Curriculum for Out of School Children

SUBJECT : ENGLISH                                                 CLASS – IV

Listening Skills :

Specific objectives:-

1. Listen, recognize and understand 2-3 letter words.
2. understand day to day conversational dialogues, commands and be able to follow or answer them
3. listen to familiar and some new rhymes and stories.
4. recognize the central idea about a simple poem or story by listening to it.

Suggested Activities and Content:-

1. Game of tambola can be played with children. A word list is given. The teacher speaks words and whosoever strikes his/her words first wins the game.
2. Dictation of 3-4 words can be given.
3. Matching pictures with words.
   - Cap
   - Mountain
   - Satchel
4. Rhyming words can be used. E.g.
   - mummy-tummy
   - found-sound
   - took-look
   - hand-sand etc.
5. Poems and stories can be told through interesting storybooks. CDs and PPT Presentations can also be done.
6. Complex Path Movements: Teachers will give directions of movement and the students will draw the path according to the directions
7. Form Filling Exercise having different entries to be filled up according to the given information.
   e.g.

<table>
<thead>
<tr>
<th>Name</th>
<th>Colour</th>
<th>Taste</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mango</td>
<td>Yellow</td>
<td>Sweet</td>
</tr>
</tbody>
</table>

8. Minimal pairs for Ear Training
   e.g. Ship/sheep
   - Sit/seat
   - Cup/cap
   - Tub/tab
   - Set/sale
   - Jet/jail
**Speaking Skills:**

**Specific Objectives**

1. Pronounce words involving short and long vowel sounds.
2. Recite poems
3. Ask and answer simple conversation sentences
4. Introduce himself and his family.
5. Describe familiar objects in 2-3 lines
   (colour, size, position and other attributes)

**Suggested Activities:—**

1. Asking simple and day to day questions related to the life of the pupils and their immediate environment. Teacher will help the pupils in answering questions.
   e.g. 1. What is your name?
   2. In which class do you study?
   3. What are your favourite games you like to play?
   4. Tell about your daily routine.
2. Describing pictures of various activities. Teacher may draw pictures on blackboard or on a chart e.g.

3. Dumb charade can also be enacted to provide opportunities for speaking
4. Role Paly: e.g. (i) A child is having cards on which all the alphabets A to Z are written
   He takes out a card of ‘A’ and asks’
   “whose name starts with A”
   “Mine”
   “What is your name”
   “My name is Amit”
   “Take this card”
   “OK: Thank You”

(ii) A”I am selling chocolates”
   B “I want one”
   C “Which chocolate do you like most”
   D “I like Chocobar” etc.
**Reading Skills**

**Specific Objectives:**

1. Read simple 3-4 letter words with comprehension
2. Read simple sentences
3. Read simple texts
4. Read list of words (days of the week name, months name, birds name, wild and pet animals name)]
5. Read simple rhymes.

**Suggested Activities:**

1. Poems and text should be taught with pictures. Pictures help in the reading process. e.g. A man lives in a cottage in a jungle near a pond.
2. A small role-play and discussion can follow before the reading of the text.
3. Scanning exercises can be used in an advanced way. Searching for certain information, clues, reasons etc can be done.
4. Reading simple text attentively and answering multiple choice questions on the text.
5. Reading a story and telling its gist. All the students will put in certain new things and whole the story can be worked up.
6. Guessing and speculation possible words.
   (i) Ton____
   (ii) Coun_____ 
   (iii) Hou_____
   The half the word is hidden by the teachers and he progressively opens up letter by letter until the pupil words.
7. Writing and rubbing out the words.
   Teacher will write 2-3 words like
   Butter
   Curd
   Milk
   He will rub it out after 1 or 2 minutes and the students will be asked to recall the written words.
8. Unscrambling the words.
   e.g. thbroer: brother 
   chools: School

**Writing Skills:**

**Specific Objectives:**

1. Copy list of words and sentences correctly.
2. Write a particular list of words like days of the week etc.
3. Learn capitalization and the use of full stop.
4. Attempt answers of questions with yes/no or one word answer.
5. Attempt simple comprehensive questions based on simple story or description.

**Suggested Activities:-**

1. Group writing like favourite colours, dress and animal.
2. Brainstorming any idea
3. Substitution tables:- Making sentences by selecting only one item from the columns of the table.

<table>
<thead>
<tr>
<th>Sarla</th>
<th>Sheela and Meena</th>
<th>has</th>
<th>completed</th>
<th>the dinner</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
<td>have</td>
<td>taken</td>
<td>the dues</td>
</tr>
<tr>
<td>They</td>
<td></td>
<td>paid</td>
<td>read</td>
<td>the chapter</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>her exercise</td>
</tr>
</tbody>
</table>

4. Writing the letter by copying and then independently.
5. Guided composition by providing the vocabulary items to the students
   I had my__________ on _________. My aunty ______ a _______ for me, I was ______ c______words: Brought, surprised, gift, 2nd of August, Birthday

6. Completing the spellings of the words.
   e.g. 1. L_on, 2. Z_bra 3. El_p_a_t

7. How many words can be made from the word, “management”
   (i) Man (ii) Age (iii) Men

8. Ordering up sentences in a sequences
9. Writing in different heads:
   e.g. Means of transport.
   Air/Land/Water
10. Answering simple comprehensive questions in writing.

**Functional Grammar:-**

**Specific objectives:-**

1. Use punctuation marks wherever necessary
2. Convert singular into plural.
3. Arrange words in alphabetical orders.
4. Use appropriate prepositions at proper places
5. Using correct sequence of subject, verb concord.
6. Can tell the degrees of adjectives.
7. Understand the parts of speech.
Suggested activities.

1. Using capital letter at the start of a sentence or a person's name, weekday, month, I, festivities.
2. During some extended exercises on singular and plural.
   e.g. calf-calves
       wife-wives
3. Putting and arranging words in alphabetical order.
   e.g. frog, dog, eel
       football, referee, jersey
4. Using preposition at the proper place like on, in, out, over, at, behind, at the back of, to, from, in front of.
   e.g. He is standing in front of the wall.
   Children can be functionally roped in to enact situations where prepositions can be explained.
   e.g. Two students may stand one after the other. The teacher will say that this student is ahead of that student.
   Pictures can also be used to explain the use of prepositions.
5. Learning correct sequence of subject and verb
   e.g. Ram is playing cricket
   I am sleeping
   He plays badminton
   They play hockey
6. Children can be introduced to the degrees of adjectives
   Big-bigger-biggest
   Long-longer-longest
   e.g. My desk is much _____________ (cleaner, cleanest) than yours.
   I can jump _______________ (high, higher) than my friend.
7. Parts of speech- Noun- concrete noun, (ball, bat) abstract noun (love, hatred)
   Collective noun (team, staff).
   Pronoun- he, she, I, you, they, we, etc.
   Two or three students can be engaged and they communicate using different pronouns.