Curriculum for Out of School Children

Subject: English    Class I–VIII
Curriculum for Out of School Children

Subject: English  Class: VI-VIII

The Curriculum covers four different language skills—Listening, Speaking, Reading and Writing.

The Curriculum also deals with the core issues of language, i.e., Sound, Words and Grammar.

General Objectives

• To bring the ‘Out of School Children’ into the main stream at the Upper Primary level.
• To equip the casual learner to develop language skills.
• To enable the child to respond orally using relevant vocabulary and sentence structures.
• To develop competency to listen to what others say with understanding, catch sounds and understand the message in English.
• To read the words and sentences by comprehending the facts and ideas contained in the text.
• To enable to write small sentences in grammatically correct language. It is hoped that the learner will be able to use the language in different real life situations with confidence and is equipped with the various language skills.
Curriculum for Out of School Children

Subject: English
Class: VI

I. LISTENING SKILL

Specific Objectives

• To understand the intent of the speakers.
• To pick up standard pronunciation of words used in everyday life.
• To enable the students to understand the use of vocabulary items.
• To help the students to comprehend detailed instructions to be carried out.

Suggested Activities in the Curriculum

• Listening to Sounds and repetition of the same by the child (e.g. sounds heard when the Ice-Cream Man and Vegetable Vendors shout to sell their wares).
• Listening to poems with rhyming words (e.g. ‘Twinkle, twinkle, little star How I wonder what you are’).
• Listening to short stories (e.g. Panchtantra, from the tape recorder or Moral Stores, narration by the teacher).
• Listening to simple instructions (e.g. Stand up, close your eyes, raise your hands, sit erect etc.)
• Listening to words with same sound (homophones) (e.g. Sea, See, I-eye, right write etc.)
• Listening words with same sound in some parts (e.g. pleasure, treasure, measure, swear, where, etc.)
• Listening to words that describe sounds like whistling, roaring, rustling, crashing, creaking etc.

II. SPEAKING SKILL

Objectives

• The learner will be able to communicate confidently in spoken language in a wide range of situations.

Suggested Activities

• Say simple words aloud (e.g. mother, father, teacher, friend, principal etc.)
• Introduce self/friend to class.
• Describe mother, father, brother, sister, grandmother, grand father.
• Make polite requests e.g., May I came in, Please help me etc.
• Recite poems/songs.
• Use PTS—Please, Thank you, Sorry.
• Asking and answering ‘yes no’ questions and simple questions (e.g., What is your name? What is your hobby? Do you like eating ice-cream?
• Say word to express joy, sorrow, surprise (e.g., Bravo! Hurrah!, Alas!, Oh! etc.)
III. READING SKILLS

Specific Objectives

• The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts. The response should be oral and not written.
• The learner should develop efficiency in comprehending written instructions.

Suggested Activities

• Read interesting jokes with illustrations.
• Read Comic strips.
• Read recipes (e.g., how to prepare tea/any dish).
• Read short stories with illustrations (e.g. fairy tales, moral stories, Arabian Nights, Tenali Raman, Akbar Birbal) featuring animals & birds.
• Read one or two stanza poems with rhyme. (Poems on animals and birds)
• Read colourful advertisement from newspapers and magazines followed by simple questions (e.g. on shoes, pens, biscuits etc.)

IV. WRITING SKILL

Specific Objectives

• To help the learner to write neatly and legibly.
• Frame sentences with the help of given structures.
• Rearrange the sentences to form a paragraph.
• Write with correct format and use proper size, slant and space.

Suggested Activities

• Writing alphabet in small and capital letters.
• Write words which describe mother, father, friend, brother.
• Write simple sentences about My Mother, My Father, My Brother, My Sister.
• Make sentences of your own with the words given in the bubbles (e.g. beautiful, tall, short etc.)
• Make a list of activities he/she likes to do.
• Develop a paragraph from the picture chart.
• Fill in the blanks using the correct word from two or three options (e.g. I—a student Options (am, is, are)
• Write a few things you do at home (e.g. I clean my house).

V. GRAMMAR IN CONTEXT

Specific Objectives

• The learner should know and should be able to use the sounds, words and grammar to interpret text.
• The learner should be able to use noun and its number.
• The learner should be able to use personal pronouns correctly.
• Should be able to use action words/verbs.
• Should be able to incorporate nouns and verbs into simple sentence structures.
• Should be able to use articles (indefinite) ‘a’ and ‘an’.
• Should be able to differentiate between genders (i.e., Masculine and Feminine genders).

Suggested Activities

• Fill in the blanks using different consonants to get new words and sounds (oral & written) (e.g. at) now, the learner can use various consonants like ‘m, r, p, b’ etc. to get the word.
• Noun by giving examples from familiar persons, places or things (e.g. Rohan, Narela, Pen, Pencil, Fan, Parts of Body etc.)
  Game—Guess the noun with the help of clues (e.g. I am a fruit. K keep the doctor away. Ans. Apple).
• Number—Singular and plural
  Game—Example given below:

<table>
<thead>
<tr>
<th>Noun</th>
<th>s</th>
<th>es</th>
<th>ies</th>
<th>ves</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. pen</td>
<td>pens</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>2. box</td>
<td>x</td>
<td>boxes</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>3. lady</td>
<td>x</td>
<td>x</td>
<td>ladies</td>
<td>x</td>
</tr>
<tr>
<td>4. knife</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>knives</td>
</tr>
</tbody>
</table>

Now the learner will be given the following nouns to write the plural forms under the correct heading.

<table>
<thead>
<tr>
<th>Noun</th>
<th>s</th>
<th>es</th>
<th>ies</th>
<th>ves</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. wife</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. boy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. roof</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. match</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

• Action words—stand, sit, eat, sleep etc.
  Game—Mime the action
  One students will stand up. (Others will guess the word.
• Personal pronouns—I, we, you, he, she, it, they etc. Introduce yourself and your friends by using ‘I’, my, he she, etc.
  E.g. I am Shruti. She is Vandana. She is my friend.
• Framing Simple Sentences by using nouns and verbs.
  (E.g. Isha is playing.
  Mohan and Rohan are jumping).
  Game—Hot Seat.
  Write a noun and a verb on the blackboard. The learner who is on the hot seat will make a sentence by guessing the actions demonstrated by other learners.
• Indefinite Articles—’A’ and ‘An’
  ‘A’ is used before a consonant sound
  (E.g. a book, a one eyed man).
‘An’ is used before a vowel sound.
(E.g. an apple, an hour)

**Activity:** Display an object and ask the learner to use ‘a’ or ‘an’ and tell the name of the object.

- **Gender**—Masculine and Feminine
  (E.g. boy—girl, Father—Mother etc.)

  **Activity:** Picture cards (e.g. Draw & show the pictures of Father & Mother watching T.V. Then, the learner is asked to fill the gap in the sentence. Father and __________ are watching T.V.)
Curriculum for Out of School Children

Subject : English  Class : VII

I. LISTENING SKILL

Specific Objectives

• To understand the intent of the speakers.
• To pick up standard pronunciation of words used in everyday life.
• To enable the students to understand the use of vocabulary items.
• To help the students to comprehend detailed instructions to be carried out.

Suggested Activities

• Listening to simple vowel and consonant sounds and repetition of the same to encourage the learners to grasp the correct pronunciation.
• Listening to recorded materials (cassettes CDs etc.). Materials may consist of poems (short and familiar), short stories etc. (e.g. Twinkle, twinkle little star, Akbar and Birbal)
• Listening to poems (with gestures) recited by the teacher.
• Listening to Simple, Short Stories (e.g. Stories from ‘Panchtantra’, Stories from the Epics—Mahabharat, Ramayana etc.)
• Listening to words used in everyday life-like situations for enhancing vocabulary. (e.g. names of animals, birds, fruits, vegetables, colours, days of the week, months etc.)
• Listening to plays & moves (children movies, cartoon movies etc.)
• Listening to awareness speeches about real life situations. (e.g. speeches on Dengue, Malaria etc.)
• Listening to instructions and understand them. (e.g. open your text, come to the front of the class etc.)
• Listening to dialogues between a shopkeeper and a customer, a doctor and a patient, a ticket collector and a passenger at the ticket counter etc.
• Listening to words with same sound (homophones) e.g. See, Sea; I, eye; right, write etc.
• Listening to words that describe sounds like whistling, roaring, rustling etc.

II. SPEAKING SKILL

Objectives

• The learner will be able to communicate confidently in spoken language in a wide range of situations.

Suggested Activities

• Asking and answering ‘yes/no’ questions and simple questions (e.g. What is your name? What is your father’s name? What are your likes and dislikes? Where do you live?
• Use P.T.S.; Please, Thank You, Sorry.
• Introduce self/friend to class.
• Speak sentences about self, family, relatives, friends, my home etc.
• Describe pictures on trees, animals and hero.
• Make polite requests (e.g. May I come in? Please help me etc.)
• Recite poems/songs.
• Describe characters from stories.
• Speak about your favourite person.

III. READING SKILLS

Specific Objectives

• The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts. The response should be oral.
• The learner should develop efficiency in comprehending written instructions.

Suggested Activities

• Read one or two stanza poems with rhyme (Poems on animals/persons/birds with relevant illustration followed by Multiple Choice Questions and hints).
• Read interesting jokes with illustrations.
• Read Short messages.
• Read simple colourful advertisements followed by simple questions (Advertisements about shoes, pens, biscuits etc.)
• Read interesting short dialogues (e.g. favourite dish, favourite sports person etc.)
• Read short passages followed by simple questions and clues for the answers. (Incomplete sentence, Multiple choice Questions etc.)
• Read short stories (fairy tales, family life, animal stories, mystery etc.)

IV. WRITING SKILL

Specific Objectives

• To help the learner to write neatly and legibly.
• To frame simple sentences with the help of given structures.
• To rearrange the sentences to form a paragraph.
• To write with correct format and use proper size, slant and space.

Suggested Activities

• Write Small and Capital letters.
• Write sentences using a frame (e.g. I like......, I do not like ......)
• Develop a paragraph by arranging jumbled sentences into right order.
• Write simple sentences about ‘Myself’, ‘My School’, ‘My Teacher’ etc.
• Develop a paragraph by filling blanks using given phrases.
• Write leave application by filling blanks using given phrases.
• Fill forms like writing details for identity card.
• Write some ways in which you think birds and animals are like human beings.
V. GRAMMER IN CONTEXT

Specific Objectives

• The learner should be able to use sounds, words and grammer to an interpret text.
• The learner should be able to differentiate between common noun and proper noun and their usage.
• The learner should be able to use personal pronouns correctly.
• A learner should be able to use Simple action words in context.
• The learner should be able to incorporate adjectives, prepositions and conjunctions into simple sentence structures.
• The learner should be able to understand and use simple present and simple past tense.
• The learner should be able to use articles.
Action/Doing words (look, see, laugh etc.)

Activity :- Gestures
(E.g.- Class is divided into groups.
    Members from each group can present an action through gestures and other group can identify the action.)

Prepositions

Activity :- Picture cards.
Cards with 2 pictures are distributed to the learners, in group are asked to use a preposition to establish a relationship between any two nouns.
E.g. :- The door is between the windows.
    The vase is on the table.
    The cat is sitting under the table.
    The books are on the shelf.

Tenses – Simple Present and Simple Past.

Activity :- Use Paper Slips
Paper slips with contrasting pictures (Before/after the storm; this year, last year etc.) Then, the students are asked to fill in the blanks with the given words.

I. e.g.:

<table>
<thead>
<tr>
<th>Before the Storm</th>
<th>After the Storm</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There ___ five trees in the garden.</td>
<td>There ___ three trees now.</td>
</tr>
<tr>
<td>2. Plants ___ flowers</td>
<td>Plants ___ no flowers</td>
</tr>
<tr>
<td>3. Wind ___ fiercely</td>
<td>Wind ___ gently</td>
</tr>
</tbody>
</table>

Are, were, have, had, blows, blew

II. e.g.:

<table>
<thead>
<tr>
<th>Last Year</th>
<th>This year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. He ___ one son.</td>
<td>He ___ two sons</td>
</tr>
<tr>
<td>2. He ___ to his office by bus.</td>
<td>He ___ to his office on scooter.</td>
</tr>
<tr>
<td>3. He ___ is a rented house.</td>
<td>He ___ in his own house</td>
</tr>
</tbody>
</table>

Has, had, goes, went, lives, lived.

Articles – (A, An, The)

Activity :- The teacher places two boxes. One box is marked ‘A’ and the other is marked ‘An’. A card with a noun written is distributed to each learner. The learner in asked to drop the card is the appropriate box according to the sound of the noun.

Gender – Masculine and Feminine

Activity :- Match picture cards
Distribute cards with nouns written or them. The class is divided in to groups of four learners. Four picture cards with masculine genders and four with feminine genders are distributed to each group. They are told to match masculine with feminine genders (the highest scorer group with be the winner.)
**Describing Words.** (Quality, size, shape)

*Activity* :- Match columns.

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Describing Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Amitabh Bachan</td>
<td>Fat</td>
</tr>
<tr>
<td>2. Sachin Tendulkar</td>
<td>Naughty</td>
</tr>
<tr>
<td>3. Adnan Sami</td>
<td>Short</td>
</tr>
<tr>
<td>4. Shin Chan</td>
<td>Tall</td>
</tr>
</tbody>
</table>

**Conjunctions** - And, But

*Activity* :- using flash cards

*E.g.* Write sentences on the flash Cards.

*Distribute* : (Should not write complete sentences.)
the cards and tell the learner to complete them.

**Flashcard 1**

He worked hard but, ________.

**Flashcard 2**

He worked hard and______.

The learner should be able to differentiate between Maculine and feminine genders.

**Suggested Curriculum**

**Noun**- common noun, Proper Noun

(Pick out the common and proper nouns separately from the following paragraph.)

“I am Nitin. I am a student.
My teacher is Mr. Gupta.
Yesterday, I went to a shop and bought ‘Nescafe’ from there.

*Answers.*

Common nouns – student, teacher
Proper nouns – Nitin, Mr. Gupta, Shop Nescafe

**Personal Pronoun** – I, we, you, he, she, it, they etc

*Activity* :- Describe self & friends.

*E.g. :-* My name is Akash. I study in class VII. Prateek is my best friend. He is in my class. His father is a doctor.
I like him. He likes me.
Curriculum for Out of School Children

Subject : English

Class : VIII

I. LISTENING SKILL

Specific Objectives

- To listen for information and enjoyment.
- To enable the students to understand the use of vocabulary items in the text.
- To help the learner to comprehend detailed instructions to be carried out.
- To aid the students to carry out all types of activities as directed.
- To help the learner understand English for local and global understanding.

Suggested Activities.

- Listening to words from texts of unfamiliar context for correct pronunciation. (e.g. – European, treasure, satchet etc.)
- Listening to recorded materials like cassettes, CDs or internet. Material may consist of instructions, long stories with morals and other informative types.
- Listening to oral requests, commands and questions and understand them. (Eg- keep quiet, don’t talk, have you done your home work?)
- Listening to riddles and jumbled words (eg. – An apple of eye, catch two birds with one stone etc.)
- Listening to sound of words and rhyming words and recognizing them. (Eg. – pine, fine; way, astray etc.)
- Listening to the newscast on television, radio-simple ones (Eg. : on weather, any incident like-earthquake, rescue operations etc.)
- Listening to conversation and dialogue in unfamiliar situations and of course life-related (e.g. Conductor and a passenger, Doctor and a patient etc.)
- Listening to long poems and stories or descriptions of people, places and objects.

II SPEAKING SKILL

Specific Objectives:-

- The learner should be able to:-
  - Communicate confidently in English in a wide range of situations.
  - Ask questions and answers.
  - Recite poems and sing songs with proper voice modulation.
  - Speak confidently on a topic/subject
  - Present his/her views confidently
  - Interview a partner.

Suggested Activities.

- Describe from comic strips (well-known stories, events etc.)
- Ask and give directions (go to west, turn left etc.)
- Narrate stories with proper voice modulation (short stories with moral values)
- Speak on a topic with proper stress and intonation. Topics may be on social issues like – Child labour, traffic problems, child Rights etc.
- Speak on experiences (self/others’)

E.g. :- A journey by train, A visit to Hill Station, A Picnic or any incident witnessed.
Present a topic (Eg. Draw the picture of a garden and present it.)
Enact Role plays. (familiar situations like meeting a new friend for the first time.)
Discuss in pairs or group on a topic. (Topics : uses of trees, means of transportation, monuments etc.)

III READING SKILL

Specific Objectives
- The learner should be able to:
  - Read and view the given text for information and enjoyment.
  - Respond critically to the aesthetic, cultural and emotional values in text.
  - Develop efficiency in comprehending the written text for the desired/specific purpose/purposes.

SUGGESTED ACTIVITIES.
- Read poems with two/three stanzas and apt illustration (eg. Poems on fair, market, pollution, dowry etc.)
- Read short notices regarding events (eg.: Notice regarding Independence Day Celebration, Diwali Fete, Children Day Celebration etc.)
- Read pamphlets. (on school, on hill station, on picnic spot, on historical place etc.)
- Read Newspaper headlines – Simple and easy to understand.
- Read interesting dialogues (Eg. Between a teacher and a student, Father and son, friends etc.)
- Read picture stories with captions (about animals, great leaders etc.)
- Read Short texts followed by vocabulary questions. Texts may be biography of people or places.

IV WRITING SKILL

Specific objectives:-
- The learner should be able to:
  - Write a composition based on the picture.
  - Develop a paragraph with the help of given words.
  - Compose a poem.
  - Help him/her develop a story.

Suggested Activities
- Write a few sentences on the basis of a given picture (Eg. Pictures of any animal, bird, or any personality)
- Develop a paragraph by using verbal input.
  E.g. :-
  1 Ravi _____market _____toys _____eatables _____meets a beggar _____gives money _____feels happy.
  2 A kitten _____falls in water._____effort _____escapes.

- Develop a paragraph by filling blanks using given words.
  E.g. I ____a student. I ____in ____school. I live at ____. I study and ____in school. My teacher is ____.

- Write informal letter to father, uncle etc.
- Construct stories on the basis of the given outline.
  E.g.:- A faithful mongoose ...........took care of the baby ...........parents away from home...........a snake ..........killed.............saved the baby...........baby’s mother thought.............suspicion on the mongoose.............mother killed the mongoose.............mother saw the dead snake ..........realized her folly.............but could not do anything.)
- Develop creative writing from imagination (Eg. Space journey, A journey to mountain, An Island etc.)
- Describe a process (eg. How to prepare tea? How to wash clothes? etc.)
V. Grammar In Context

**NOUN**

The teacher can show the pictures of the following collective nouns and tell the learners their names:-

- Bunch of keys
- Bunch of Grapes
- Bunch /Bouquet of flowers
- Crowd
- Family
- Class
- Shoal of fish
- Pack of cards etc.

The teacher will distribute these pictures among the students and divide them into two groups. Each member from a group will show his picture to the other group from which a member will tell the collective noun for the picture.

**PRONOUNS**

*Activity:-*

The learners will form groups of three each and communicate with each in the following way:

*E.g.*

Neha : I am Neha. Who are you?
Ruchi : I am Ruchi. Who is she?
Neha : She is Rekha

**Determiners**

(Demonstrative – this, that, these those
Quantitative – some, any, many, few etc.)

*Activity:- 1*

The teacher will show the learners one book and say:
This is a book.
Then he/she will show them two or more books and say:
These are books.
Then he/she will move away from the books and say: That is a book
And those are books.
Then the learners will be required to repeat the activity one by one.

*Activity :- 2*

The students will form pairs and one by one carry out the following guided communication.
A : Have you any money?
B : Yes, I have some / a little.
Or
No, I haven’t any.
A : Have you any friends?
B : Yes, I have some/a few.
or
No, I haven’t any.
VOICE
(Active&Passive)

Activity:-
The teacher will take four boxes. First will contain flash cards with I, He, She and written on them. Second will
contain the cards is, am, are on them. Third will have some verbs like eat, eats, read, reads, write, writes, eaten,
read, written, on them. Fourth box will contain some pronouns like me, him, her, you and also some nouns like the
newspaper, chocolates, chow-mein etc.

The class will be divided into two groups. One member from each group will come out and make a sentence by
picking up cards from each box in active or passive voice. Member from the other group will change the voice by
picking up cards again from each box.

CONJUNCTIONS

Activity:-
The students will be required to complete the following sentences
I am happy because________
I am sad when________
John is absent because________
I am working hard so that________
I am hungry : so _______

Before starting the activity, the teacher will give an oral demonstration of involving the use of connectors.

Verbs (Regular/Irregular)

Activity :- Fill in the blanks

<table>
<thead>
<tr>
<th>Verb</th>
<th>Present</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talk</td>
<td>Talk</td>
<td>Talked</td>
<td></td>
</tr>
<tr>
<td>Write</td>
<td>Write</td>
<td>_____</td>
<td>Written</td>
</tr>
<tr>
<td>Go</td>
<td>Go</td>
<td>Went</td>
<td></td>
</tr>
<tr>
<td>Laugh</td>
<td>laugh</td>
<td>_____</td>
<td>laughed</td>
</tr>
<tr>
<td>Play</td>
<td>Play</td>
<td>Played</td>
<td></td>
</tr>
<tr>
<td>Fly</td>
<td>Fly</td>
<td>_____</td>
<td>Flown</td>
</tr>
<tr>
<td>Flow</td>
<td>Flow</td>
<td>Flowed</td>
<td></td>
</tr>
</tbody>
</table>

ADJECTIVES

Activity:
The teacher will ask the tallest child to stand up and say:
Neha is the tallest girl in the class.
Then some of the students will say one by one:
Neha is the tallest girl in the class.
Then the teacher will say:
Neha is taller than any other girl in the class.
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