours lovingly,

Shital

#### **Solved Activity**

Dear Anu,

Thanks for your letter, for telling me about the cartoon movie Toy story.

Next week, we have a poem compilation activity in our class. Can you suggest a good poem?

Please write to me soon. Convey my regards to your parents and love to your sister,

Yours lovingly,

Shital Practice

Write a letter to your best friend inviting him/her to your birthday celebration

#### **Extension Activity :**

Collect letters on different topics and persons. Describe how to write a letter.

## Learning Outcomes:

Reads for pleasure independently. English storybooks, news et headlines, advertisements etc. without difficulty.

Reads silently with comprehension, write events in logical order.

Reads announcements in a clear, audible voice, with proper pronunciation

## Learning Activity

1. What is the name of your friend?

-----

2. What is Radhika's hobby ?

-----

3. Where does your friend live?

-----

4. What is her favourite subject?

-----

5. What does she want to learn?

-----

## Solved Activity

Smita's profile.

Favourite teacher : Miss Shobha

I want to become : A doctor

School name : Practice school, Lonikalbhor

Sumit

My Favourite Subject : Science

Name : SmitaKapse

Friends name :

Practice

Prepare your own profile.

## Extension Activity:

Find your favourite cricketer's/actor's etc. profile and write them in your diary/notebook

Read the specimen given below. Now write your friend's profile using his/her answers.

खाली दिलेला नमुना वाचा. तुमच्या मित्राची/मैत्रिणीची उल्लेखित प्रेरणा असेच पात्र तयार करा.

P3



## DAY -4

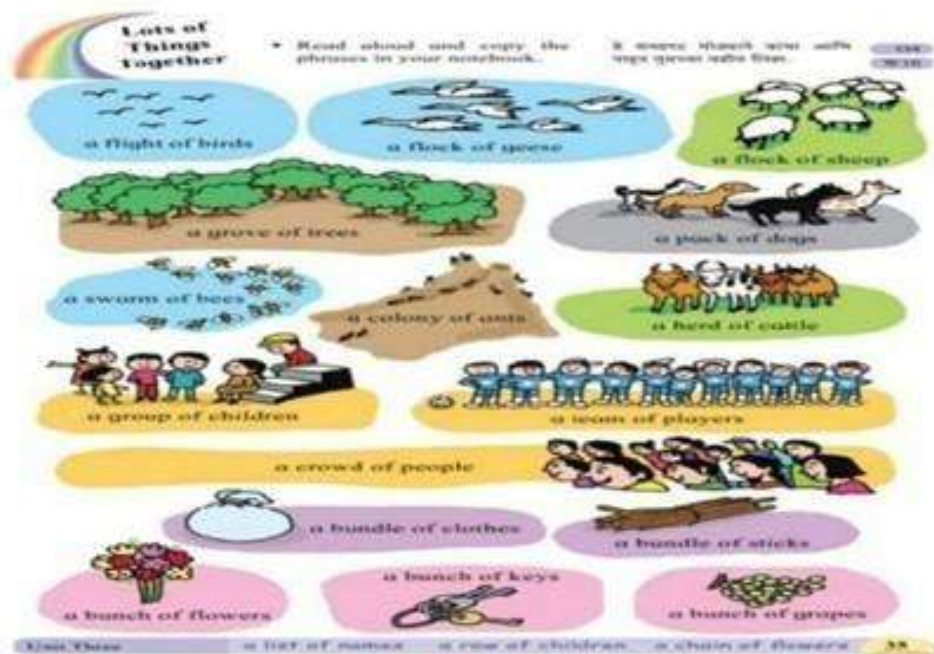
### Learning Outcomes

Reads for pleasure independently. English storybooks, news et headlines, advertisements etc. without difficulty.

Reads silently with comprehension, write events in logical order.

Reads announcement sin a clear, audible voice, with proper pronunciation

### Learning Activity



### Solved Activity

Write the phrases given in the activity and read the phrases again and again.

A flight of birds. A flock of geese. A grove of trees.

### Practice Activity

Search the phrases from textbook and write in your notebook.

Read those phrases with proper pronunciation and stress.

**Extension Activity:** Ask the students to collect such types of words and phrases.

**Learning Outcomes:** Reads announcements in a clear, audible voice, with proper pronunciation  
Reads silently with comprehension, write events in logical order

**Learning Activity**

The school has organized a Story-telling Competition for Classes V, VI and VII from 21st to 25th of June. The competition will be held in the school hall at 10 a.m.in the morning.

Children may select -

1. A Fable
2. A True Story
3. A Funny Story
4. A Folk-Tale
5. A Fairy-Tale

Three prizes will be given for each category.

The time limit is 3 to 5 minutes. Those who wish to participate may contact Mrs. Sanjana Mohite for other details.

They must register their names with her before the 16 th of

June. Read the announcement and answer the questions.

1. What is the announcement about?.....
2. On which date will the competition be held? .....
3. How many categories are finalized for the competition?
4. What is the time limit for the competition?
5. To whom do you register your names for the competition?

*Teachers may ask many more such types of questions to get to know the students' understanding of the announcement.*

**Solved Activity**

E.g. How many categories are finalized for the competition?

Ans: There are five categories for the competition

**Practice Activity:**

Ask the students to read the announcements again and write the answers in their notebook.

**Extension Activity:**

Ask the students to collect such types of announcement and try to understand the words and their pronunciation properly.



## DAY -5

**Learning outcome: Uses synonyms given in the textbook.Learning Activity**

**Activity No-1** Choose the correct synonyms of the given words.

**2.Big**

( long , little , large )

**4.Shut**

( close , open , move )

**6 Cry**

( speak , tell , weep )

**8.Angry**

( annoyed, happy , sad )

**1.Advantage**

( loss , benefit , disadvantage)

**3.Broad**

( narrow, short , wide )

**5.Bold**

( scary , brave , calm)

**7.Certain**

( Perfect , sure , good )

**9.End (finish, sure, good)**

**10.Build**

( Set , construct , break )

### **Solved Activity**

Set of Synonyms

Big - large

Shut- close

Cry - weep

Advantage- benefit

Broad - wide

Certain -

SureComplete - finish

Practice

Match the pairs of correct synonyms.

A

B

1. Good.

come

2. Pretty.

Construct

3. Arrive.

Fine

4. Certainly

Finish

5 .End

Sure

6. Build.

Beautiful

**Extension Activity:** Find out some more synonyms from your textbook.

**Learning outcome:** Uses synonyms given in the textbook. Learning Activity:

Match the pairs ..

Old -	Choose	Speak -	
	SingleStart -	Happy	
	Under -	Unhappy	
Angry -	Correct	One -	Hold
Glad -	Talk	True -	Simple
Sad -	Baby	Keep -	Hard
Easy -	beautiful	Difficult -	Close
Mistake -	Ancient	Infant -	Quick
Pretty -	Begin	Damage -	annoyed
Near -	Below	Select -	Error
Fast -	Hurt		

### Solved Activity

**Match the pairs of synonyms.**

A	B
Old	Ancient
Start	Begin
Under	Below
Angry	Annoyed
One	Single
Glad	Happy
True	Correct
Sad	Unhappy
Keep	Hold
Easy	Simple
Difficult	Hard
Talk	speak
Infant	Baby
Mistake	Error
Pretty	Beautiful
Damage	Hurt
Close	Near
Select	Choose
Fast	Quick

**Practice Activity:**

Fill in the blanks from the given words into the bracket.

1. Radha is a ---- girl. (pretty )
- 2 ----- this flower in your hand. ( keep )
3. Don't----- my plant. ( hurt )
4. The temperature is ----- zero degree Celsius. ( under )
5. My school-----at 10:00 o'clock. ( start )

**Extension Activity**

Find synonyms by using any source. Eg internet, dictionary, textbook etc.

## DAY-06

### Learning outcome :

Writes dictation of words, phrases and sentences for different purposes such as lists, paragraphs etc.

### Learning Activity

Activity: Framing sentences of like and dislikes

1. Show learners specific sentence structure.
2. They will observe the structure and read the words on the table and think about more related words.
3. They will frame the sentences by using proper words from the table.
4. They will write more sentences on their own.

### Solved Activity

Teaching - sentence structures: -

- I like.....
- I do not like.....
- He likes.....
- He does not like...

I	Like	my
We	do not like	school. my
You	Likes	village. the
They	Does not like	pen.
He		the story books.
She		grapes.
It		Japan.
		biscuits.
		the pen.
		flowers.
		ice cream.
		my pet
		cat.
		my teacher.
		history.

First Sentence structure

1. I like....
2. I do not like.....
3. They do not like .....

Second Sentence structure

1.He likes....

- He likes story books.
- She likes the pencil
- It likes grapes.

2.He does not like....

- He does not like story books.
- She does not like the pencil.
- It does not like grapes.

Write more sentences using the above table.

Practice

Observe the above table, write more sentences of the same structure. Frame short sentences of likes and dislikes.

**Extension Activity**

Write a short paragraph using likes and dislikes. Write sentences as per the given structures.

## DAY -07

**LEARNING OUTCOMES: Uses various dictionaries to find out the new words .**

Learning Activity

Looks up the spelling of words in a standard dictionary.

Dictionary Task- play a game with the help of a good Dictionary.

Solved / Demo Activity

Instructions –

Look at the words given below . They all are familiar words. If you find it difficult, use the dictionary.

1. uniform      2. country      3.office
4. note - book                      5. sharpener      6.eraser
7. school

Now use the above words to complete the sentences.

- 1.I write in my notebook.
- 2.My father brought me a new uniform.
- 3.We sharpen our pencils with \_\_\_\_\_
- 4.I love my\_\_\_\_\_
- 5.This is my \_\_\_\_\_
- 6.Divya erases with\_\_\_\_\_.
- 7.My mother goes to \_\_\_\_\_

Practice Work - Now try to solve another activity.

You have to use a good bilingual (English - Marathi)

dictionary.Activity- Look at the words in the square.

(Milk, Elephant, Tiger, Mango, kitchen, peacock, Bat, Pen)

- 1.My mother cooks in the \_\_\_\_\_ .      2 \_\_\_\_\_ is a beautiful bird.
- 3.Pappa gives me a \_\_\_\_\_ .                      4.I write with my \_\_\_\_\_ .
5. \_\_\_\_\_ is our National Animal.      6 \_\_\_\_\_ is a sweet fruit.
- 7.We must drink \_\_\_\_\_ to be strong

Extension Activity

- Write all above words in your notebook.
  - Find out the meanings of the words from a dictionary.
- Then write down all these words alphabetically in your notebook.

## DAY -08

### Learning outcome

Writes paragraphs in English from verbal, visual clues with appropriate punctuation marks.

Writes a continuous and meaningful passage.

**Learning Activity:** Activity-“Writing short simple sentences” Facilitator shows the chart to help writing short sentences.

Students will write the sentences with the help of the following chart.

I, We, You, He, She, It They	am /is /are	a boy , a girl, a doctor, doctors , a table, a player , a teacher, teachers ,workers, my friend, my mother, very good students, a pen, helping in studies, a parrot etc...
---------------------------------------	-------------	--

### Solved Activity

- Look at the chart given above and write short sentences.

Clues- I am ..... , He/ She/ It is..... ,We/You /They are.....

e.g. - I am.... a doctor. We are .....doctors.

It is .....a parrot.

I am a boy.

We are students. He is my friend.

She is a girl. It is a pen. It is a table.They are teachers.

### Practice Activity

Write more sentences using the above given clues in the chart.

### Extension Activity

- Write the sentences using the singular and plural form of the Nouns.

## Learning Outcome

Writes a short biography/autobiography of a thing, person or an object of their choice.

### Learning Activity

Activity- "Writing An Autobiography".

Show the sentences to write this activity. Sentences are familiar to students. They will read and write. If they are not able to write appropriately then give them clues or use pictures if necessary.

### Solved Activity

1. Look at the following sentences and see how they are completed.

1. I am a boy....(boy/girl)
2. I'm Studying in std..... (5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>)
3. I am good in (studies ,playing)
4. I have a.....(brother ,sister)
5. We ..... together (play, study , work)
6. We have a big..... (Playground, class)

### Practice

Write many sentences looking above examples and write a paragraph on biography or autobiography of your friend, another person, thing or any object

### Extension Activity

Write a paragraph of a biography of your father, uncle, thing or any object etc.



## DAY -09

**Learning Outcomes:** Understands questions, requests, commands in games and sports and acts accordingly

**Learning Activity :** Matching

Instruction: Read the sentences and match them with their expressions appropriately.

A) Sentences	B) Expressions
What is your name?	Request
Please give me your pen.	Command
Open the door.	Question

### Solved Activities

Read the sentences and match them with their expressions appropriately.

A) Sentences	B) Expression
Where's Shama?	Question
Please get some food.	Request
"Stop, Stop, you wicked birds"	Command

Practice

- 1) Find out and write 4 questions from the book.
- 2) Find out and write 4 sentences of requests from the book.
- 3) Find out and write 4 sentences of command from the book.

Extension Activities

Watch YouTube videos with given links.

**Learning Outcomes: Understands questions, requests, commands in games and sports and acts accordingly**

Learning Activity: Activity 1.

Read the questions and encircle the correct answer.

1. A: When is the cricket game?  
B: It's great. /It's on Saturday.
2. A: Where is my English book?  
B: It's on the table. /It's from China.
3. A: Whose bike is this?  
B: The bike is blue. / It's my uncle's bike.
4. A: How many friends do you have?  
B: Five. /Five years old.
5. A: What is in your bag?  
B: It's next to the desk. / There's a notebook.
6. A: Who is your English teacher?  
B:Mr. Suresh is here./ It's Mr. Suresh

Solved Activity / Demo :

e.g. - A: When is the cricket game?  
B: It's great./It's on Saturday.

Practice :

1. Prepare speaking cards of food, friend, animal, bird and hobby.
2. Take one card and answer the questions.

e.g. Speaking card – Food

- 1.What is your favorite dish?
- 2.Why do you like it?
- 3.When do you eat it?
- 4.How often do you cook it?



Which ingredients do you need for it?

Extension Activity/ Parallel Activity/ Reinforcement:

Make a list of your daily used school materials and say one sentence about it.  
I.e. Pen, Pencil, notebook, eraser etc.



### 1. Listen and act

1. Jump up and down.
2. Clap your hands.
3. Raise your hands.
4. Stamp your feet.
5. Touch your nose.
6. Wave your hand.
7. Touch your toes.
8. Touch your head.
9. Turn around.
10. Stand on one foot.

Extension Activity/ Parallel Activity/ Reinforcement :

1. Complete the following command.



H ..... up.

Make .....

Open .....

2. Different role playing activities / dramatization and try to use it outside the class.

**Learning outcomes : Frames different questions on various topics and situations**

**Learning Activity**

1. Activity- In the living room
2. Show learners a picture of 'The living Room'
3. The learners will observe the picture and point out a few things they can see. Then learners will frame 'Wh- questions' using the words

Solved Activity

- Pillow
- Clock, Shoes etc
- Sofa
- TV
- Laptop
- Window



1. What is the colour of the sofa?
2. Where is the newspaper?
3. What is the colour of the curtain?

4 .How many windows are there?

Practice

Observe the picture again and frame more questions



Extension Activity

- Observe the picture given below and frame 'Wh- questions'

## LEARNING OUTCOMES

### Frame different questions on various topics and situations

#### LEARNING ACTIVITY : What is question?

It is a sentence or phrase that ask for an answer. Asking question is an art. It helps the learners to develop their communication skill.

There are Two types of questions.

- 1.WH questions-These types of questions always begin with W/H word
- 2.Verbal Questions-These types of questions always begin with helping verbs/Modal auxiliaries. They always carry the answer Yes/No

How to frame WH questions -

1. When - Time (at 9 O'clock, in the morning,afternoon,evening,today,yesterday etc.)
2. Where- Place (Pune,Mumbai,Nagpur,Solapur etc.)
3. Why- Reason
4. What- object
- 5.How- Situation
- 6.Who - Person
- 7.Which - Things/objects
8. How many- Numbers(Countable)
9. How much- Numbers(uncountable)
- 10.How far/long - distance

#### SOLVED / DEMO ACTIVITY : A) Match to frame questions.

- |                       |                                |
|-----------------------|--------------------------------|
| 1) Where are you..... | a) coming back?                |
| 2) Why are you.....   | b) feeling now?                |
| 3) What is he.....    | c) going to buy from the Mall? |
| 4) How is she.....    | d) late today?                 |
| 5) When are they..... | e) going ?                     |

Answers:

Where are *you going* ?  
Why are you *late today*?  
What is he *going to buy from the Mall*?  
How is she *feeling now*?  
When are they *coming back*?

#### PRACTICE WORK:

Choose the correct question word to frame meaningful question.

- |                               |                                  |
|-------------------------------|----------------------------------|
| 1.....is your name?           | 2 .....buys an ice cream to you? |
| 3. ....is your school?        | 4 ..... do you go to school?     |
| 5.....is your favourite game? | 6 ..... books are on the table ? |

#### EXTENSION ACTIVITY :

Now Complete the sentences using the correct word from the word bank.

Do	Does	What	When
Why	Where	How	Who

- |                        |                                  |
|------------------------|----------------------------------|
| 1.....are you going?   | 2 .....did you reach Dubai?      |
| 3.....are you doing?   | 4 ..... old are you?             |
| 5.....she read a book? | 6 .....you like to play cricket? |

**A.S.D.GOVERNMENT DEGREE COLLEGE FOR WOMEN (AUTONOMOUS)**  
**DEPARTMENT OF ENGLISH**  
**2018-19 BRIDGE COURSE**  
**QUESTION PAPER (POST-TEST)**

**Max.Marks: 30**

**Time: 1Hr**

**SECTION –A      READING COMPREHENSION**

**I.A) Read the given paragraph carefully and answer the questions that follow: 5x1=5M**

Global vaccination programs are introduced to prevent some dreaded diseases. The world's children are expected to be vaccinated against six common childhood diseases such as tuberculosis, diphtheria, whooping cough, tetanus, polio and measles. The percentage of the world's children vaccinated in the first year of life varies across continents.

From the chart above it is clear that Europe is the continent with the most advanced immunization programs. Next is the position of America. Southeast Asia has the least developed program. Africa stands slightly higher than that except for DPT alone. All diseases deserve more attention for vaccination, especially in Southeast Asia and Africa. But worldwide polio deserves the most attention.

**1. What are the six common childhood diseases that the world's children are expected to be vaccinated against? (    )**

- A) Influenza, cholera, typhoid
- B) Tuberculosis, diphtheria, whooping cough, tetanus, polio, and measles
- C) Mumps, rubella, smallpox

**2. Which continent has the most advanced immunization programs? (            )**

- A) Europe                      B) America                      C) Southeast Asia

**3. Which continent has the least developed immunization program? (            )**

- A) Europe                      B) America                      C) Southeast Asia

**4. How does Africa compare to Southeast Asia in terms of vaccination programs? (    )**

- A) Africa has more advanced programs
- B) Africa has the same level of development as Southeast Asia
- C) Africa has less developed programs

**5. Which disease deserves the most attention for vaccination globally? (            )**

- A) Tuberculosis              B) Diphtheria                      C) Polio

**I B) Read the given paragraph carefully and answer the questions that follow: 5x1=5M**

There are three main groups of oils-animal, vegetable and mineral. Great quantities of animal oil come from whales, creatures of the sea, which are the largest of the animals remaining in the world. To protect the whales from the cold of the Arctic seas, nature has provided them with a thick covering of fat, called blubber. When the whale is killed, the blubber is stripped off and boiled down. It produces a great quantity of oil which can be made into food for human consumption. A few other creatures yield oil, but none so much as the whale. The livers of the cod and halibut, two kinds of fish, yield nourishing oil. Both cod liver oil and halibut oil are given to sick children and other invalids who need certain vitamins. Vegetable oil has been known from very old times. No household can get on without it, for it is used in cooking. Perfumes may be made from the oils of certain flowers. Soaps are made from eatable and animal products and the oils of certain flowers.

**1. The main source of animal oil, is – (            )**

(A) fish    (B) whale    (C) seaweeds    (D) plants

**2. Vegetable oil is mainly used for – (     )**

(A) eating    (B) cooking    (C) frying    (D) lubricating

**3. The.....of fish yields nourishing oil. (            )**

(A) liver    (B) stomach    (C) eyes    (D) head

**4. The thick protective covering of fat on a whale is called a – (            )**

(A) skin    (B) cell    (C) blubber    (D) fins

**5.. ..... are made from vegetable, animal products and the oils of certain flowers.**

(A) Perfumes    (B) Cosmetics    (C) Cooking medium    (D) Soaps

### **SECTION – B GRAMMAR & WRITING**

**II. Write a letter to your cousin about your farewell party celebrations. 5Marks**

**III. Re write the following sentences by using If clause. 3X1=3Marks**

1. Study regularly. You will do well in the examination.

2. Don't spit on the road. You will be fined.

3. Walk fast. You will catch the bus.

**IV. Write the synonym for the given word 3x1=3Marks**

1. hermit    2. wounded    3. Abandoned

**V. Write the opposite word for the given word 3X1=3 Marks**

1. lost    2. Grow    3. Cruel

**VI. Re arrange the following jumbled sentences into a meaningful sentence 6X1=6Marks**

1. many/festivals/celebrated/in/types/India/of/are

2. called/rose/the/queen/the/is/flowers/of

3. the ship of the desert/camel/called/is/the

4. help/minerals/growth/the/body/of/in/the

5. tigers / natural / it / home /is / for / a /protected

6. is/it/game/cheap/very/a



Department of English  
2018-2019  
Bridge Course Pre Test & Post Test Marks

S.NO	NAME OF THE STUDENT	GROUP	PRE TEST MARKS 20	POST TEST MARKS 30
1	N.Pvani	B.A	14	27
2	B.Sireesha	B.A	14	24
3	B.Kruparani	B.A	13	24
4	B.Sravani Durga	B.A	14	25
5	D.Padma	B.A	15	26
6	D.Lavanya	B.A	14	27
7	G.Sireesha	B.A	16	25
8	K.Sandhya	B.A	14	26
9	K.Ratna Kumari	B.A	15	26
10	K.Sruthi	B.Com	13	27
11	K.Surya Kumari	B.Com	14	24
12	K.Bala	B.Com	16	25
13	M.Manikyam	B.Com	14	26
14	M.Akhila	B.Com	13	26
15	M.Prathima	B.Com	15	25
16	M.Ramya Krishna	B.Com	16	27
17	O.Prudhvi Devi	B.Com	14	26
18	P.Kameswari	B.Com	14	27
19	S.Durga Devi	B.Com	16	27
20	P.Haritha	B.Com	16	26
21	P.Govindamma	B.Com	15	26
22	P.Baby Shalini	B.Com	14	27
23	t.Anitha	B.Com	16	26
24	T.Satya vani	B.Com	15	26
25	V.Sravani	B.Com	13	27
26	Y.Vijaya santhi	B.Com	14	26
27	A.Jayalakshmi	B.Com	16	27
28	A.Kameswari	B.Com C.A	14	24
29	A.Manasa	B.Com C.A	16	25
30	B.Sharmila	B.Com C.A	16	23
31	D.AdiLakshmi	B.Com C.A	16	26
32	D.Rajeswari	B.Com C.A	17	25
33	D.Bhavani	B.Com C.A	14	24
34	G.Rajeswari	B.Com C.A	16	26
35	G.Santhi Mahalakshmi	B.Com C.A	15	26
36	G.Srikanya	B.Com C.A	16	27
37	G.Srilakshmi	B.Com C.A	17	25
38	G.Anitha	B.Com C.A	14	24
39	G.Prasanthi	B.Com C.A	16	25
40	G.Yamuna	B.Com C.A	17	26
41	G.Anupriya	B.Com C.A	17	27
42	G.Manasa	B.Com C.A	16	25
43	J.Veeralakshmi	B.Com C.A	16	24

44	K.Durga Bhavani	B.Com C.A	16	27
45	K.Chinnari	CBZ	17	24
46	K.Indradhana Lakshmi	CBZ	16	25
47	K.Veera latha Veni	CBZ	17	26
48	K.Jyothi	CBZ	16	26
49	K.Priyanka	CBZ	16	27
50	K.Jyothi	CBZ	17	26
51	M.Devika	CBZ	16	27
52	M.kusuma	CBZ	16	26
53	M.BhagyaLakshmi	CBZ	14	27
54	M.Leela Srujana	CBZ	15	26
55	N.Nookamani	CBZ	16	27
56	C.Nagadevi	CBZ	14	24
57	C.Spandana	CBZ	16	25
58	D.Roshini	CBZ	14	26
59	G.Surya Kala	CBZ	14	25
60	K.Mounica	CBZ	14	25
61	K.Gayathri	M.B.C	16	25
62	K.Supraja	M.B.C	15	26
63	K.Jayaveera Lakshmi	M.B.C	16	25
64	K.Sowmya Chandrika	M.B.C	17	24
65	M.Jeeva	M.B.C	16	26
66	N.Chandini	H.Sc	14	26
67	P.Devi	H.Sc	16	24
68	S.Padma Rani	H.Sc	17	25
69	T.Veera Ramya	H.Sc	16	26
70	A.Pavani Naga Durga	H.Sc	17	27
71	A.Sita Mahalakshmi	H.Sc	16	26
72	A.Baby Chandana	H.Sc	16	25
73	C.Varalakshmi	H.Sc	15	24
74	Ch.Varalakshmi	H.Sc	14	24
75	Ch.Sri varalakshmi	H.Sc	16	24
76	Ch.Rani	H.Sc	17	23
77	Ch.Devi	Horticulture	16	24
78	Ch.Suma	Horticulture	17	23

79	D.Jahnavi	Horticulture	16	24
80	D.Vanisri	Horticulture	16	25
81	D.Levia	Horticulture	15	26
82	E.Padimini Devi	MPC	14	27
83	G.Meghana Sri	MPC	16	26
84	G.Dhana Lakshmi	MPC	17	27
85	G.Krishna Veni	MPC	17	26
86	K.Uma devi	MPC	16	25
87	K.Dhanya	MPC	17	26
88	K.Ratna Lakshmi Kumari	MPC	16	27
89	K.Mutyalamma	MPC	16	25
90	K.Devi	MPC	16	26
91	M.Sai Pushpa	MPC	16	25
92	M.Parimala	MPC	17	25
93	P.Eswari Anjali	MPC	16	26
94	P.Satya Janani	MPC	14	26
95	P.Sireesha	MPC	15	27
96	P.Varalakshmi	MPC	16	25
97	P.Devi	MPC	17	25
98	R.Sravani	MPC	16	26
99	T.Sireesha	MPC	16	26
100	T.Varalakshmi	MPC	16	26
101	V.Nagasiva Lakshmi	MPC	17	24
102	V.Bhavani	MPC	16	26

*Surya*



6-07-2018 to 17-07-2018

July 2018  
Pupils Attendance Register

Sl. No	Name	Date	Attendance												Total Marks	
			6	7	8	9	10	11	12	13	14	15	16	17	Present	Test
MDC	61	Madhu - souunka	P	P	P	P	P	P	A	P	P	P	P	14	25	
"	62	Manjiri - dayathri	P	P	P	P	P	P	P	P	P	P	P	15	25	
"	63	Koogalla - Supriya	P	P	P	P	P	P	P	P	P	P	P	15	25	
"	64	Koskoti - Jaya veeta lakshmi	P	P	P	P	P	P	P	P	P	P	P	16	25	
"	65	Rubane - Seemya Chandika	P	P	P	P	P	P	P	P	P	P	P	17	25	
H-Sc	66	Medireeti - Jeeva	P	P	P	P	P	P	P	P	P	P	P	16	25	
"	67	Nestripudi - Chandini	P	P	P	P	P	P	P	P	P	P	P	14	25	
"	68	Pakkivendi - Devi	P	P	P	P	P	P	P	P	P	P	P	16	25	
"	69	Saranavalla - Padmakani	P	P	P	P	P	P	P	P	P	P	P	17	25	
"	70	Thirali - Veera Pranya	P	P	P	P	P	P	P	P	P	P	P	16	25	
"	71	Talanki - Eswari Rajadurga	P	P	P	P	P	P	P	P	P	P	P	15	25	
"	72	Tiruvani - Siddhah Lakshmi	P	P	P	P	P	P	P	P	P	P	P	16	25	
"	73	Tirumathi - Baby Chandana	P	P	P	P	P	P	P	P	P	P	P	15	25	
"	74	Challapudi - Vasalakshmi	P	P	P	P	P	P	P	P	P	P	P	14	25	
"	75	Chalumathli - Vasalakshmi	P	P	P	P	P	P	P	P	P	P	P	16	25	
"	76	Chittala - Vasalakshmi	P	P	P	P	P	P	P	P	P	P	P	17	25	
H-Sc	77	Chukka - Devi	P	P	P	P	P	P	P	P	P	P	P	16	25	
"	78	Chukka - Uma	P	P	P	P	P	P	P	P	P	P	P	17	25	
"	79	Chalati - Jahnavi	P	P	P	P	P	P	P	P	P	P	P	16	25	
"	80	Chandangi - Vanthi	P	P	P	P	P	P	P	P	P	P	P	16	25	
"	81	Chandangi - Leela	P	P	P	P	P	P	P	P	P	P	P	15	25	
MDC	82	Erappa - Padmini Devi	P	P	P	P	P	P	P	P	P	P	P	14	25	
"	83	Gandham - Meghana Sri	P	P	P	P	P	P	P	P	P	P	P	16	25	
"	84	Garra - Dhana Lakshmi	P	P	P	P	P	P	P	P	P	P	P	14	25	
"	85	Garra - Krishna Lakshmi	P	P	P	P	P	P	P	P	P	P	P	16	25	
"	86	Kadali - Uma Devi	P	P	P	P	P	P	P	P	P	P	P	17	25	
"	87	Kanaka - Gayatri	P	P	P	P	P	P	P	P	P	P	P	16	25	
"	88	Kolla - Purna Lakshmi Kumari	P	P	P	P	P	P	P	P	P	P	P	17	25	
"	89	Kolla - Muthalamma	P	P	P	P	P	P	P	P	P	P	P	16	25	
"	90	Koruprolu - Devi	P	P	P	P	P	P	P	P	P	P	P	16	25	

పిల్లల హాజరుపట్టి

Sl. No	7	8	9
Present	Absent	Half Present	Half Absent
14	15	16	17
18	19	20	21
22	23	24	25
26	27	28	29
30	31		

6-07-2018 to 17-07-2018

July 2018  
Pupils Attendance Register

Sl. No	Name	Date	Attendance												Total Marks	
			6	7	8	9	10	11	12	13	14	15	16	17	Present	Test
MDC	91	Machhapuri - Sai Pushpa	P	P	P	P	P	A	P	P	P	P	P	16	25	
"	92	Machha - Parimala	P	P	P	P	P	P	P	P	P	P	P	17	25	
"	93	Paravada - Eswari Anjali	P	P	P	P	P	P	P	P	P	P	P	16	25	
"	94	Penke - Satya Janani	P	P	P	P	P	P	P	P	P	P	P	14	25	
"	95	Penke - Srishta	P	P	P	P	P	P	P	P	P	P	P	15	25	
"	96	Pithoi - Vasalakshmi	P	P	P	P	P	P	P	P	P	P	P	16	25	
"	97	Pulikonda - Devi	P	P	P	P	P	P	P	P	P	P	P	17	25	
"	98	Rajakula - Sravani	P	P	P	P	P	P	P	P	P	P	P	16	25	
"	99	Thammamra - Srishta	P	P	P	P	P	P	P	P	P	P	P	16	25	
"	100	Thammampala - Vasalakshmi	P	P	P	P	P	P	P	P	P	P	P	14	25	
"	101	Vilabhadrasu - Nagasuntalaksi	P	P	P	P	P	P	P	P	P	P	P	17	25	
"	102	Vanka - Bhavani	P	P	P	P	P	P	P	P	P	P	P	16	25	

పిల్లల హాజరుపట్టి

Sl. No	7	8	9
Present	Absent	Half Present	Half Absent
14	15	16	17
18	19	20	21
22	23	24	25
26	27	28	29
30	31		

Suryakante



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