

# English Language Proficiency -I

## ENG: 0231-1204

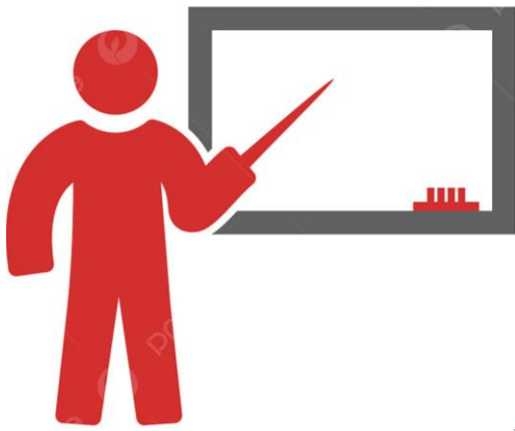


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## Teaching Frameworks: Course Outlines and Resources for OBE

<b>Course code</b>	<b>ENG: 0231-1204</b>
<b>Course Title</b>	<b>English Language Proficiency- I</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

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

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

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

**Bloom's Category**

**Remember (15)**

**Understand (15)**

**Apply (10)**

**Analyze (10)**

**Evaluate (5)**

**Create (5)**

Time Frame	Topics	Teaching Strategies	Classroom Activities	CLO/PLO
<b>Week 1</b>	Critical Reading & Writing (Syntax)	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



Time Frame	Topics	Teaching Strategies	Classroom Activities	CLO/PLO
<b>Week 6</b>	Memo writing	Define, Describe and writing	Understanding the topic	4,5
<b>Week 7</b>	Memorandum Quiz	Demonstrate the process	Real time practice	4,5
<b>Week 8</b>	Writing Comprehension	Interactive lecture on writing clarity.	Analyze and rewrite sentences for clarity and flow..	2,4
<b>Week 9</b>	CV and Cover letter	Formatting styles for different types	Understanding the text	2,6
<b>Week 10</b>	Resume	Formatting styles for different Purpose	Understand the Situational context	2,6
<b>Week 11</b>	Reading Comprehension	Types of reading	Understanding the topic	1,3

<b>Time Frame</b>	<b>Topics</b>	<b>Teaching Strategies</b>	<b>Classroom Activities</b>	<b>CLO/PLO</b>
<b>Week 12</b>	CV and Resume Quiz	Demonstrate the process	Real time practice	2,6
<b>Week 13</b>	Email Writing	- Formal and Informal Email writing technique	- Understand and create mail	
<b>Week 14</b>	Report writing	Principles, layout, formatting styles for different types	Understanding the text	5,6
<b>Week 15</b>	Meeting minutes	Describe the format .	Understanding the topic	4,5
<b>Week 16</b>	Paragraph Writing And Quiz	Lecture on how write a perfect paragraph	Understanding the object	1,3
<b>Week 17</b>	Notice	Types and layout	How to write formal notice	1,3



**Week 1**

**Critical Reading & Writing  
(Syntax)**

**Defining, understanding  
Critical reading and  
creative writing**



# 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**

A critical reader might read the same work to appreciate how a particular perspective on the events and a particular selection of facts can lead to particular understanding. A non-critical reader is satisfied with recognizing what a text says and restating the key remarks.

## **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.

## 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.

**Week 2**

**Writing (Syntax)**

**- Interactive lecture  
on syntax.**

# 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 Structure

Sentences can be classified by structure:

**Simple Sentence** – One independent clause.

*“He runs.”*

**Compound Sentence** – Two independent clauses joined by a conjunction.

*“He runs, and she walks.”*

**Complex Sentence** – One independent clause and one or more dependent clauses.

*“He runs because he is late.”*



## **Declarative Sentence**

A sentence that **states a fact, gives information, or makes a statement.**

Example:

“The sun rises in the east.”

“She is a good singer.”

## **Interrogative Sentence**

A sentence that **asks a question.**

Example:

“Are you coming today?” (Yes/No)

“Where do you live?” (Wh-question)

## **Imperative Sentence**

A sentence that **gives a command, request, instruction, or advice.**

Example:

“Close the door.”

“Please help me with this.”

## **Exclamatory Sentence**

A sentence that **expresses strong emotion** such as joy, anger, surprise, or excitement.

Example:

“What a beautiful day it is!”

“I can’t believe you won!”

## 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.

## 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.

## 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.



## **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.

## **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 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.



## 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*)

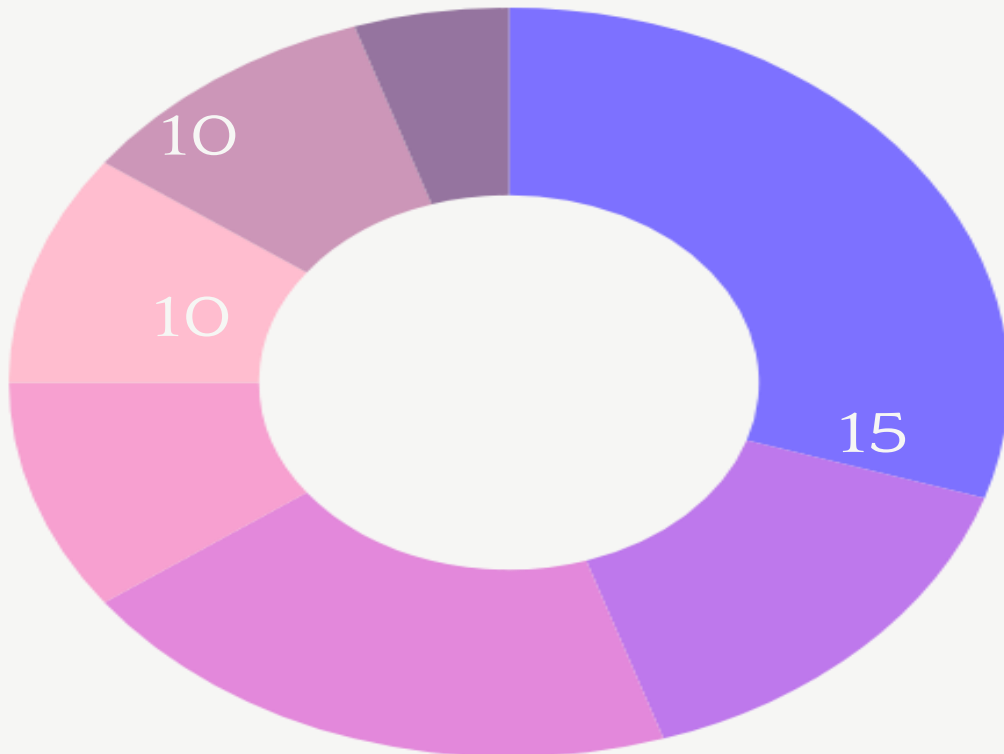
**Week 4**

**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.

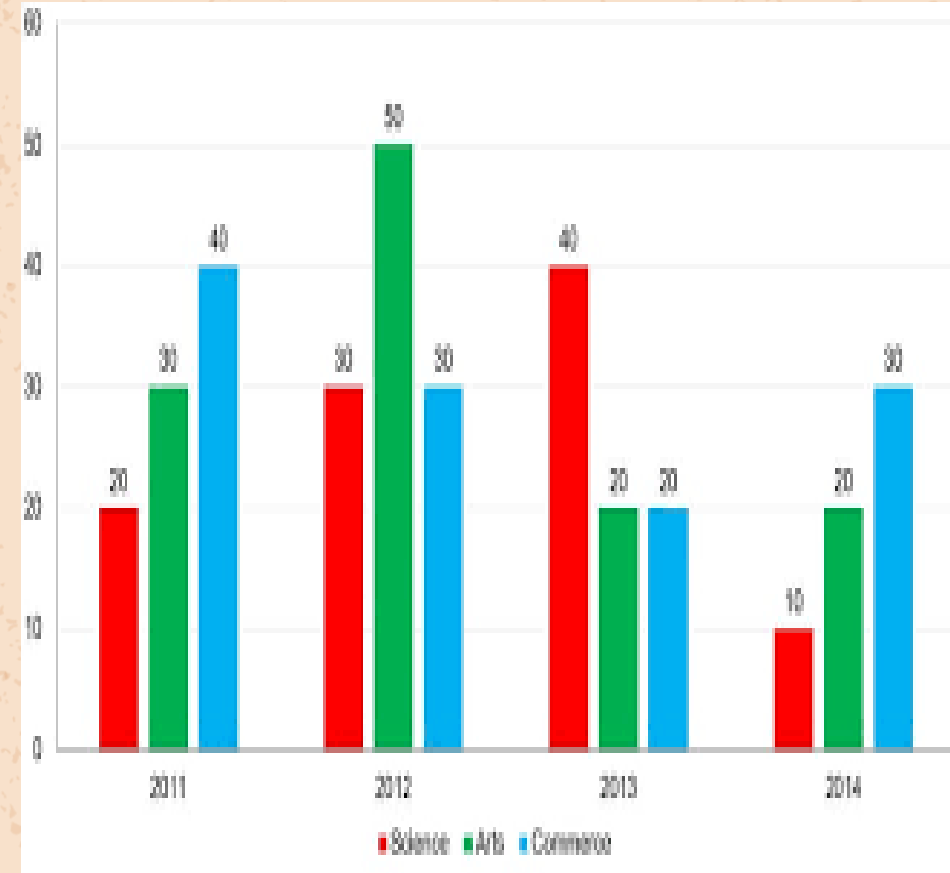


**Here are some key points to help you write a perfect bar chart description.**

1. Introduction
2. General overview
3. Specific features

❖ The bar chart below shows the number of students enrolled in three different courses (Science, Arts, and Commerce) at a college over a 4-year period (2011 to 2022).

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



**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

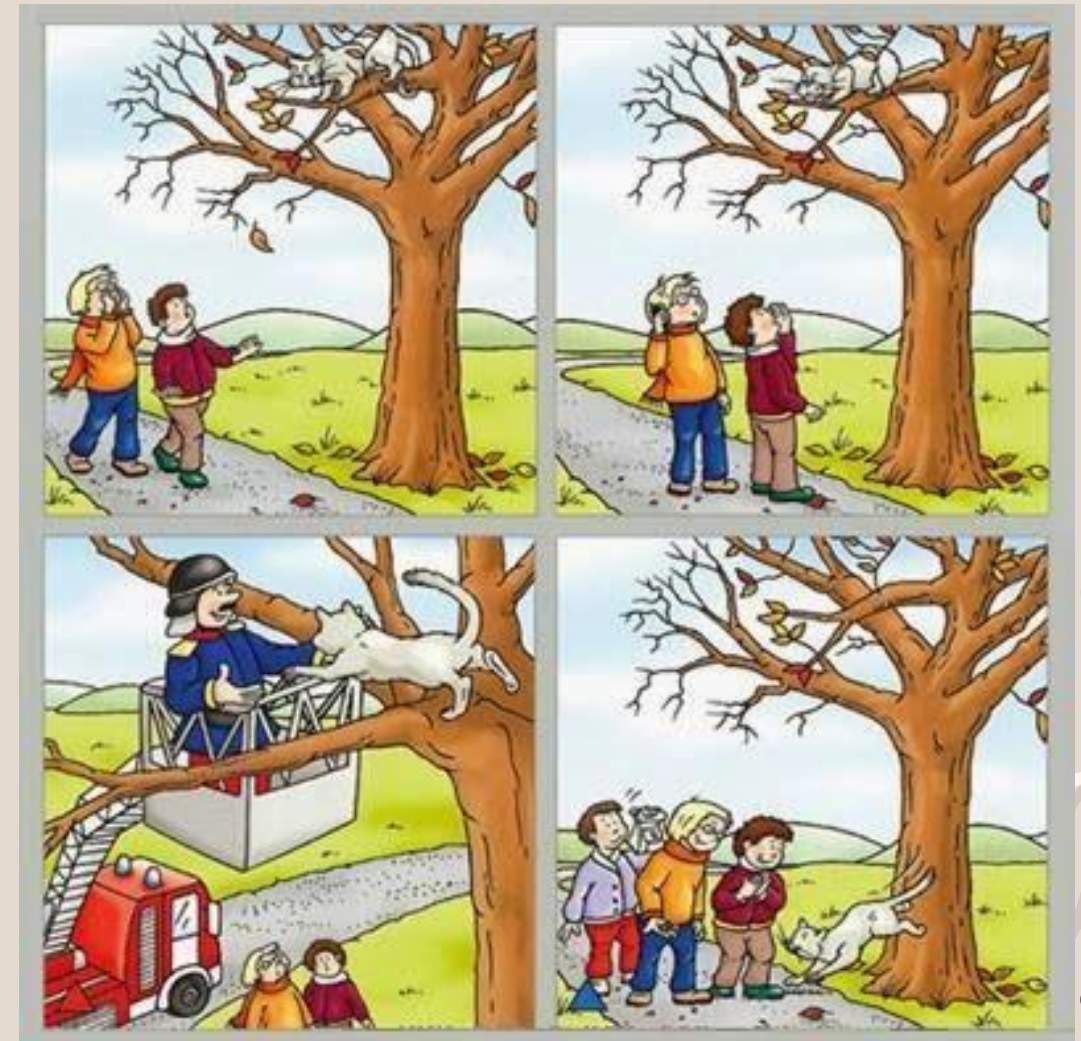
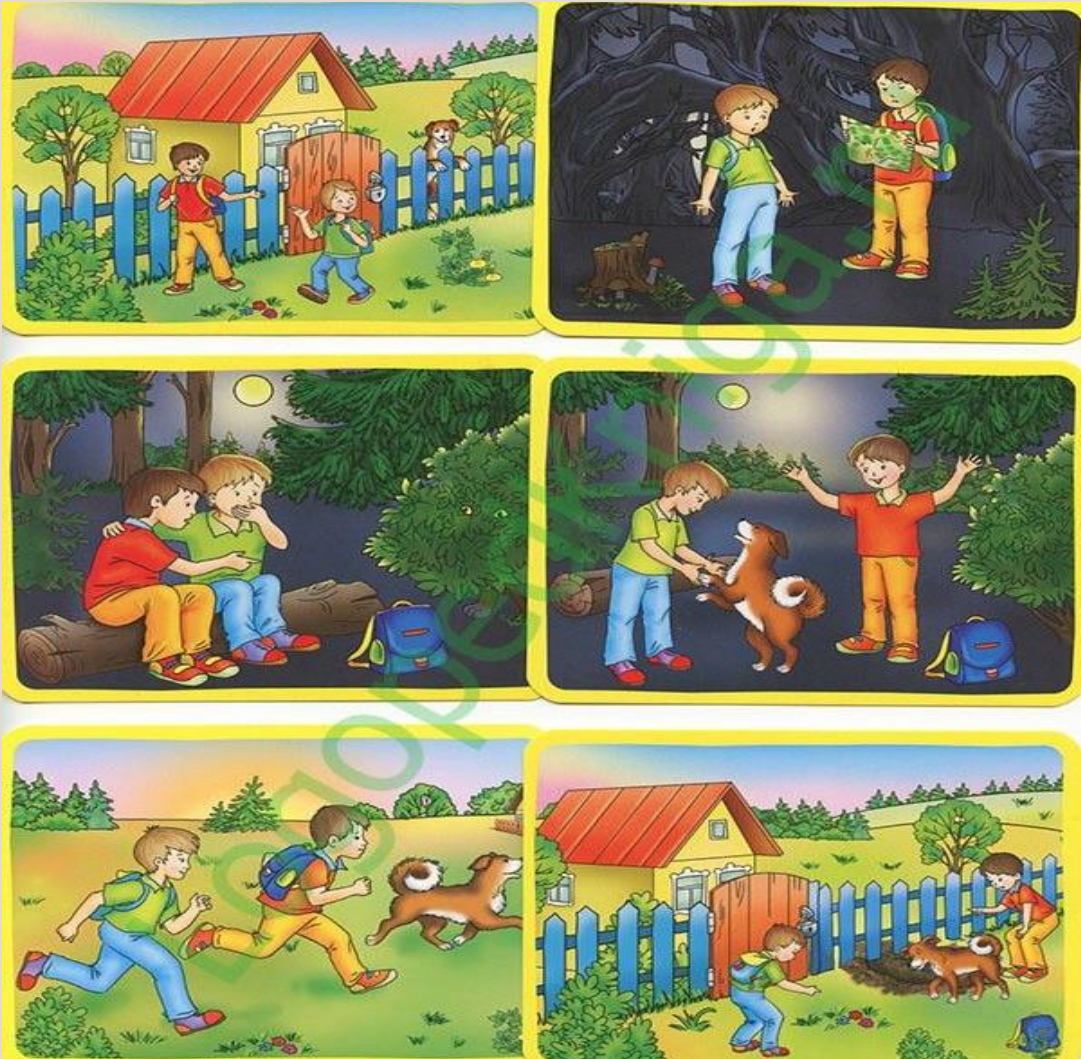
- Make sure your story has a clear conclusion or message.

### 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



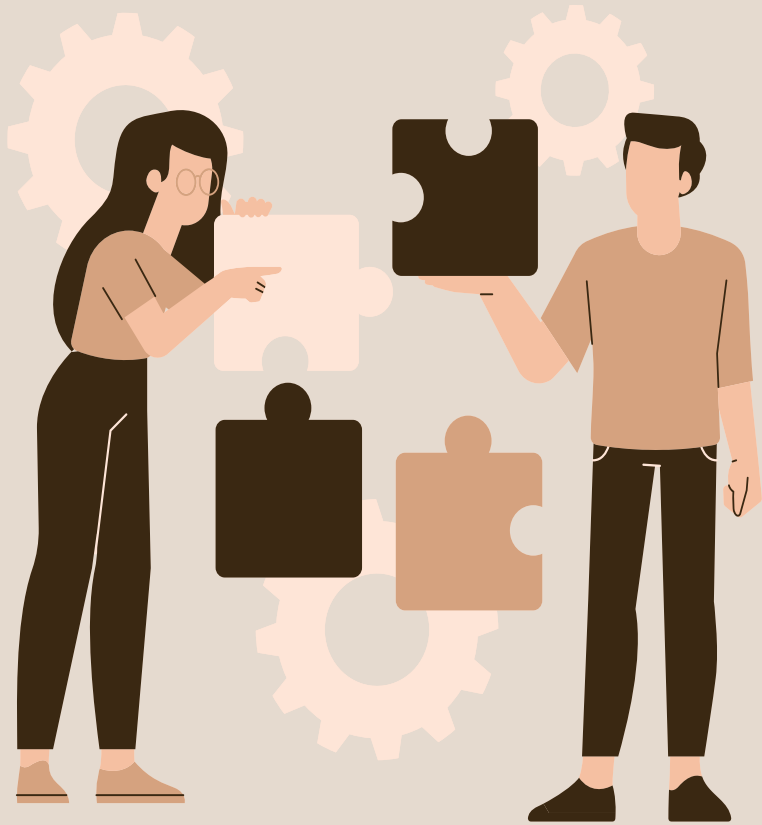
**Week 8**

**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.









**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.



# 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.”

➤ We picked red apples from the garden.

## Classes of Adjective

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





## 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.

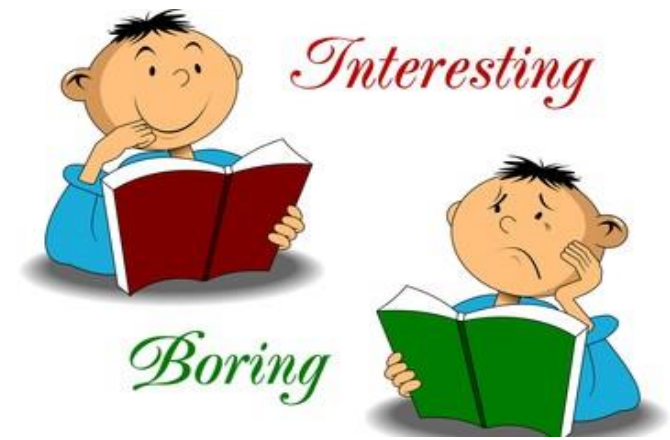
## Adjective of Quantity

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?



## Verb

A verb is a word that expresses some action.

### Finite Verb and Non-Finite Verb

- A **Finite verb** shows tense and changes with the subject. **Examples:** She **runs** fast, They **played** football, He **is eating** now.
- A **Non-Finite** verb does NOT show tense and does NOT change with the subject. **Examples:** I want to sleep, She loves dancing, The broken glass cut my hand.

### Principal Verb and Auxiliary Verb.

- ❖ The verb that expresses a complete meaning on its own is called a **principal verb**. **Examples:** She **runs** every morning, They **ate** dinner at 7 PM.
- ❖ And the verb that does not have any meaning of its own but only helps the principal verb to express its meaning (especially during the formation of tense) is called an **auxiliary verb**. **Examples:** I **do** like chocolate. They **have eaten** already.





## 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.**  
(*What did she kick?* → the ball)
- **He reads a book** every night.  
(*What does he read?* → a book)
- **They built a house** near the river.  
→ (*What did they build?* → a house)

## Intransitive Verb

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

**Example:**

- **He sleeps early.**  
→ "*Sleeps*" doesn't need an object.
- **The baby cried.**  
→ "*Cried*" stands alone; we don't need to know *what* the baby cried.
- **They arrived late.**  
→ "*Arrived*" is complete without any object.



# 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...

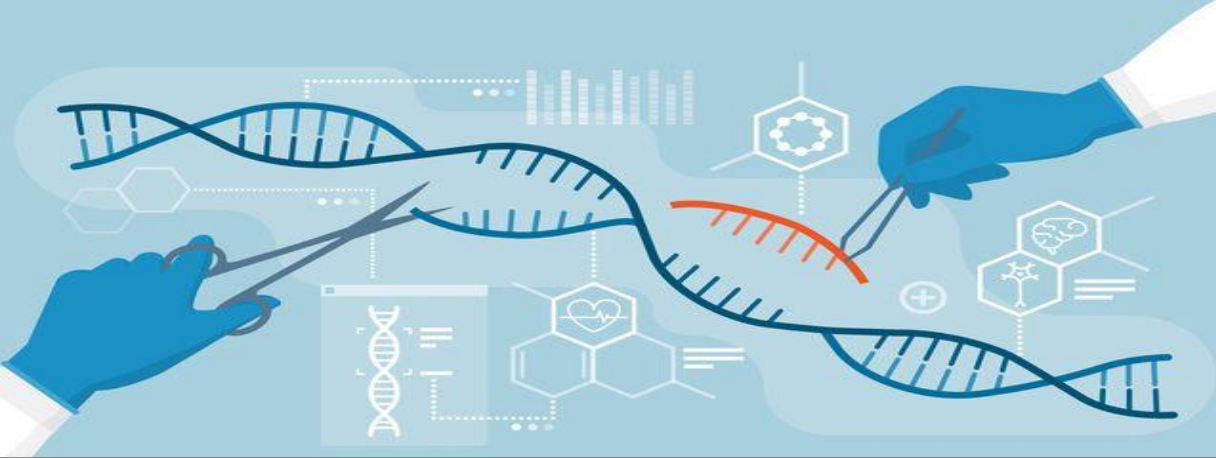
An **adverb** tells us more about a **verb**.

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**.





### **Modifying Sentence:**

**Fortunately**, he survived the tragic plane crash.

**Interestingly**, he was able to manage everything on his own.

•

### **❖ Modifying Prepositional phrase:**

It is a point **directly** above the focus.

He went **totally** beyond the limits of his mandate.

•

### **❖ Modifying Conjunction:**

You got here **way** before he did.

The Secretary reached the venue **slightly** after I had left.

## **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 Frequency** (Indicates how often an action/event occurs within a certain time):  
If the question of a sentence can be answered by “How often,” then it is called an adverb of frequency.

Examples: Often, seldom, rarely, occasionally, regularly, sometimes, daily, hardly, never, ever, once, twice, thrice, later, hourly, monthly, weekly, yearly, etc.

Examples:

- The incubator turns each egg hourly.
- He is often late for work.
- We seldom see Australia losing a cricket match.



**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	Adverb
<ul style="list-style-type: none"><li>▪ Sufia had a <b>hard</b> time at school.</li><li>▪ I was told this was an <b>easy</b> job.</li><li>▪ He is a <b>just</b> man.</li><li>▪ We both went to the <b>same</b> school.</li><li>▪ This is a <b>slow</b> dance.</li><li>▪ It is a <b>straight</b> road.</li><li>▪ He got very <b>high</b> marks in the exam.</li></ul>	<ul style="list-style-type: none"><li>▪ I work very <b>hard</b> at my job.</li><li>▪ Please be relaxed and take it <b>easy</b>.</li><li>▪ I <b>just</b> missed the train.</li><li>▪ The twins always dress the <b>same</b>.</li><li>▪ The traffic is moving <b>slow</b>.</li><li>▪ It runs <b>straight</b> for 2 kilometres.</li><li>▪ The birds are flying <b>high</b>.</li></ul>





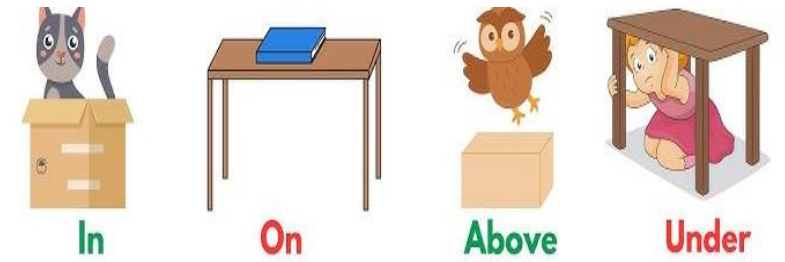
# Preposition

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, beside, about, beyond etc.

Prepositions are of the following six types:

- Simple Preposition
- Double Preposition
- Compound Preposition
- Phrase Preposition
- Participle Preposition
- Disguised 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:

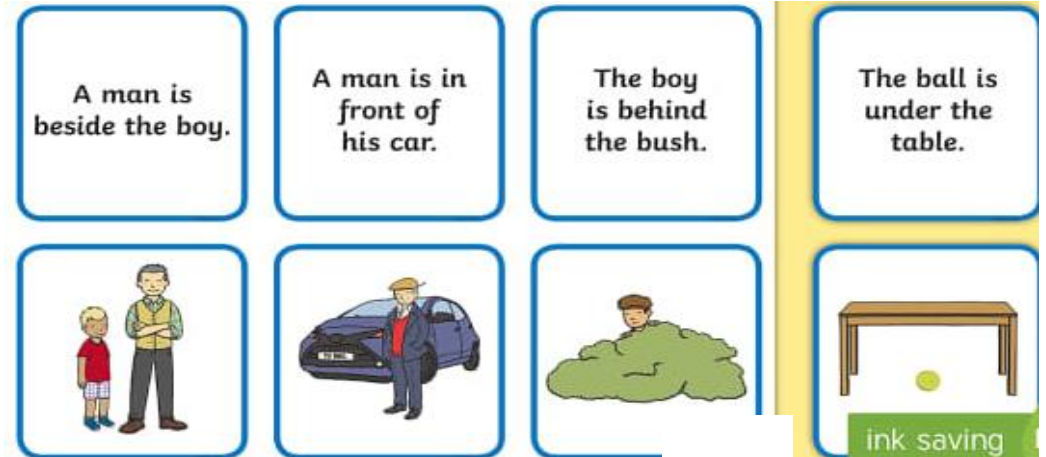
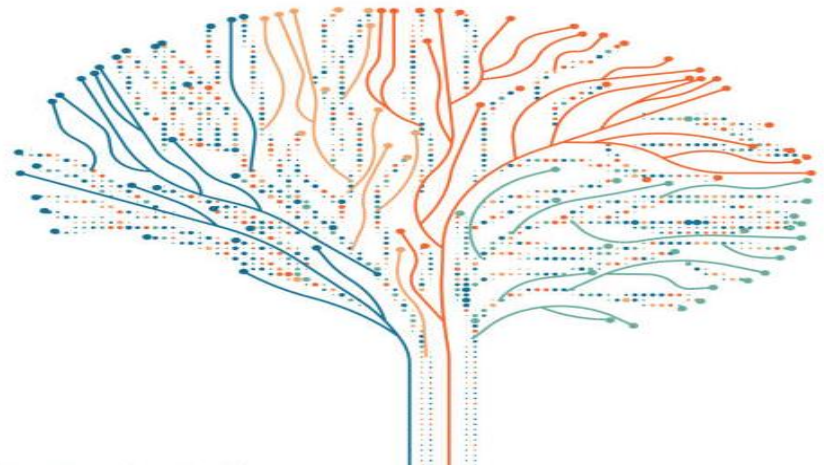
Double Preposition = Preposition + Preposition

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.



## Participle Preposition

When a present participle (verb+ing) or past participle (verb's past participle form) is used as a preposition, it is called a **participle preposition**.

### Example:

Regarding this matter, I know nothing.  
Here, "regarding" = about . Although it is a present participle, it functions here as a preposition, so it is called a participle preposition.

## Disguised Preposition

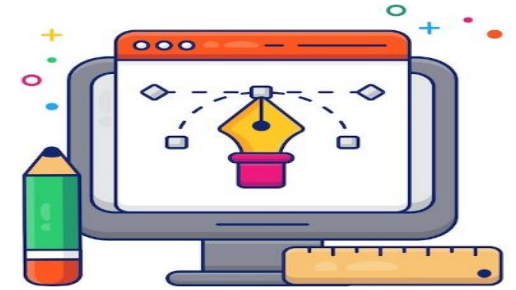
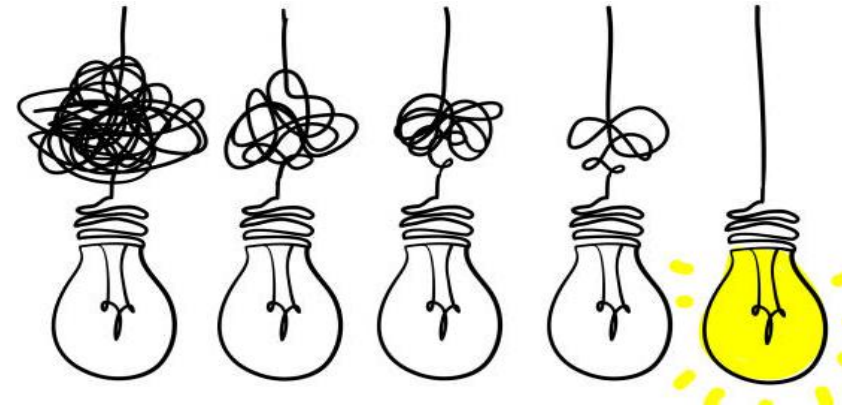
Sometimes prepositions are used in a disguised form by adding 'a' before them. These are called disguised prepositions.

### Examples:

The poor man went on begging.

If we say:

The poor man went a-begging, it means the same.  
Here, "on begging = a-begging", a disguised preposition.



## 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.

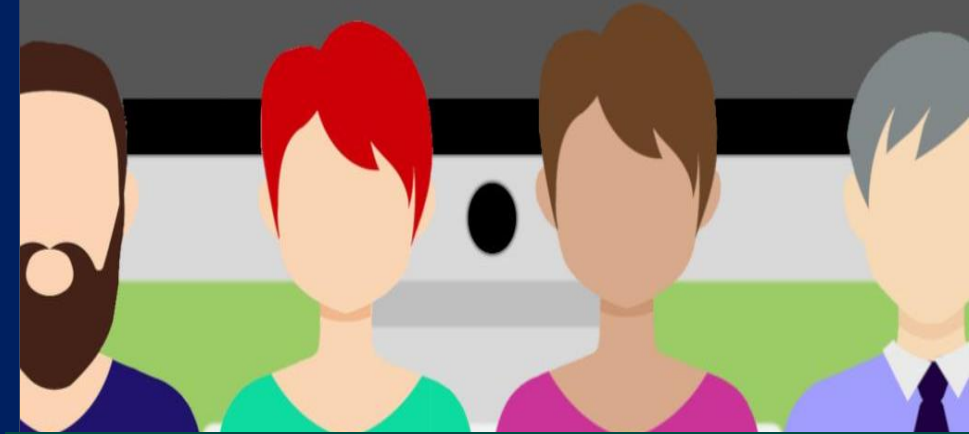
Inc. **We discussed on/about the matter.**

Cor. We discussed the matter.

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

Cor. We discussed the matter.

Can you find the  
Prepositions?

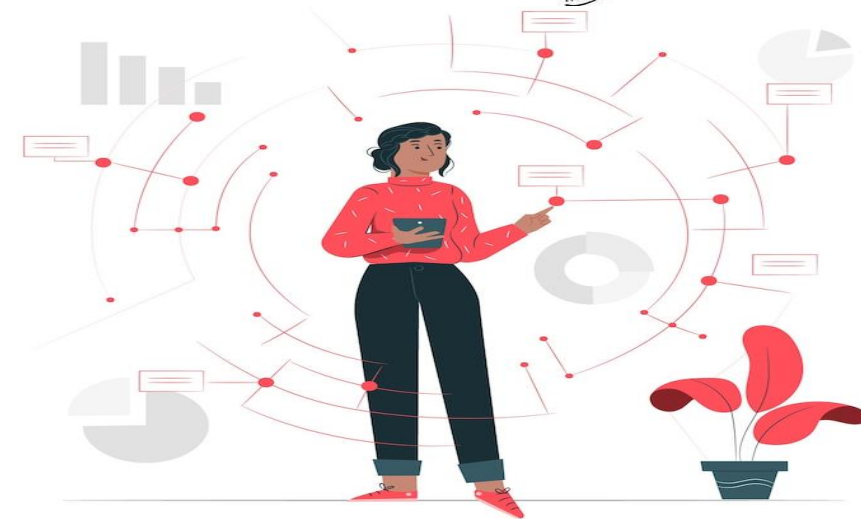
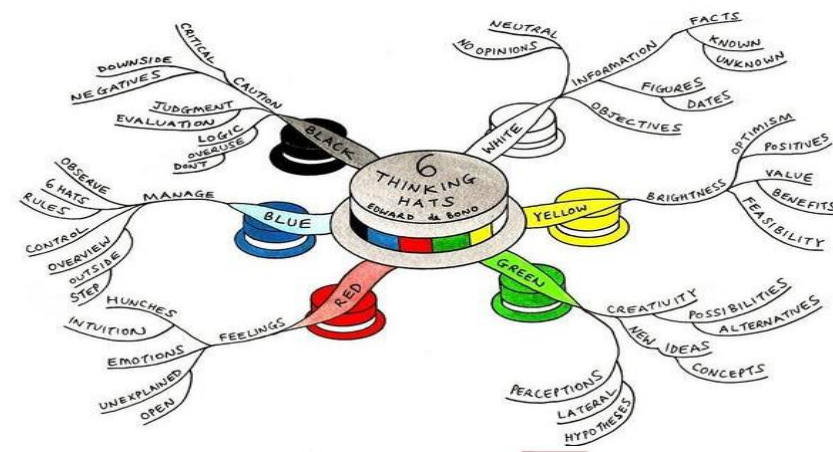






A Conjunction is a Parts of Speech that connects two or more words, phrases, clauses or sentences.  
Example:

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:

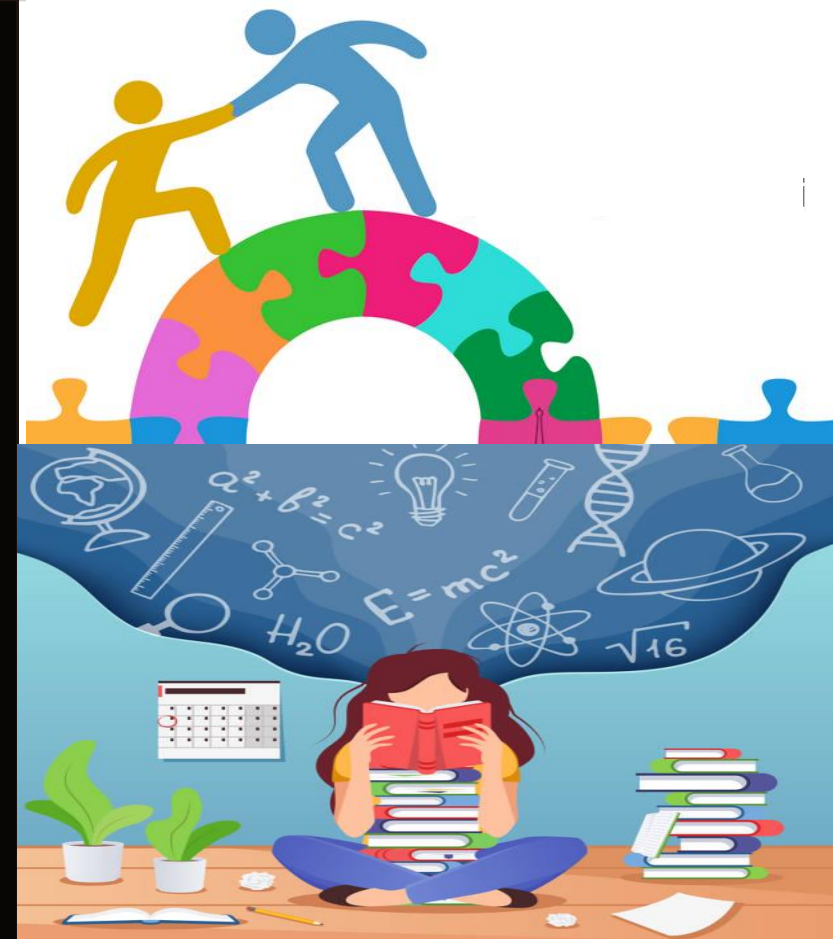
- The sky is blue and the ocean is green.
- I want to go to the park, but my mother won't let me.

## 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



# 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!

