

Class – 4
English

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to–</p> <ul style="list-style-type: none"> ➤ participate in role play, enactment, dialogue and dramatization of stories read and heard ➤ listen to simple instructions, announcements in English made in class/school and act accordingly ➤ participate in classroom discussions on questions based on the day to day life and texts he/she already read or heard ➤ learn English through posters, charts, etc., in addition to books and children’s literature ➤ read independently and silently in English/ Braille, adventure stories, travelogues, folk/ fairy tales etc. ➤ understand different forms of writing (informal letters, lists, stories, diary entry etc.) ➤ learn grammar in a contextual and integrated manner and frame grammatically correct sentences ➤ notice the use of nouns, pronouns, adjectives, prepositions and verbs in speech and writing and in different language activities. ➤ notice categories and word clines ➤ enrich vocabulary in English mainly through telling and re-telling stories/folk tales ➤ start using dictionary to find out spelling and meaning ➤ practise reading aloud with pause and intonation, with an awareness of punctuation (full stop, comma, question mark); also use punctuation appropriately in writing ➤ infer the meaning of unfamiliar words from the context ➤ take dictation of words/phrases/sentences/ short paragraphs from known and unknown texts ➤ be sensitive to social and environmental issues such as gender equality, conservation of natural resources, etc. ➤ look at cartoons/pictures/comic strips with or without words and interpret them enrich vocabulary through crossword puzzles, word chain, etc. ➤ appreciates verbally and in writing the variety in food, dresses and festivals as read/heard in his/her day to day life and story book, seen in videos, films, etc. 	<p>The learner–</p> <ul style="list-style-type: none"> • recites poems with appropriate expressions and intonation. • enacts different roles in short skits • responds to simple instructions, announcements in English made in class/ school • responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read • describes briefly, orally/in writing about events, places and/or personal experiences in English • reads subtitles on TV, titles of books, news headlines, pamphlets and advertisements • shares riddles and tongue-twisters in English • solves simple crossword puzzles, builds word chains, etc. • infers the meaning of unfamiliar words by reading them in context • uses dictionary to find out spelling and meaning • writes/types dictation of short paragraphs (7-8 sentences) • uses punctuation marks appropriately in reading aloud with intonations and pauses such as question mark, comma, and full stop • uses punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters • writes informal letters or messages with a sense of audience • uses linkers to indicate connections between words and sentences such as ‘First’, ‘Next’, etc. • uses nouns, verbs, adjectives, and prepositions in speech and writing • reads printed script on the classroom walls, notice board, in posters and in advertisement • speaks briefly on a familiar issue like conservation of water; and experiences of day to day life like visit to a zoo; going to a mela • presents orally and in writing the highlights of a given written text / a short speech / narration / video, film, pictures, photograph