Curriculum for Out of School Children

SUBJECT : ENGLISH                                               CLASS - II

1. **Listening**
   
   (i) Reading the text with dramatic intonation, marked pronunciation, and rich use of gestures and body language so that the child picks up the meaning by listening and observing the movements of the teachers.

   (ii) Asking the students to close their eyes while the teachers play the recorded sounds and then introduce the concerned English words like soft, hard, low, loud introducing.

   (iii) Listening to the teacher for directions and to walk through a set path e.g. A walks straight, then moves left and then turns right.…..

   (iv) Rhyming words may be written on the blackboard like pot, dot, cot, hot.

   The teacher will say a word aloud and the children will cross the spoken word on the black board.

   (v) Games: (Silence game) Let the children be guided to listen (to the sound of the fan, rustling of leaves and then speak)

   (vi) Simple Reproduction exercises: Teachers will speak two-three familiar words with clear pronunciation and will ask the children to reproduce them. The exercise can then be extended to more words.

   (vii) Showing plays, cartoons movies, children movies to children.

   (viii) Game: the teachers will speak and the children will enact.

   e.g. Touch your head, clap your hands, sit down, close your right eye etc.

   (ix) Connecting words with pictures, the child would listen to the word and find the pictures of that word from the given flashcard.

2. **Speaking skills**

   (i) Tongue Twisters: e.g upper roller, lower roller, she sells sea shells etc.

   (ii) A short sentence would be whispered to a child and that sentence would be passed on to a chain of students. If the last child delivers that sentence correctly the team wins.

   (iii) Speaking simple sentences in response to question e.g. what is your name? My name is _____________. Where do you live? I live in ___________. In which class do you study? I study in class ________

   (iv) Dumb charade : One child enacts an action while the other recognizes the action like playing., writing, swimming, reading etc.

   (v) Ladder Game: One has to say a word with the alphabet they have reached on the ladder in the game e.g. ‘E’ the child will speak elephant.

   (vi) Speaking courtesy sentences : e.g. Hello! How are you? I’m fine, Thank you. May I come in please. Greetings, like good morning, good afternoon. To be used by the teacher in real life situation.

   (vii) Speaking about pictures:-

   e.g. A is fat B is thin etc.
The teachers will write the following words on the blackboard like, ‘hot’ ‘pot’ ‘cot’

The teachers will speak an incomplete sentence to be completed by the children e.g. I am feeling ____________
I sleep on _______________
Put the water in ___________

Involving children in describing the colours of objects in their class e.g. red bag, black shoes etc.

Some simple pictures describing different actions can be made e.g. playing, jumping, eating drinking, writing etc. The children will look at the pictures and will speak a sentence.
e.g. I am playing, I am Jumping
    He is Playing, He is jumping

3. **Reading skills**

(i) Spinning wheel: One spins the wheel and reads the three letter words e.g. cap, pen, cup, ten, man which the pointer points.

(ii) Making familiar words list of colours, vegetables, fruits, flowers, vehicles etc.

(iii) Showing the flashcards with familiar objects (words) like ‘apple’ ‘book’ ‘car’ etc. The teacher will show the flashcard for sometime and then will hide it. The students will recall the word and speak. Pictures can also be used with the words.

(iv) Circling the rhyming words.
Cut, beet, fun, tree, pail, bee
Pat, egg, leg man, mail, fan

(v) Picking up particular words. e.g. circle the animal names in the sentences.
1. The ant was small.
2. The Mouse was happy.
3. The elephant is a big animal
4. The hunter killed the lion.
The exercise can be extended to things, places, persons etc.

(vi) Sorting out words.
Sort the rhyming words and put them in the right column:

<table>
<thead>
<tr>
<th>Lip</th>
<th>Tip</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tip</td>
<td>Deep</td>
</tr>
<tr>
<td>Leg</td>
<td>Peg</td>
</tr>
<tr>
<td>Peep etc.</td>
<td>Leg</td>
</tr>
</tbody>
</table>

(vii) Ticking the correct words.
- We did not (shoot/shout) in the class.
- Do you like to drink (water/voter)
4. Writing Skills:-

(i) Enabling the child to write capital letter in a four line copy.

(ii) The stroke formation should be right e.g.

(iii) Handling of the pencil and its grip should be taken care of, holding the pencil with two figures and the thumb.

(iv) The posture and the seat should be ideal for the exercise of writing.

(v) Small letter writing and cursive writing can be introduced after learning to write capital letters with right stroke making.

(vi) Proper spacing between words and sentences should be looked into.

(vii) Copying exercises should be done, firstly the tracing of dotted letters and then independent and free copying can be done.

(viii) Dictation of simple and known words.

(ix) Writing about pictures by filling in the blanks.

e.g. s_n S_N

h_useH_USE

-pp_eAPP_E

After some exercises, they can write freely with the help of only picture.

(x) Fill in the blank exercises involving many aspects of language.

(xi) One word writing (e.g. (i) My favourite animal is _______)

(ii) My favourite food is _______

(xii) Re-arranging sentences.

(e.g. (i) King/I/must/the/tell)

(xiii) Simple substitution table (Make sentences)

e.g.

<table>
<thead>
<tr>
<th>He</th>
<th>Play</th>
<th>Apple</th>
</tr>
</thead>
<tbody>
<tr>
<td>She</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ram</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>iIs</th>
<th>Eating</th>
<th>Cricket</th>
</tr>
</thead>
<tbody>
<tr>
<td>pPlaying</td>
<td>aApp</td>
<td>e Eating</td>
</tr>
</tbody>
</table>
(xiv) Changing words from singular into plural in writing.
(xv) Spellings through fill in the blanks, e.g. __ at, m_ ng_, __ un, __ oat.

5. **Functional Grammar**

1. **Punctuation**- . , : “ “ ? ‘
   - Capital letter in the beginning of the sentence. Question mark at the end of the questions

2. **Articles**- a, an, the.

3. **Parts of speech**- nouns (naming words), verb (action words), adjectives (long, short, black, etc)

4. **Singular- Plural**
   - e.g. book-books
     - man-men
     - baby- babies
     - knife-knives

5. **Prepositions**- on, in, under, over, of, to, into, at etc.
   - e.g. (i) The apple is on the table
   - (ii) The boy is under the tree

6. **Vowels and consonants** and the use of articles.
   - “a A” is used with vowel sound and “a An” is used with consonant sound.
   - e.g. A boy, an apple etc.
   - Dictation of sentences having similar sound words.
   - e.g. I caught the cat’s tail
     - I listen fondly to a fairy’s tale.
Curriculum for Out of School Children

SUBJECT : ENGLISH     CLASS – III

6. **Listening**

1. Listening to stories and sequencing the flashcards according to the story.
2. Reading aloud-poems and stories from books.
3. Making rhyming words like “cap-tap”, “hat-rat” etc.
4. Solving oral riddles.
   (i) I am a fruit and I keep the doctor away.
   (ii) I like bananas. I live in trees.
5. Form-filling exercises.
   e.g. proforma

<table>
<thead>
<tr>
<th>Name</th>
<th>Class</th>
<th>Age</th>
<th>School</th>
<th>Gender</th>
<th>Subject liked objectwise</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The teacher tells the details of different students of the school. The student will fill up the form accordingly.

E.g Ram is a 10 years old boy of Class III from KGSBV, Chirag Enclave School. He likes English the most’

This sentence may be repeated for a number of times.

**Speaking skills.**

(i) Greeting :- Good Morning! How do you do? I’m fine. Thank you.
(ii) Speak few sentences describing the given picture.
   - The sun is shining
   - It is raining
   - Children are playing
(iii) The teacher will enact some action and the students will speak what the teacher is doing.
(iv) Hog, Cog, Log: three cartoon figures can be easily made on the B.B. in this way. The teacher will recognise a few illustrative sentences and will then encourage the children to speak themselves.
   E.g. Hog has a triangular face
     Cog has a round face
     Log has a square face.

(v) Use of ‘Can’ and ‘Cannot’
   The teachers will write on the B.B.
   I_________ hear the sound of cars.
   I_________ hear the clock
I_________ walk 1 K.M.
I_________ walk 10 K.
The children will speak the sentences using can or cannot whatever applicable.

(vi) Speaking about situations:-
A situation and a set sentences can be given and the children can frame and speak sentences regarding it e.g. while coming from home to school, I watched _________ Different things can be spoken by the students like trees, building, cars, people etc.

(vii) Simple role play: A student will play the role of a postman having envelopes in the name of each child.
He will come to the first student & ask ”Is it your letter? “The student may say-if his/her name is not mentioned on the envelope-“ No it is not mine. Pass it to the next one” this exercise will keep on going until the envelope reaches the right student. He will say “Yes it is mine” Give it to me”.

Reading Skill:

1. Use of flash cards in helping the children recognize the words:-

| Bat | Apple |

The teacher will spell and read the words aloud followed by the students.

2. Scanning exercise: Picking up the relevant information & leaving the rest. A text is given to the students and they are asked to scan for the nouns, verbs etc. they can search for articles, names, places adjectives etc.

3. Spinning wheel: one spins the wheel & reads three letter word or four letter words (e.g. mate, pile, fine etc.) which the pointer points.

4. Learning of poems: - poems and rhymes can enhance reading a lot Pupil may learn the whole poems by heart and then they can run their fingers on the lines of the printed poem in the book or on a chart paper. In this way they will recognize the words they are speaking.

5. Picture story books:- Teacher can use picture story books to a good effect. The written or printed text is described through pictures in each and every detail.

1. He saw a crow was sitting on the table
2. He saw a piece of cheese.

6. Filling up the missing information from the text.
Eg. Brown hares look like rabbits. They have long ears. Their fur is dark brown. They have longer legs.
Write Yes or No:-
(i) Brown hares are like rabbits
(ii) They have black fur
(iii) They have short ears.
**Writing :-**

1. Learning to write alphabets in capital and cursive writing in a four line copy.
2. Making sentences through substitution table

<table>
<thead>
<tr>
<th>Mohan</th>
<th>Is</th>
<th>writing</th>
<th>his brother</th>
</tr>
</thead>
<tbody>
<tr>
<td>He</td>
<td>Are</td>
<td>helping</td>
<td>his homework</td>
</tr>
<tr>
<td>You</td>
<td></td>
<td>doing</td>
<td>a letter</td>
</tr>
</tbody>
</table>

3. Reading the words thoroughly and then taking the **dictation** of simple words
4. Varied fill in the blanks exercise based on read lessons.
   e.g. I ________ from the ________ at __________ and reached my_______ in time.
   (i) office (ii) 9:20 a.m. (iii) got down (iv) bus
5. Writing sentences in order
   e.g. (i) finally I dress up and go to school
       (ii) Then I brush my teeth and have a bath.
       (iii) First of all, I get out of bed.
       (iv) After this I eat my breakfast.
6. Looking at the pictures and writing about them.

   e.g. (i) I can see the sun shining.
       (ii) I can see a tree
       (iii) I can see a road etc.

7. Grouping objects or animals based on categories
   Domestic Animal/Wild Animal/Natural Things etc.
8. Punctuation exercise:
   Write these sentences correctly
   e.g. (i) the bear is brown
       (ii) the taj is made of marble.
9. unscramble these sentences :
   e.g (i) The tall fell man down
       (ii) Parrot the green is.
10. Write about “Myself”
    (i) My name is __________
    (ii) I am ________ years Old.
    (iii) I have __________ eyes.
    (iv) I live in __________.
    (v) I have__________ brother(s).
5. **Functional Grammar:-**

1. Capital, small letters  
   e.g. The first letter of the sentence and a proper noun should be in capital.
2. Punctuation exercise  
   e.g. (i) i am 10 years old  
        (ii) what is your age
3. Use of articles- a, an, the  
   e.g. This is a tree  
        That is an apple
4. Use of This, That, These, Those with the help of pictures and concrete objects.  
   This is a table  
   That is a table  
   These are balls  
   Those are balls
5. Propositions: In, into, over, under, in front of, at the back, behind, at besides etc.  
   To be transacted with the help of pictures or concrete objects.  
   e.g. The ball is in the box  
        The ball is going into the well.  
        Raman is behind the wall
6. Parts of speech (i) Noun, concrete Noun e.g. Table, chair; abstract noun e.g. Love, Kindness, collective noun, e.g. team, police, proper noun, eg. Delhi, Ratna, Ganga etc.  
   (i) Verbs (Action words) : Clap, read, write, drive etc.
   (ii) Adjectives : Beautiful face, dark spot, long fellow, ugly girl.  
   (iii) Singular- Plural  
   Orange-Oranges  
   Match-Matches  
   Mango-Mangoes  
   Ox-Oxe  
   Box-Boxes