Curriculum for Out of School Children

SUBJECT : ENGLISH

LISTENING SKILLS:

Specific Objectives:-
(i) Listening to questions or riddles and responding to them
(ii) Simple speeches familiar situations
(iii) Listen and understand simple dialogues and conversation
(iv) Understanding oral instructions

Suggested Activities:
1. Responding to various commands of the teacher and doing the actions accordingly.
   e.g. (i) Take three steps ahead and then turn right,
   (ii) Open the right part of the window and then close it.
2. Listening to simple jokes and short stories and reproducing their gist in the mother tongue.
3. Listening to recorded information and filling up the relevant information in a form.
4. Taking the dictation of read words of 3-4 letters.
5. Speaking two/three words at a time to be written by the students after recalling.
6. Listening to riddles and solving them. E.g. I am more than 90, less than 94, having 3 at my unit place.
7. Writing minimal pairs after listening
   1 Tin – Teen
   2 Bit – Bean
   3 Kit – Kite
   4 Sit – Seat

Speaking Skill

(i) Describing a picture e.g. of a market. The pupils will try to speak with the help of the teacher about the things they see in the picture.
(ii) Sitting in groups, children will look at their friend’s face and describe what they see. E.g.- (i) I see a long nose.
    (ii) I see a round face.
(iii) Narrating the daily routine.
    E.g.- (i) I get up 5 a.m. in the morning
    (ii) I brush my teeth.
(iv) Describing a favourite thing like a favourite fruit, favourite actor, favourite game. E.g. My favourite fruit is mango
    It is very sweet
    It has many varieties.
(v) **Role Play:** A short drama can be enacted by learning by heart the dialogues.

(vi) **Imagine and talk:** A student will imagine a thing in his mind and give clues to the other student. The other student will try to guess what it is. E.g.- Student imagined air:

He will say: It has no form.
You can not touch it.
You can feel it.
It is very essential for life.
We will die without it.

Other Student: It is air.

(vii) **Telling the qualities and characteristics:** The teacher will suggest a word. E.g. water: The student will speak its characteristics.

It is colourless
It is tasteless
It quenches our thirst

**Reading Skills**
At this stage reading for understanding has to be promoted. Exercises should be designed to enhance understanding.

1. **Skimming and Scanning Exercises:** Skimming is the process of getting the best of the whole, the gist of a text. Children can be asked to go through a short narration and suggest a title for it. Scanning can be done to search for relevant information.

2. Children can attempt to answer comprehension questions in a word, yes/no, true/false or in a sentence.

3. Crosswords containing different words can be given.

4. Guessing the sentence termination:-

E.g.- There lived a king in _____________

He was very _______________

He fought many _______________

5. Reading the known stories of comics in the dialogue form with varied and profuse pictures.

**Writing Skills**

1. Writing simple sick leave, urgent leave.

2. Describing pictures in detail: Heaping words can be given by the teacher. E.g. The pictures of thirsty crow story can be placed in a sequence and children can construct a story.

3. Advanced substitution table: e.g.

<table>
<thead>
<tr>
<th>Many People</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>My friend</td>
<td>is</td>
<td>going</td>
</tr>
<tr>
<td>I</td>
<td>are</td>
<td>learning</td>
</tr>
<tr>
<td>Sarla</td>
<td>am</td>
<td>cooking</td>
</tr>
</tbody>
</table>
4 Making a factfile about oneself
   e.g. Name-
        School-
        Class-
        Teacher’s Name-
        Age-
        D.O.B.-

5 Writing a story with the help of the following words:
   e.g. Birthday, aunty arrived, surprise, present, white rabbit, cute and
cuddly, named it to.

6 Writing the answers of questions and questions for the answers
   e.g. What is her age?
        She is eight years old.
   e.g. The nurse came to the school
        Who came to the school?

7 Unscrambling of the sentences
   1. Began the 1896 games In modern
   2. Into the field ran the rabbits.

8 Transformation of the sentences: Positive sentences into negative,
   Interrogative into assertive.

9 Learning to write due with spaces, paragraphing.

**Functional Grammar:**
1 Identifying nouns in the given text
2 Identify pronouns in a given text
3 Usage of adjectives and its degrees
4 Verbs, their forms and their relationship with the subject.
   e.g. Come- Came- Come
        Give- Gave- Given
   e.g. He gives
        I give
        They give
        Rama gives

5 Adverbs: The word describing the verbs. E.g. loudly, sharply, fast
   Finding adverbs in the given text.

6 Singular- Plural
   One family – Many families
   One Video – Many videos

7 Preposition: in, on, out, over, at, in front of, at the back, to, from,
   with, into, against
   Uses of the prepositions can be learnt effectively through pictures and
   acting out situations.
   The birds are flying over the tree.
   He is sitting under the table.
8 Synonyms and Antonyms
   e.g. rude – polite
       rude - cruel
9 Subject – Verb Concord
   He has been writing for two hours.
   They have done the work in time.
10 Parts of Speech-

<table>
<thead>
<tr>
<th>Subjective</th>
<th>possessine</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>My</td>
<td>Me</td>
</tr>
<tr>
<td>She/he</td>
<td>Her/his</td>
<td>Him, her</td>
</tr>
<tr>
<td>They</td>
<td>Their</td>
<td>Them</td>
</tr>
<tr>
<td>We</td>
<td>Our</td>
<td>us</td>
</tr>
</tbody>
</table>

Reflexive Pronouns – myself, herself, himself, themselves, ourselves
   e.g.- He has done all his work himself
       We have written this ourselves.
11 Using Prefix and suffix
   e.g. Prefix : Unpopular
       : Infamous
   Suffix : Ugliness
       : Enhancement
       : Player

Special Note: No oral or written tests should be conducted for a
candidate to get admitted in schools. The candidate’s performance for
admission should be evaluated only through interesting and playful
activities which are mentioned in the curriculum.

The bridge course curriculum for the class II, III, IV and V has been
revised and formulated by- Mohd. Mujahid Khan, Asstt. Teacher