

ANNUAL CURRICULUM PLAN (2020-21)

ENGLISH LANGUAGE AND LITERATURE

CLASS – VIII

VISION – I envisage my learners to be able to demonstrate an understanding of the four skills reading, writing, speaking and listening. The learners will be able to appreciate prose, poetry and drama and organize ideas effectively in an appropriate, mechanically and grammatically correct style. I believe the learners would be able to substantiate an understanding of the connection between writing and thinking and demonstrate effectiveness in using verbal and non verbal language appropriate to the goal.

The overall aims of teaching English for me are:

- to enable the learner to communicate effectively and appropriately in real life situation
- to use English effectively for study purpose across the curriculum
- to develop interest in and appreciation of Literature
- to develop and integrate the use of the four language skills i.e. Reading, Listening, Speaking and Writing
- to revise and reinforce structure already learnt
- to ensure that students leave my classes not only feeling that they have improved their English but also that they have grown as individuals as well.

APRIL-SEPTEMBER

CHAPTER	TRANSACTION STRATEGIES/ INNOVATIVE PEDAGOGY	LEARNING OUTCOMES	CORE SKILLS/ART INTEGRATION/ INTERDISCIPLINARY LINKAGES
1. The White Snake	<ul style="list-style-type: none"> ● The title of the lesson would be open for class interpretation. ● A video clipping of humans trying to understand the language of birds and animals to be shown. ● The difficult words would be put up on the board and explained. ● The chapter would be read in parts by the students and teacher and thorough explanation of the chapter with references and examples would be discussed. ● The students would be asked to search and enact stories where animals have helped humans. ● The students would be asked to write an acrostic poem on ‘Snakes’. 	<ul style="list-style-type: none"> ● They would express the theme of the story. ● They would be able to write a synopsis of the story. ● They would enhance their vocabulary. ● The learners will learn to be empathetic towards troubles of unknown people. ● The students would learn to be kind and helpful as all good acts are rewarded. ● They would reflect and act upon the proverb ‘One Good Turn deserves another’. ● The learners will be able to enhance their critical and creative thinking skills. 	<p>Core Life Skills Empathy, Coping with Emotions, Self-awareness,</p> <p>Inter-disciplinary Linkage History of German folklore</p> <p>Core Value Concerns Self-confidence, Social responsibility, Joy of Giving</p>
2. Charlie Chaplin - Pan Brown	<ul style="list-style-type: none"> ● The session would start with an interactive session with a discussion on ‘Humour’, thus, interpreting the title of the story. ● Community Service- each student to prepare a 	<ul style="list-style-type: none"> ● They would introspect on developing the virtues of being courageous & determined against all odds. ● They will understand the desirable 	<p>Core Life Skills Coping with Emotions and Stress, Problem Solving, Self-awareness Decision making</p>

	<p>project on the work they have taken up to help poor, needy talented children.</p> <ul style="list-style-type: none"> ● Students will create posters expressing Charlie Chaplin’s silent humour. ● The chapter would be read in parts by the students and teacher and thorough explanation of the chapter with references and examples would be discussed. ● Create and perform an act of ‘Stand-Up’ comedy. 	<p>values such as sharing, caring, patience and going ahead with your dreams with diligence.</p> <ul style="list-style-type: none"> ● The learners will also be able to discern that struggles in life make them braver and teach them to be strong. 	<p>Inter-disciplinary Linkage History of Charlie Chaplin and his struggles during the Nazi wa</p> <p>Core Value Concerns Understanding self, Social Responsibility, Self –confidence</p>
<p>4. On Killing a Tree - Gieve Patel</p>	<ul style="list-style-type: none"> ●The story of Amrita Devi from Jalnadi in Bishnois hugged trees to prevent them from being cut down. ●The students would be shown a video clipping base courageous people. ●The reasons of conserving trees would be discussed ●The poem would be explained. Difficult words would be listed and explained with examples. 	<ul style="list-style-type: none"> ●The students would reflect on how to conduct plantation drives in school and in their neighbourhood. ●The students would understand the dangers of deforestation and blessings of forestation. ●The students would be encouraged to carry out rallies, awareness through assembly, street play & speech. 	<p>Inter-disciplinary Linkage Science of Scientific significance of Trees</p> <p>Core Life Skills Empathy, Coping with Stress and Emotions, Problem-solving, Sensitization of saving the environment</p> <p>Core Value Concerns Social Responsibility, Joy of Giving</p>
<p>5. The Adventure of the Speckled Band---I</p> <p>6. The Adventure of the Speckled Band---II - Arthur Ignatius Conan Doyle</p>	<ul style="list-style-type: none"> ● A short film on the mysteries of Sherlock Holmes would be shown. ● Detective stories would be discussed. ● Pre- reading activity: <p>{A situation based deductive reasoning – (Joanna constantly misplaces her keys. Joanna’s keychain has a red toy ball on it. Joanna’s cat loves to play with toys that are red. Joanna cannot find her keys one day. Where were they, and what causes them to constantly go missing?) The students have to solve this mystery using their deductive reasoning skills. }</p> <ul style="list-style-type: none"> ● The chapter would be explained. Difficult words would be listed and explained. ● The students would be given a chance to interpret the mystery as it unfolds. Finally the story would be explained by the teacher, according to the author. 	<ul style="list-style-type: none"> ● The students would be able to apply their knowledge, understanding, and analysis of characters to determine how they would react in a situation. ● The students would be able to effectively narrate the mystery of the story. ● The students would be able to create possible headlines for a newspaper article about the events that took place at the Stoke Moran house. ● They would be able to write down the qualities of Holmes as a good detective, this in turn will help the learners to improve their observation skills. ● The students will be able to understand what greed can do to human beings and the extent to which they can go to satisfy that greed. 	<p>Inter-disciplinary Linkage Geography of the area offers readers a picture of the landscape as well as its people's way of life</p> <p>Core Life Skills Coping with Stress and Emotions, Problem Solving, Decision making</p> <p>Core Value Concerns Social responsibility, Critical thinking</p>
<p>7. Imagination - George Bernard Shaw</p>	<ul style="list-style-type: none"> ● Warm up activity: <ul style="list-style-type: none"> ➤ Encourage students to write their own poems on any topic, ranging from "Instructions for Slaying a Dragon" to "Instructions for Eating a Watermelon", or "Think 	<ul style="list-style-type: none"> ●The students would be able to grasp the theme and meaning of the poem. They would be able to read poem with proper tone and rhyme and develop an interest in poetry. ●Their critical and creative thinking skills would be enhanced. 	<p>Core Life skills Creative thinking, Reading skills</p> <p>Inter-disciplinary Linkage A mix of Literature and Science fiction to develop imagination</p> <p>Core Value Concerns</p>

	<p>of two questions to ask a giraffe." At the end of the lesson, ask volunteers to read their poems aloud.</p> <ul style="list-style-type: none"> • The students would make an interpretation of the title as it indicates the subject and theme. • The knowledge background of the poet would be given. The poem would be read aloud with proper intonation, rhyme and rhythm. Difficult terms and words would be explained so that students can predict the atmosphere of the world inside the poem. • The students would first be asked to write a poem of their world of imagination, adventure. 	<ul style="list-style-type: none"> • The students would understand the importance of inculcating the habit of reading. • They would be able to, through their vivid imagination, move to a magical world of their own. • They would understand the poetic devices such as imagery, anaphora, exaggeration etc. 	Concern of Sense of awe and wonder, Self – awareness
8. A Page from Anne Frank's Diary - Excerpt from Anne Frank's diary	<ul style="list-style-type: none"> • The session would begin with a class discussion on the following questions: <ul style="list-style-type: none"> -review the events that took place leading up to World War 2, work in small groups. -record everything they know about Anne Frank. • The chapter would be explained. Difficult words would be listed and explained with example. • Choose two characters from Diary of a Young Girl and create a Comic strip based on any part of the diary. 	<ul style="list-style-type: none"> • The students would learn from Anne's personality to be optimistic given the situation that she is in. • Loving and caring while struggling with identity while in captivity. • The students would learn to rely on their senses in times of strife. • They will understand that specific ideas had an impact on history (like in this case, Anne's diaries give information about what happened during the holocaust). 	<p>Inter-disciplinary Linkage History of The Treatment of the Jews in Nazi Germany</p> <p>Core Life Skills Empathy, Coping with Stress and Emotions, Problem Solving, Self-awareness, Decision making</p> <p>Core Value Concerns Understanding self, Social responsibility</p>
9. The Bishnois	<ul style="list-style-type: none"> • The story of Amrita Devi from Jalnadi in Bishnoi village who hugged trees to prevent them from being cut down. • The students would be shown a video clipping based on the story of courageous people. • The reasons of conserving trees would be discussed. • The poem would be explained. Difficult words would be listed and explained with example. 	<ul style="list-style-type: none"> • The students would reflect on how to conserve trees in school and in their neighbourhood. • The students would understand the dangers of deforestation and the blessings of forestation. • The students would be encouraged to carry out rallies, awareness through assembly, street play & speech. • They will also understand the lengths the people of the sect could go to; to save the environment. 	<p>Inter-disciplinary Linkage Science of Scientific significance of Trees</p> <p>Core Life Skills Sensitization of saving the Environment</p> <p>Core Value Concerns Appreciation for beauty and Aesthetics</p>
10. Abraham Lincoln's Letter to His Son's Teacher	<ul style="list-style-type: none"> • Pre-reading Activity: The class would begin with an interactive session on 'who according to them is an ideal child' • The title of the poem would be opened to the class to interpret. • The background of the poet would be discussed. The poem would be read aloud with proper stress and intonation. • The poem would be explained. Poetic devices and structure of the poem would be discussed. Words related to self-reflection would be emphasized. 	<ul style="list-style-type: none"> • The students would try to imbibe the traits Abraham wants for his son. • They would be able to understand the meaning of certain expressions used in the poem. • They would be able to relate to the similar things their own parents want for their child. 	<p>Core Life Skills Self-awareness, Interpersonal relationship, Coping with stress and emotions</p> <p>Core Value Concerns Self-confidence, Self-regulation of feelings and emotions to face challenges of life</p> <p>Inter-disciplinary Linkage History of Abraham Lincoln and his time as President</p>

GRAMMAR	TRANSACTION STRATEGIES/ INNOVATIVE PEDAGOGY	LEARNING OUTCOMES	CORE SKILLS
1. Determiners 2. Prepositions 3. Sentence Analysis 4. Auxiliary Verbs 5. Linking Verbs 6. Adverbs 7. The Present Tense 8. The Past Tense 9. The Future Tense 10. Conditionals 11. Voice 12. Editing/Omission	<ul style="list-style-type: none"> The session would be started with an audio-visual of simple sentences to identify the different parts of speech. The purpose and functions of the different types of determiners would be discussed with examples. Picture study -Audio- visual-ExtramarksModule. The students would derive the definition of prepositions. The learners would be made familiar with the rules that govern the use of prepositions in sentences. The students would be asked to use prepositions in various writing situations. Prepositions of time and location would be discussed with examples (video clips). The use of prepositional phrases would be demonstrated through oral presentations. The teacher would write two sentences on the board: 1. People speak Japanese in Japan. 2. Shakespeare wrote Romeo and Juliet. The students are asked to present another way to say the two sentences. The rules are derived- The session would continue with a play delivering dialogues wherein the students would be asked to speak about the dialogues and the characters using passive voice (to test The students would be able to identify and comprehend the use of active and passive voice. The rules of usage and conversion would be explained with examples. The purpose of using active and passive voice would be discussed. Written and oral practice would follow. The usage of Passive voice in writing newspaper reports, headlines and notices would be discussed. 	<ul style="list-style-type: none"> The learners would be able to identify determiners and use them appropriately. comprehending skills would be improved. Sentence construction skills would be strengthened. Students would be able to understand and apply the correct usage of prepositions. They would develop an eagerness to explore the language using prepositional phrases and present them through interesting activities. The learners would be able to construct sentences and speaking referring to past/present and future time confidently. Their communication skills would be enhanced. They would be able to convert active voice into passive and passive to active. The analysing skills would be improved. They would be able to express themselves and deliver information in a grammatically and mechanically correct form. The students would be able to identify and comprehend the use of active and passive voice. They would be able to convert active into passive and passive to active. Their analysing skills would be improved. They would be able to express themselves and deliver information in a grammatical and mechanically correct form. 	<p>Speaking Skill: The students will have the ability to speak intelligibly, narrate simple experiences and series of events.</p> <p>Listening Skill: Listen to passages, articles and stories.</p> <p>Reading Skill: Silent reading and loud reading to pronounce words correctly with correct use of punctuation.</p> <p>Writing Skill: Write all work using the correct parts of speech with the right tense.</p>
WRITING SKILL	TRANSACTION STRATEGIES/ INNOVATIVE PEDAGOGY	LEARNING OUTCOMES	CORE SKILLS
1. Informal Letter Writing 2. Story Writing 3. Diary Entry	<ul style="list-style-type: none"> Pre-writing (brain storming) would be assigned to stimulate the students' creativity. The rules and process of evaluating, structuring and editing would be discussed in detail. Students would be involved in fast writing wherein, topics would be announced and the students would be asked to write a paragraph about it. 	<ul style="list-style-type: none"> The students would be able to produce independent writing thus, strengthening their thinking skills, creative and evaluative skills. Their listening skills would be enhanced through peer discussions. They would be able to evaluate their own language as well as of others and improve through checking the errors. 	<p>Writing Skill: The students will write informal letters, story and diary writing using the accurate format and content.</p>

	<ul style="list-style-type: none"> Group compositions would be conducted wherein, the students in a group would share ideas and frame it into a written piece. Self-editing, peer editing and proof reading would be taught and practised. 	<ul style="list-style-type: none"> Organizational skills would be improved They will develop their reasoning skills, appropriacy of style and tone, fluency and accuracy. 	
	OCTOBER-MARCH		
CHAPTER	TRANSACTION STRATEGIES/ INNOVATIVE PEDAGOGY	LEARNING OUTCOMES	CORE SKILLS/ART INTEGRATION/ INTERDISCIPLINARY LINKAGES
11. The Lady with the Lamp	<ul style="list-style-type: none"> Pre- reading activity: The students will be able to describe ways they have helped or could help people in their community. The title of the prose will be open for class interpretation. The background of the author will be given. The theme and story line will be explained. Vocabulary enrichment will be done by eliciting meanings from the students. Read aloud. 	<ul style="list-style-type: none"> The students will be able to describe the contributions made by Florence Nightingale to the medical profession and to her community. The students will be able to grasp the theme and meaning of the prose. Their critical and creative thinking skills will be enhanced. Their vocabulary will be enhanced. 	<p>Core Life skills Creative thinking, Reading skills, Empathy, Coping with emotions</p> <p>Inter-disciplinary Linkage Value education: Being helpful to all</p> <p>Core Value Concerns Self – awareness, Social responsibility</p>
12. Face on the Wall - EV Lucas	<ul style="list-style-type: none"> In groups discuss supernatural occurrences/happenings and present to the class Pre- reading activity: Pair share – The students need to add a twist to any fairy tale and share with the class. The students would be quizzed on have they ever experienced a weird guest. 	<ul style="list-style-type: none"> The students would be able to narrate, write and enact a supernatural story written by them. The students would be able to use vocabulary related to supernatural occurrences. The students will be able to understand the extent to which a good storyteller can go, to grab the attention of his/her audience. Adding a bit of the supernatural will add to the twist in the tale. 	<p>Core Life Skills Problem Solving, Confidence, Self-awareness</p> <p>Inter-disciplinary Linkage Science of the supernatural</p> <p>Core Value Concerns Self-confidence, Motivation</p>
13. The Muddle Head from Petushkee - S. Marshak	<ul style="list-style-type: none"> The students would be asked to bring humorous poems and read out loud in class. The audio-visual extract of the poem would be played. The poem would be read aloud and explained. Poetic devices would be discussed. 	<ul style="list-style-type: none"> The students will learn to appreciate humour. The students will understand the little silly funny actions of people. The students would try to write a short humorous poem. The students would depict humour through an illustration. 	<p>Core Life Skills Confidence, Self-awareness, Coping with emotions</p> <p>Core Value Concerns Self-confidence, Motivation, Appreciation of humour</p>
14. The Lungs of Our Planet	<ul style="list-style-type: none"> A video clipping and short documentary would be shown on the Amazon Rainforest. The students would be asked to present in groups a small chart and speak about the recent destruction at the Amazon Rain Forest. Images on the flora and fauna would be shown. 	<ul style="list-style-type: none"> The students would understand the importance these forests are important to take care of. They would understand the importance of a pollution free environment. 	<p>Inter-disciplinary Linkage Science of Scientific significance of Trees</p> <p>Core Life Skills Sensitization of saving the Environment, Interpersonal</p>

	<ul style="list-style-type: none"> Life of the inhabitants would be discussed. The chapter would be read and explained, including the new vocabulary. 		<p>relationship, Decision making</p> <p>Core Value Concerns Appreciation for beauty and Aesthetics</p>
15. The Legend of Robin Hood – Daniel Koschalka & Paul Pe	<ul style="list-style-type: none"> A discussion on why Robin Hood tales are famous. Pre-reading activity: <ul style="list-style-type: none"> A short story video of Robin Hood (The British Council short story section). The students can think about someone in their own country's history who is a famous hero, according to legend or in real life. They can find out some interesting facts online about that person, write a short text and draw a picture. The fun poem would be explained. 	<ul style="list-style-type: none"> The students be familiar with the helpful selfless acts of Robin Hood and his Merry Men. The students would learn the virtue of being empathetic with people we meet. Their critical and creative thinking skills will be enhanced. 	<p>Core Life Skills Empathy, Creative thinking</p> <p>Core Value Concerns Love, Care, Compassion</p> <p>Inter-disciplinary Linkage Link to the literature and history of Robin Hood tales</p>
16. After Twenty Years - O' Henry	<ul style="list-style-type: none"> Reflecting on the title of the story. Discussion on how the students see themselves after 20 years from now. The chapter would be read and explained. 	<ul style="list-style-type: none"> The students would reflect on the themes of the story of friendship, trust and loyalty. The students would be able to comprehend the chapter from the point of view of the author. The students would be able to write on the role of a Police Officer. They are also made aware of the theme in the story, which is, 'Crime does not pay.' 	<p>Core Life Skills Empathy, Coping with Emotions, Self-awareness</p> <p>Core Value Concerns Self-confidence, Social responsibility</p> <p>Art Integration Self-perception of the student 'after twenty years'</p>
17. One Good Turn	<ul style="list-style-type: none"> The title of the drama would be discussed and its different connotations would be probed. The students would be shown a video clipping of people doing good and kind acts would be shown. The theme and plot would be explained. Character and object descriptions would be made. Central idea of the play would be discussed. The play would be explained through Role Play. Explored through class interactions how metaphor, antithesis, imagery and other literary devices used while describing the character, setting and action. 	<ul style="list-style-type: none"> The learners would develop their reading and language skills. They would develop an interest towards language and literature. They would be able to stage and perform thus building their confidence. The students would develop an interest towards drama. To inculcate in them the habit of reading To guide them in exploring the links between the students' own world, the world of drama They will be able to discern the importance of helping others, as only then, can one expect to get help in return. 	<p>Core Life skills Creative thinking, Reading skills, Empathy, Coping with emotions</p> <p>Inter-disciplinary Linkage Value education: Being helpful to all</p> <p>Core Value Concerns Self-awareness, Social responsibility</p>
18. A Christmas Carol - Charles Dickens	<ul style="list-style-type: none"> Discussion on what is done on Christmas Day and do we really celebrate it. A spider's web created to depict all the virtues to be kept in mind during this season Pre-reading activity: Begin by asking 	<ul style="list-style-type: none"> The students would reflect on the need for compassion, forgiveness for our fellow beings. The students would be able to enact 	<p>Core Life Skills Empathy, Self-awareness, Coping with emotions</p> <p>Core Value Concerns Love, Care, Compassion, Forgiveness</p>

	<p>students if they have heard the term 'scrooge'. For those who say they have, ask them what it means and write their ideas on the board. Now ask students where the term 'scrooge' might have originated. Again, write those ideas on the board.</p> <ul style="list-style-type: none"> • The chapter would be discussed and read and explained. • The movie would be shown in class. 	<p>the story in part.</p> <ul style="list-style-type: none"> • They would be able to write a paragraph on the transformed Scrooge. 	<p>Inter-disciplinary Linkage Value education: Being helpful, kind and compassionate to all</p>
<p>19. The Race - Dr. D.H. 'Dee' Groberg</p>	<ul style="list-style-type: none"> • Warm up activity: The students will play the 'Vocabulary race' and the concept of winning and losing will be discussed. • The session would begin by a video clipping of Derek Redmond who was helped by his father to complete the race in the Olympics in 2014. • The father's behaviour would be discussed. • Derek's behaviour and mind set would be discussed. • The poem would first be read twice with correct diction, followed by explanation and detailed discussion on the child who was always reminded of his father's words. 	<ul style="list-style-type: none"> • The students would understand the never give up attitude. • Importance of paying heed to one's parents' words and teachings. • The students will be able to understand that the message in the poem is applicable to all aspects of life. We all fall down in the race of life: we make mistakes, and we fall into sin and error. But we all have an omnipresent power; cheering us on, encouraging us, and helping us to get up each time we fall. • The students would be able to identify metaphors and other poetic devices. 	<p>Core Life Skills Coping with Emotions and Stress, Self-awareness, Decision making</p> <p>Inter-disciplinary Linkage Value education: Never say die!</p> <p>Core Value Concerns Understanding self, Social Responsibility, Self –confidence</p>
<p>20. The Great Mystery</p>	<ul style="list-style-type: none"> • The students would be shown the clipping/video of the titanic and its disaster. • The reasons behind the disaster would be discussed. • The chapter would be read and explained and its eerie coincidence discussed. 	<ul style="list-style-type: none"> • The students would be able to talk about fiction and reality. • The students would be able to make a table of the similarities and differences between the two ships: Titan and Titanic. 	<p>Core Life Skills Problem Solving, Self-awareness</p> <p>Inter-disciplinary Linkage Science of the supernatural vs reality</p> <p>Core Value Concerns Social Responsibility, Concern of Sense of awe and wonder</p>
<p>GRAMMAR</p>	<p>TRANSACTION STRATEGIES/ INNOVATIVE PEDAGOGY</p>	<p>LEARNING OUTCOMES</p>	<p>CORE SKILLS</p>
<p>1. Modals 2. The Complement 3. Conjunctions 4. Clauses 5. Infinitives 6. Participles 7. Gerund 8. Speech 9. Affixation 10. Homophones, Homographs & Homonyms 11. Idioms</p>	<ul style="list-style-type: none"> • The session would be started with an audio-visual of simple sentences to identify the different parts of speech. The learners would be asked to arrive at the rules. The purpose and functions of the different types of determiners would be discussed with examples. • Picture study -Audio- visual -PPT -Determiners Rule Chart -Extra marks Module. • The teacher writes two sentences on the board: 1. People speak Japanese in Japan. 2. Shakespeare wrote Romeo and Juliet. The students are asked to present another way to say the two sentences. The rules are derived- The session would continue with 	<ul style="list-style-type: none"> • The learners would be able to identify determiners and use them appropriately. comprehending skills would be improved. Sentence construction skills would be strengthened. • The learners would be able to identify the use of punctuations in direct speech and the changes followed in the indirect speech. • They would be able to spot the use of reporting verbs and the tense. • They would be able to transform dialogue and speech with various reporting verbs. • The students would be able to identify 	<p>Speaking Skill: The students will have the ability to speak intelligibly, narrate simple experiences and series of events</p> <p>Listening Skill: Listen to passages, articles and stories.</p> <p>Reading Skill: Silent reading and loud reading to pronounce words correctly with correct use of punctuation.</p> <p>Writing Skill: Write all work using the correct parts of speech with the right tense</p>

<p>12. Punctuation 13. Editing/Omission</p>	<p>a play delivering dialogues wherein the students would be asked to speak about the dialogues and the characters using passive voice.</p> <ul style="list-style-type: none"> • The teacher would start with a game board (whisper game) where the class would be divided into three groups involving direct and indirect dialogues to test the students' prior knowledge. The teacher would then present the features of direct speech and indirect speech on the board and draw a difference between them with examples. The changes would be explained. The rules to change direct sentences to indirect would be explained through rule chart and examples. The changes in the verb, pronouns and time would be detailed. The learners would be taught about the usage of reporting verbs. 	<p>and comprehend the use of active and passive voice. They would be able to convert active voice into passive and passive to active.</p> <ul style="list-style-type: none"> • They would be able to express themselves and deliver information in a grammatically and mechanically correct form. The analysing skills would be improved. 	
<p>WRITING SKILL</p>	<p>TRANSACTION STRATEGIES/ INNOVATIVE PEDAGOGY</p>	<p>LEARNING OUTCOMES</p>	<p>CORE SKILLS</p>
<p>1. Formal Letter Writing 2. Story Writing 3. Diary Entry 4. Essay Writing</p>	<ul style="list-style-type: none"> • Pre-writing (brain storming) would be assigned to stimulate the students' creativity. The rule and process of evaluating, structuring and editing would be discussed in detail. Students would be involved in fast writing wherein, topics would be announced and the students would be asked to write a paragraph about it. Group composition would be conducted wherein, the students in a group would share ideas and frame it into a written piece. • Self editing, peer editing and proof reading would be taught and practised. • The concept of diary writing would be discussed. The importance of writing diary would be established. The rule, format and style would be taught and discussed with examples. 	<ul style="list-style-type: none"> • The students would be able to produce independent writing thus, strengthening their thinking skills, creative and evaluative skills. • Their listening skills would be enhanced through peer discussions. • They would be able to evaluate their own language as well as of others and improve through checking the errors. • Organizational skills would be improved. • The learners would be able to organise their thoughts and express themselves freely. They would develop an interest towards writing thus enhancing their writing skills. Their thinking skills would be enhanced. • They will develop their reasoning skills, appropriacy of style and tone, fluency and accuracy. 	<p>Writing Skill: The students will write formal letters, story, essay and diary writing using the accurate format and content.</p>