English Language Proficiency -I
ENG: 0231-1204

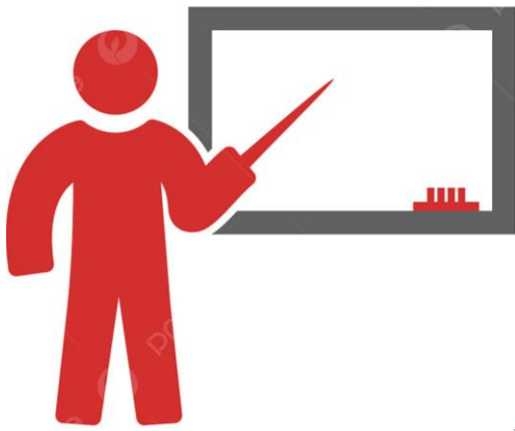Nabila Tasneem
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Teaching Frameworks: Course Outlines and Resources for OBE

Course code	ENG: 0231-1204
Course Title	English Language Proficiency- I
Course Type	Core Course
Course Teacher	Nabila Tasneem
Credit Value	3
Contact Hours	51
Total Marks	150

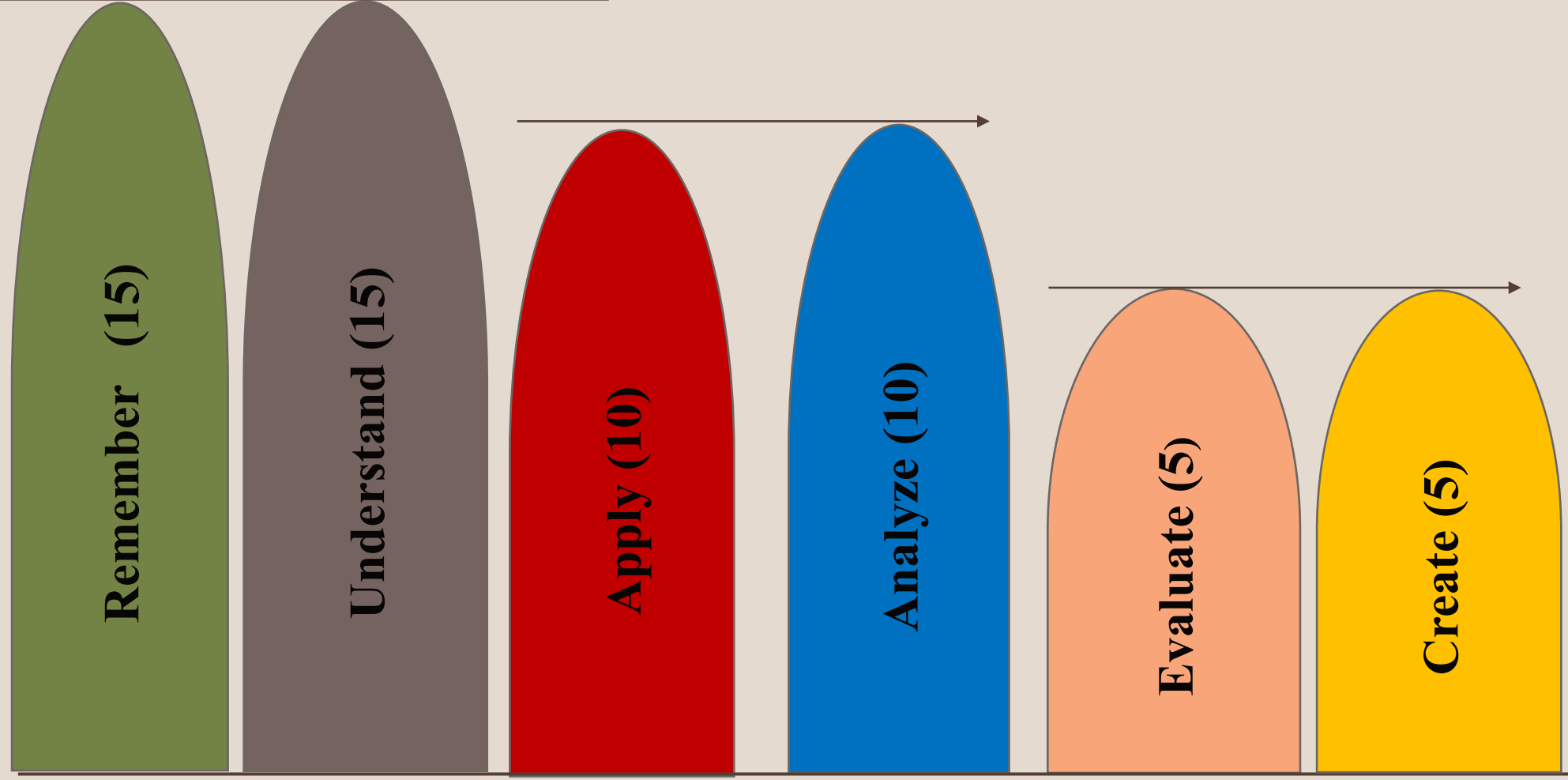|		
CLO 1	Recall key vocabulary words related to daily activities, work, and academic topics. Identify common grammatical structures and their rules in written and spoken English. List the main components of a paragraph or essay	
CLO 2	Explain the meaning of new vocabulary words in context. Summarize 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	

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

Bloom's Category

Remember (15)

Understand (15)

Apply (10)

Analyze (10)

Evaluate (5)

Create (5)

Time Frame	Topics	Teaching Strategies	Classroom Activities	CLO/PLO
Week 1	Critical Reading & Writing (Syntax)	Defining, understanding Critical reading and creative writing	- Analyze and rewrite sentences for clarity and flow..	2,4
Week 2	Writing (Syntax)	- Interactive lecture on syntax.	- Analyze and rewrite sentences for clarity and flow..	2,3
Week 3	Sentence Correction	- Discuss common sentence errors.	- Correct flawed sentences in a given paragraph.	5,3
Week 4	Bar Chart Interpretation	- Lecture on interpreting data in bar charts.	- Analyze a bar chart and write a descriptive summary	1,2
Week 5	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
Week 6	Memo writing	Define, Describe and writing	Understanding the topic	4,5
Week 7	Memorandum Quiz	Demonstrate the process	Real time practice	4,5
Week 8	Notice	Types and layout	How to write formal notice	1,3
Week 9	CV and Cover letter	Formatting styles for different types	Understanding the text	2,6
Week 10	Resume	Formatting styles for different Purpose	Understand the Situational context	2,6

Time Frame	Topics	Teaching Strategies	Classroom Activities	CLO/PLO
Week 11	CV and Resume Quiz	Demonstrate the process	Real time practice	2,6
Week 12	Email Writing	- Formal and Informal Email writing technique	- Understand and create mail	
Week 13	Report writing	Principles, layout, formatting styles for different types	Understanding the text	5,6
Week 14	Meeting minutes	Describe the format .	Understanding the topic	4,5
Week 15& 16	Paragraph Writing And Quiz	Lecture on how write a perfect paragraph	Understanding the object	1,3

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

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

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.
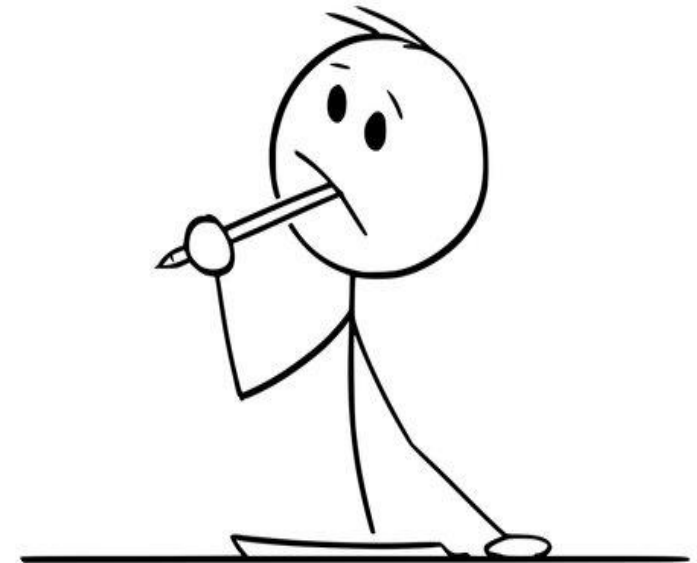
Subject-Verb Agreement Errors

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)*
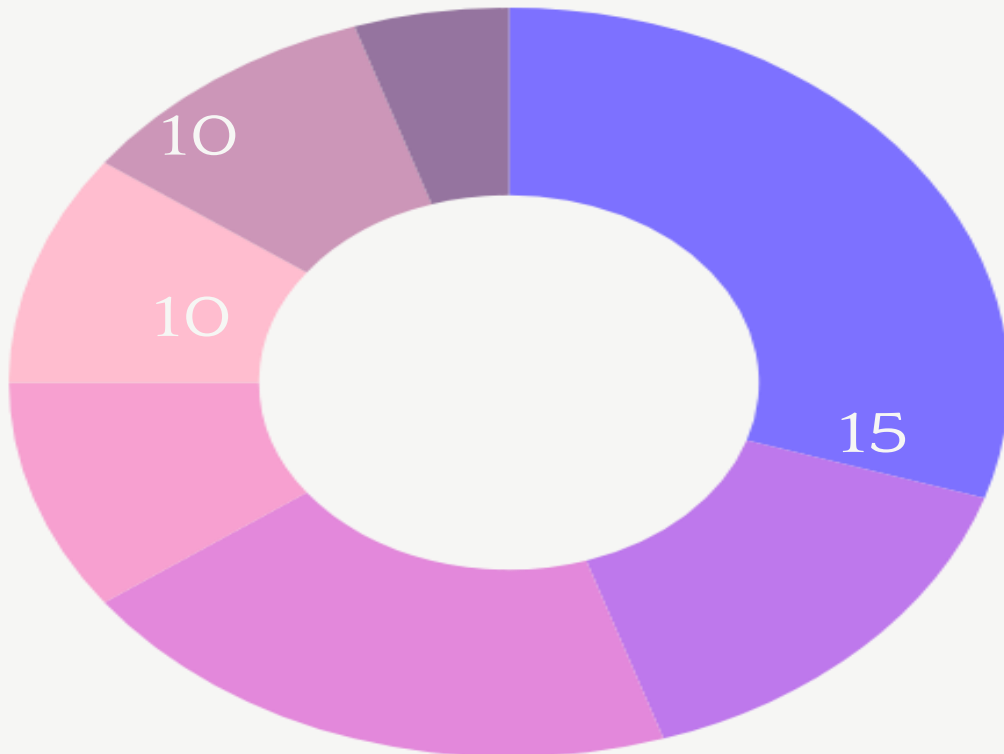- ✓ Yesterday, we **went** to the zoo and **saw** many animals. *(Tense consistency)*

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 (2019 to 2022).

Summarize the information by selecting and reporting the main features, and make comparisons where relevant.
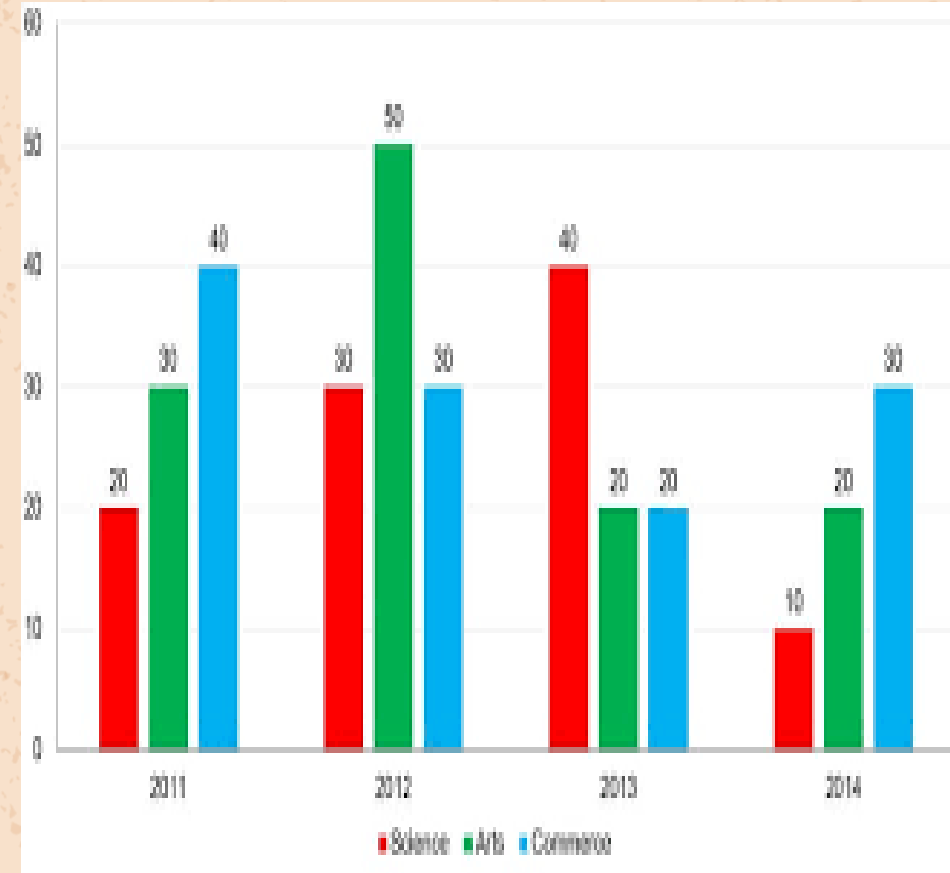
Week 5	Pictorial Presentation	- Visual aids to demonstrate linking text with images.

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.
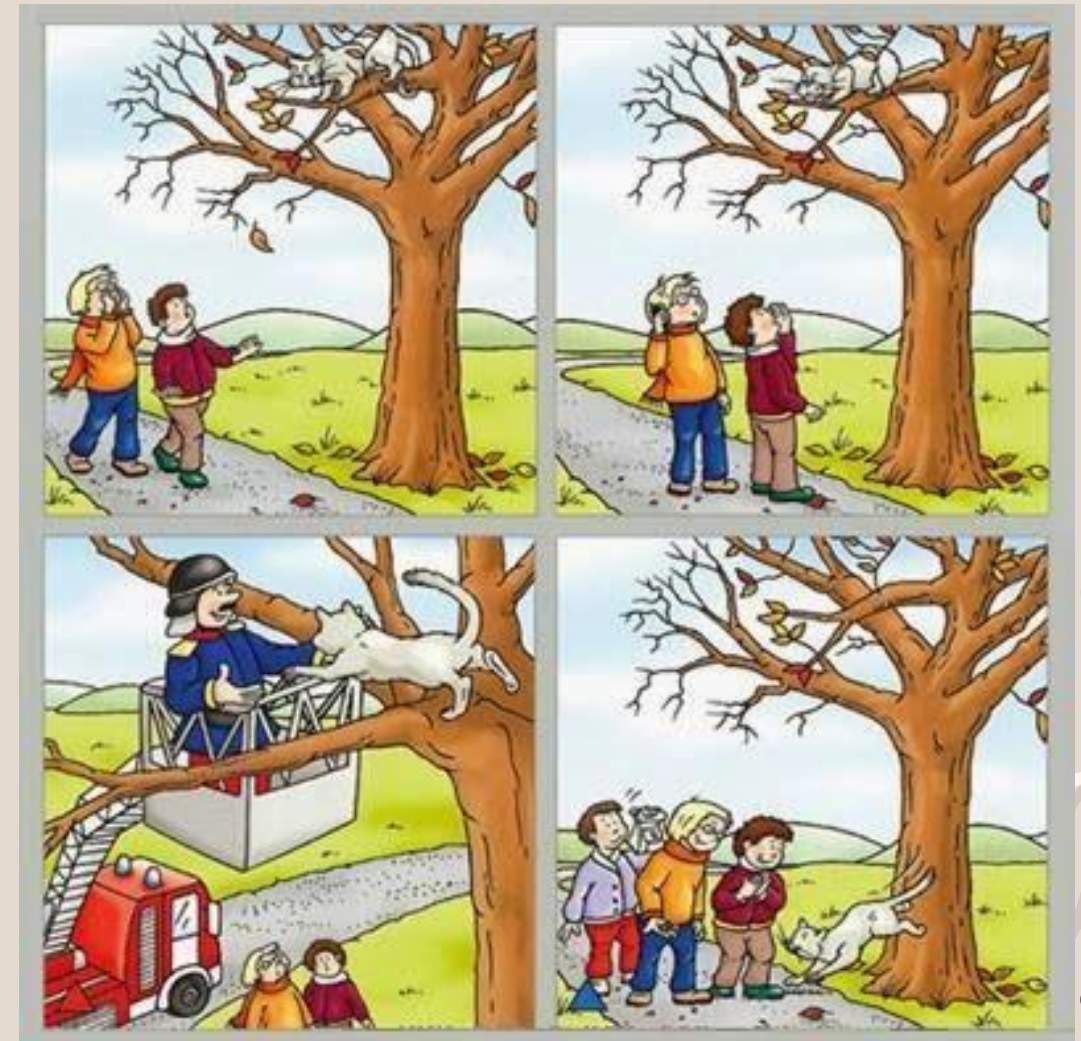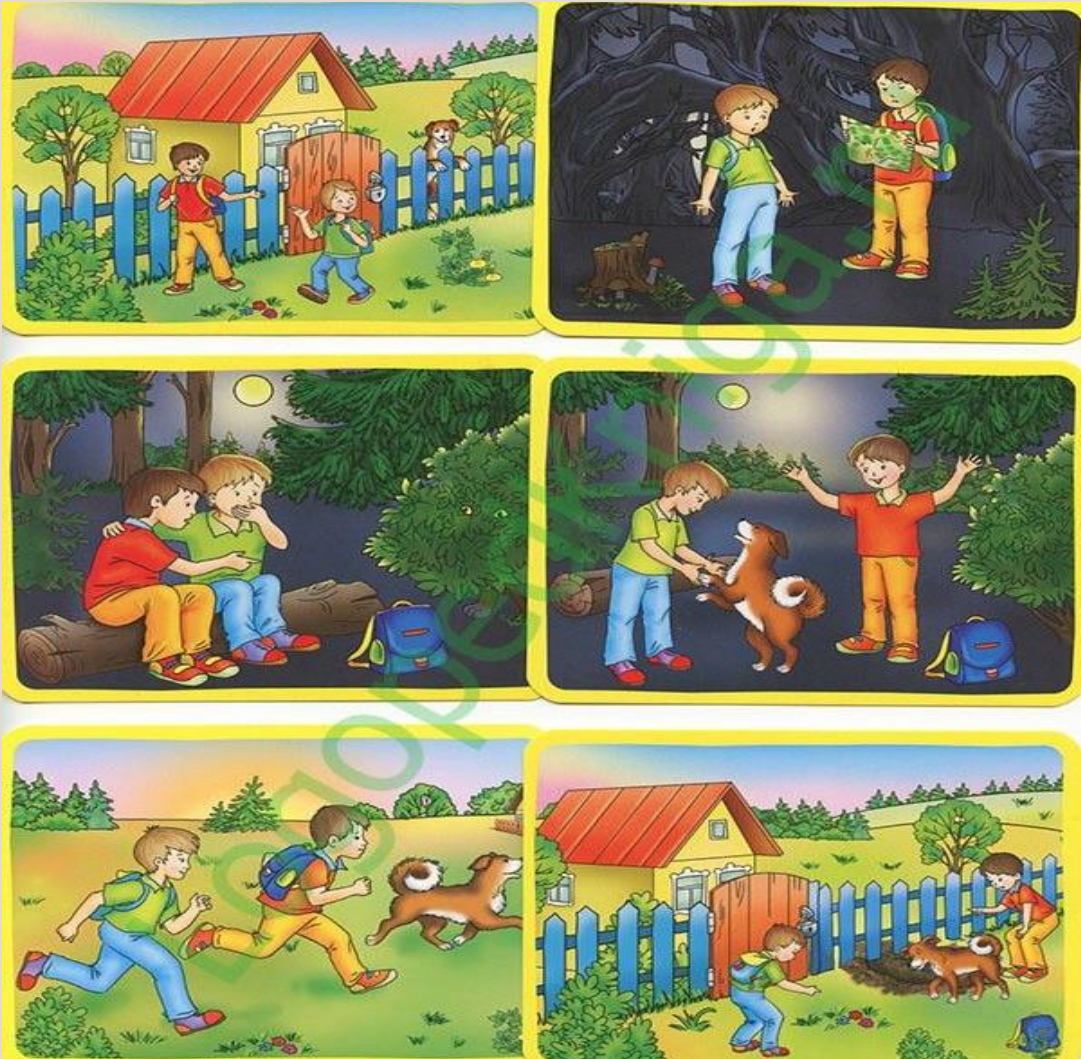
6. Conclude the Story
•Make sure your story has a clear conclusion or message.

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

Memorandum

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