

***GOVERNMENT DEGREE COLLEGE,
PEDDAPALLI***



Government Degree College
Peddapalli

**A CERTIFICATE COURSE IN
COMMUNICATION SKILLS**

&

SPOKEN ENGLISH(2021-22)

(FROM 07-02-2022 TO 05-03-2022)

ORGANISED BY

DEPARTMENT OF ENGLISH and BOTANY

1. Objectives

On completion of the course students should be able to:

1. To Provide opportunities among the learners in Communication skills.
2. To embrace creative, and visually interpretative aspects of the subject.
3. To enable them for acquire speaking Skills in English.

2.Duration: 21 days(07-02-2022 to 05-03-2022)

3.Medium of Instruction : English

4.Eligibility:

i) The candidate should be 18 years.

ii) Intermediate

Scheme of Examination :

Examination pattern	MARKS
Theory	50
Total	50



DELIVERING A LECTURE



Syllabus of Certificate Course

Day-1

Role and Importance of Communication

Communication helps managers to perform their jobs and responsibilities. Communication serves as a foundation for planning. All the essential information must be communicated to the managers who in-turn must communicate the plans so as to implement them.

Organizing also requires effective communication with others about their job task. Similarly leaders as managers must communicate effectively with their subordinates so as to achieve the team goals. Controlling is not possible without written and oral communication.

Managers devote a great part of their time in communication. They generally devote approximately 6 hours per day in communicating. They spend great time on face to face or telephonic communication with their superiors, subordinates, colleagues, customers or suppliers. Managers also use Written Communication in form of letters, reports or memos wherever oral communication is not feasible.

Thus, we can say that “**effective communication is a building block of successful organizations**”. In other words, communication acts as organizational blood.



The importance of communication in an organization can be summarized as follows:

1. Communication **promotes motivation** by informing and clarifying the employees about the task to be done, the manner they are performing the task, and how to improve their performance if it is not up to the mark.
2. Communication is a **source of information** to the organizational members for decision-making process as it helps identifying and assessing alternative course of actions.
3. Communication also plays a crucial role in **altering individual's attitudes**, i.e., a well informed individual will have better attitude than a less-informed individual. Organizational magazines, journals, meetings and various other forms of oral and written communication help in moulding employee's attitudes.
4. Communication also **helps in socializing**. In today's life the only presence of another individual fosters communication. It is also said that one cannot survive without communication.

5. As discussed earlier, communication also assists in **controlling process**. It helps controlling organizational member's behaviour in various ways. There are various levels of hierarchy and certain principles and guidelines that employees must follow in an organization. They must comply with organizational policies, perform their job role efficiently and communicate any work problem and grievance to their superiors. Thus, communication helps in controlling function of management.

An effective and efficient communication system requires managerial proficiency in delivering and receiving messages. A manager must discover various **barriers to communication**, analyze the reasons for their occurrence and take preventive steps to avoid those barriers. Thus, the primary responsibility of a manager is to develop and maintain an effective communication system in the organization.

Day-2

Verbal Communication

Vocal communication is accompanied by auditory signals produced by a vibrating organ, such as the larynx in mammals' throats. The vocal communication is the process through which speakers' express emotions by changing the nonverbal components of their speech, and listeners use nonverbal aspects of speech to infer the speaker's emotional experience. This comprises aspects of the voice such as intonation, stress, volume, speed, and accent interference. We use vocal communication to frame our message more effectively. This form of communication, as well as voice features such as pauses and focus stress, are used to build a structure that allows the listener to follow your message.

- **Intonation** – Intonation defines how the pitch of your voice increases and falls during a speech. A shift or variation in pitch can have an impact on the meaning of what we say.
- **Stress** – Stressing is the process of emphasizing a word or statement in order to bring attention to it. Stress syllables and words are said louder, for a longer period of time, and with a higher pitch. When the speaker is monotone, these crucial cues are missing, and the message becomes puzzling.
- **Pauses** – The pause allows the speaker to gather his or her thoughts before making the final argument. This allows the audience to stay up with you while also giving them time to process what you just stated.
- **Focus Stress** – The listener's attention is drawn to a certain word or phrase when there is focus tension. The employment of focus stress is used to clarify, emphasize, or demonstrate the difference.
- **Pace** – Pace is the rate at which you speak. The pace might be rapid, slow, or moderate, and it can fluctuate throughout. It is claimed to vary the tempo, quickening up at times and then slowing down depending on the scenario and the significance of the context, in order to keep the audience's attention.

Nonverbal Communication

Non-Vocal Communication is the technique of transmitting meaning without the use of written or spoken words. Non-verbal communication refers to any communication between two or more people that involves the use of facial expressions, hand motions, body language, postures, and gestures. These non-vocal cues can provide insights, supplementary information, and significance in addition to spoken communication.

Non-vocal elements such as unspoken symbols, signs, and signals to express meaning are examples of verbal communication. Non-vocal elements such as body language, gestures, facial emotions, and eye contact are examples of nonverbal communication.

- **Signals**

Signals are movements that are used to express to others one's wants, desires, and feelings. Signaling is a type of expressive communication. The primary goal of signals is to change a single environmental aspect in order to attract attention and convey meaning.

- **Signs**

Signs do not belong to any specific language, although they are found in practically every region of the world. The primary distinction between a sign and a signal is that a sign (such as traffic lights or a police officer's badge) has inherent meanings, but a signal (such as a scream for aid) is only a means through which extrinsic meanings can be formulated.

- **Symbols**

The symbol has been defined as any device that can be used to create an abstraction. Symbols are visual representations of an event, activity, object, person, or location that can be used to convey information about that event, action, thing, person, or location. Symbols can be used to communicate in both receptive and expressive modes. The more closely a symbol resembles what it represents, the more tangible it is.

- **Icons**

An icon is a visual representation of an application, a capability, or another concept or distinct thing that has meaning for the user. Icons are typically thought to be dense collections of linked and unconnected symbols.

- **Gestures**

A gesture is a movement of the hand, arms, or other bodily part meant to express or accentuate something, most often while speaking. Gestures can also develop a communication lexicon that is more or less unique to each culture.

- **Proxemics**

Proxemics is the study of how people from diverse cultures use time and space, as well as body positions and other elements, to communicate. The proxemics is the study of what people express by standing closer or farther apart. Standing very close to someone to whom we are about to disclose something private is one example. Another example is backing away from someone when we feel our personal space is being infringed upon.

Day-3

Barriers of Communication

The [communication barriers](#) may prevent communication or carry incorrect meaning due to which misunderstandings may be created. Therefore, it is essential for a manager to identify such barriers and take appropriate measures to overcome them. The barriers to communication in organizations can be broadly grouped as follows:

1. Semantic Barriers

These are concerned with the problems and obstructions in the process of encoding and decoding of a message into words or impressions. Normally, such barriers result due to the use of wrong words, faulty translations, different interpretations, etc.

For example, a manager has to communicate with workers who have no knowledge of the English language and on the other side, he is not well conversant with the Hindi language. Here, language is a barrier to communication as the manager may not be able to communicate properly with the workers.

2. Psychological Barriers

Emotional or psychological factors also act as barriers to communication. The state of mind of both sender and receiver of communication reflects in the effective communication. A worried person cannot communicate properly and an angry recipient cannot understand the message properly.

Thus, at the time of communication, both the sender and the receiver need to be psychologically sound. Also, they should trust each other. If they do not believe each other, they cannot understand each other's message in its original sense.

3. Organizational Barriers

The factors related to organizational structure, rules and regulations authority relationships, etc. may sometimes act as barriers to effective communication. In an organization with a highly centralized pattern, people may not be encouraged to have free communication. Also, rigid rules and regulations and cumbersome procedures may also become a hurdle to communication.

4. Personal Barriers

The personal factors of both sender and receiver may act as a barrier to [effective communication](#). If a superior thinks that a particular communication may adversely affect his authority, he may suppress such communication.

Also, if the superiors do not have confidence in the competency of their subordinates, they may not ask for their advice. The subordinates may not be willing to offer useful suggestions in the absence of any reward or appreciation for a good suggestion.

Day-4

Effective Communication



Day-5

- Making Presentation_ Create a presentation Article
- Save Article
- Design Article
- Share and collaborate Article
- Give a presentation Article
- Set up your mobile apps Article
- Learn more Article

Next: Intro to PowerPoint

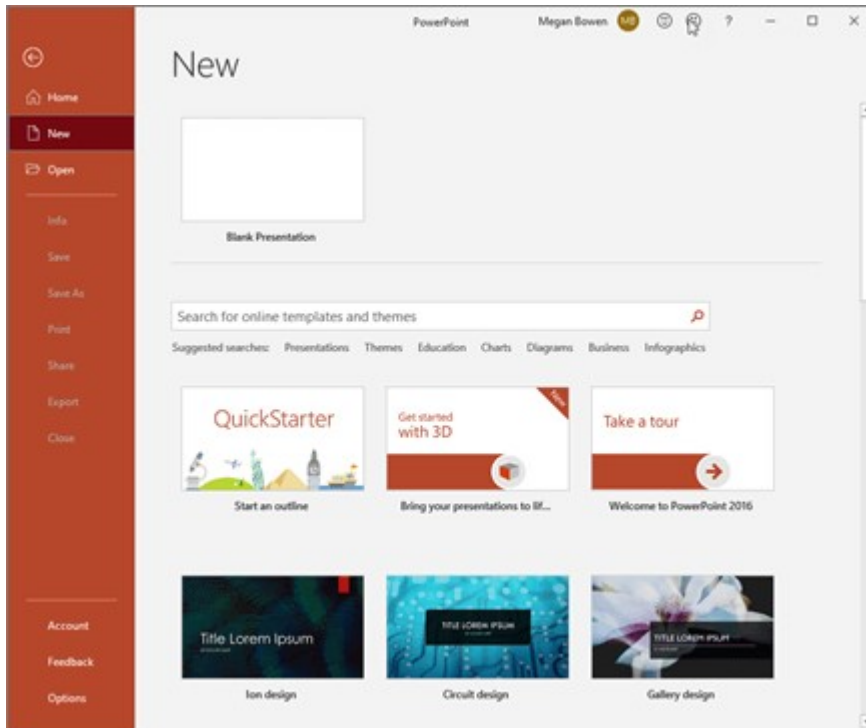
Create a presentation in PowerPoint

With PowerPoint on your PC, Mac, or mobile device:

- Create presentations from scratch or a template.
- Add text, images, art, and videos.
- Select a professional design with PowerPoint Designer.
- Add transitions, animations, and motion.
- Save to OneDrive, to get to your presentations from your computer, tablet, or phone.
- Share and work with others, wherever they are.

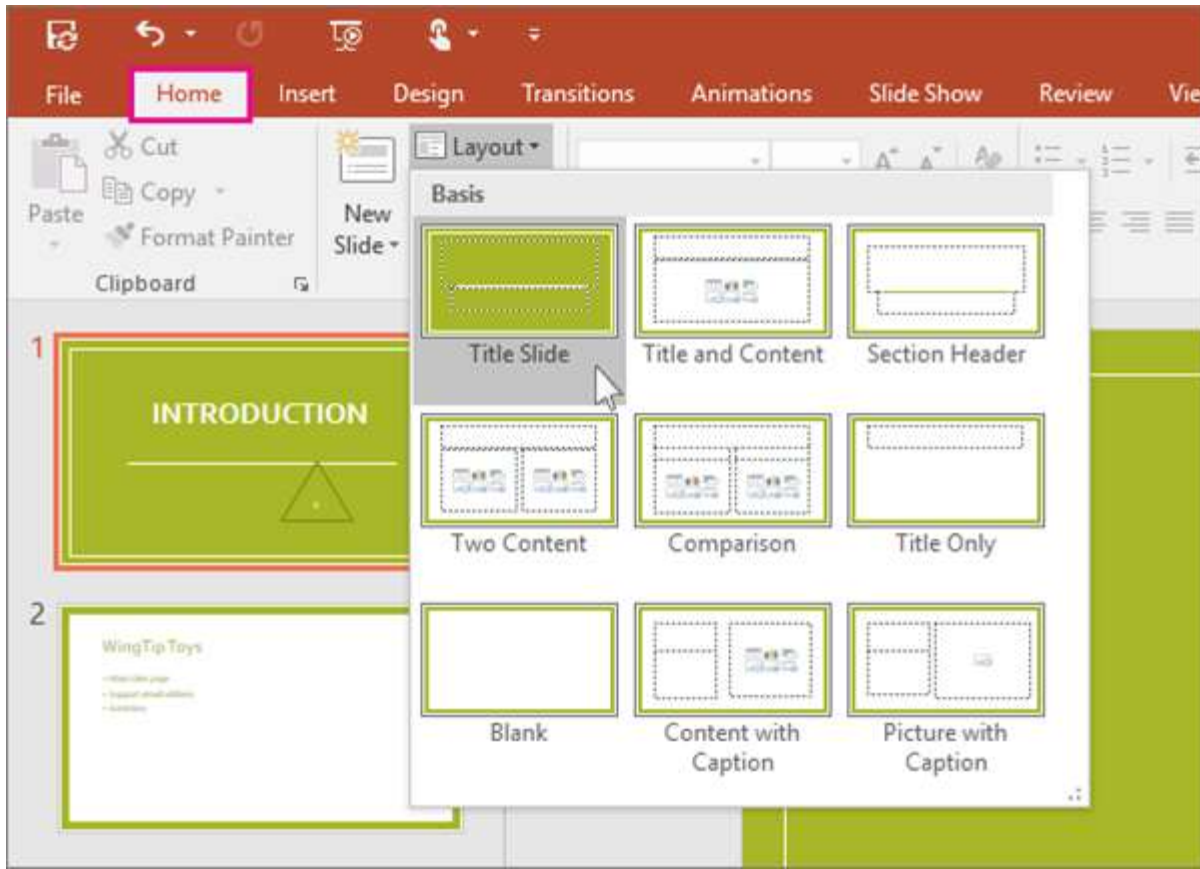
Create a presentation

1. Open PowerPoint.
2. In the left pane, select **New**.
3. Select an option:
 - To create a presentation from scratch, select **Blank Presentation**.
 - To use a prepared design, select one of the templates.
 - To see tips for using PowerPoint, select **Take a Tour**, and then select **Create**, .



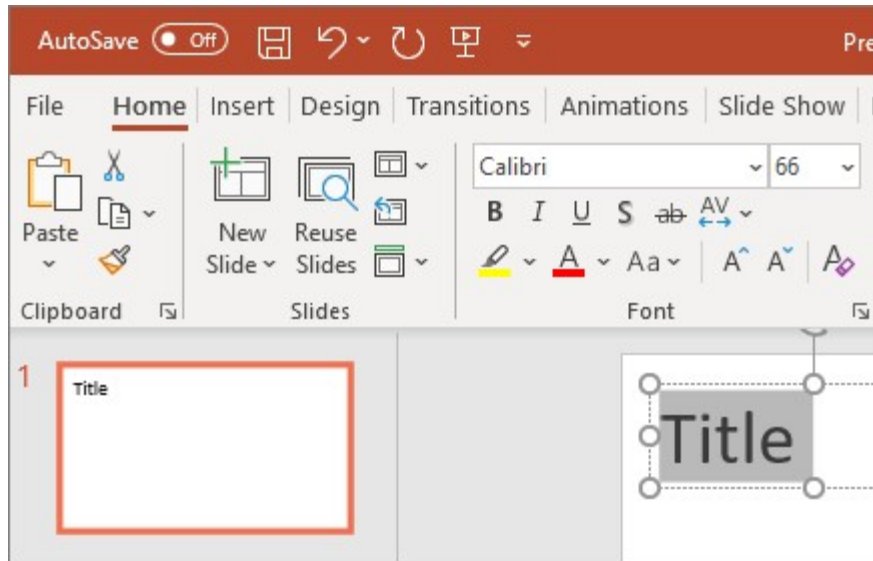
Add a slide

1. In the thumbnails on the left pane, select the slide you want your new slide to follow.
2. In the **Home** tab, in the **Slides** section, select **New Slide**.
3. In the **Slides** section, select **Layout**, and then select the layout you want from the menu.



Add and format text

1. Place the cursor inside a text box, and then type something.
2. Select the text, and then select one or more options from the **Font** section of the **Home** tab, such as **Font**, **Increase Font Size**, **Decrease Font Size**, **Bold**, **Italic**, **Underline**, etc.
3. To create bulleted or numbered lists, select the text, and then select **Bullets** or **Numbering**.



Add a picture, shape, and more

1. Go to the **Insert** tab.
2. To add a picture:
 - In the **Images** section, select **Pictures**.
 - In the **Insert Picture From** menu, select the source you want.
 - Browse for the picture you want, select it, and then select **Insert**.
3. To add illustrations:
 - In the **Illustrations** section, select **Shapes, Icons, 3D Models, SmartArt,** or **Chart**.
 - In the dialog box that opens when you click one of the illustration types, select the item you want and follow the prompts to insert it.

Day-6

Spoken and Written English(Exercises)

Day-7

Vocabulary Development

Synonyms And Antonyms List		
Words	Synonyms – Same Meaning	Antonyms – Opposites
Abate	Moderate, decrease	Aggravate

Adhere	Comply, observe	Condemn, disjoin
Abolish	Abrogate, annul	Setup, establish
Acumen	Awareness, brilliance	Stupidity, ignorance
Abash	Disconcert, rattle	Uphold, Discompose
Absolve	Pardon, forgive	Compel, Accuse
Abjure	Forsake, renounce	Approve, Sanction
Abject	Despicable, servile	Commendable, Praiseworthy
Abound	Flourish, proliferate	Deficient, Destitute
Abortive	Vain, unproductive	Productive
Acrimony	Harshness, bitterness	Courtesy, Benevolence
Accord	Agreement, harmony	Discord
Adjunct	Joined, Added	Separated, Subtracted
Adversity	Misfortune, calamity	Prosperity, Fortune
Adherent	Follower, disciple	Rival, Adversary
Adamant	Stubborn, inflexible	Flexible, Soft
Admonish	Counsel, reprove	Approve, Applaud
Allay	Pacify, soothe	Aggravate, Excite
Alien	Foreigner, outsider	Native, Resident
Ascend	Climb Escalate	Descend, Decline
Alleviate	Abate, relieve	Aggravate, Enhance
Allure	Entice, fascinate	Repulse, Repel
Arraign	Incriminate, indict	Exculpate, Pardon

Day-8

Reading Comprehension

Day-9

Principles of Letter Writing

Structure of a Formal Letter

In order to be able to write a formal letter, you have to first understand the reason behind the letter. As far as formal letters are concerned, the structure of the letter changes depending on the type of letter. There are certain rules to be followed to be able to draft a formal letter. Every sentence should be well thought out and laid down in such a way that the message you want to convey should be precise and clear to the reader.

Types of Formal Letters

There are different types of formal letters, as discussed, and they can generally be labelled under the following terms:

- Business Letters
- Letters of Application
- Letters to Newspapers

Business Letters

Business letters should be terse, clear and to the point. There is no room for any kind of stories in a business letter. Before you start to write a business letter, there are a few things you should keep in mind.

- Use simple, everyday language to convey the message clearly instead of using flamboyant and overemphatic vocabulary.
- Never use jargon that is commonly used in business when you write a business letter.
- Avoid using abbreviations as much as possible.
- The modes of address vary according to the type of letter and the receiver.
- Clear and exact descriptions of the articles necessary with the expected quality and quantity should be listed with utmost care when you write a letter to order goods.
- When replying to a business letter, always quote the date of the letter you are responding to and its reference numbers (if any).

Formal/Business letters include letters from an employer to the employees and vice versa, letters to order and replace goods, letters of serious concern to an officer of higher rank, letters of complaint, etc.

Letters of Application

Letters of Application usually consist of letters applying for employment. Before and after you write a letter of application, make sure you check for the following:

- Always start with a short introduction stating whether the applicant is writing in response to a reference from an advertisement found online or in the newspaper.
- State the age, education and experience of the applicant.
- Provide the employer with a genuine expression of the applicant's earnestness in taking up the job in the respective company.
- Also, furnish references so that the employer can gather an idea of the kind of employee you would be.

Letters of Application should follow the format of formal/business letters.

Letters to Newspapers

Always address these letters to 'The Editor' and end with 'Yours faithfully'. Letters to the Editor are letters that express concerns that should be addressed to the higher authorities. These letters should be professional and authentic. No newspaper would publish anonymous letters, so make sure you are writing the letter for a cause and provide your name and address correctly.

Writing a Formal Letter – Parts of a Formal Letter

When writing a formal letter, always be respectful and conscious of your language, no matter what the subject of the letter might be. To write a formal letter, there are some points to be remembered.

1. Always start with the **sender's address**
2. This is followed by the **date**.
3. The **receiver's address** comes next. The receiver can be the name of the firm or the one who represents the firm.
4. The **subject of the letter** is very important. It is a statement of the purpose of the letter. It should be written in a single line.
5. The **salutation** can be *Dear Sir/Ma'am*. If it is a person you know well, you can address them by their name, *'Dear Shrinath'*.
6. The **body of the letter** can be written in 3 paragraphs.
 - The first paragraph should be aimed at introducing yourself and stating the purpose of your letter.
 - The second paragraph should furnish all the information about the matter.
 - The third paragraph can be a concluding paragraph where you lay out your expectations regarding the matter.

To **close the letter**, you can use a complimentary closing like *'Yours faithfully'*, *'Yours sincerely'* etc.

Unlike informal letters, the **signature** should include your name (in block letters) and designation below your signature.

Day-10

Layout of Letters (Exercise)

Day-11

Enquires, Complaints and replies (Exercise)

Day-12

Memos, Circulars, Notices

Difference Between Circular and Memo

| [Difference Between Circular and Memo](#)

Circular vs Memo

Perhaps everyone has already heard of the terms “circular” and “memo.” Unfortunately, several people have regarded the two to be the same. However, these terms are fairly different from each other most especially in the field of [business](#) communication. The two somewhat differ in terms of the subject matter involved and the way the message is distributed to its intended audience.

The shortened term for “memorandum,” a memo has a content or subject that is somewhat limited. Memos are, therefore, more exclusive in nature. They are made to remind somebody about something that warrants action. One can also pass on an idea or proposal by simply issuing a memo. A circular, on the other hand, often contains several topics. It has also been observed that circulars cover general subject matters.

Day-13

Paragraph Writing (**Exercise**)

Day-14

Writing Scientific and Technical reports

Day-15

Drafting and Delivering a Speech

Day-16

Tenses

English Tenses

Tense	Signal words	Use	Form	Examples affirmative	Examples negative	Examples interrogative
Simple Present or Simple Present		something happens repeatedly	infinitive (he/she/it) + -s	I work .	I don't work .	Do I work?
		something happens repeatedly		He works .	He doesn't work .	Does he work?
	every day	how often something happens		I go .	I don't go .	Do I go?
	sometimes	one action follows another		He goes .	He doesn't go .	Does he go?
	usually	one action follows another				
	seldom	one action follows another				
	never	one action follows another				
	first ... then	one action follows another				
		in general				
		with the following verbs (to love,				

Tense	Signal words	Use	Form	Examples affirmative	Examples negative	Examples interrogative
		to hate, to think, etc.) future meanin g: timetabl es, progra mmes				
<u>Pres</u> <u>ent</u> <u>Progr</u> <u>essiv</u> <u>e or</u> <u>Pres</u> <u>ent</u> <u>Conti</u> <u>nuou</u> <u>s</u>	now at the moment t Look! Listen!	something ng is happeni ng at the same time of speakin g or around t future meanin g: when you have already decided	to be (am/are/is) + infi nitive + -ing	I'm workin g .	I'm not worki ng .	Am I working?
				He's worki ng .	He isn't worki ng .	Is he working?
				I'm going .	I'm not going .	Am I going?
				He's going .	He isn't going .	Is he going?

Tense	Signal words	Use	Form	Examples affirmative	Examples negative	Examples interrogative
		and arranged to do it (a fixed plan, date)				
		action finished in the past, mostly connected with an expression of time (no connection to the present)	regular: infinitive + -ed irregular: 2nd column of table of irregular verbs	I worked.	I didn't work.	Did I work?
				He worked.	He didn't work.	Did he work?
				I went.	I didn't go.	Did I go?
<u>Simple Past</u> or <u>Past Simple</u>	last ago in 1990 yesterday			He went.	He didn't go.	Did he go?
<u>Past</u>	while	an	was/were + infinitive	I was working	I wasn't working	Was I working

Tense	Signal words	Use	Form	Examples affirmative	Examples negative	Examples interrogative
Progressive or Past Continuous		action happened in the middle of another action someone was doing sth. at a certain time (in the past) - you do not know whether it was finished or not	active + -ing	ng.	ng.	?
				He was working .	He wasn't working .	Was he working?
				I was going .	I wasn't going .	Was I going?
				He was going .	He wasn't going .	Was he going?
Simple Present Perfect	just yet never ever	you say that sth. has happened or is	have/has + past participle*	I have worked .	I haven't worked .	Have I worked?
				He has worked .	He hasn't worked .	Has he worked?

Tense	Signal words	Use	Form	Examples affirmative	Examples negative	Examples interrogative
or Present Perfect	already so far up to now since for recently	finished in the past and it has a connection to the present action started in the past and continues up to the present		I have gone .	I haven't gone .	Have I gone ?
				He has gone .	He hasn't gone .	Has he gone ?
Present Perfect Progressive or Present Perfect Continuous	all day the whole day how long since for	action began in the past and has just stopped now long the action	have/has + been + infinitive + -ing	I have been working .	I haven't been working .	Have I been working ?
				He has been working .	He hasn't been working .	Has he been working ?
				I have been going .	I haven't been going .	Have I been going ?
				He has been going .	He hasn't been going .	Has he been going ?

Tense	Signal words	Use	Form	Examples affirmative	Examples negative	Examples interrogative
<u>Present Perfect Continuous</u>		has been happening emphasis: length of time of an action		I am going .	I am not going .	Am I going ?
<u>Simple Past Perfect</u> or <u>Past Perfect</u> (Simple)	already just never	mostly when two actions in a story are related to each other: the action which had already happened is put into	had + past participle*	I had worked .	I hadn't worked .	Had I worked ?
				He had worked .	He hadn't worked .	Had he worked ?
				I had gone .	I hadn't gone .	Had I gone ?
				He had gone .	He hadn't gone .	Had he gone ?

Tense	Signal words	Use	Form	Examples affirmative	Examples negative	Examples interrogative
		Past Perfect, the other action into Simple Past the past of Present Perfect				
<u>Past Perfect Progressive or Past Perfect Continuous</u>	<u>how long since for</u>	how long something had been happening before something else happened	had + been + infinitive + ing	I had been working .	I hadn't been working .	Had I been working?
				He had been working .	He hadn't been working .	Had he been working?
				I had been going .	I hadn't been going .	Had I been going?
				He had been going .	He hadn't been going .	Had he been going?
<u>will -</u>		predict	will + infinitive	I'll work.	I won't work .	Will I work?

Tense	Signal words	Use	Form	Examples affirmative	Examples negative	Examples interrogative
<u>future</u>		<p>statements about the future (you think that sth. will happen)</p> <p>you decide to do sth. spontaneously at the time of speaking, you haven't made a decision before</p> <p>main clause in type I of the if clauses</p>		He'll work.	He won't work.	Will he work?
				I'll go.	I won't go.	Will I go?
				He'll go.	He won't go.	Will he go?

Tense	Signal words	Use	Form	Examples affirmative	Examples negative	Examples interrogative
<u>going to - future</u>		when you have already decided to do sth. in the future	to be (am/are/is) + going to + infinitive	I'm going to work.	I'm not going to work.	Am I going to work?
		He's going to work.		He's not going to work.	Is he going to work?	
		I'm going to go.		I'm not going to go.	Am I going to go?	
		He's going to go.		He's not going to go.	Is he going to go?	
<u>Future Progressive or Future Continuous</u>		An action will be in progress at a certain time in the future. This action has	will + be + infinitive + ing	I'll be working.	I won't be working.	Will I be working?
		He'll be working.		He won't be working.	Will he be working?	
		I'll be going.		I won't be going.	Will I be going?	
		He'll be going.		He won't be going.	Will he be going?	

Tense	Signal words	Use	Form	Examples affirmative	Examples negative	Examples interrogative
		<p>begun before the certain time.</p> <p>Something happens because it normally happens.</p>				
<u>Simple Future Perfect or Future Perfect Simple</u>		<p>sth. will already have happened before a certain time in the future</p>	<p>will + have + past participle*</p>	I'll have worked.	I won't have worked.	Will I have worked?
				He'll have worked.	He won't have worked.	Will he have worked?
				I'll have gone.	I won't have gone.	Will I have gone?
				He'll have gone.	He won't have gone.	Will he have gone?

Tense	Signal words	Use	Form	Examples affirmative	Examples negative	Examples interrogative
<u>Future Perfect Progressive or Future Perfect Continuous</u>		sth. will already have happened before a certain time in the future emphasis: length of time of an action	will + have + been + infinitive + ing	I'll have been working .	I won't have been working .	Will I have been working?
				He'll have been working .	He won't have been working .	Will he have been working?
				I'll have been going .	I won't have been going .	Will I have been going?
				He'll have been going .	He won't have been going .	Will he have been going?
<u>Conditional Simple</u>		sth. that might happen main clause in type I of the Conditional sentences	would + infinitive	I would work .	I wouldn't work .	Would I work?
				He would work .	He wouldn't work .	Would he work?
				I would go .	I wouldn't go .	Would I go?
				He would go .	He wouldn't go .	Would he go?

Tense	Signal words	Use	Form	Examples affirmative	Examples negative	Examples interrogative
Conditional Progressive or Conditional Continuous		sth. that might happen emphasizes: length of time of an action	would + be + infinitive + ing	I would be working.	I wouldn't be working.	Would I be working?
				He would be working.	He wouldn't be working.	Would he be working?
				I would be going.	I wouldn't be going.	Would I be going?
				He would be going.	He wouldn't be going.	Would he be going?
<u>Conditional Perfect</u>		sth. that might have happened in the past (It's too late now.) main clause in type II of the if clauses	would + have + past participle*	I would have worked.	I wouldn't have worked.	Would I have worked?
				He would have worked.	He wouldn't have worked.	Would he have worked?
				I would have gone.	I wouldn't have gone.	Would I have gone?
				He would have gone.	He wouldn't have gone.	Would I have gone?

Tense	Signal words	Use	Form	Examples affirmative	Examples negative	Examples interrogative
Conditional Perfect Progressive or Conditional Perfect Continuous		sth. that might have happened in the past (It's too late now.) emphasizes: length of time of an action	would + have + been + infinitive + ing	I would have been working .	I wouldn't have been working .	Would I have been working?
		He would have been going .		He wouldn't have been going .	Would he have been working?	
		I would have been going .		I wouldn't have been going .	Would I have been going?	
		He would have been going .		He wouldn't have been going .	Would he have been going?	

*(**infinitive + -ed**) or (**3rd column of table of irregular verbs**)

We sometimes use Continuous instead of Progressive. Some signal words can be found in more tenses. We did not list signal words in the future tenses as there are no definite ones.

Day-16

Articles

What is an Article?

An article is a short monosyllabic word that is used to define if the noun is specific or not. Articles are normally used before [nouns](#) and since they are used to speak about the noun, they can be considered as adjectives.

Look at how various dictionaries define an article to have a much clearer idea of what they are.

Definition of an Article

An article, according to the Merriam-Webster Dictionary, is defined as “any of a small set of words or affixes (such as a, an, and the) used with nouns to limit or give definiteness to the application.” According to the Collins Dictionary, “an article is a kind of determiner. In English, ‘a’ and ‘an’ are called the indefinite article, and ‘the’ is called the definite article.” The Macmillan Dictionary defines an article as “a type of determiner (=word used before a noun) that shows whether you are referring to a particular thing or to a general example of something. The indefinite article is ‘a’ or ‘an’ and the definite article is ‘the’.”

Types of Articles

There are three articles in English – ‘a’, ‘an’ and ‘the’. These articles are divided into two types namely:

- Definite Article
- Indefinite Article

Definite Article

Among the three articles, ‘the’ is said to be the definite article. A definite article is used to determine something that is specific or particular. It is also used before [plural nouns](#) and to indicate the [superlative degree of comparison](#). Furthermore, it can be used before [collective nouns](#) as well.

For example:

- **The** Sun sets in **the** west.

In the above sentence, the nouns ‘Sun’ and ‘west’ are [proper nouns](#) and are specific and so the definite article has to be used.

- **The** children are playing cricket.

In the above sentence, the definite article is used to determine the plural noun, ‘children’.

- This is **the** world’s longest river.

In the above sentence, the definite article is used to denote the superlative degree of comparison.

- **The** crowd sang along with **the** band.

In the above sentence, the definite article is used before the collective nouns, ‘crowd’ and ‘band’.

Indefinite Article

The articles 'an' and 'a' are termed as indefinite articles. An indefinite article, as the name suggests, is used to indicate something that is not definite or specific. It can also be used before [singular nouns](#).

Among the indefinite articles, 'an' is used before singular nouns that start with vowel sounds and 'a' is used before singular nouns that begin with consonant sounds.

For example:

- I had **an** apple for breakfast.
- Do you have **an** eraser?
- I saw **an** aeroplane.
- She has **a** pet dog.
- My father is **a** doctor.
- My brother gave me **a** calculator.

In the examples given below, 'an' is used before 'MBA' and 'hour' though they are words starting with consonants. This is because the word 'MBA' starts with 'm' which has a vowel sound (em) in the beginning. Likewise, the 'h' in the word 'hour' is silent, thus having a vowel sound in the beginning

Day-17

Prepositions(Exercise)

Day-18

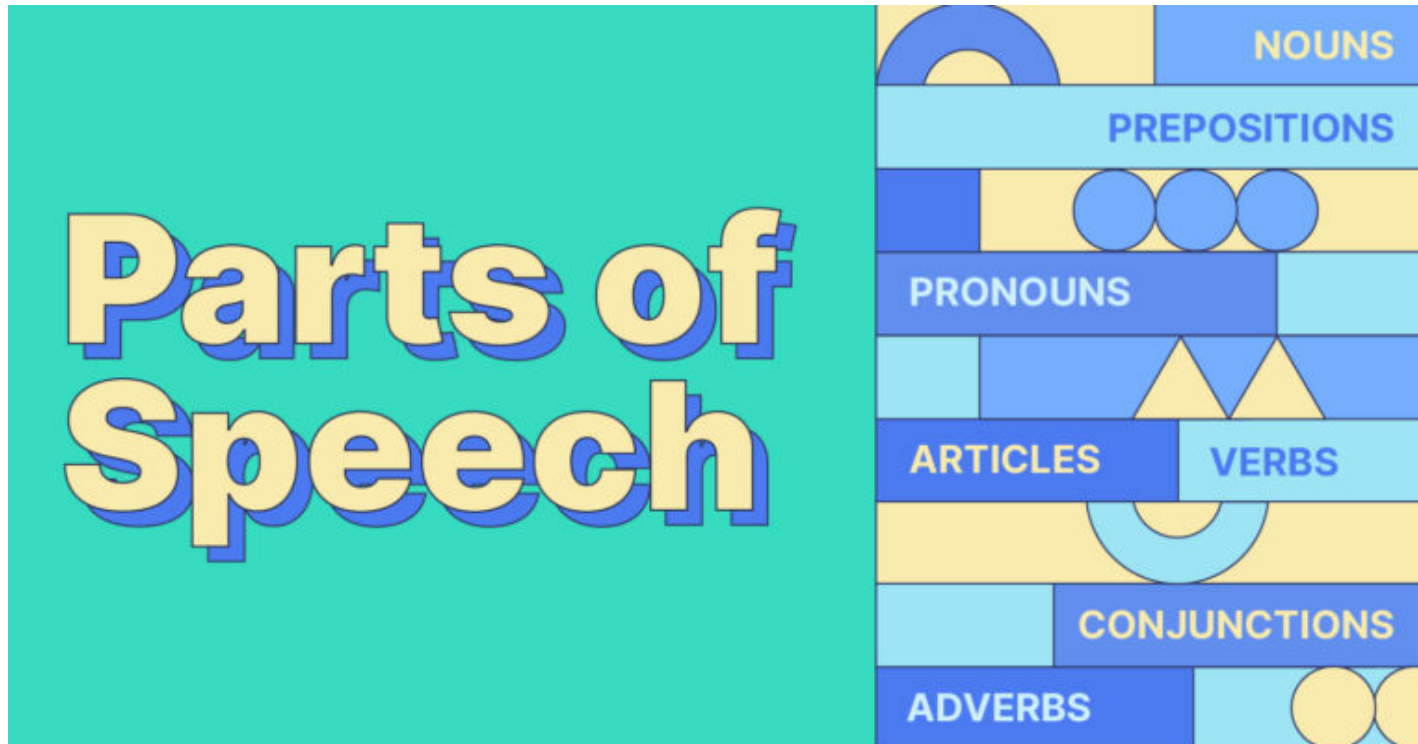
Active and Passive Voice_(Exercise)

Day-19

Direct and Indirect Speech(Exercise)

Day-20

The 8 Parts of Speech: Examples and Rules



Every word is a part of speech. The term “[part of speech](#)” refers to the role a word plays in a sentence. And like any workplace or TV show with an ensemble cast, these roles were designed to work together.

Read on to learn about the different parts of speech that the words we use every day fall into, and how we use them together to communicate ideas clearly.

Day-21 - Common Errors

GOVERNMENT DEGREE COLLEGE PEDDAPALLI

DEPARTMENT OF ENGLISH

CERTIFICATE COURSE IN COMMUNICATION SKILLS& SPOKEN ENGLISH

STUDENT NAME: _____ TIME: 1hr _____ MAX MARKS:50

I. Answer Any Four Questions out of Six

[Marks: 10x4=40M]

1. What are the Barriers to Communication ?
2. C formal letter of complaint to the Municipal Commissioner calling attention to the insanitary conditions in your colony.
3. Write a model Circular and Notice?
4. What is the role and importance of Communication?

II. Fill in the blanks

[Marks: 10x1=10M]

1. English _____ all over the world.(Speak)
2. I _____ her last year.(marry)
3. She _____ us tomorrow.(Visit)
4. You are requested to _____ the door.(close)
5. Rakesh is not as _____ as Rajesh.(tall)
6. Iron is _____ than any other countries.(useful)
7. She is _____ than the Politician.(brave)
8. I work in _____ Government College.
9. Prashanth is _____ entertaining boy.
10. The Sun rises in _____ East.

GOVERNMENT DEGREE COLLEGE -PEDDALLI

PEDDAPALLI Dist.,TELANGANA

DEPARTMENT OF ENGLISH



Government Degree College

Peddapalli

TRAINING CERTIFICATE

This is to certify that Mr/Miss _____ of _____ has attended a certificate course on "**Communication Skills and Spoken English**" from 07-02-2022 to 05-03-2022 Conducted by the Department of English, Government Degree College peddapalli, Peddapalli District.Telangana State.

Course Coordinator

Principal
GDC-Peddapalli