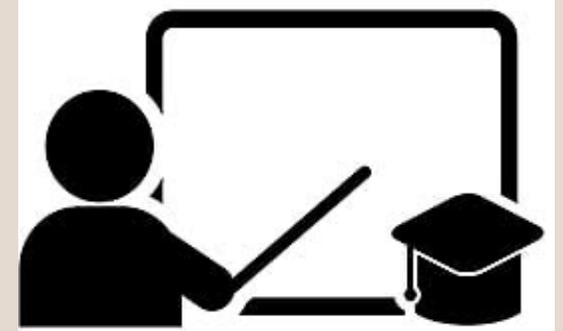


# English for Professional Purposes

## ENG: 0231-1204

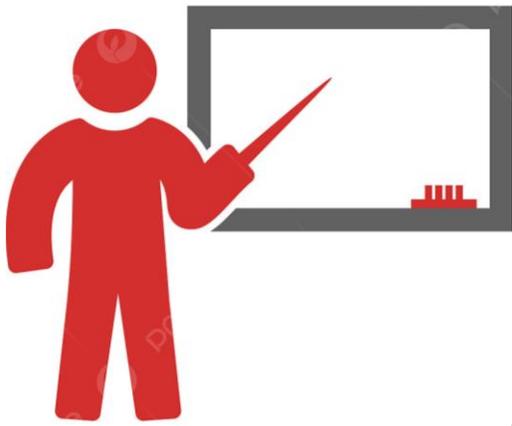


Nabila Tasneem  
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## Teaching Frameworks: Course Outlines and Resources for OBE

<b>Course code</b>	<b>ENG: 0231-1204</b>
<b>Course Title</b>	<b>English for Professional Purposes</b>
<b>Course Type</b>	<b>Core Course</b>
<b>Course Teacher</b>	<b>Nabila Tasneem</b>
<b>Credit Value</b>	<b>3</b>
<b>Contact Hours</b>	<b>51</b>
<b>Total Marks</b>	<b>150</b>



CLO 1	Recall key vocabulary words related to daily activities, work, and academic topics. Identify common grammatical structures and their rules in written and spoken English. List the main components of a paragraph or essay
CLO 2	Explain the meaning of new vocabulary words in context. Summarize the main points of a text or lecture. Describe the difference between formal and informal language.
CLO 3	Use appropriate vocabulary and grammar in constructing sentences and paragraphs. Apply reading strategies (e.g., skimming, scanning) to understand the gist of texts. Practice writing clear and coherent essays on given topics
CLO 4	Compare and contrast different viewpoints in texts or discussions. Break down complex sentences to understand their structure and meaning. Identify the author's purpose and tone in various texts.
CLO 5	Compare and contrast different viewpoints in texts or discussions. Break down complex sentences to understand their structure and meaning. Identify the author's purpose and tone in various texts

## Assessment Pattern

<b>Total Marks Per Credit 50 Marks</b>	
3 Credit Course	150 Marks
CIE	(90 Marks) 60%
SEE	(60 Marks) 40%

### **CIE- Continuous Internal Evaluation (90 Marks-60%)**

<b>Bloom's Category Marks (out of 45)</b>	<b>Test (45)</b>	<b>Assignments (15)</b>	<b>Quizzes (25)</b>	<b>External Participation in Co-Curricular Activities (30)</b>
Remember	10		05	Attendance: 15
Understand	10	05		
Apply	05	10		Viva Voce: 15
Analyze	10			
Evaluate	05			
Create	05		10	

# SEE- Semester End Examination (60 Marks-40%)

## Bloom's Category

**Remember (15)**

**Understand (15)**

**Apply (10)**

**Analyze (10)**

**Evaluate (5)**

**Create (5)**

<b>Time Frame</b>	<b>Topics</b>	<b>Teaching Strategies</b>	<b>Classroom Activities</b>	<b>CLO/PLO</b>
<b>Week 1</b>	Critical Reading & Writing	Defining, understanding Critical reading and creative writing	- Analyze and rewrite sentences for clarity and flow..	2,4
<b>Week 2</b>	Writing (Syntax)	- Interactive lecture on syntax.	- Analyze and rewrite sentences for clarity and flow..	2,3
<b>Week 3</b>	Sentence Correction	- Discuss common sentence errors.	- Correct flawed sentences in a given paragraph.	5,3
<b>Week 4</b>	Bar Chart Interpretation	- Lecture on interpreting data in bar charts.	- Analyze a bar chart and write a descriptive summary	1,2
<b>Week 5</b>	Pictorial Presentation	- Visual aids to demonstrate linking text with images.	- Create a pictorial story or info graphic from a given concept.	4,5

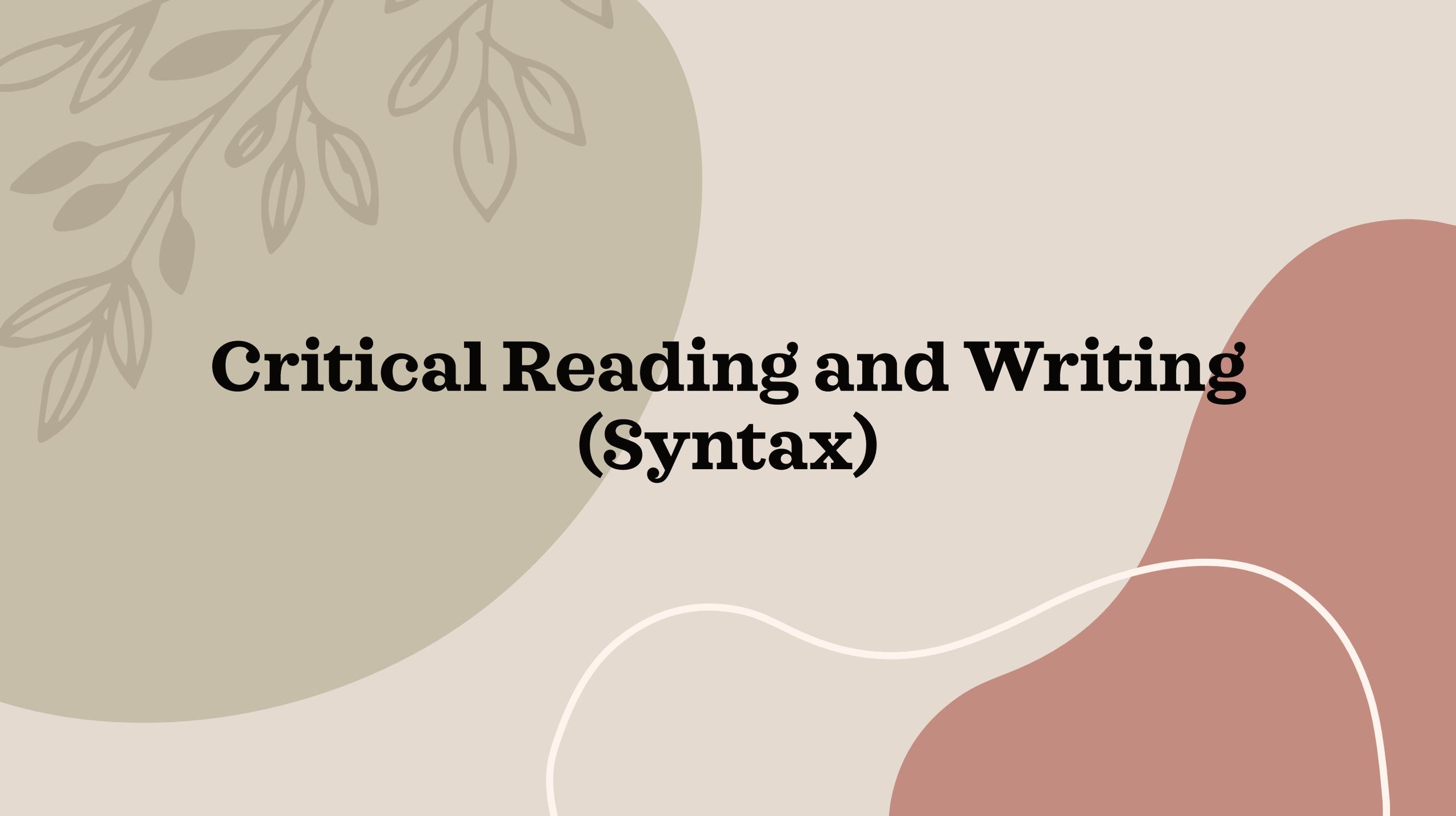
<b>Time Frame</b>	<b>Topics</b>	<b>Teaching Strategies</b>	<b>Classroom Activities</b>	<b>CLO/PLO</b>
<b>Week 6</b>	Memo writing	Define, Describe and writing	Understanding the topic	4,5
<b>Week 7</b>	Writing Comprehension	Interactive lecture on writing clarity.	Analyze and rewrite sentences for clarity and flow..	4,5
<b>Week 8</b>	Film Review	Demonstrate the process	Real time practice	5,6
<b>Week 9</b>	Meeting minutes	Describe the format .	Understanding the topic	4,5
<b>Week 10</b>	Notice	Types and layout	How to write formal notice	1,3
<b>Week 11</b>	CV and Cover letter	Formatting styles for different types	Understanding the text	2,6

<b>Time Frame</b>	<b>Topics</b>	<b>Teaching Strategies</b>	<b>Classroom Activities</b>	<b>CLO/PLO</b>
<b>Week 12</b>	Resume writing	Formatting styles for different types	Understanding the text	2,6
<b>Week 13</b>	Email Writing	- Formal and Informal Email writing technique	- Understand and create mail	4,5
<b>Week 14</b>	Report Writing	Formatting styles for different types	Understanding the text	2,6
<b>Week 15</b>	Reading Comprehension	Types of reading	Understanding the topic	1,3
<b>Week 16</b>	Review the contents	Interactive lecture on all the lessons	Understanding the topic	
<b>Week 17</b>	Quizzes	Understanding learner level	Real time practice	-----

**Week 1**

**Critical Reading**

**Defining, understanding Critical  
reading**



# **Critical Reading and Writing (Syntax)**

## What is Critical Reading?

**Critical reading means reading with full attention and a questioning mind.**

You don't just read the words—you try to understand:

- What the writer is saying,
- How they are saying it, and
- Why they are saying it.

It's like being a **detective**—you look for hidden ideas, possible bias, tone, intention, and evidence.

# Critical Reader vs Non-critical Reader

## **Purpose of Critical Reading:**

Critical reading is not about disagreeing or criticizing everything.

It is about:

- Understanding the depth and logic of the text.
- Finding strengths and weaknesses in the writing.
- Deciding whether the ideas are reliable, fair, and true.

### **Example**

"Students who use mobile phones in class are less intelligent than those who don't."

**A critical reader will ask:**

- ❖ Is this fact or opinion?
- ❖ Where is the proof?
- ❖ Is the author being biased or judgmental?
- ❖ Are there other possible explanations?

## **Exercise Passage:**

"Climate change is one of the most urgent challenges facing humanity today. While some governments have taken steps to reduce carbon emissions, progress remains slow.

Experts warn that without immediate and drastic action, rising temperatures will cause severe environmental, economic, and social consequences. However, there is hope in emerging technologies and global cooperation, which could help mitigate the worst effects if widely adopted."

## **Critical Reading Questions and Answers**

### **What is the main idea of the passage?**

*Answer:* The passage emphasizes the urgency of climate change and the need for immediate action, while also mentioning hope through technology and cooperation.

### **What tone does the author use?**

*Answer:* The tone is serious and urgent, but also cautiously optimistic.

### **What evidence does the passage provide to support its argument?**

*Answer:* It mentions slow progress by governments and warnings from experts about severe consequences, balanced with hope in technology and global cooperation.

### **Are there any assumptions made by the author?**

*Answer:* The author assumes that governments have the power to enact change and that emerging technologies and cooperation can effectively mitigate climate change.

**Week 2**

**Writing (Syntax)**

**- Interactive lecture on  
syntax.**

# Creative Writing

## What is Creative Writing?

**Creative writing** is any kind of writing that goes **beyond facts**, and instead focuses on **imagination, emotion, and original ideas**.

It includes writing where the **writer expresses their feelings, thoughts, or storytelling abilities** in an **artistic** way.

## Key Features of Creative Writing

### 1. Imagination and Creativity

- It comes from your mind.
- You create characters, settings, plots, or even new worlds.

### 2. Emotional Expression

- It shows feelings: happiness, sadness, fear, hope, etc.
- It connects the reader with human emotions.

### 3. Descriptive Language

- Uses **vivid words, similes, metaphors, and dialogues**.
- Helps readers to visualize and feel the story.

### 4. Unique Voice and Style

- Every writer has their own way of expressing.
- No strict rules like academic writing.

## **Types of creative writing**

**Short Stories** – Brief fictional narratives with characters, plot, and conflict.

**Poetry** – Expressive writing using rhythm, rhyme, and figurative language.

**Novels** – Long, detailed fictional works often divided into chapters.

**Plays or Scripts** – Dialogue-based writing meant for stage, film, or drama.

**Personal Essays** – Reflective pieces based on real-life experiences and emotions.

**Memoirs** – A form of autobiography focusing on specific memories or events.

**Letters** – Creative or emotional writing in the form of personal or fictional letters.

**Diaries or Journals** – Personal records of thoughts, emotions, and daily events.

### **Example**

I walked through the forest.

### ***Creative Version:***

The forest whispered secrets through the wind as I tiptoed between ancient trees, my heart thudding with each crackling leaf.

# Syntax

**Syntax** refers to the **arrangement of words and phrases** to create well-formed sentences in a language. It is **how sentences are structured** to communicate meaning.

In **critical reading and writing**, syntax plays a **powerful role**. It's not just about grammar rules—it's about how sentence structure affects **clarity, tone, emphasis**, and even **persuasion**.

Syntax is a powerful tool that shapes the meaning and style of writing. Authors might manipulate sentence structures to evoke specific emotions, emphasize particular ideas, and create a unique voice or writing style. By understanding syntax, readers can delve deeper into the nuances of a text and appreciate the deliberate choices made by writers to convey their intended message and style.

## Basic components of a sentence:

### Subject

The subject of a sentence is the person, place, thing, or idea that is doing or being something.

#### Example:

*The cat* sleeps on the sofa.

→ “**The cat**” is the subject. It tells us **who** is doing the action.

### Predicate

The predicate is the part of the sentence that tells something about the subject. It includes the verb and any other information related to the action or state.

#### Example:

The cat *sleeps on the sofa*.

→ “**Sleeps on the sofa**” is the predicate. It tells us **what the cat does**.

### Verb

A verb is the action word or a word that shows a state of being.

#### Example:

The cat **sleeps** on the sofa.

→ “**Sleeps**” is the verb. It shows the **action** of the subject.

## Basic components of a sentence:

### OBJECT

An object is a noun or pronoun that receives the action of the verb or is affected by the action. Not all sentences have objects.

**Example:** 'She is reading a **book.**'

### MODIFIERS

Modifiers are words or phrases that provide additional information about the subject, verb, or object, adding details and context to the sentence.

**Example:** 'The children played **in the park.**'

### PUNCTUATION

A sentence is typically marked by capitalisation at the beginning and ends with punctuation to indicate the tone or purpose.

**Example:** the question mark indicates that this is a question.

# Basic Components of Syntax

## Words

These are the building blocks of syntax.  
They are categorized into different parts of speech:

**Nouns** (person, place, thing –*cat, school*)

**Verbs** (actions or states –(*run, is*))

**Adjectives** (describe nouns – (*big, happy*))

**Adverbs** (describe verbs, adjectives, or other adverbs –(*quickly, very*))

**Pronouns** (replace nouns –(*he, they*))

**Prepositions** (show relationships –(*on, in, under*))

**Conjunctions** (connect words/phrases – (*and, but, because*))

**Determiners** (specify nouns –(*a, the, this*))

## Phrases

A **phrase** is a group of words that acts as a single part of speech. Common types:

Noun Phrase (NP) – the red apple

Verb Phrase (VP) – is running fast

Adjective Phrase (AdjP) –very tired

Adverb Phrase (AdvP) –extremely quickly

Prepositional Phrase (PP) –in the garden

# Clauses

A **clause** is a group of words containing a subject and a predicate.

**Independent Clause** – Can stand alone.

*“She smiled.”*

**Dependent Clause** – Cannot stand alone.

*“Because she was happy.”*

## Sentence

A **sentence** is a group of words that **expresses a complete thought or idea**.  
Has at least a **subject** (who or what) and a **predicate** (what is said about the subject).

Example

The girl is singing.

**Subject:** The girl

**Predicate:** is singing

It makes complete sense and it follows grammatical rules.



In grammar, sentences based on function are categorized according to what they do or what purpose they serve in communication.

There are four main types:

- **Declarative Sentence** – It gives information or a statement.

Example: I love reading books.

- **Interrogative Sentence** – It asks a question, ending with a question mark.

Example: Do you love reading books?

- **Imperative Sentence** – It gives a command or polite request. The subject "you" is understood.

Example: Please read this book.

- **Exclamatory Sentence** – It expresses strong emotion and ends with an exclamation mark.

Example:

What a wonderful book this is!

## Simple Sentence

A simple sentence consists of only one independent clause. It expresses a complete thought and has a subject and a verb.

### Example:

*She reads every night.*

## Complex Sentence

A complex sentence contains one independent clause and at least one dependent (subordinate) clause.

### Example:

Although she was tired, she finished her homework.

## Compound Sentence

A compound sentence has two or more independent clauses joined by a coordinating conjunction (for, and, nor, but, or, yet, so) or a semicolon.

### Example:

*He wanted to go for a walk, but it started raining.*

## Active & Passive Voice

**Active voice:** the subject performs the action and the focus is on the doer of the action. This often results in clear, direct, and concise sentences.

**Passive voice:** the subject receives the action, and the focus shifts to the receiver of the action. The doer may or may not be mentioned.

### Example

**The chef prepared the meal**

It highlights the chef's role in performing the action, emphasising responsibility or agency.

vs.

**The meal was prepared by the chef.**

It shifts the focus to the preparation of the meal itself, emphasising the result rather than the doer.

## Ambiguity & Clarity

Syntax **ambiguity** or **clarity** can influence how easily a sentence can be understood. Well-structured sentences with clear syntax leave little room for confusion. Ambiguous syntax, on the other hand, can lead to multiple interpretations.

### **EXAMPLE:**

I saw the man with the telescope. **vs.** Looking through the telescope, I saw the man.

The first sentence is ambiguous as it is unclear whether the narrator used the telescope to see the man, or saw the man who had a telescope

**Week 3**

**Sentence Correction**

**- Discuss common sentence errors.**



## **Correcting common sentence errors**

Correcting sentence errors means identifying and fixing grammatical, structural, and usage mistakes that can affect the clarity, correctness, and fluency of a sentence.



## Subject-Verb Agreement Errors

The subject and verb must agree in number (singular or plural).

Example:

- She *goes* to school every day.
- They go to school.

**Incorrect:**

The students *is* ready for the exam.

**Correct: ?**

## Tense Consistency Errors

Mixing tenses within a sentence or paragraph unnecessarily.

**Incorrect:** He *was* tired and *goes* to bed early.

**Correct:** He *was* tired and *went* to bed early.

**Incorrect:**

She was studying when her friend *calls* her.

**Correct:?**

## Sentence Fragment Errors

Incomplete sentences that are missing a subject, a verb, or a complete thought.

**Incorrect:** Because I was tired.

**Correct:** I went to bed early because I was tired.

**Incorrect:**

Running through the field.

**Correct:** ?



## **Run-On Sentences / Comma Splices**

Two or more independent clauses joined incorrectly.

**Incorrect:** I love reading I read every night.

**Correct:** I love reading. I read every night.

*(or)* I love reading and I read every night.

**Incorrect :**

I finished my homework I went to bed.

**Correct: ?**

## **Misplaced or Dangling Modifiers**

A word, phrase, or clause that is improperly separated from the word it modifies.

**Incorrect:** Running to catch the bus, the rain soaked my clothes.

**Correct:** Running to catch the bus, I got soaked in the rain.

## Pronoun-Antecedent Agreement Errors

A pronoun must agree in number and gender with the noun it replaces.

**Incorrect:** Every student must bring *their* pencil.

**Correct:** Every student must bring *his or her* pencil.

**Incorrect:**

When Sarah met Anna, *she* was happy. (unclear reference)

**Correct:**

When Sarah met Anna, Sarah was happy.

## Incorrect Word Usage / Confused Words

Using words that sound similar or are commonly confused.

**Incorrect:** Their going to the park.

**Correct:** They're going to the park.



## Punctuation and Capitalization Errors

Proper punctuation and capitalization are essential for clarity and correctness.

### **Incorrect:**

lets eat grandma.

### **Correct:**

Let's eat, Grandma.

**QN : i live in bangladesh.**



## Sentence Error Exercises

### Identify and Correct the Errors

- She go to school every day.
- Because I was late.
- My friend loves music; he play guitar very well.
- Every student should bring their book.
- Running through the park, the flowers looked beautiful.
- He don't like vegetables.
- I like dancing, to cook, and reading.
- I have never seen no such thing.
- yesterday we go to the zoo and see many animals.



## Corrections

- ✓ She **goes** to school every day. (*Subject-verb agreement*)
- ✓ I was late. (**or**) I couldn't join because I was late. (*Fragment*)
- ✓ My friend loves music, and he **plays** guitar very well. (*Comma splice, verb form*)
- ✓ Every student should bring **his or her** book. (*Pronoun agreement*)
- ✓ Running through the park, **I saw** beautiful flowers. (*Dangling modifier*)
- ✓ He **doesn't** like vegetables. (*Verb form*)
- ✓ I like **dancing, cooking, and reading**. (*Parallel structure*)
- ✓ I have never seen **such a thing**. (*Double negative*)
- ✓ Yesterday, we **went** to the zoo and **saw** many animals. (*Tense consistency*)

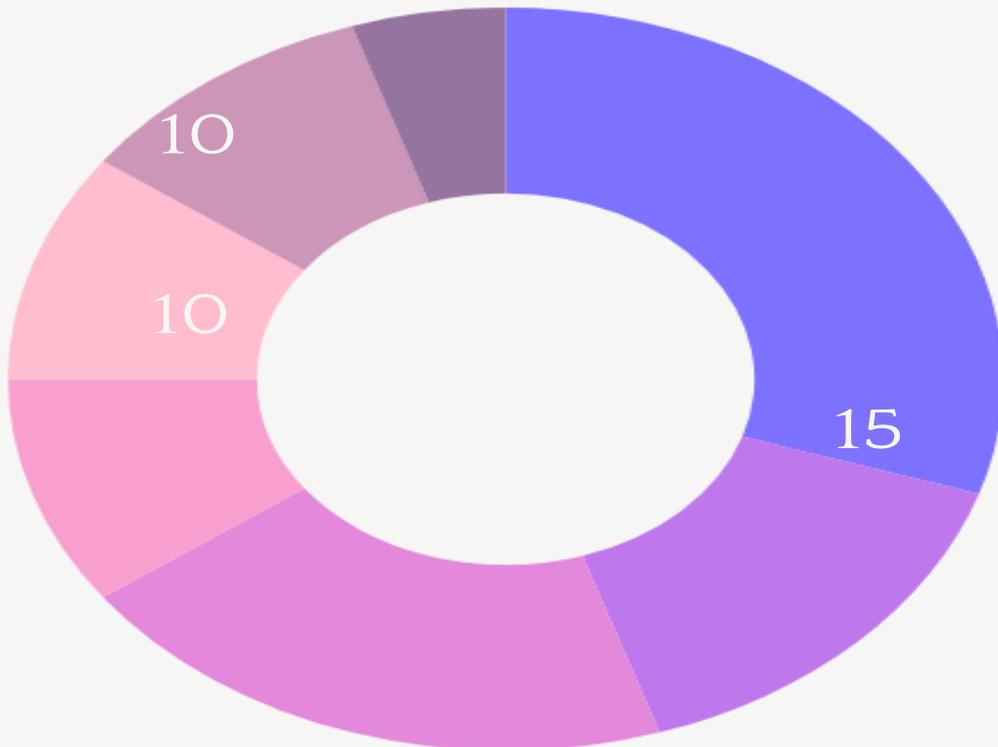
**Week 4**

**Bar Chart Interpretation**

**- Lecture on  
interpreting data in bar  
charts.**

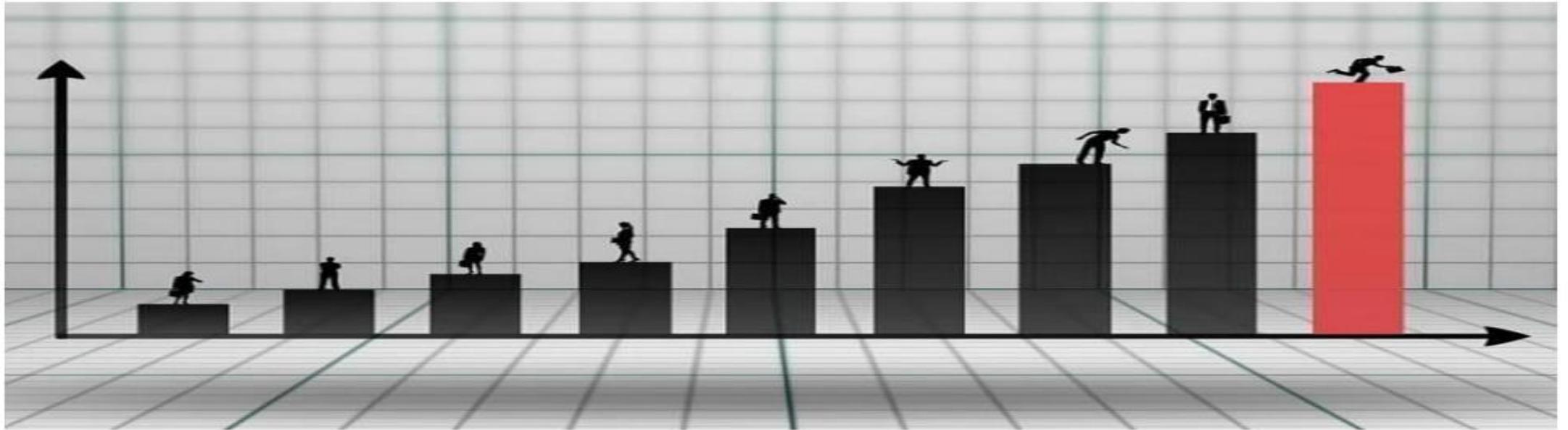
## Bar chart

A bar chart (also called a bar graph) is a type of chart used to display and compare the frequency, count, or other measures (like percentages) of different categories of data.



1. **Introduction**
2. **General overview**
3. **Specific features**

Let's look in detail how to apply this structure to a *bar chart question*.

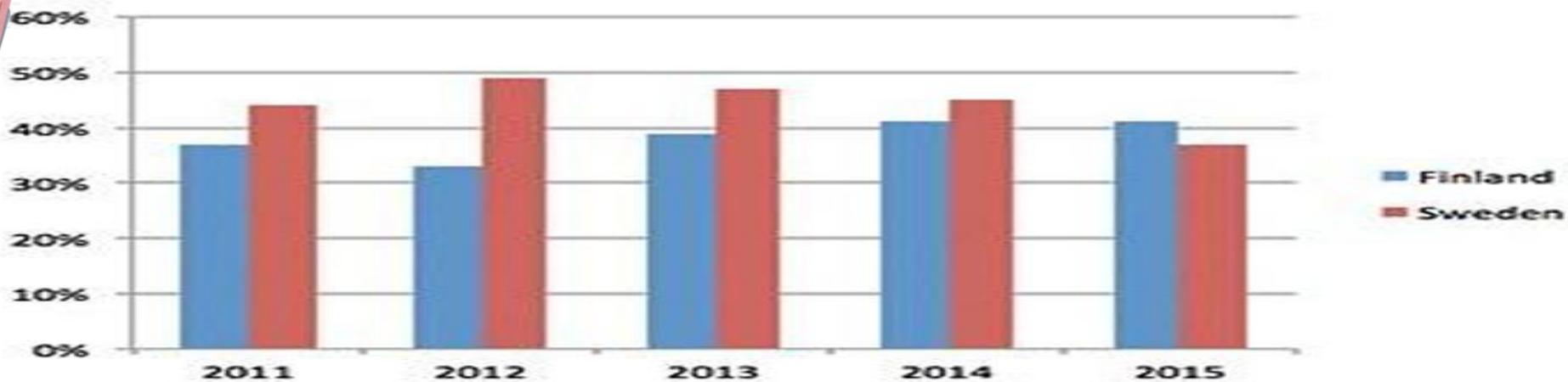


### **Bar chart Question:**

The bar chart shows the divorce rates in two European countries from 2011 to 2015.

Summarises the information by selecting and reporting the main features, and make comparisons where relevant.

## Divorce rates in Finland and Sweden



### Bar chart answering strategy:

#### **1. Introduction**

You should **start your answer by writing an introduction**. The introduction is 1 or 2 sentences, where you paraphrase the information from your question. You should mention two things in your introduction:

- what your graph shows
- for what period of time

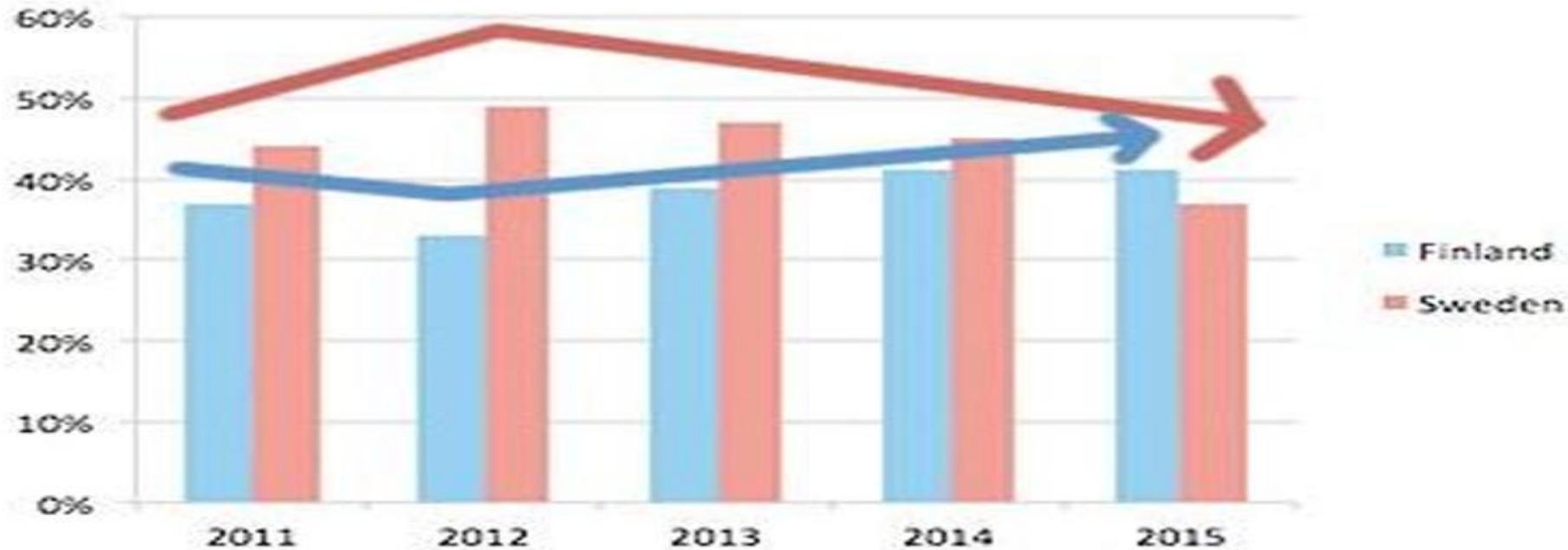
In our example, the introduction can look like this:

The bar chart provides information about the percentages of divorces in Finland and Sweden between 2011 and 2015.

See how I used synonyms to paraphrase the question:

Shows → provides information about divorce rates  
→ percentages of divorces  
two European countries → Finland and Sweden (it's good to be more specific)  
from 2011 to 2015 → between 2011 and 2015.

## Divorce rates in Finland and Sweden



Now it's obvious that:

- Sweden experienced a downward trend
- Finland experienced an upward trend
- both countries showed fluctuations
- Initially Finland had a lower rate, but in 2015 Finland outraced Sweden

Use word **overall** to start your general overview. In our case, the overview may look as follows:

Overall, Sweden experienced a downward trend, while Finland showed an upward trend throughout the period. Both countries' divorce rates had some fluctuations. Although Finland initially had a lower rate, it outraced Sweden at the end of the period.

### 3. Specific details

**After we've written the introduction and general overview, it's time to give the specific details.** You should describe the specific features in 2 or 3 (sometimes more) paragraphs.

You can group data in such way:

- Details about Sweden
- Details about Finland

When you have two countries (or two cities or any other two things depicted on the graph), the simplest way of grouping data - is to describe each country's trend in a separate paragraph.

When giving specific features, you have to write exact numbers/percentages and include as much details as you can.

In our case, the specific details may look as follows:

Sweden's divorce rate was about 45% in 2011, being higher than Finland's rate by approximately 8%. Then, it rose to almost fifty percent in 2012. However, the figure showed a gradual decrease to about 47% in 2013, and continued to decline steadily to the end of the period, reaching around 45% in 2014 and hitting a low-point of about 37% in 2015.

Percentage of divorces in Finland was less than 40% in 2011, and it decreased in 2012, when about one third of marriages in Finland ended with a divorce (as opposed to almost a half in Sweden). However, the figure experienced a steady growth during the next two years. It rose to approximately 39% in 2013, then increased by around 3% in 2014, and remained steady for the next year, outracing the rate of Sweden.

#### **Tips:**

- When analyzing a bar-chart, we cannot always give exact details (due to inaccuracies of the chart), so use words **around**, **about** and **approximately** when giving inexact data.
- Give data for each year shown on the chart

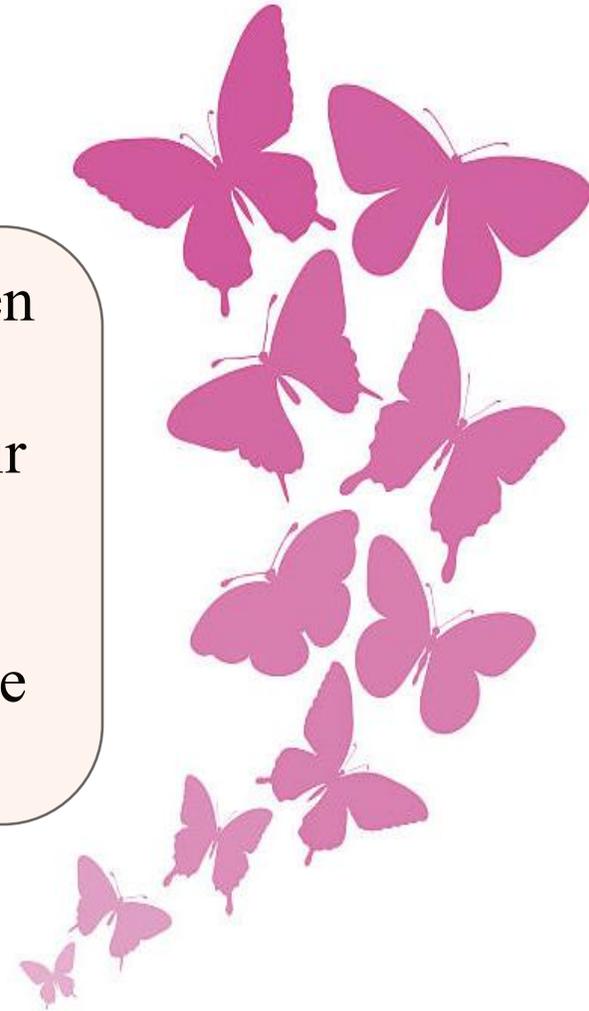
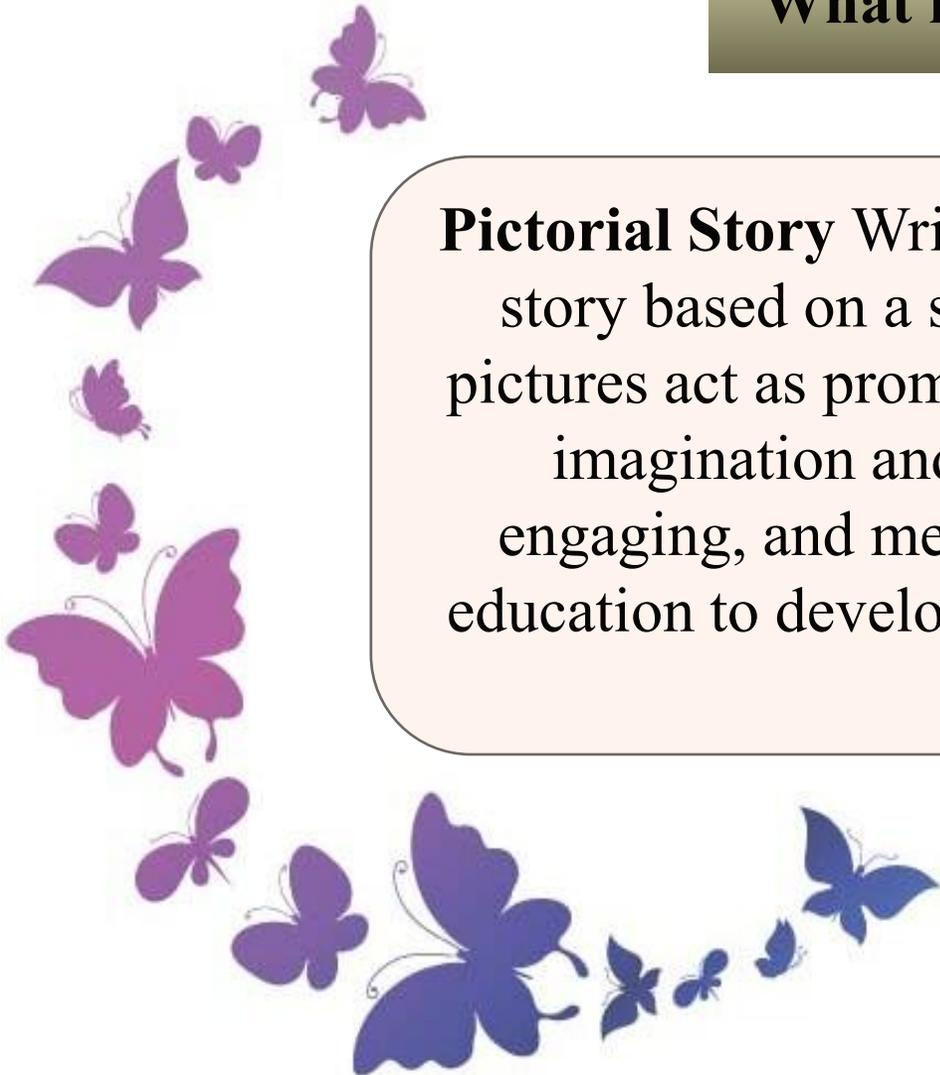
**Week 5**

**Pictorial Story Writing**

**- Visual aids to  
demonstrate linking text  
with images.**

## What is Pictorial Story Writing?

**Pictorial Story** Writing is the process of creating a written story based on a series of pictures or illustrations. The pictures act as prompts or guides, and the writer uses their imagination and interpretation to form a coherent, engaging, and meaningful narrative. It is often used in education to develop observation, creativity, and language skills.



## What to Follow While Writing a Pictorial Story:

### 1. Observe the Picture Carefully

- Look at every detail: characters, setting, objects, expressions, and actions.
- Try to understand what is happening in the picture.

### 2. Create a Logical Sequence

- Arrange the story in a clear order: **Beginning** → **Middle** → **End**.
- Make sure the events flow naturally from one picture to the next.

### 3. Build the Characters and Setting

- Give names or identities to the characters.
- Describe their emotions, actions, or motives.
- Set the location and time clearly (a forest, a school, at night, etc.).

### 4. Add Emotions and Dialogue (optional)

- Use expressions and feelings to make the story engaging.
- You can include short dialogues to add interest and realism.

### 5. Give a Title

- Choose a suitable title that reflects the main idea or theme of the story.

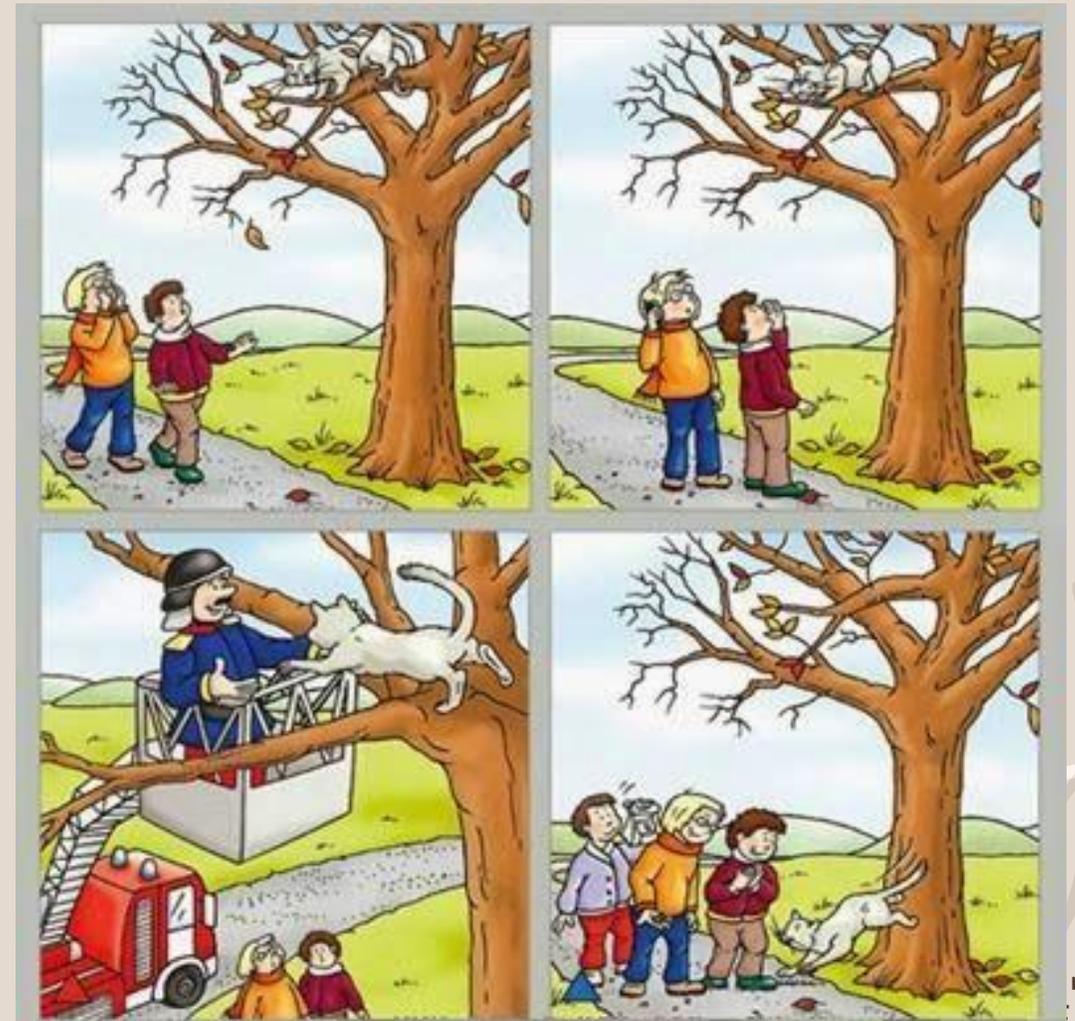
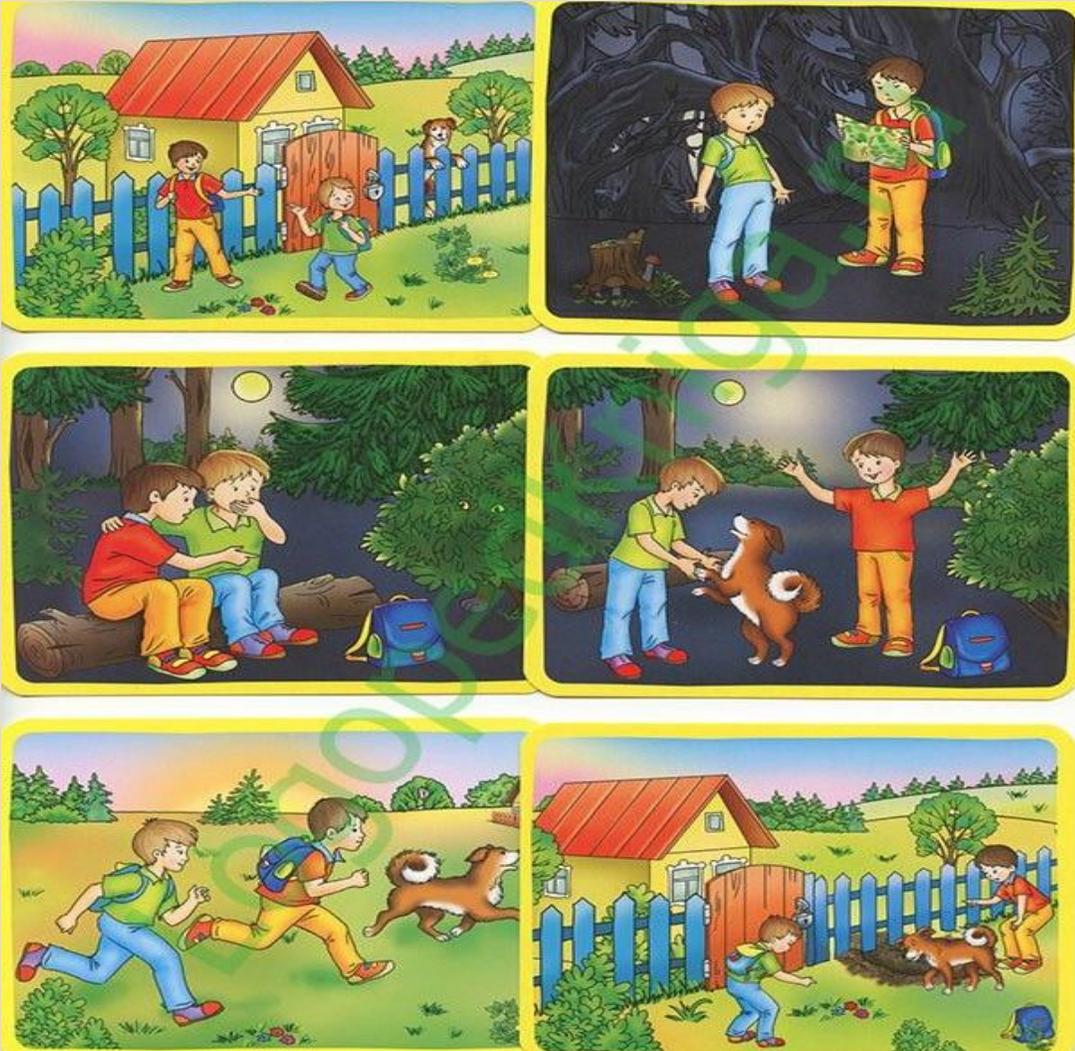
### 6. Conclude the Story

- Make sure your story has a clear conclusion or message.

### 7. Use Proper Grammar and Vocabulary

- Keep your language simple and clear.
- Maintain correct tense, punctuation, and sentence structure.

After observing this image closely,  
create a meaningful story based on it.



**Week 6**

**Memo writing**

**Define, Describe and writing**



A **memorandum** (commonly called a **memo**) is a **short, written message** used for internal communication within an organization. It is typically used to **inform, remind, request**, or give instructions to employees or colleagues.

❖ The memorandum is a formal document, but it usually follows a brief and straightforward format. It is not addressed to external parties (like customers or clients), only to members within the same company or institution.

### **Memos are:**

- Quick
- Inexpensive
- A written Record



### **Purpose of Memo Writing**

To Inquire , Inform, Report,  
Remind and Promote Goodwill

### **Parts of Memo**

- Heading
- Opening
- Body
- Closing

## Heading:

The heading segment of a memo includes four elements:

1. To: (Name and designation of the recipient)
2. From: (Name and designation of the sender)
3. Date: (Complete and Current)
4. Subject: (Topic of the memo)



## Example of Heading Segment

To: Mr. Ahmer  
Director Sales

From: Mr. Ali  
Sales Manager

Date: March 11, 2016

Subject: Sales Summary for the Year 2016



## Opening

State purpose of memo, give the facts.

Examples:

- "Here is a summary of the measures the Campus Security Department is taking to ensure that only authorized people are allowed into the administrative offices."
- "As you requested, here is a copy of the annual sales report for our new product 'Mint Candy', launched in December 2015."

## Body

Body of the memorandum — single spaced

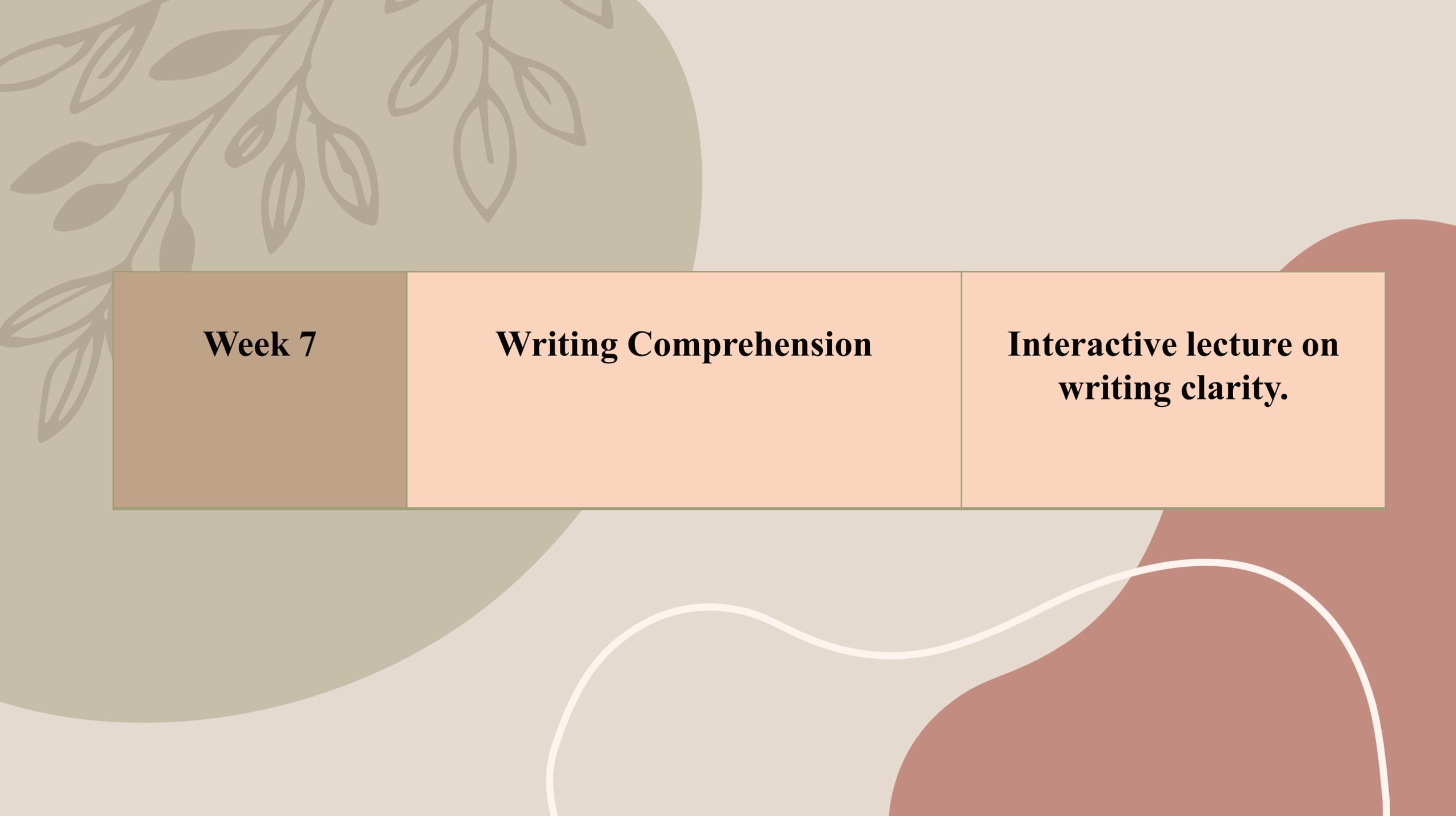
- ❖ The body of the memo contains the message of the memo.
- ❖ It describes, explains, and discusses the central idea of the memo and includes all the details that support the senders' ideas.
- ❖ The body may contain a brief statement of the key recommendations the sender has reached.

## Closing

Make a courteous closing statement. Do NOT use "sincerely" or other letter like ending.

Example:

Please send your recommendations to me by October 5, 2026 so that we are able to complete the project by the end of November, 2025

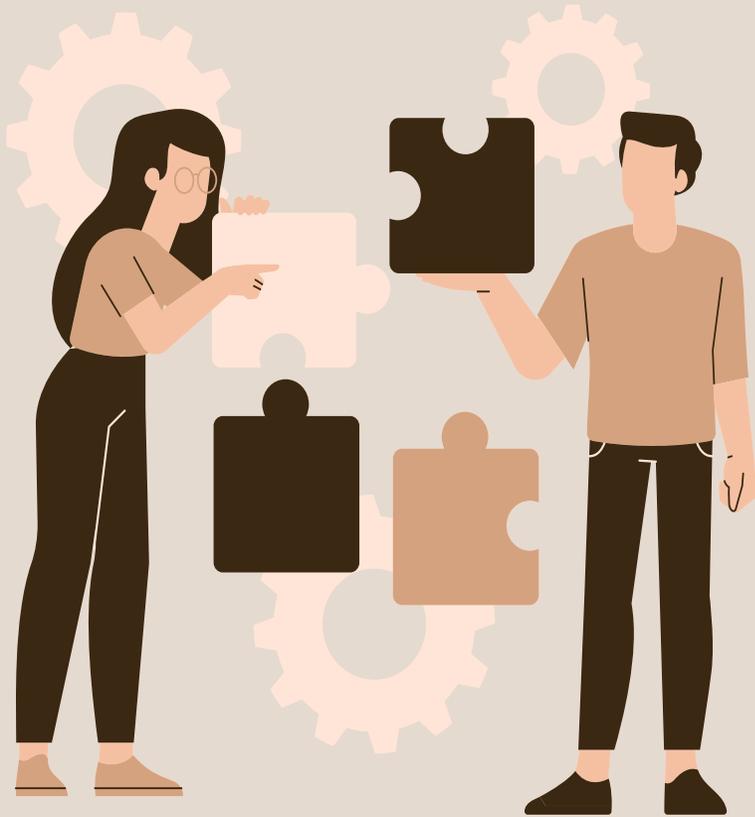


**Week 7**

**Writing Comprehension**

**Interactive lecture on  
writing clarity.**

## Parts of Speech



The word "Parts" means "portions" or "components", and the word "Speech" means "sentence" or "utterance". Therefore, "Parts of Speech" refers to the components of a sentence. In other words, every element within a sentence is called a part of speech.

## Eight types of Parts of Speech

Noun	Any name	Rahim, Dhaka, Poet
Pronoun	word used in place of a noun	He, She, Them. They. Their, We, Our etc.
Adjective	expressing quality, fault, or state	Good, Bad, Beautiful, Nice, Fat etc.
Verb	the act of doing something	Do, Sleep, Run, Dance Etc
Adverb	words that describe how, when, or where an action is done	Well, Nicely, There, etc.
Preposition	words that come before and establish a relationship with the following word	In, Into, For, From, To, Off etc,
Conjunction	words that join two or more words or clauses	And, But, as, For, if, Because etc.
Interjection	words that express joy, sorrow, emotion, sudden reactions, surprise, hatred, fear, etc.	Alas! Fie! Hush ! etc,



## Noun

A word that denotes the name of something is called a Noun. For example – Rahim, Dhaka, cat etc.

### How Can a Noun Be Modified by Adjectives?

**Adjectives** are words that describe or give more information about a **noun**. When you add an adjective to a noun, you are **modifying the noun**.

❖ The red apple fell from the tree.

Adj. N.

❖ We visited an ancient temple.

❖ he bought a red leather bag yesterday.



## Types of Nouns

1. Proper Noun
2. Common Noun
3. Collective Noun
4. Material Noun
5. Abstract Noun



**Proper Noun:** A Proper Noun refers to a “specific name.” When we are in a situation and mention the name of a specific person, place, or thing, we call that a Proper Noun. Examples include – Rahim, Karim, Dhaka, Mecca, Tajmahal, etc.

**Common Noun:** A Common Noun refers to a “general name” or a name that is shared by an entire class or category of people or things. A Common Noun is used to name people or things of the same kind or class. Examples: Girl, boy, river, player, poet, doctor, engineer, etc.



**Collective Noun:** Collective Noun means a noun that refers to a collection of people or things considered as one unit.

Examples: crowd, group, jury,, party, fleet (a group of ships or vehicles), shoal (a group of fish) Etc.

Example: The jury finally arrived at a decision.

**Material Noun:** Material Noun refers to a noun that indicates something indivisible into parts and from which other things can be made.

Examples: iron, gold, silver, copper, wood, etc.

Gold is a Material Noun, but ring (made from gold) is a Common Noun.

- Wood is a Material Noun, but \*table\* is a Common Noun.

This is because gold and wood are found in nature, while ring, chair, and table are not found naturally — they are man-made.

# Abstract Noun

## Some Important Points:

- If an abstract noun is the subject of a sentence, the verb is singular.

Example:

Success means achieving something.

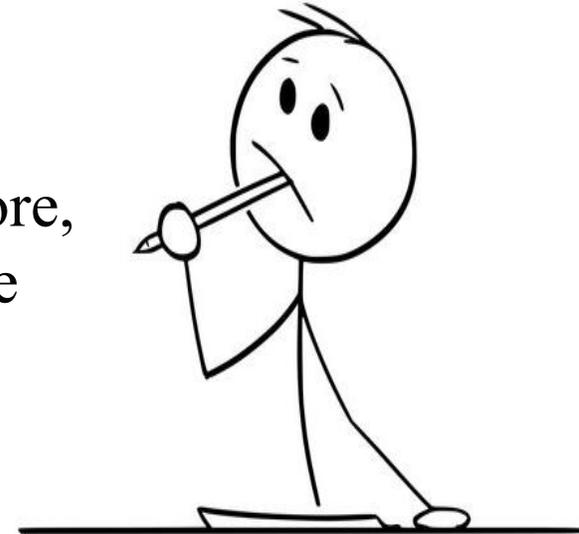
- The pronoun used for an abstract noun is “it.”

Example:

Success means achieving something. It applies to a lucky person.

- Most abstract nouns are uncountable nouns; therefore, numerical determiners are generally not used before them.

**I need two success.**  
**They have lost first energy.**



# Pronoun

**Pronoun is a word used in a place of a noun.**

## Types of Pronoun

Personal	I, We, They, She etc.
Interrogative	Who, What ,Which etc.
Distributive	Each, Neither, Either etc.
Demonstrative	This, Such, That etc.
Reciprocal	Each other, One another etc.
Reflexive and Empathic	Myself, Yourself etc.
Indefinite Pronoun	One, Any ,Some etc



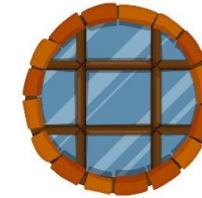
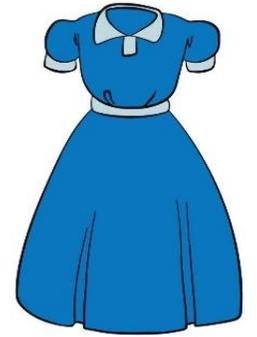
# Adjective

An Adjective is a word that qualifies a noun or a pronoun.

- A highly experienced surgeon performed a risky  
Adv.      Adj.                      N.  
and complex operation flawlessly.”  
N.

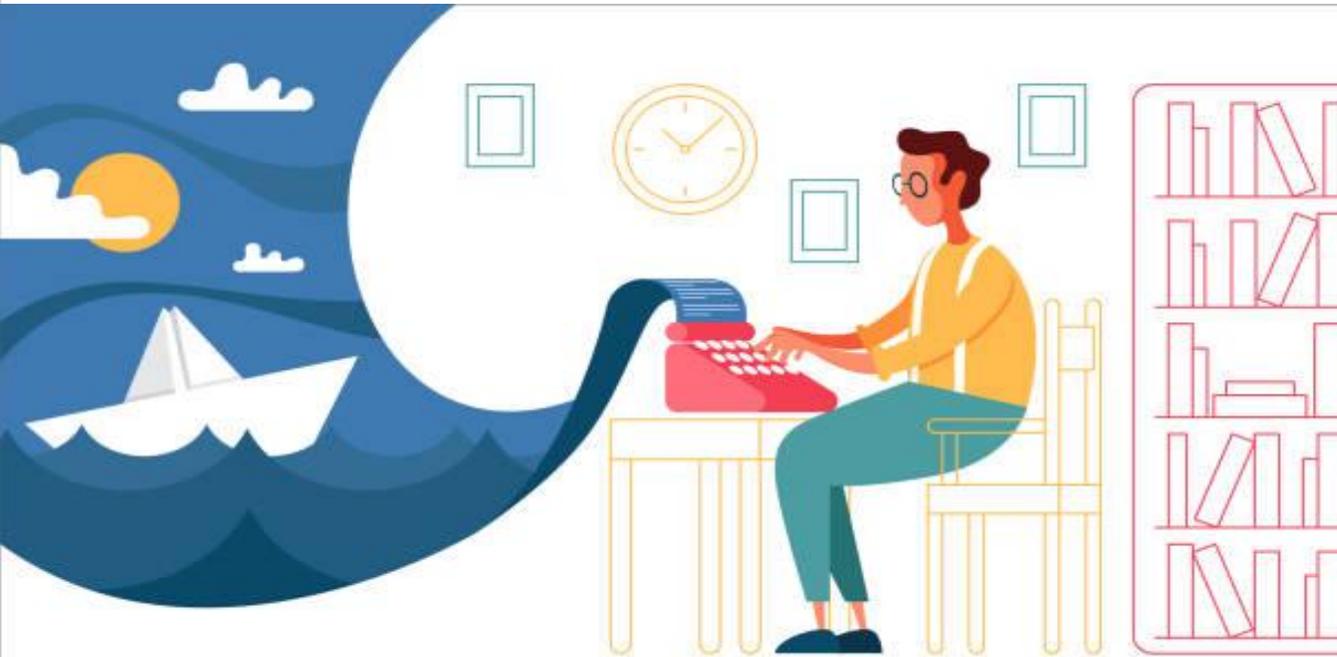
## Classes of Adjective

- ❖ Adjective of Quality
- ❖ Adjective of Quantity
- ❖ Adjective of Number
- ❖ Pronominal Adjective



## Adjectives can be divided into different parts:

- ❖ Appearance – beautiful, brawny, fresh, dirty
- ❖ **Colour** – blue, black, red, green
- ❖ **Condition** – present, broken, cautious, boring
- ❖ **Personality** – bothersome, valiant, complex, dizzy
- ❖ Quantity – ample, bountiful, countless, poor
- ❖ **Sense** – fragrant, sour, cold, loud
- ❖ **Size and Shape** – large, broad, round, deep
- ❖ Time – old, short, parallel, daily



### **Determiners are mainly of these 7 types:**

Article – a/an, the.

Demonstrative – this, that, these, those.

Possessive – my, your, his, her, its, our, their.

Quantifier – all, every, most, some, more, much, any.

#### ***Numbers***

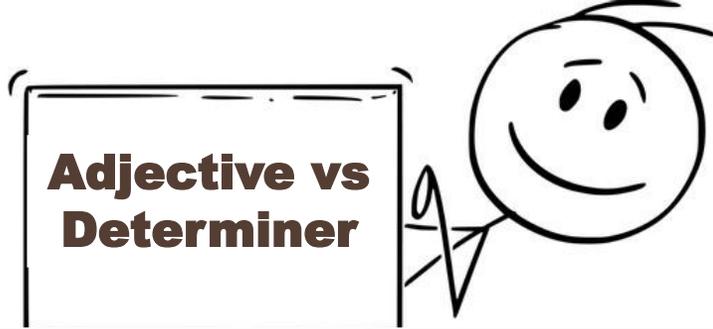
*Cardinal* – one, two, three

*Ordinal* – first, second, third

*Multiplicative* – single, double, triple

Indefinite – few, many, several, no, some

Interrogative – what, which, whose



*Although adjectives and determiners both sit before a noun, there are differences between them.*

Adjective	Determiner
<ul style="list-style-type: none"><li>➤ Adjectives have comparative and superlative forms. Example: good – better – best.</li></ul>	<ul style="list-style-type: none"><li>➤ . Determiners do not have comparative or superlative forms. Example: this, that</li></ul>
<ul style="list-style-type: none"><li>➤ If an adjective is removed from a sentence, the sentence can still be grammatically correct, and the meaning mostly remains correct. Example: Right: This colorful picture is — Right: This picture is —</li></ul>	<ul style="list-style-type: none"><li>➤ If a determiner is removed from a sentence, the sentence becomes grammatically incorrect. Example: Right: This picture is — Wrong: Picture is —</li></ul>
<ul style="list-style-type: none"><li>➤ An adjective can sit directly before any noun. Example: I like the new shirt.</li></ul>	<ul style="list-style-type: none"><li>➤ When using a determiner, the previously mentioned subject must be indicated, because determiners behave like pronouns. Example: Those shirts are nice.</li></ul>
<ul style="list-style-type: none"><li>➤ In a sentence, an adjective can function as a “subjective complement.” Example: This picture is fine / good.</li></ul>	<ul style="list-style-type: none"><li>➤ A determiner cannot function as a “subjective complement.”</li></ul>



## Adjective of Quality

An adjective of quality describes the kind, nature, or characteristic of a person or thing.

Examples:

- He is a good student.
- It is a tall building.

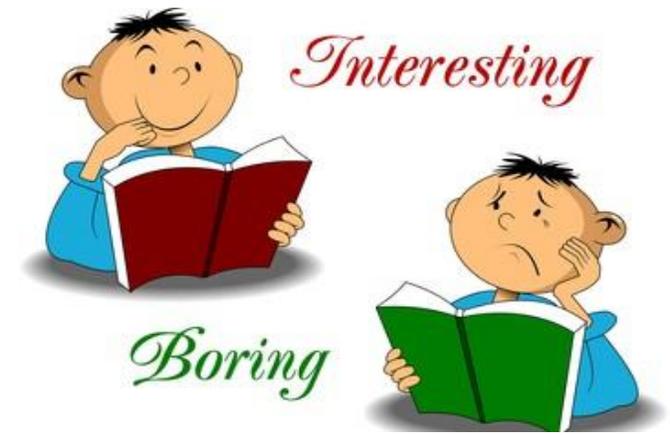


## Adjective of Quantity

An adjective of quantity shows how much of a thing is meant. It does not give exact numbers but expresses amount or degree

Examples:

- I have no money.
- We need enough water.



## Adjective of Number

An Adjective of Number tells how many persons or things are meant, or in what order they stand.

Examples:

- Five students are absent today.
- She has three birds.

## Pronominal Adjective

A Pronominal Adjective is a word that is used as a pronoun but works like an adjective in a sentence, modifying a noun.

Examples:

- This book is interesting.
- Whose bag is this?



## Transitive Verb

A **transitive verb** is a verb that **requires an object** to complete its meaning. It **transfers action** from the subject to the object.

### Example

- **She kicked the ball.**
- **He reads a book every night.**
- **They built a house near the river.**

## Intransitive Verb

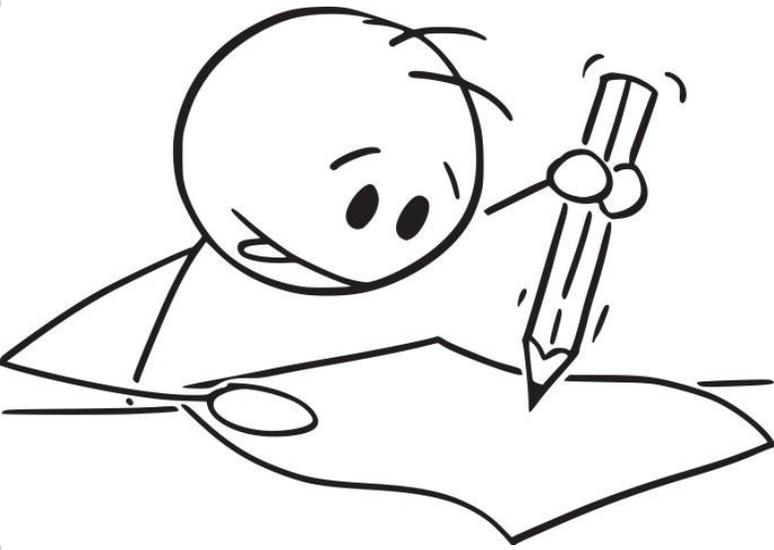
An **intransitive verb** is a verb that **does not require an object**. The action **stays with the subject**.

### Example:

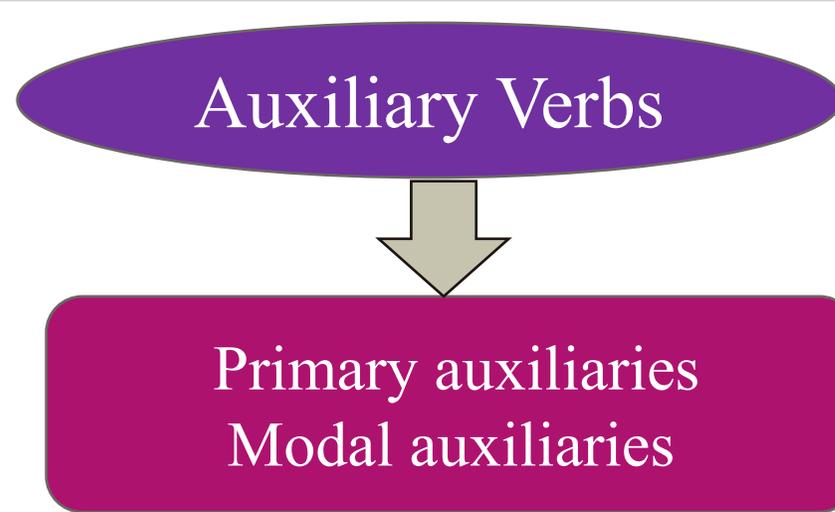
- **He sleeps.**  
→ "*Sleeps*" doesn't need an object.
- **The baby cried.**  
→ "*Cried*" stands alone.
- **They arrived.**  
→ "*Arrived*" is complete without any object.
- **The river flows smoothly .**



## Transitive Verb used Intransitively



Verb	Transitive Verb used Intransitive
Fly	I fly kites. Kites fly in the sky.
Read	I read the book. He reads a lot.
Eat	Let's eat foreign food. Let's eat.
Play	I will play cricket. I will play tomorrow.
Demonstrate	He demonstrated his skills. He demonstrated.



## Primary Auxiliaries

The verbs which sit before the main verb / principal verb and help to form tense, mood, or voice are called primary auxiliaries.

### Important Note

*By mood, we mean whether a sentence is interrogative or negative.*

Primary Auxiliaries: Three Types

- **Do verb – do, does, did, will do**
- **Have verb – have, has, had, having, will have**
- **Be verb – am, is, are, was, were, been, being, will be**

## Modal Auxiliaries:

The number of modal verbs is 18:

can / could	must	Have to	Had better
may / might	need	used to	would rather
shall / should	dare	Be to	would rather
ought to	Be going to		



# Adverb

An Adverb is a word that modifies a verb, an Adjective or another Adverb.

He is a very good man.  
Adv.      Adj.

How? Where? When?

The word from which the answers to the questions are obtained is called an Adverb.

- I want to go home
- He will come now
- He behaved rudely with me



## Remember...

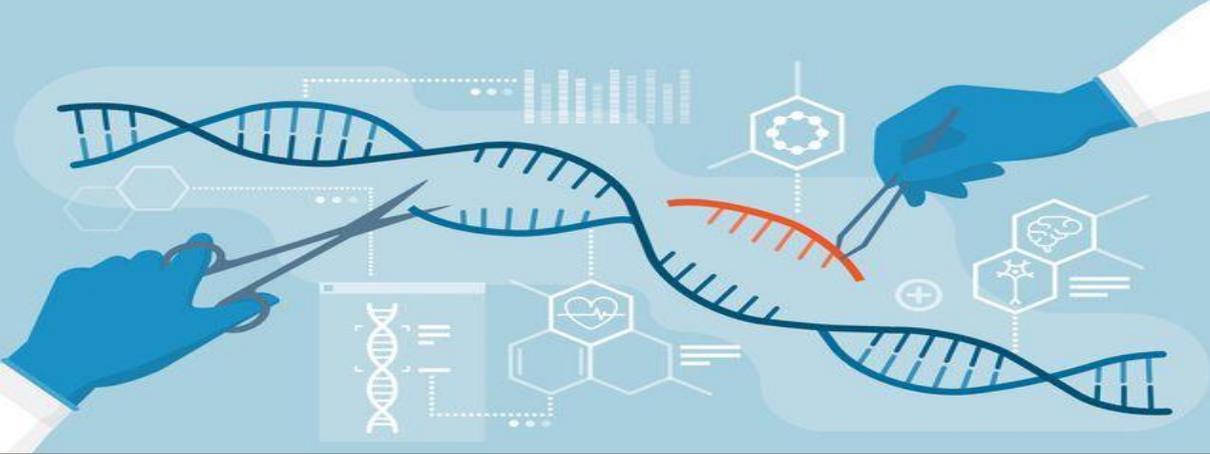
An **adverb** tells us more about a **verb**.

An **adverb** describes or modifies the **verb** in some way.

Many **adverbs** end with the suffix "ly", but not all.

**Adverbs** often tell us how something happened.





## Examples of how adverbs modify different parts of speech:

- **Modifying Verb:**

He plays **skilfully**.

It was raining **heavily**.

- **Modifying Adjective:**

Bangladesh is a **rapidly** developing country.

He is a **very** dishonest man.

- **Modifying adverb:**

He has learnt all the tricks of poker **very quickly**.

The young musician plays **rather well**.

## Classification of Adverb:

**Adverb of Place**

**Adverb of Time**

**Adverb of  
Frequency**

**Adverb of Manner**

**Adverb of Degree**

**Adverb of  
Purpose/Reason**

**Adverb of Cause and Effect**



### **Adverb of Place (Indicates place):**

If the question of a sentence can be answered by “Where,” then that is called an adverb of place.

Examples: Abroad, home, here, there, elsewhere, everywhere, nowhere, somewhere, upstairs, downstairs, inside, outside, overseas, next door, above, below, etc.

Examples:

- ❖ She went home.
- ❖ He was nowhere to be found.

### **Adverb of Time (Indicates time):**

If the question of a sentence can be answered by “When/How long,” then that is called an adverb of time.

Examples: Tonight, yesterday, tomorrow, immediately, infrequently, now, then, since, before, after, ago, still, yet, presently, already, lately, etc.

Examples:

- He came home yesterday.
- We first met Karim last year.







**Adverb of Manner** (Indicates how an action is performed):

If the question of a sentence can be answered by “How,” then it is called an adverb of manner.

Examples: Accidentally, badly, hurriedly, justly, kindly, hastily, highly, honestly, fortunately, frankly, nervously, generously, powerfully, tactfully, punctually, softly, slowly, rapidly, quickly, reluctantly, swiftly, desperately, eagerly, suspiciously, voluntarily, vivaciously, simply, suddenly, truthfully, unexpectedly, weakly, wisely, etc.

Examples:

- They all dressed elegantly.
- Mr. Kader has done the work honestly.
- You need to learn how to speak English fluently.
- He opened the appointment letter hurriedly



## Examples of some words which can be used both as Adjective and Adverb:

### Adjective

- Sufia had a **hard** time at school.
- I was told this was an **easy** job.
- He is a **just** man.
- We both went to the **same** school.
- This is a **slow** dance.
- It is a **straight** road.
- He got very **high** marks in the exam.

### Adverb

- I work very **hard** at my job.
- Please be relaxed and take it **easy**.
- I **just** missed the train.
- The twins always dress the **same**.
- The traffic is moving **slow**.
- It runs **straight** for 2 kilometres.
- The birds are flying **high**.



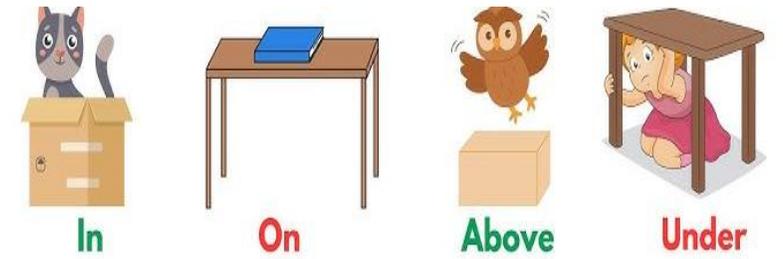
# Preposition

A Preposition is a word which is used before a noun, pronoun or noun phrase to express its relationship with some other word in the sentence.

Example: at, on, off, by, after, from, upon, behind, along, before, between, besides, about, beyond etc.

## Prepositions are of the following six types:

- Simple Preposition
- Double Preposition
- Compound Preposition
- Phrase Preposition
- Participle Preposition



## Simple Preposition

These types of prepositions are usually single words.

Examples: At, by, with, of, off, from, through, after, etc.

## Double Preposition

These types of prepositions are made up of two other prepositions, but together they act exactly like a single preposition. That means:

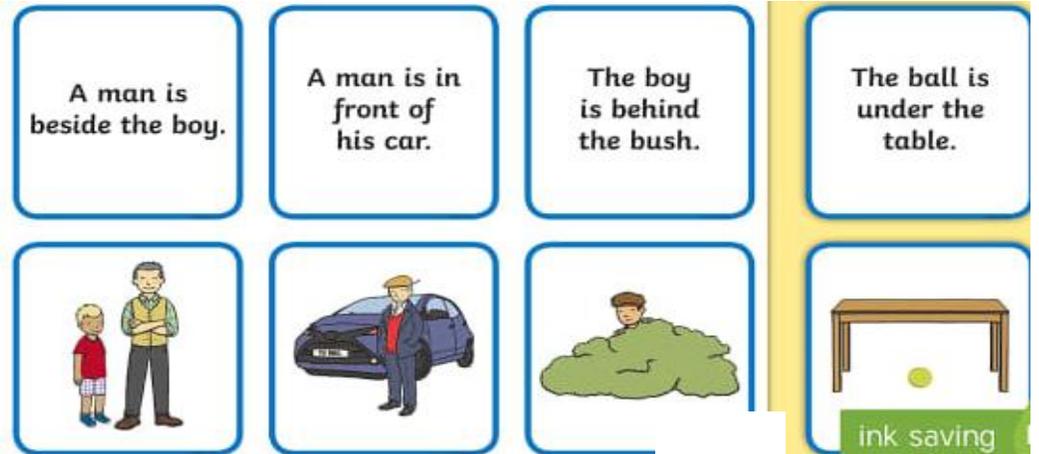
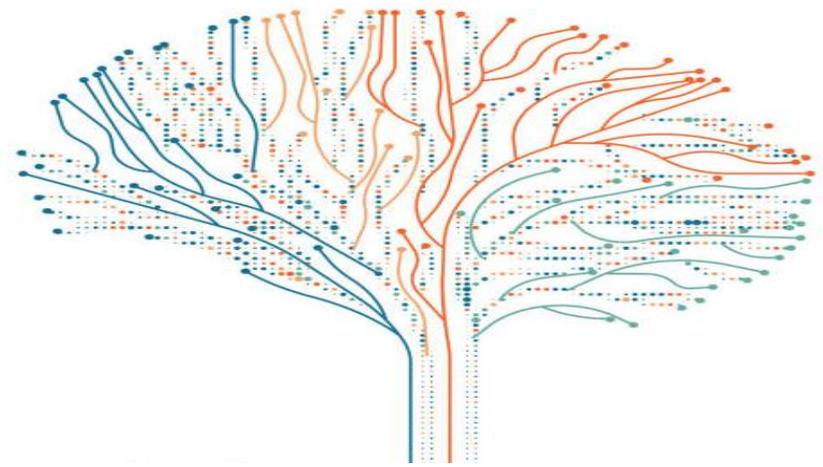
Double Preposition = Preposition + Preposition

Examples:

The machine is **out of** order. Here, “out of” together functions as a single preposition.

The cow lives **upon** grass.

Here, “upon” = up + on; even though “up” and “on” are prepositions themselves, together they form “upon” which functions as a single preposition.



## Compound Preposition

A **Compound Preposition** is formed when a simple preposition is added to a noun, adjective, or adverb.

Examples of compound prepositions:

behind = by (+be) + hind

before = by (+be) + fore

about = on (=a) + by (+b) + out

beside = by (+be) + side



## Phrase Preposition

A **Phrase Preposition** looks like a phrase but is used as a preposition. Although it contains two or more words, they function together as one preposition in a sentence.

Examples:

- There is a pond **in front of** our house.
- I could not pass the exam **in spite of** my hard work.
- We worked at home **instead of** going to school.





## VERBS WHICH DO NOT TAKE PREPOSITIONS

Reach, resemble, violate, discuss, resign, sign, investigate, recommend, order, command, enter etc. Since these are transitive verbs, no preposition is used after them.

For instance:

Inc. **We reached at the station.**

Cor. We reached the station.

Inc. **The boy resembles to his father.**

Cor. The boy resembles his father.

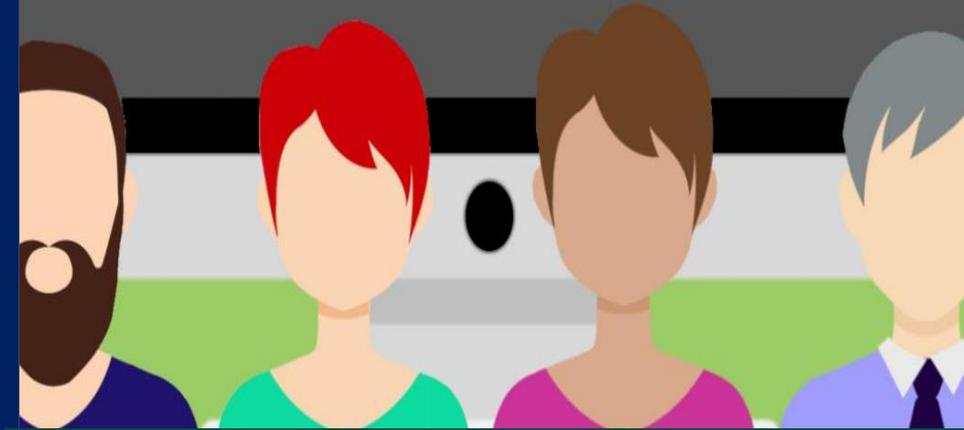
Inc. **We discussed on/about the matter.**

Cor. We discussed the matter.

Inc. **We discussed on/about the matter.**

Cor. We discussed the matter.

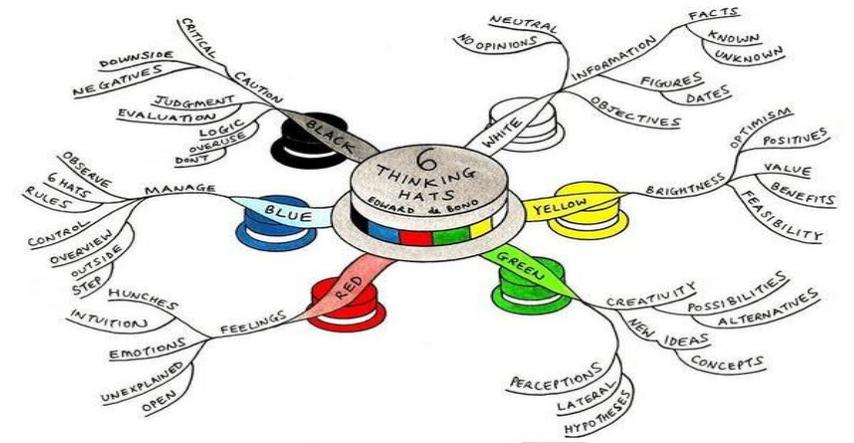
Can you find the  
Prepositions?





A Conjunction is a Parts of Speech that connects two or more words, phrases, clauses or sentences.  
Example:

Sentence	Conjunction
He is poor but he is honest	but
Rahim or Karim will go	or
We saw him playing football and shouting with the boys	and
He is a lawyer and teacher and poet and sportsman	and



## Coordinating Conjunctions:

These connect words, phrases, or clauses that are of equal importance within a sentence. They help to create a balanced and clear relationship between the joined elements. Examples include "and," "but," "or," "for," "nor," "so," and "yet."

### Example:

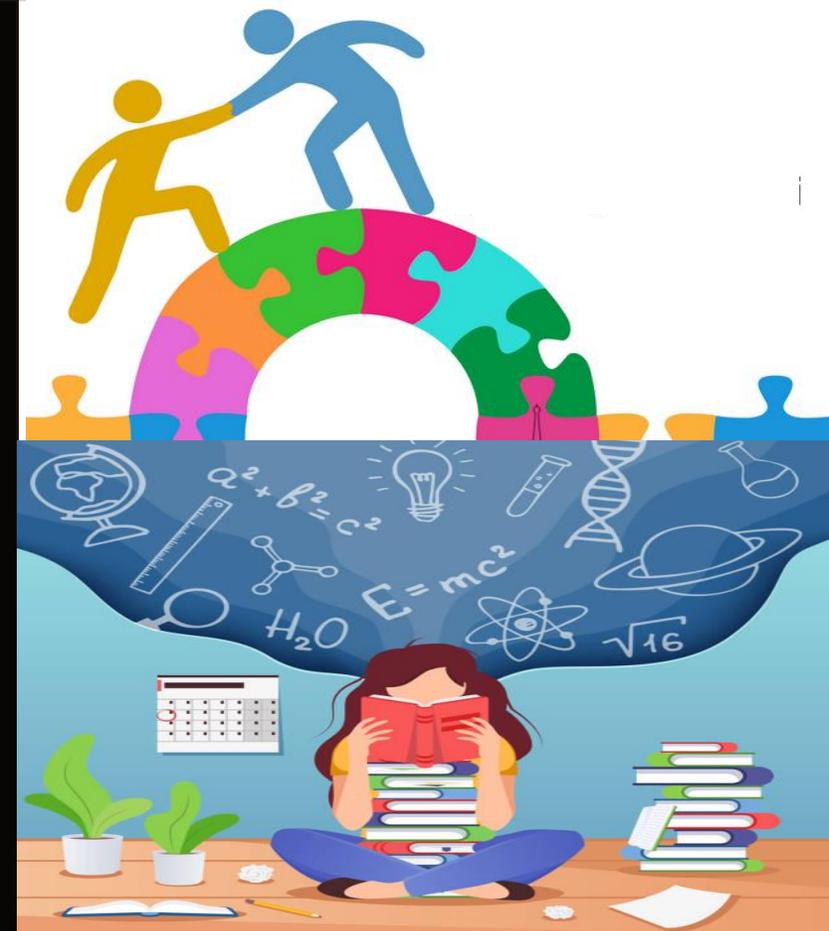
- The sky is blue and the ocean is green.
- I want to go to the park, but my mother won't let me.

## Subordinating Conjunctions:

These introduce subordinate or dependent clauses. These clauses cannot stand alone as complete sentences and depend on a main clause for their meaning. Subordinating conjunctions establish a relationship of subordination, showing that one clause depends on another

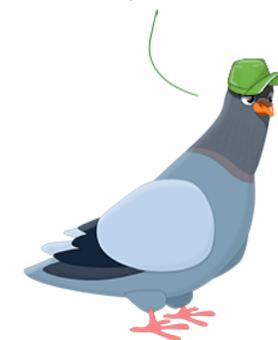
### Example:

- Because it was raining, we stayed inside.
- If you study hard, you will pass the test.



what are other words for conjunction?

junction, union, combination, coincidence, concurrence, association, connection, alliance, convergence



If more subordinate conjunctions are needed, the following words can be used:

Comparison	Than, Rather than, Whether, As much as, Whereas
Time	After, As soon as, As long as, Before, By the time, Now that, Once, Since, Till, Until, When, Whenever, While.
Concession	Though, Although, Even though
Condition	If, Only if, Unless, Provided that, Assuming that, Even if, In case (that), Lest
Manner	How, As though, As if
Reason	Because, Since, So that, In order (that), That, As
Place	Where, Wherever
Relative Adjectives	That, Whatever, Which, Whichever

# Interjection

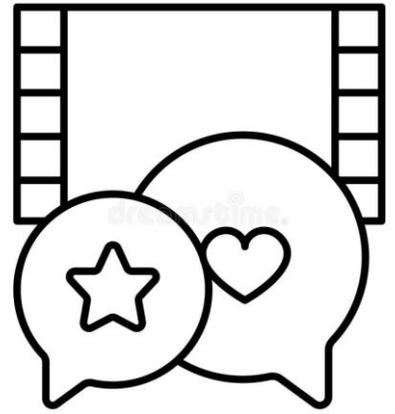
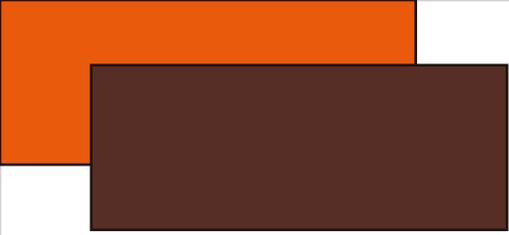
An Interjection is a word which expresses some strong and sudden feeling or emotion.

## Some commonly used Interjection

Grief	Alas! Ah
Joy	Hurrah!
Reproof	Fie! Fie!
Disgust	Tut! tut
Attention	Hark! Hush!
Approval	Bravo! Hear! Hear!
Call	Hallo! Ho
Doubt	Humph! Hess!



<b>Week 8</b>	<b>Film Review</b>	<b>Demonstrate the process</b>	<b>Real time practice</b>
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# Film review

- ❖ A **film review** is a **written evaluation and analysis of a movie** that informs, explains, and gives an opinion about its quality, story, acting, direction, and overall impact.
- ❖ It helps the audience decide whether the film is worth watching and provides a critical understanding of how well the film achieves its purpose.

## Before you write

**Watch the film attentively — at least once uninterrupted.**

Turn off distractions. Treat it as research, not entertainment.

**Take structured notes while watching** (or immediately after):

- Key plot beats (avoid full retelling).
- Memorable lines or moments.
- Performances you notice (who stands out and why).
- Direction choices (camera moves, framing).
- Technical elements: cinematography, editing, sound/music, production design.
- Themes, tone, and mood.



# Basic Information of a Film Review



## 1. Film Title:

The **name of the movie**. Example: *Titanic (1997)*

It helps the reader know exactly which film you are reviewing.

## 2. Director and Writer:

The **director** controls the making of the film — the way scenes are shot, the acting, and the overall style.

The **writer** creates the story, dialogue, and screenplay. Example: *Directed by James Cameron, written by James Cameron.*

## 3. Producer:

The **producer** manages the financial and production work of the movie — arranging money, locations, and schedules. Example: *Produced by Jon Landau.*

## 4. Star Cast:

The **main actors and actresses** who play important roles in the film.  
Example: *Leonardo DiCaprio, Kate Winslet, Billy Zane.*



# Basic Information in a Film Review

## 5. Genre:

The **type or category** of the film.

Examples:

- Action
- Comedy
- Drama
- Romance
- Science Fiction
- Horror

Example: *Romantic Drama*.



## 6. Release Date:

The **date when the film was first shown** to the public in cinemas. Example: *Released on December 19, 1997*.

## 7. Country:

The **nation where the film was produced or made**. Example: *United States of America (USA)*.

## 8. Running Time:

The **total length or duration** of the film — usually given in minutes. Example: *Running time: 195 minutes*.

## 9. Original Language:

The **main language** used in the movie when it was first made. Example: *English*.

## 10. Budget:

The **total cost of making the movie**, including actors' payment, equipment, sets, and effects. Example: *Budget: \$200 million*.

# Example Film Review: Titanic (1997)

## About the Film:

*Titanic* is a romantic tragedy directed by James Cameron. It stars Leonardo DiCaprio and Kate Winslet. The film tells the story of love, tragedy, and heroism aboard the ill-fated Titanic ship.

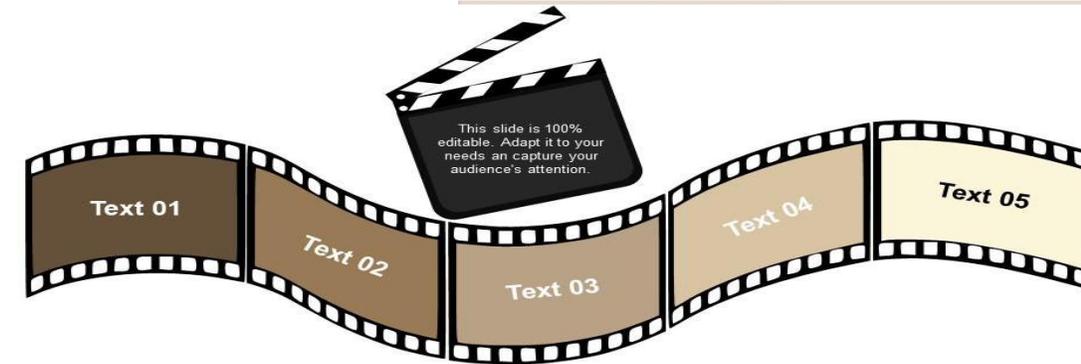
## Gist of the Plot:

Jack, a poor artist, and Rose, a wealthy young woman, fall in love on the Titanic despite their different social classes. Their love faces challenges, and the story becomes tragic when the ship hits an iceberg. The film shows courage, sacrifice, and the strength of human emotions.

## Recommendation and Rating:

*Titanic* is an emotional and visually stunning film that appeals to everyone. It teaches lessons about love, bravery, and loss. I highly recommend it.

**Rating:** ★ ★ ★ ★ ★ (7/10)



**Week 9**

**Meeting minutes**

**Describe the format .**



# Meeting Minutes

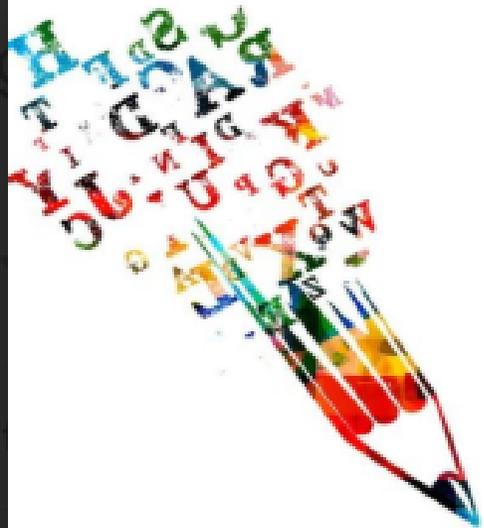


## Meeting Minutes Writing

Meeting Minutes are the official written record of what occurs during a meeting. They serve as an accurate summary of discussions, decisions, and future actions agreed upon by the participants. Minutes ensure that everyone—whether present or absent—can stay informed about what was discussed and decided.

**In short, minutes act as the permanent record of a meeting's proceedings.**





## Purpose of Meeting Minutes

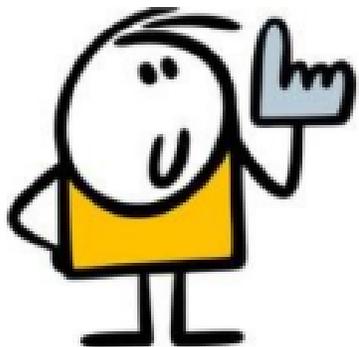
**The main purposes of meeting minutes are:**

- To provide a **clear summary** of what happened in a meeting.
- To **record decisions, recommendations, and responsibilities.**
- To remind participants of **tasks assigned** and **deadlines.**
- To serve as **official evidence** of decisions for future reference.
- To maintain **organizational transparency and accountability.**

## Qualities of Good Meeting Minutes

### Effective meeting minutes should be:

- **Accurate** – all details must be factually correct.
- **Clear and concise** – unnecessary details should be avoided.
- **Objective** – personal opinions and emotions must be excluded.
- **Well-structured** – presented in a logical and standard format.
- **Complete** – all major points, decisions, and actions should be recorded.
- **Timely** – minutes should be written and distributed soon after the meeting.



# Structure / Format of Meeting Minutes

## C. Attendance

List all people who attended the meeting and note absentees (if any).

Example:

**Present:** Mr. A. Rahman (Chairperson), Ms. S. Ahmed, Mr. T. Karim

**Absent:** Ms. L. Jahan (with prior notice)

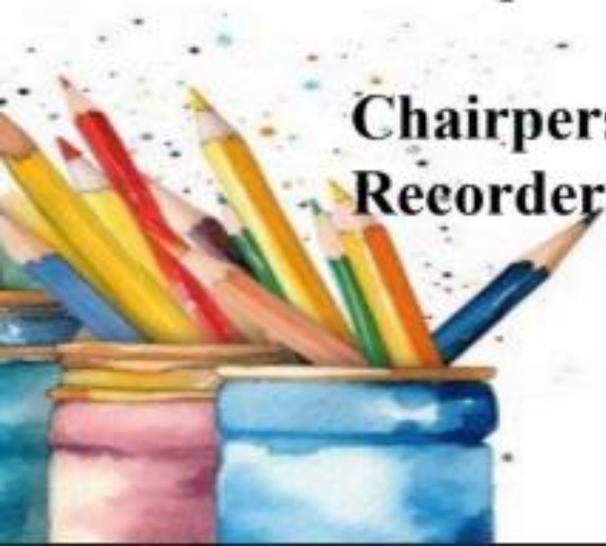
## D. Chairperson and Recorder

Mention who presided over the meeting and who recorded the minutes

Example:

**Chairperson:** Mr. A. Rahman

**Recorder:** Mr. S. Ahmed



# Structure / Format of Meeting Minutes

## F. Agenda Items and Discussion

This section forms the **main body** of the minutes. Each agenda point should be listed and summarized under clear subheadings.

It usually includes:

- **Topic discussed**
- **Main discussion points**
- **Decisions made**
- **Actions to be taken**
- **Person responsible**

*Example:*

### **Agenda Item 1: Review of Previous Tasks**

The team reviewed pending tasks from October.

It was decided that the marketing report must be completed by 10th November.

**Action by:** Mr. Karim



# Structure / Format of Meeting Minutes

## I. Adjournment

Mention the time when the meeting ended.

Example:

**The meeting adjourned at 11:30 AM.**

## J. Signature

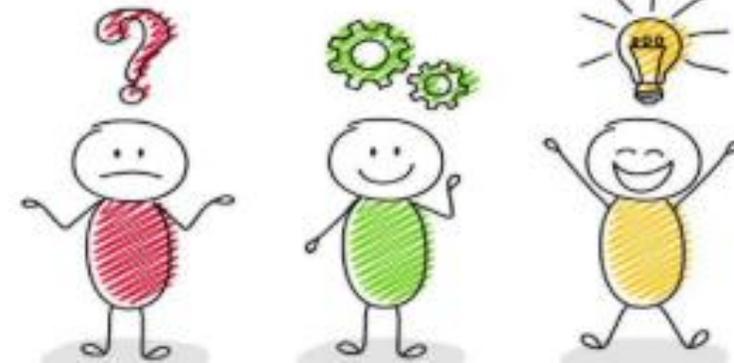
The minutes must be signed by both the **Recorder** and the **Chairperson** to make them official.

Example:

\_\_\_\_\_  
(Signature of Recorder)

\_\_\_\_\_  
(Signature of Chairperson)

**Date:** \_\_\_\_\_



## Structure / Format of Meeting Minutes

**Meeting Title:** School Sports Day  
Preparation Meeting

**Date:** 8 November 2025

**Time:** 3:00 PM – 3:40 PM

**Location:** School Staff Room

**Chairperson:** Mrs. Rahima

**Minutes Prepared By:** Arif  
Hossain

### Attendees

Mrs. Rahima – Sports Teacher

Mr. Karim – Class Teacher

Arif Hossain – Student

Representative

Tanvir Ahmed – Student

Representative

### 2. Agenda

Planning the sports events

Assigning responsibilities to students

Preparing equipment

Any other matters

### 3. Minutes of the Meeting

#### 3.1 Planning Sports Events

Mrs. Rahima suggested having **100-meter race, relay race, and long jump.**

Students agreed to include **a tug-of-war competition** for fun.

#### 3.2 Assigning Responsibilities

Arif will **check and arrange race tracks.**

Nusrat will **prepare participant lists.**

Tanvir will **collect all sports equipment.**

#### 3.3 Preparing Equipment

Mrs. Rahima reminded everyone to **check sports kits, whistle, and measuring tapes.**

Students will ensure all equipment is **ready by 14 November 2025.**

## Structure / Format of Meeting Minutes

### **5. Next Meeting**

**Date:** 13 November 2025

**Time:** 3:00 PM

**Location:** School Staff Room

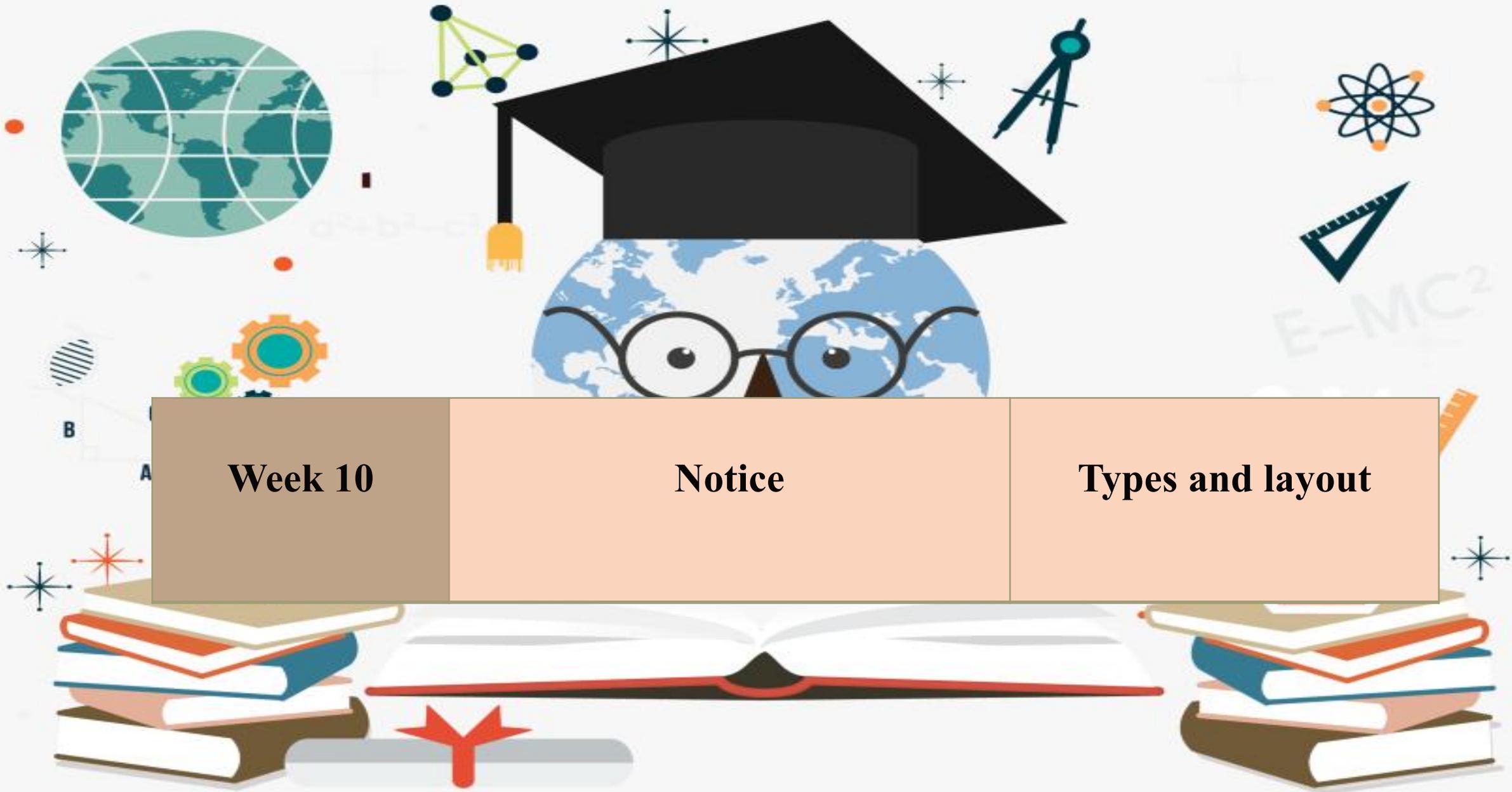
**Agenda:** Final preparation for Sports Day

### **Minutes Approved By:**

Mrs. Rahima, Sports Teacher

### **Minutes Prepared By:**

Arif Hossain, Student Representative



**Week 10**

**Notice**

**Types and layout**



A notice is a formal written or printed announcement used to inform a group of people about important events, rules, meetings, or activities.

It is usually short, clear, and to the point, and displayed in public places like schools, offices, or notice boards.

## Purpose of a Notice

- To give information formally and publicly.
- To inform a group about an event, instruction, or change.
- To invite participation or take action.



# Essential Features of a Good Notice

## **Concise and Clear:**

Keep it short and to the point. Use simple and direct language.

## **Informative:**

Must include all necessary details (Who, What, When, Where, Why, How).

## **Formal Tone:**

Use polite and formal language suitable for the audience.

**Objective:** Avoid personal opinions or unnecessary details.



**ATTENTION**

Public  
Notice

**Gyan Academy, Natore**

# NOTICE

Dated:13th Mar, 2018  
theinfobell.com

## Blood Donate Camp

This is hereby notified that XYZ NGO is going to organize a Blood Donate Camp in our school on 20th of March, 2018. All the willing students are hereby requested to be a part of the camp by submitting their names to the undersigned latest by 15th Mar, 2018.

Active participation of all the students is expected to make the camp successful.

Yours Truly  
Mr. X  
General Secretary



Govt. & UGC Approved

www.ugv.edu.bd

# UNIVERSITY OF GLOBAL VILLAGE (UGV), BARISAL

THE FIRST SKILL BASED HI-TECH UNIVERSITY IN BANGLADESH

## **NOTICE FOR ORIENTATION PROGRAM OF INTRODUCING SKILL BASED EDUCATION IN UGV**

Students, teachers and officers of UGV are hereby informed that the online **orientation program of introducing skill based education in ugv** for the students of Group – A will be held on **10<sup>th</sup> March (Thursday), 2022 at 10:30 am.**

All Students of Group –A (Regular) are requested to join the program through Zoom. This orientation program will comprise of introducing skill based courses, Project Based Learning (PBL), Intensive English Language Course (IELC) and to familiarize them UGV- IQAC (Institutional Quality Assurance Cell).

**Notes:** Zoom Meeting ID: 89713580323, Passcode: 1234

**Deputy Registrar, UGV**

### **Copy for information to**

1. P.S. to Chairman of BOT
2. P.S. to the Vice Chancellor
3. Treasurer
4. Controller of Examinations
5. Chairmen of all Departments
6. Accounts Office
7. PR Office
8. UGV Websites
9. Office Copy

**Week 11 -12**

**CV and Resume**

**Formatting styles for  
different types**



# Resume Introduction



- A resume is a French word which means “summary” i.e. summary of a person’s work life.

# Resume Definition

- According to Wikipedia - A resume is a document used and created by a person to present their background, skills, and accomplishments.
- It can be used for variety of reasons, but most often they are used to secure new employment.

# Types of resumes

- **Chronological Resume:**
  - It is the most commonly used resume format among job seekers. This can be called as a reverse-chronological resume.
- **Functional Resume:**
  - It is a resume format where skills and achievements are the focal points.
- **Combination Resume:**
  - It looks like the skills-based functional resume format; a combination resume focuses on the applicant's skills and abilities.

# What is CV?

- Curriculum Vitae (CV) defines as it is a long application document and may be contains 5 or 6 pages long.
- It covers in-depth all information including Academic Background, Research Experience, Awards, Honors, Publications, Teaching, Volunteering Experience and Other Specific Accomplishments.

# Difference between Curriculum Vitae (CV) and Resume

## **Exact Meaning**

- A document containing information related to individual's past qualification, experience, skills, competencies and achievements is known as a CV or Curriculum Vitae and a Resume is a document having details of an individual's education, work experience, competencies and previous job achievements.

# Difference between Curriculum Vitae (CV) and Resume



## **Type of Document:**

Curriculum Vitae are a Comprehensive.  
A Resume is concise.

# Difference between Curriculum Vitae (CV) and Resume



## **Length of the pages:**

Curriculum Vitae - 2 to 20 or more pages. A resume contain only 1 to 2 pages.



# Difference between Curriculum Vitae (CV) and Resume

## **Modification**

Curriculum Vitae has no modification needed, it is same for all jobs. And a resume, it can be modified according to job description of a company.

# Difference between Curriculum Vitae (CV) and Resume



## **Education:**

It is mentioned at the top of the (Curriculum Vitae) CV. And a resume it is mentioned after experience.

**Week 13**

**Email Writing**

**- Formal and  
Informal Email  
writing technique**

**Email writing is the process of creating and sending electronic messages to communicate information, ideas, or requests.**

**It's a modern form of written communication that can be formal (used in professional or official settings) or informal (used in personal or friendly communication).**



### **Formal Email**

A formal email is a professional message written to people in authority, such as teachers, employers, or officials. It follows a structured format, polite tone, and clear purpose.



### **Informal Email**

An informal email is a casual message written to friends, family, or close acquaintances. It has a friendly tone and simple structure — not strict like formal emails.

## STRUCTURE OF A FORMAL EMAIL:

**Subject line:** Clear and to the point

*Example:* Request for Leave on  
24th October

**Salutation (Greeting):**

*Example:* Dear Sir/Madam, / Dear  
Mr. Rahman,

**Opening line:** Mention purpose  
politely

*Example:* I am writing to inform  
you that... / I would like to request.

**Body:** Explain your message briefly  
and clearly

Keep it professional and focused

**Closing line:** Show gratitude or  
expectation

*Example:* I would appreciate your kind  
consideration.

**Sign-off:**

*Example:* Sincerely, / Yours faithfully,  
*Your Full Name*



## Example of a Formal Email:

**From:** [anikarahman33@gmail.com](mailto:anikarahman33@gmail.com)

**To:** [professorazom95@gmail.com](mailto:professorazom95@gmail.com)

**Subject:** Request for Permission to Attend Workshop.



Dear Sir,

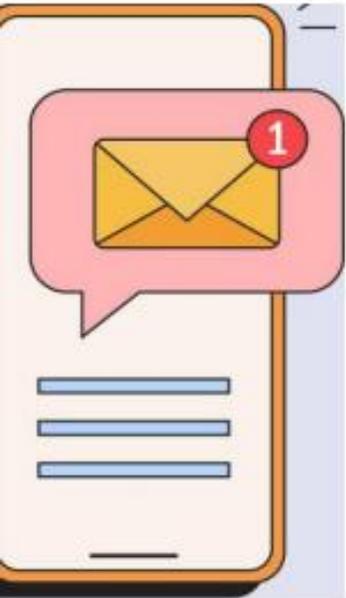
I hope you are doing well. I am writing to request permission to attend a workshop on Digital Literacy, which will be held on 25th October at the university auditorium. The session will enhance my technical skills and academic growth.

I would be grateful if you kindly grant me permission to attend.

Sincerely/ Regards

Anika Rahman

Department of English



# STRUCTURE OF INFORMAL EMAIL

**Subject line:** Optional but short

*Example:* Guess what happened today!

**Greeting:** Friendly and relaxed

*Example:* Hi Rafi, / Hey Sara.

**Opening line:** Start with a warm note

*Example:* Hope you're doing great! / It's been a while since we talked.

**Body:** Share your message naturally

Use contractions (I'm, don't, can't) and friendly language

**Closing line:** End warmly

*Example:* Take care! / Talk to you soon!

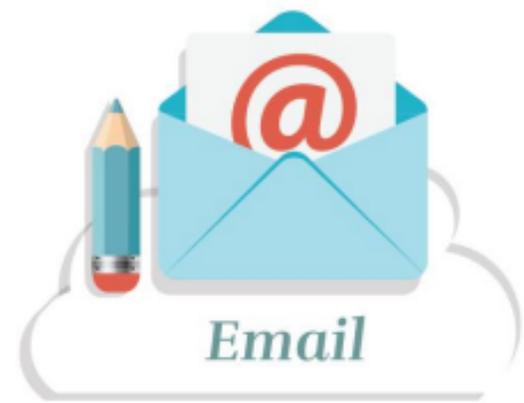
**Sign-off:**

*Example:* Best, / Love, / Yours,  
▶ *Your Name*



## Example of Informal Email:

**From:** [ezel90@gmail.com](mailto:ezel90@gmail.com)  
**To:** [rafialom66@gmail.com](mailto:rafialom66@gmail.com)  
**Subject:** Let's Meet This Weekend!



Hi Rafi,  
How are you doing? It's been such a long time since we last met! I really miss our weekend hangouts and fun conversations. I was thinking it would be great to meet up this Saturday evening. We could go to our favourite cafe or maybe try the new restaurant near the park. What do you think?  
Let me know if you're free this weekend. I can't wait to catch up and hear all your latest stories!  
Take care and see you soon!  
**Ezel**



**Week 14**

**Report Writing**

**Formatting styles for  
different types**

# Report Writing

A factual description or explanation of any incident, situation, or problem is called a report.

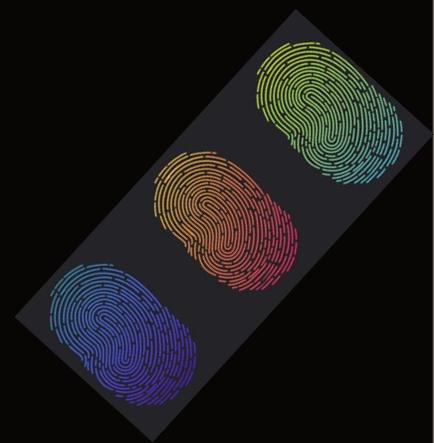
Reports are of two types:  
General reporting  
News reporting

## What is general reporting?

A factual description on any subject. It can be compared with an essay or a paragraph. In general reporting, writing usually begins directly with a heading (title).

## What is news reporting?

The report or writing that is prepared for the press media or news media is called news reporting. News reporting is often compared with paragraph writing. However, while paragraph writing does not require attention to four specific points, news reporting must focus on four points.



## Four important parts of a report:

- Title or heading
- Source of the report
- The whole report elaborately (detailed description)
- Conclusion

### How a title should be:

A report should have a title / heading / caption that should be brief but clear in concept. That is, a report must have a heading which is short but gives a clear idea.

### The source of the report:

Reporter's name or Staff Reporter (reporter's name), date, place of incident .....

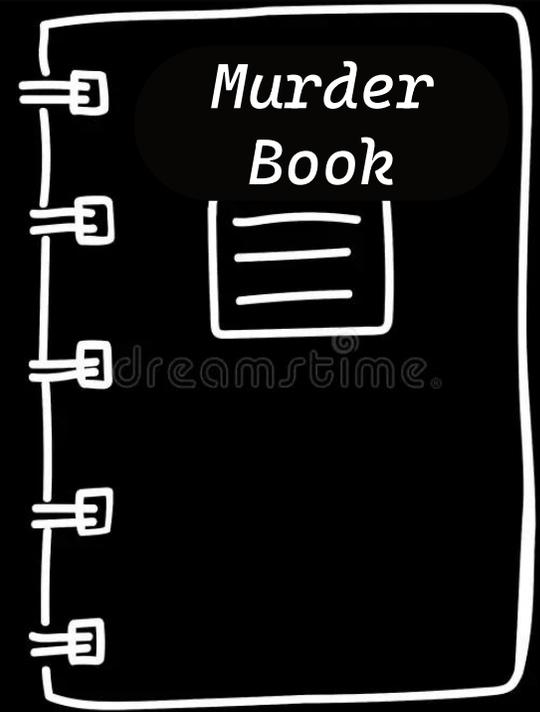
Example: Staff Reporter, 20th January 2020, Zero Point, Rajshahi.

### The whole report elaborately:

In this part, the report should be presented in two ways. In the first part, the whole report should be presented briefly in two or three lines in the form of a summary. In the next part, the entire report should be written elaborately (in detail).

### How a conclusion should be:

The concluding sentence of the report is considered the conclusion, where the report or news ends. It contains a short but important message that draws the reader's attention.





## Points to be kept in mind while writing an ideal report:

- First person (I/We) should be avoided in a report. That is, the use of I or We must not be used.
- The language of the report should be easy, and the sentences should have a simple structure.
- In report writing, question marks, quotation marks, and exclamation marks should be avoided, and the sentences should be converted into assertive statements.
- For the authenticity of information, the age, date, or source name should be mentioned alongside the information.



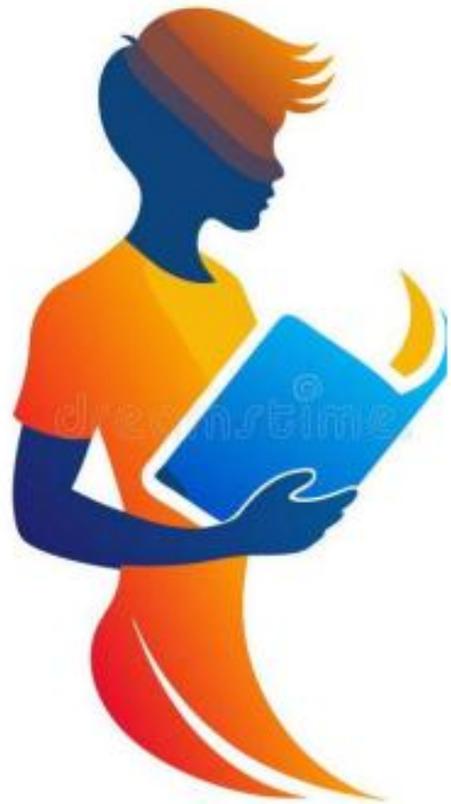
**Week 15**

**Reading Comprehension**

**Types of reading**

# Types of Reading

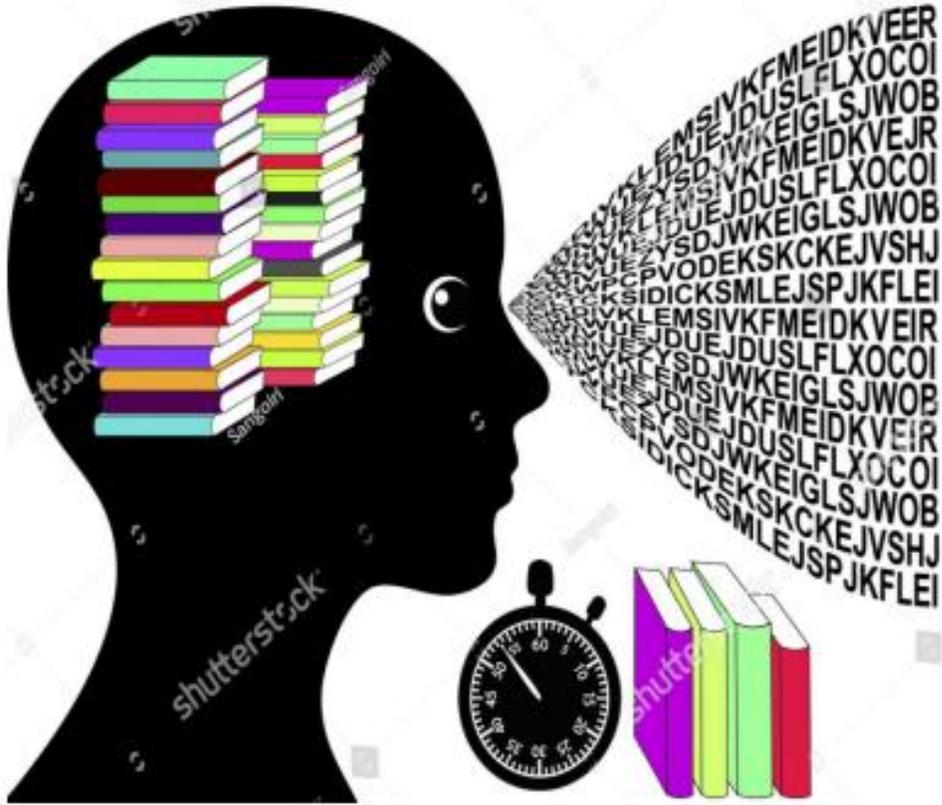
Reading is the process of decoding written symbols to extract meaning, information, or pleasure. Based on purpose, speed, and depth, reading can be divided into several major types.



- ❖ Skimming
- ❖ Scanning
- ❖ Intensive Reading
- ❖ Extensive Reading



# Skimming



Skimming means reading a passage very quickly to get the main idea or the general meaning of what it says. When we skim, we don't read every single word; instead, we just look for the important points. Skimming helps us understand what the text is about without spending much time. It's like looking at the “big picture” of the passage.

## **Example:**

When you open a newspaper and read the headlines or the first few lines of an article to see if it's interesting — that's skimming.

# Scanning



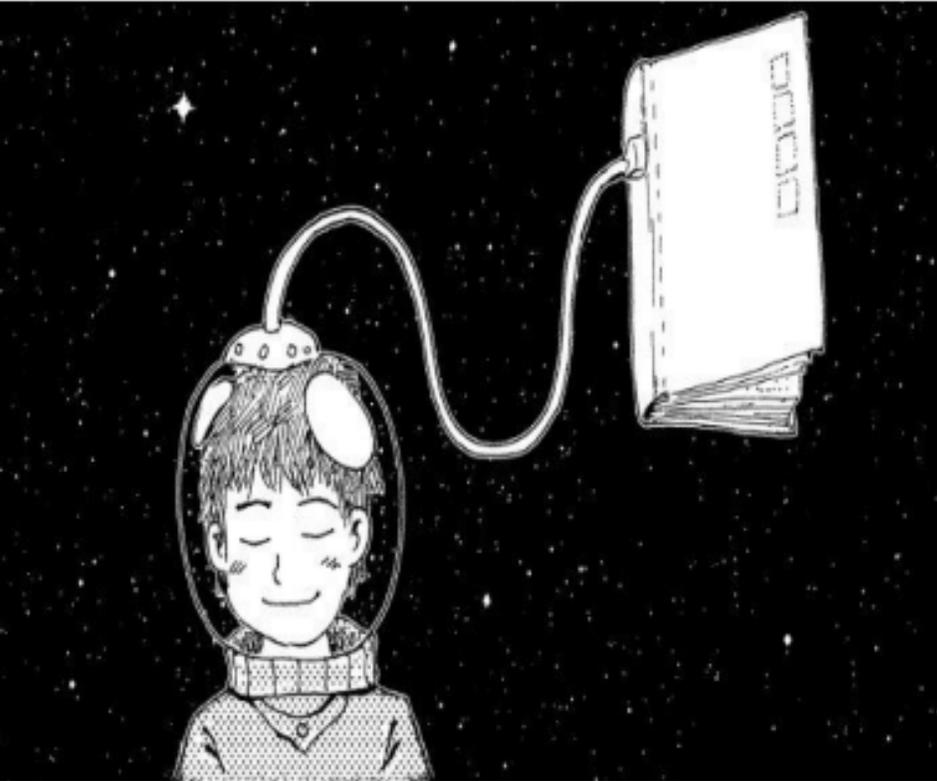
Scanning means reading a text very fast to find a specific piece of information — such as a name, number, date, or fact. You don't read the whole text; your eyes move quickly until you find what you are looking for. It is like using your eyes like a scanner to search for something particular.

## **Example:**

When you look at a bus timetable to find the time your bus leaves, or when you search a dictionary for the meaning of one word — you are scanning.



# Intensive Reading



Intensive reading means reading a short text carefully, slowly, and with full attention to understand the exact meaning. It focuses on the details, such as new vocabulary, grammar, and sentence structure.

It is usually done in classrooms when teachers and students study a text line by line. This type of reading helps to improve language knowledge and comprehension.

## **Example:**

When a student reads a short story or a paragraph in class and analyses its vocabulary, grammar, and meaning — that is intensive reading.

## **Purpose:**

To understand every detail and to learn the language deeply.

# Extensive Reading



Extensive reading means reading a lot of materials or long texts for enjoyment and general understanding, not for studying or analysing every word. It helps develop reading speed, vocabulary, and a love for reading.

In this type, you read what you like — books, magazines, stories, or articles — and you read at your own pace. It's more about enjoyment and fluency than about details.

## **Example:**

Reading an English novel like *Harry Potter* or a magazine article for fun — that is extensive reading.

## **Purpose:**

To enjoy reading, build a reading habit, and improve vocabulary and fluency naturally.



