

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

**Total Marks: 50**  
**Assessment: 05**  
**Written: 45**

**January – February**

**Objectives**

To make the students familiar with the following:

- Definition and features of language in general.
- Role of language in human development.
- Meaning of mother tongue/local language, national language, global language, dialect, pidgin, creole, etc.
- History and scope of English language.
- English language in India.
- Brief overview of literature in general.
- Brief introduction to poetry and prose.
- Grammar and composition: transformation of words and paragraph writing.

**Learning outcomes**

Students will be able to:

- Define the meaning and scope of language.
- Explain the meaning of mother tongue/local language, national language, global language, dialect, pidgin, creole, etc.
- Elucidate the history and scope of English language in India and the world.
- Define what is the meaning of literature, poetry and prose.
- Write paragraphs and transform words.

**Detail of Unit Plan:**

<b>Topics</b>	<b>Teaching points</b>	<b>Specific objectives</b>	<b>Methods, Approaches and techniques</b>	<b>Resources &amp; Links</b>
a) Language and literature b) Poetry c) Prose d) Grammar	<b>Language and literature:</b> Definition, features, scope, types 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><b>Poetry:</b>          Goodbye Party for Miss Pushpa          T.S., I Will Embrace Only the Sun, Refugee Mother and Child</p> <p><b>Prose:</b> On Shaking Hands,  <b>Grammar:</b>          Paragraph writing, transformation of words</p>	<p>understand the selected poems and prose.          c) To make the students understand the selected grammar topics.</p>		<p><i>Outline History of English Literature.</i> G. Bell &amp; Sons, 1913.          Wren &amp; Martin, <i>High School English Grammar &amp; Composition.</i> S.Chand, 2004.</p>
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### Question Bank:

1. How does the poet use English language to create humour in the poem *Goodbye Party for Miss Pushpa T.S.*?
2. The sun is an embodiment of reality and new life. How would substantiate this? (I Will Embrace only the Sun)
3. What is a song that defied total comprehension? (I Will Embrace only the Sun)
4. Why is the air described as ‘heavy with odor’? (Refugee Mother and Child)
5. Explain ‘washed out ribs’ and ‘dried up bottoms’. (Refugee Mother and Child)
6. The poem *Refugee Mother and Child* is about motherhood and pain. Explain.
7. Discuss the main focus of Gardiner’s essay *On Shaking Hands*.

### March

#### Objectives

To make the students familiar with the following:

- Brief introduction to literary criticism and theory.

- Critical appreciation of poetry and prose.
- Literature in India.
- Brief introduction to Indian English literature.
- Grammar and Composition: text-based idioms and phrases.
- Practice of spoken English.

### Learning outcomes

Students will be able to:

- Explain briefly the meaning of literary criticism and theory.
- Understand critical appreciation of poetry and prose.
- Explicate the scope of literature in India.
- Elucidate briefly Indian English literature.
- Use text-based idioms and phrases.
- Introduce themselves.

### Detail of Unit Plan:

Topics	Teaching points	Specific objectives	Methods, Approaches and techniques	Resources & Links
a) Literary criticism and theory b) Poetry c) Prose d) Grammar	<b>Literary criticism and theory:</b> brief introduction <b>Poetry:</b> This is a Photograph of Me <b>Prose:</b> No Man is an Island, Freedom of the Press <b>Grammar:</b> text-based idioms and phrases.	a) To briefly explain the meaning of literary criticism and theory. b) To make the students able to critically appreciate poetry and prose. c) To make the students able to use text-based idioms and phrases.	Classroom teaching, reading, writing, practice, 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 &amp; Composition.</i> S.Chand, 2004

### Question Bank:

1. Trace the development of thought in the poem *This is a Photograph of Me*.

2. Compare and Contrast the idea of dictatorship with the idea of democracy. (No Man is an Island)
3. What is the central idea of the prose No Man is an Island?
4. Summarize the importance of freedom of press as discussed in essay *Freedom of the Press*.
5. Describe the theme of essay *Freedom of the Press*.
6. Idioms and phrases based questions.

### April - May

#### Objectives

To make the students familiar with the following:

- Meaning and scope of communication.
- Practice of English speaking and listening skills.
- General introduction to translation.
- Proverbs, Idioms, Phrases, One word substitution.
- Grammar: Revising prescribed topics.
- Class Tests

#### Learning outcomes

Students will be able to:

- Define the meaning and scope of communication.
- Talk about selected topics and understand listening to simple English.
- Learn how to translate simple and compound sentences.
- Learn to use proverbs, idioms, phrases, one word substitutions.

#### Detail of Unit Plan:

Topics	Teaching points	Specific objectives	Methods, Approaches and techniques	Resources & Links
a) Communication b) Poetry c) Prose d) Grammar	<b>Communication:</b> Meaning and scope. <b>Poetry:</b> Revision of prescribed	a) To briefly explain the meaning and scope of communication	Classroom teaching, reading, writing, practice, class tests	<i>English for Empowerment.</i> Orient Black Swan, 2013. Hudson, WH. <i>An</i>

e) Transliteration	poems <b>Prose:</b> An Excerpt From Decolonizing the Mind. <b>Grammar:</b> Practice of prescribed topics <b>Translation:</b> simple and compound sentences.	b) To make the students practise critically appreciate poetry and prose. c) To make the students practise the prescribed topics of grammar. d) To make the students practise translation		<i>Outline History of English Literature.</i> G. Bell & Sons, 1913. Wren & Martin, <i>High School English Grammar &amp; Composition.</i> S.Chand, 2004
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### Question Bank:

1. How does the title Decolonising the Mind get a voice through the life of Ngugi wa Thiong'o? (Decolonising the Mind)
2. What was the place of English under colonial system? (Decolonising the Mind)
3. Grammar and translation based questions.