

## PROFICIENCY IN ENGLISH F- 9

### Unit - I : Need and importance of English Language

Languages are important in life of any nation. People need a language to communicate with each other. "Language is the system of sounds and writing that human beings use to express their thoughts, ideas and feelings". Our country is Multilingual and Multicultural. We generally used three languages, the mother tongue (local language), Hindi and English. A Foreign language, English occupies a unique position in our country because of our past association with British. During British Raj, English was the sole language used for official works, Business and Education. Even after independence, it has a prestigious position in our society. It became a language of educated people. If any one talk in English, people listen him more seriously and carefully.

At the prior of independence, the constitution of India which was adopted in 1950 had envisaged Hindi as the only official language of the Union of India. And

English has been allowed to continue up to 15 years from the date of adoption of the constitution and then to be replaced by Hindi. But in our country, people living in different states speak different languages. So, it was not possible to make only Hindi as official language. So, at the time of expiration of the period of fifteen years from the commencement of the constitution, English added as "Associate official language" through the act "The Official Languages Act, 1963" which was come in force on the 26<sup>th</sup> day of Jan. 1965. Hindi is an official of India along with 22 scheduled languages as the languages of the Union in present.

#### \* English as a global language

English is a global language. It is a language spoken internationally. It is a official language of more than 50 countries. In world, one out of five people can speak or atleast understand English. About 400 million people use English as a first language. Because of English used by worldwide and vibrant, its help us in communication. Even in our country people from North and South communicate with

other in English language. Here, it has become a link language.

### \* English around us

English is the language of science, computers, diplomacy and tourism. English is the language of Newspapers. Most of the national newspapers are published in English and are popular in cities and towns. Radio and Television also run programmes in English. Prime time slots are allotted for news in English. Sports commentaries, which have wide audiences, are delivered in English. Because of English is an associate official language, most of the governmental work, official work done in English. English is also language of Education. We get easily study materials, notes or books related to any field in English language. Most of the public schools are English medium. Knowing English increases your chances of getting job in a multinational company within our home country or of finding work abroad. It is the main language used in computing. And Indian software engineers are proficient in English. English language uses for communication frequently. It helps in communication with foreigner. That's how we can say English is around us.

## \* Constitutional provision: English as an associate official language.

There is no national language in India; our country is multilingual. People living in different states speak different languages. So, it was not possible to make only Hindi as official language. After that the Constitution of India designates 22 official languages for the government of India along with Hindi written in Devanagari script. And added English as an associate official language of the Union. Hindi or English is used in official purpose such as parliamentary proceedings, judiciary work. It helps in communication between the central government and a state government. States within India have the liberty and powers to specify their own official languages through the legislation. In India, English plays a basic role because of our past association with British.

## \* Proficiency vs. achievement in English

⇒ Proficiency

→ Proficiency means skill and experience. The fact of having the skill and experience for doing something.

- English proficiency is the ability of an individual to speak or write in this language.
- There are different levels of English proficiency in students. Some of them only know simple words, phrases with very limited reading skills. Some of them understand English but not able to write and speak. And some of them fluently speak English.

### ⇒ Achievement

- Achievement means success, something that any one have done successfully, especially through hard work or skill.
- Achievement in English is the ability of an individual to repeat language element which has been taught.
- There are different measure of English achievement
  - i) Identify the student's level of knowledge, skills and understanding.
  - ii) Identify what and how the student is thinking and learning.
  - iii) Extend the student's learning.

## Unit-2 : Developing Oral skills (Listening and Speaking)

\* Importance of listening and speaking in acquiring proficiency in English

For an English language learner its need to be acquiring a good listening and speaking skill. Listening plays a very important role in students success of learning language skills. It is the first step towards learning English. Listening is an activity of paying attention and trying to get meaning from something we hear. It involves understanding a speaker's accent and pronunciation, his grammar and vocabulary and grasping his meaning. For successful communication, listening skill is essential, so it should be taught to students.

After listening students try to speak the language. Speaking is an act of making vocal sounds with meaningful words. It is a way to express thoughts, ideas and feelings. It gives the ability to communicate effectively. This skill improved the linguistic attributes such as voice quality, volume, tone, pronunciation.

## ⇒ Stages of listening

There are three stages in a listening activity :-

- i) The Pre-listening stage :- This is the first stage of teaching listening. In this stage teacher prepares the students to listen. Sometimes teacher uses CD or audio track to make it interesting. At this time we give them a little information, but not too much. Give them just a tiny bit of information like in meaningful words, title or a short sentence. And allow them to predict what they hear.
- ii) While-listening stage :- In this stage, students listen and do a task. Here, students try to get specific information. This is the actual listening stage where students are asked to do exercises based on the audio.
- iii) The Post-listening stage :- It is the final stage, where students can relate to the text. It embraces all the activities related to a particular listening activity which are done after the listening is completed. This is the problem-solving and decision-making activities stage.

## ⇒ Activities for speaking

- i) Give chance to speak poem.
- ii) Watch films that model conversation skills.
- iii) Use pictures
- iv) Give chance to talk with each other.
- v) Role-play

\* Identification of and production of distinctive sounds in English: Syllable, Stress, intonation and rhythm

Sound :- Vibration that travels in air and reaches the ears of the living beings specially in human beings and animals is called sound.

Speech sound (Phoneme) - The smallest unit of sound that differentiates one word from another which is in other words called Phoneme.

→ English has just 26 letters but it has 44 phonemes (speech sound)

→ Graphemes :- It is a letter or a number of letters that represent a speech sound in a word. There are about 250 graphemes in English.

e.g. Dad add milled

cat kit

K Ki

- Phonemes are further divided into two categories - (i) Vowel speech sound  
(ii) Constant speech sound

**Syllable :-** A syllable is a unit of sound that creates meaning in language. It can be a single, spoken unbroken sound of a spoken word. Usually consonants join vowels to create syllables. However it can have more than one consonant and more than one vowel as well.

- Syllable can have more than one letter, however a syllable cannot have more than one sound.
- The number of times you hear vowel (a, e, i, o, u) in a word is the equal

do the number of syllables in a word.

e.g. Long - 'o' - one syllable

Silent - 'si' with the long 'i' - two syllable

Reading - 're', 'in' - two syllable

S.tress:- Stress is the relative emphasis that may be given to certain syllables in a word or to certain words in a phrase or sentence.

- In English stressed syllables are louder than non-stressed syllables.

e.g. admiration, degree, Parents

- In spoken language, grammatical words (auxiliary verbs, preposition, pronoun---) usually do not receive any stress.

- Lexical words (nouns, verbs, adjectives---) must have at least one stressed syllable.

- Lexical word is a single word, a part of a word, or a chain of words that forms the basic element of a sentence. e.g. cat

- However there is no rule about which syllable is stressed in a word with more than one syllable.

Intonation:- Intonation describes how the voice rises and falls in speech. The three main patterns of intonation in English are:-

- i) Falling intonation:- It describes how the voice falls on the final stressed syllable of a phrase.
- ii) Rising intonation:- It describes how the voice rises at the end of a sentence.
- iii) Fall-rise intonation:- It describes how the voice falls and then rises.

Rhythm:- It is the way stressed and unstressed syllables make patterns in speech. It is marked by stress timing and quality of syllables.

- Rhythm has a correlation with stress
- Developing different speeds and know when to slow down and speed up can give your spoken English more interest.
- It is important for non-native speakers to understand and master the rhythm of English.
- Rhythm makes sound natural & fluent.

## \* Recognizing words in various contexts.

Word recognizing is the ability of a reader to recognize written words correctly and virtually effortlessly. It sometimes referred as "isolated word recognition" because it involves a reader's ability to recognize words individually from the list without needing similar words for contextual help. Children's ability to recognize words can be developed by teacher's pointing out the words, by the variety of games, activities and by writing those words. For examples:- when a teacher tell a story about cow, a good reader develops the expectation that it will contain words associated with cow such as tail, milk etc. i.e. In this sentence

The cow gives us \_\_\_\_\_

In given sentence, students must strike the word Milk.

→ Word recognition connect with word's pronunciation with its meaning.

→ Word identification is the ability to sound out words.

\* Identifying meaning/gist, identifying emotions/feelings in an utterance.

An utterance is the smallest unit of speech. It is an act of uttering, vocal expression, manner of speaking, power of speaking. It is a continuous piece of speech beginning and ending with a clear pause. Utterances do not exist in written language only their representations do. It includes many aspects of speech such as facial expression, gesture and posture. It also includes stress, intonation, tone of voice, rhythm. An utterance which is found in spoken and written language as in a script has several characteristics. These includes paralinguistic features which is a feature of communication that doesn't involves words but is added around an utterance to give meaning. It is also a best way to express emotion & feelings. Emotion recognition is the process of identifying the affective characteristic of an utterance given either static or dynamic descriptions of its signal content. It seems to be natural & fluent.

It is necessary to develop utterance in children in early age by teachers and parents. In early childhood students

for learn quickly. Teacher must learn the large number of new words and vocabularies to the students. They give chances to the students to speak english in classroom. They also encourage them to speak english between friends. Enhance a positive atmosphere in classroom for utterance. Self-confidence is an important aspects of utterance. So, teacher must increase the self-confidence of their students.

#### \* Producing language in acceptable forms:

Conveying information, Formulating an appropriate response.

Conveying information:- It means anyone communicate it to someone directly or indirectly through their words or actions. It is a way to express a thought, feeling, or ideas so that it is understood by other people.

Formulating an appropriate response:- When we respond to something, we are giving a response. It means the reaction to something or can answer given to a question.

## \* Presentation Skill

Presentation skills are the skills you need in delivering effective and engaging presentations to a variety of audiences. These skills cover a variety of areas such as structure of presentation, the design of slides, the tone of voice and the body language of convey.

### ⇒ Structuring your presentation

Structuring is very important for presentation. An organised presentation creates an impression on audience. That's way speaker gain trust of audience. And that's why audience will be more likely to listen the speaker. Structure help speaker to become more comfortable and natural. These are the steps of structure -

- i) Purpose (Title)
- ii) Audience pre-assessment - Delivering right presentation to right audience.
- iii) Opening presentation
- iv) Body of presentation
- v) Closing of presentation

In present time, it is important to develop presentation skill in students. Because a good presentation make any topic interesting. It increase the

confidence of students. For presentation students are enable to practice all four skills of language (speaking, reading, writing and listening). So, it is the responsibility of teacher to improve presentation skill in students.

## [ Unit - 3 : Developing Reading and writing skills ]

### A Reading

#### \* Study skill

Study skills are an array of skills which tackle the process of organizing and taking in new information, retaining information, or dealing with assessments. This includes the retention of lists of information, effective reading, concentration techniques and efficient notetaking. Developing and improving study skills is a gradual and long-term process. It is also an individual process. For doing good in study, exam or for becoming a good learner, students need to be a good study skill. It is important for primary school teacher to improve the study skill of their children. These are some way to improve study skill in children :-

- i) Give chance to read interesting poem & story book, comics etc -
- ii) Say students to write short story in their own language whatever they read.
- iii)

\* Reading for local and global comprehension (including inferences and extrapolation)

Local comprehension - It is the skill of reading a piece of text closely or intensively for the purpose of extracting specific information from the text. This skill is referred to as intensive reading skill.

Global comprehension - It means understanding general meaning of what any one listening or reading. For example - Teacher tells a story in classroom and says students to write short story or summary of story. Here students sort out jumbled word and write in correct order with making sentence.

Inference reading :- It is a guess reading. In this reading readers using what they know to make a guess about what they don't know or reading between the lines. Readers who make inferences use the clues in the text along with their own experiences to help them figure out what is not directly said, or making the text personal and memorable.

Extrapolation reading :- In extrapolation is the kind of like an educated guess or a hypothesis. When you make an extrapolation, you take facts and observations about a present or known situation and use them to make a prediction about what might eventually happen.

Extrapolation is a technique of predicting future events based on the evidence for what has happened in the past.

Extrapolation is a technique of predicting future events based on the evidence for what has happened in the past. It is a method of estimating values from limited information. Extrapolation can be used to predict future trends or to estimate values outside the range of observed data. It is often used in science and engineering to extend existing knowledge or to predict new phenomena. However, it is important to remember that extrapolation is not always accurate and can lead to erroneous conclusions if not done carefully.

Extrapolation is a technique of predicting future events based on the evidence for what has happened in the past. It is a method of estimating values from limited information. Extrapolation can be used to predict future trends or to estimate values outside the range of observed data. It is often used in science and engineering to extend existing knowledge or to predict new phenomena. However, it is important to remember that extrapolation is not always accurate and can lead to erroneous conclusions if not done carefully.

## \* Extensive and Intensive reading

Extensive reading - when we read longer texts, novels, etc. for pleasure, we don't have to read each and every detail of the story carefully. Readers predict many of things in the course of reading. So, in this reading, we do not have to spend so much time on it. This kind of reading is known as Extensive reading.

### Objectives

- i) To train pupils to understand quickly the subject matter
- ii) To develop taste for reading books
- iii) To enable them to learn more vocabulary.
- iv) To increase habit of reading.

Intensive reading :- when we preparing for exams we read each and every part of the text with great attention, or when we read legal documents, we can't afford to miss any detail of it. So, we read each and every word extremely carefully. This is called intensive reading. It is also called detailed reading.

## Objectives

- i) To enable students to understand, speak and write English.
- ii) To improve knowledge.
- iii) To develop habit of thinking.

## \* Skimming and scanning

Skimming and scanning are two very different strategies for speed reading. They are each used for different purposes.

People who know how to skim or scan are flexible readers. They do not read everything. They read only important thing for their purpose.

Skimming :- It is tool in which we can read more in less time. It refers to looking only for the general meaning and ideas for understanding whole story.

Scanning :- It is another useful tool for speeding up our reading. In this we scan specific information without reading everything. It allows us to find details and other information in a hurry. i.e. we look at the electricity bill or mobile bill we just only interested to know amount which required to pay.

## B Writing

\* Mechanics of writing : strokes, curves, proper shape, size and spacing

All drawing and handwriting is produced by a series of strokes that form curved and straight lines in different directions, which are linked together to form patterns, shapes, letters and numbers. At the beginning of the school children with good motor coordination and attention abilities will have acquired the ability to draw straight and curved lines (called strokes) to form variety of shapes and pattern. Children who get more opportunity to do a lot of drawing will improve their ability to draw lines (strokes). They will become able to draw smooth, and to link these strokes together to form shapes and patterns that were well shaped and size.

There are some steps to learn Mechanics of writing :-

- i) Give the students a paper (copy) or pen and say them to do whatever they want.
- ii) Teach them to sit properly and put the pen in their hand properly.
- iii) You make the shape and say them to copy.

\* Writing messages, description reports, notices, applications, letter, invitations, posters, slogans

⇒ Writing messages

- i) Make sure you are clear on the concepts you're writing about.
- ii) If message is complex outline it.
- iii) Write in your own words
- iv) Keep your sentences simple and clear.
- v) Don't over-explain everything.

⇒ Writing Descriptions

The primary purpose of descriptive writing is to describe a person, place or thing in such a way that a picture is formed in the reader's mind. Capturing an event through descriptive writing involves paying a close attention to the details by using all of your five senses. Teaching students to write more descriptively will improve their writing by making it more interesting and engaging to read.

→ It will help students writing be more

interesting and full of details

- It encourages students to use new vocabulary words.
- It can help students clarify their understanding of new subject matter material.
- ⇒ writing reports

Reports are more likely to be needed for business, scientific and technical subjects, and in the workplace.

Essentially a report is a short sharp concise document which is written for a particular purpose and audience.

- i) Know your brief.
- ii) During your planning and writing make sure that you keep your brief in mind; who you writing for and why you are writing.

- ⇒ writing notices

It like a news item informing such person or person of some important

event. This can be an invitation to a meeting, an announcement of any event, to issue certain instruction, make inner appeals etc. In school notices are mostly for holidays, teachers meeting etc. There are some important part of Notice.

- i) Name of issuing
- ii) Title
- iii) Date
- iv) Body
- v) Writer's name

⇒ Writing application

Application is a formal letter which can be used for applying for leave, job or any professional request.

## [ Unit 4 : Vocabulary Enrichment and Grammar in context ]

### A. Vocabulary :

\* Words around us (list of active and passive words to be identified, including phrasal verbs, and idioms) using them in different contexts

Vocabulary is all about words - the words in a language is a special set of words you are trying to learn. Learning vocabulary is a very important part of learning a language. The more words we know, the more we will able to understand what we hear and read, and the better you will be able to say what you want to when speaking or writing.

→ The vocabulary can be divided into two groups

i) Active vocabulary :- It is all the words that we understand and all the words that are we use ourself. Generally our active vocabulary is much smaller than passive vocabulary either in our own language or in English language.

ii) Passive vocabulary :- It contains all the words that we understand when we read or listen but we do not use in our own writing and speaking.

→ Things to know about the words when a student learn -

- i) Meaning of words
- ii) The form - either it is verb/noun or adjective-
- iii) How it is pronounced
- iv) How it is spelt
- v) The situations when the word is or is not used.

→ Ways of teaching vocabulary -

- i) Teacher give their students a few items of vocabulary and tell them to find meaning, pronunciation and write an example sentence with the word in it.
- ii) Prepare worksheets and ask their students to match words with definitions.
- iii) Ask students to find out new words from reading book and write this on their copy.
- iv) Ask them to write categories wise words like body parts name, flowers name etc
- v) Use video, Play its learn them vocabulary.

## \* Content words and function words

Content words - Nouns, verbs, adjectives and adverbs are content parts of speech.  
e.g. John, go, happy, really.

Function words - They are the words that exist to explain or create grammatical or structural relationship into which the content words may fit. It includes conjunction, prepositions, modals, etc.  
e.g. of, and

## \* Antonyms, synonyms, homophones, homonyms

Antonyms - They are the words which have opposite or nearly opposite meaning. The words that are Antonyms are referred to as being Antonyms and the state of being in Antonym is called Antonymy.

e.g. True - False

Push - Pull

Pass - Fail

Day - Night

Synonyms - It is a word having the same or nearly the same meaning as another word or a phrase.

words that are synonyms are referred to as being synonymous, and the state of being a synonym is called synonymy.

e.g Good - Excellent

Hi - Hello

Happy - Joyful

Homophones - Homonyms are words that sound alike but have different meanings. Homophones are a type of homonym that also sound alike and have different meaning but have different spellings too.

Homonym words	Homophone words
i) sound	Type of homonym
ii) same or different spelling	Different spelling
iii) e.g Fair (county fair) Fair (reasonable) Pear (fruit) Pair (couple)	e.g Pear pair

Heteronyms - Homographs are words that are spelled the same but have different meaning. Heteronyms are a type of homograph that are also spelled the same and have different meaning but sound different.

Homographs words	Heteronym words
i) spelling	type of homograph
ii) Same spelling	same spelling
iii) e.g lie (untruth) lie (lie down) tear (in the eye) tear (Rip)	e.g tear (in the eye) tear (Rip)

### \* Word formation (using prefixes and suffixes etc)

Prefix - It is a group of letters placed before the root of a word.

e.g i) unhappy → Meaning (Not happy)

Prefix      Root words

ii) impossible

iii) unequal

iv) invisible

v) disagree

Suffix - It is a group of letters placed after the root words.

e.g - Happily, flavourless

↓      ↓  
root word   suffix

Bigger, Strongest ungrateful

## B. Grammar in context :

- \* Need and importance of grammar: Notion of correctness vs notion of appropriateness

Grammar is the rule which makes a language. It tells the rule of language. It develops the understanding about acquiring the grammar of a language. For second language learners, it is more important to be taught some grammar because they do not get the language in their environment. But it is not necessary to learn grammar first, firstly they should try to communicate.

Notion of correctness - It gives the opportunity to recognize that the language spelling, punctuation, grammar and style and also about words and word forms.

Notion of appropriateness - It gives learners the opportunity to recognize that the language they are learning is presented in different contexts and modes.

## \* Traditional grammar Vs grammars in context

Traditional grammar treats the parts of speech as the building blocks for every sentence. Words are labelled as belonging to one of the eight parts of speech.

Noun, Pronoun, adjective etc.

The words' parts of speech depends upon its role or function in a sentence.

e.g. We shall fight to the last (Noun)

The rain lasted for two hours (verb)

The child was found at long last (Adverb)

Grammar in context will help learners to perceive the structures of the language effectively. By this learners will see how structures function in sentences and how sentences are related to each other.