

UNIT PLAN
Class: BA II (Semester III)
Paper: General English
Text: English for Empowerment

Total Marks: 50
Assessment: 05
Written: 45

July – August

Objectives

To make the students familiar with the following:

- Meaning and characteristics of language in general.
- Scope of language in general.
- Varieties of language for instance mother tongue/local language, national language, global language, dialect, pidgin, creole, etc.
- History and scope of English language.
- English language in India.
- Introduction to literature in general.
- Introduction to poetry and prose.
- Introduction to grammar: paragraphs and verbs.

Learning outcomes

Students will be able to:

- Define the meaning and scope of language.
- Explain various types of language for instance mother tongue/local language, national language, global language, dialect, pidgin, creole, etc.
- Explain the history and scope of English language in India and the world.
- Define what is literature, poetry and prose.
- Write paragraphs and use finite and non-finite verbs.

Detail of Unit Plan:

Topics	Teaching points	Specific objectives	Methods, Approaches and techniques	Resources & Links
a) Language and literature b) Poetry c) Prose d) Grammar	Language and literature: Meaning, features, scope, varieties of language.	a) To make the students familiar with language and literature. b) To make the students	Classroom teaching, reading and writing.	<i>English for Empowerment.</i> Orient Black Swan, 2013. Hudson, WH. <i>An</i>

	<p>Introduction to English language and literature in general.</p> <p>Poetry: Ode to Autumn, The Road Not Taken, Money Madness</p> <p>Prose: Mr Know All</p> <p>Grammar: Paragraph writing, learning non-finite verbs</p>	<p>understand the selected poems and prose.</p> <p>c) To make the students understand the selected grammar topics.</p>		<p><i>Outline History of English Literature.</i> G. Bell & Sons, 1913.</p> <p>Wren & Martin, <i>High School English Grammar & Composition.</i> S.Chand, 2004.</p>
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Questions Bank:

1. Write the summary and theme of all the poems.
2. Describe the images used by the poet in Ode to Autumn.
3. What does the poet want to explain through symbols of roads in the poem Road Not Taken?
4. Compare the poem Money Madness with the present scenario of the social life.
5. What is the central idea of the prose Mr Know All.

September

Objectives

To make the students familiar with the following:

- Role of literature in transforming the world.
- Various genres of literature: Poetry, Drama, Fiction, Novel, Stories, etc.
- Literature in India.
- Place of English literature in India.
- Writing and understanding poetry and prose.
- Grammar and Composition: note-making, punctuation signs, transformation.

Learning outcomes

Students will be able to:

- Define the role of literature in transforming the world.
- Explain the various genres of literature: Poetry, Drama, Fiction, Novel, Stories, etc.
- Explicate the scope of literature in India.

- Elucidate the place of English literature in India.
- Try to write and understand poetry and prose.
- Make notes, use punctuation signs, transform the sentences.

Detail of Unit Plan:

Topics	Teaching points	Specific objectives	Methods, Approaches and techniques	Resources & Links
a) Literature b) Poetry c) Prose d) Grammar	Literature: Role and genres. Scope in India Poetry: I, Too Prose: Film Making, Not Just Oranges Grammar: Note-making, Punctuation signs, transformation	a) scope and genres of literature. Literature in India. b) Writing and understanding poetry. c) Making notes, using punctuation signs, transforming sentences	Classroom teaching, reading, writing, class tests	<i>English for Empowerment.</i> Orient Black Swan, 2013. Hudson, WH. <i>An Outline History of English Literature.</i> G. Bell & Sons, 1913. Wren & Martin, <i>High School English Grammar & Composition.</i> S.Chand, 2004

Question Bank:

1. Write the fundamental idea of the poem I, Too and its significance in American world.
2. Write the film making techniques and ethics described by the author in Film Making?
3. What is the symbolic meaning of oranges in Not Just Oranges?
4. Describe various punctuation signs and their uses.
5. What do you understand by Assertive, Affirmative, Negative, Interrogative, Exclamatory sentences? Describe their uses.

October - November

Objectives

To make the students familiar with the following:

- Meaning and scope of communication.
- Types of communication: Formal/Informal, Verbal/Non-verbal
- Barriers in communication and how to remove them.

- Grammar: Revising prescribed topics.
- Class Tests

Learning outcomes

Students will be able to:

- Define the meaning and scope of communication.
- Differentiate between the various types of communication: Formal/Informal, Verbal/Non-verbal
- Identify the barriers in communication and how to remove them.
- Revise the prescribed topics of grammar.

Detail of Unit Plan:

Topics	Teaching points	Specific objectives	Methods, Approaches and techniques	Resources & Links
a) Communication b) Prose c) grammar d) tests	Communication: Meaning, scope, types, barriers. Prose: A Talk on Advertising. Grammar. Revising prescribed topics Class test: textual and grammar.	a) To make the students understand the meaning, scope, types, barriers of communication. b) Revising grammar. c) Assessing students' understanding of the subject	Classroom teaching, reading, writing, class tests	<i>English for Empowerment.</i> Orient Black Swan, 2013. Hudson, WH. <i>An Outline History of English Literature.</i> G. Bell & Sons, 1913. Wren & Martin, <i>High School English Grammar & Composition.</i> S.Chand, 2004

Question Bank:

1. What is the importance of advertising according the author of A Talk on Advertising?
2. What do you understand by communication? What are its different types?
3. Explain the meaning of poetry and prose.
4. Grammar and composition practice.