

# Lesson Plan: Figures of Speech — 12 Sessions

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## ENGLISH MAJOR-101-MODULE-II

### DEPARTMENT OF ENGLISH

| Session | Topic & Focus                                            | Key Subtopics / Examples                                                                 | Learning Objectives / Outcomes                                                                                                                                             | In-Class Activities                                                          | Suggested Reading                                                                                              |
|---------|----------------------------------------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| 1       | Orientation: What are Figures of Speech? Why they matter | Definition; rhetoric vs. poetics; “ornaments”; literal vs. figurative; everyday examples | (1) Define figures and distinguish literal/figurative.<br>(2) Explain stylistic value.<br>(3) Identify figures in brief texts.                                             | Warm-up: “spot the figure” (headlines/taglines). Mini-lecture + concept map. | Bose & Sterling: Intro to Figures/Ornaments; Abrams & Harpham, Glossary — entries “figure,” “trope,” “scheme.” |
| 2       | Figures based on Similarity (I)                          | Simile, Metaphor (literary + everyday)                                                   | (1) Distinguish simile vs. metaphor by form and function.<br>(2) Evaluate tonal/imagery shifts.<br>(3) Rewrite literal → simile/metaphor.                                  | Pair work: convert literal → simile → metaphor; gallery walk.                | Bose & Sterling: Simile & Metaphor; Leech, A Linguistic Guide to English Poetry.                               |
| 3       | Figures based on Similarity (II)                         | Allegory, Parable, Fable (levels of meaning)                                             | (1) Explain multi-layered meaning.<br>(2) Map literal vs. figurative planes.<br>(3) Classify allegory vs. parable vs. fable.                                               | Close read short allegory; 2-column literal/figurative chart.                | Bose & Sterling: extended comparison; Abrams & Harpham — “allegory,” “parable,” “fable.”                       |
| 4       | Figures based on Association                             | Metonymy, Synecdoche, Allusion, Transferred epithet                                      | (1) Differentiate association patterns (part-whole, producer-product, place-institution).<br>(2) Identify subtle allusions.<br>(3) Swap metaphor ↔ metonymy for precision. | Card-sorting: 16 items into metonymy/synecdoche; allusion hunt in poems.     | Bose & Sterling: Association; McArthur, Concise Oxford Companion — relevant entries.                           |
| 5       | Figures based on Contrast                                | Antithesis, Oxymoron, Epigram, Climax/Anti-climax                                        | (1) Recognize balancing/juxtaposition.<br>(2) Judge rhetorical force in argument.<br>(3) Compose an                                                                        | Balance-bar: re-pair clauses to make antithesis.                             | Bose & Sterling: Contrast; Lanham, Handlist of Rhetorical Terms.                                               |

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|            |                                    |                                                                               | antithetical aphorism.                                                                                                                 |                                                                             |                                                                                                |
| 6          | Figures based on Imagination       | Personification, Apostrophe, Pathetic fallacy, Prosopopoeia                   | (1) Identify anthropomorphic transfers.<br>(2) Differentiate personification vs. pathetic fallacy.<br>(3) Evaluate emotional coloring. | Image prompt → 6–8 lines using personification & apostrophe; peer feedback. | Bose & Sterling: Imagination; Richards, Practical Criticism (emotive effects).                 |
| 7          | Figures based on Indirectness      | Irony, Innuendo, Euphemism, Periphrasis, Litotes                              | (1) Detect implied meaning and stance.<br>(2) Explain pragmatic/contextual cues.<br>(3) Rewrite for degree of directness.              | Tone ladder: euphemism → neutral → blunt → ironic.                          | Bose & Sterling: Indirectness; Simpson, Irony in Language and Thought (intro).                 |
| 8          | Figures based on Sound             | Pun, Onomatopoeia, Alliteration, Assonance, Euphony/Cacophony                 | (1) Hear/locate phonetic patterning.<br>(2) Explain sound–meaning relation.<br>(3) Produce controlled sound-pattern lines.             | Read aloud & annotate sound devices; pun-creation mini-contest.             | Bose & Sterling: Sound; Leech & Short, Style in Fiction (stylistics).                          |
| 9          | Figures based on Construction (I)  | Rhetorical question (interrogation), Exclamation, Chiasmus, Zeugma, Hendiadys | (1) Identify syntactic schemes.<br>(2) Diagnose structure → emphasis.<br>(3) Transform neutral prose into figure-rich prose.           | Sentence surgery: add chiasmus/zeugma to a plain paragraph.                 | Bose & Sterling: Construction I; Corbett & Connors, Classical Rhetoric for the Modern Student. |
| 10         | Figures based on Construction (II) | Hyperbaton/Inversion, Asyndeton, Polysyndeton, Anaphora, Epistrophe           | (1) Recognize repetition/order devices.<br>(2) Analyze pacing & emphasis.<br>(3) Write a persuasive paragraph with anaphora.           | Anaphora workshop; contrast asyndeton vs. polysyndeton pacing.              | Bose & Sterling: Construction II; Atwan & McQuade, The Writer’s Presence (samples).            |
| 11 (Extra) | Doubt-Clearing session             | Ambiguities; mixed figures; borderline tests                                  | (1) Resolve confusions using multiple tests.<br>(2) Apply decision-tree logic.<br>(3) Consolidate a quick-reference guide.             | Bring-your-own-examples; finalize “Figure ID Flowchart.”                    | Consolidated handout; Bose & Sterling — chapter summaries.                                     |
| 12 (Extra) | Unit Test + Feedback & Extension   | MCQ; identify & justify; short analysis; composition                          | (1) Accurate identification.<br>(2) Contextual analysis of effect.<br>(3) Produce figure-aware prose/poetry.                           | 45–60 min test; 15–20 min feedback debrief.                                 | Any unresolved sections in Bose & Sterling; Abrams & Harpham for revision.                     |

### Notes on Readings

- Bose & Sterling. *Elements of English Rhetoric and Prosody*. Use the text/chapters on “Ornaments / Figures of Speech” as the core reference, assigning subsections to match

each session's family (Similarity, Association, Contrast, Imagination, Indirectness, Sound, Construction).

• **Supplement with:**

1. M. H. Abrams & Geoffrey Galt Harpham. *A Glossary of Literary Terms*: crisp definitions and cross-references.
2. Geoffrey Leech. *A Linguistic Guide to English Poetry*: deviation and foregrounding (sound/imagination)
3. Richard A. Lanham. *A Handlist of Rhetorical Terms*: quick look-ups of schemes/tropes.
4. Edward P. J. Corbett & Robert J. Connors, *Classical Rhetoric for the Modern Student*- construction/schemes.