



UNIVERSIDAD DE JAÉN
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Trabajo Fin de Máster

**TEACHING ENGLISH
THROUGH THE USE OF
LITERATURE: A LESSON
PLAN BASED ON GEORGE
ORWELL'S *ANIMAL FARM***

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Abstract:

This MA dissertation thesis (henceforth TFM) examines the role of literature in the EFL classroom. To this effect, we have divided the project into two sections. The first one corresponds to the theoretical framework: here we will develop all the theoretical aspects involved in the features related to teaching English through literature. The second section involves a practical approach based on the development of a whole lesson plan. This LP exploits a graded reading as a means to foster a diversity of linguistic and cultural aspects. The Graded Reader employed is George Orwell's novel *Animal Farm*. Both sections of this TFM are intimately connected since the study of the theory allows us to acquire the necessary knowledge to implement the LP and, as a consequence, be able to put it into practice in a real classroom

Key words: literature, EFL classroom, graded readers, *Animal Farm*.

Resumen:

En este trabajo de fin de máster se propone analizar el papel que la literatura desempeña en la clase de un idioma extranjero, en este caso el inglés como segundo idioma. Para ello, hemos dividido el trabajo en dos grandes bloques. El primero corresponde con el marco teórico donde se desarrolla toda la teoría relacionada con la literatura dentro de la clase de inglés como idioma extranjero. Y el bloque práctico trata sobre el desarrollo de una unidad didáctica completa de un graded reader de la novela *Animal Farm* de George Orwell. Ambas partes están íntimamente conectadas, ya que el estudio de la teoría nos permite adquirir el conocimiento para luego poder llevarlo a la práctica.

Palabras claves: literatura, la clase de inglés como lengua extranjera, graded readers, *Animal Farm*.

1. Introduction

Literature can, in principle and in a very general way, be defined as any form of written text with a creative intention, and more specifically those that have been used in a distinctive and original way. But in this definition as well as in others we have searched in several dictionaries, the amount of connotations that really define what Literature¹ means do not appear.

From a personal standpoint, I would add that literature involves communicating knowledge, wisdom, thoughts, feelings, different points of view and so on. Therefore, we can say that literature is culture. It is culture because it allows us to know and learn about other countries, cities, other people, thoughts, feelings, different ways of life or different ways of seeing the world. Literature is like a plane transporting us to other places which we would like to visit but probably cannot.

Moreover, literature also allows us to travel in time because it can remind us of our past; therefore, it is also a way of revisiting history. It teaches us about the lives of our ancestors and about every country's past. However, literature does not only tell us about the past, it is also able to transport readers to future worlds, as well as imaginary and invented places where creativity and imagination are the focus.

In addition, literature breaks down the borders that define our lives, helping us understand other ways of life. It shows us that there is more than one reality. That there are in fact many other ways to think, live, enjoy ourselves and to spend our time.

Thus, I think that literature should be present in our daily routine, mainly in our students' lives (let's remember that they are adolescents) since they are those who are going through their formative years as they transition into adulthood. So that they realise that it is not only the way they see or live that exists, but that behind the curtains of each one, there are totally different people, lives and worlds that must be understood in order to be able to judge them. Literature is like an instrument that allows people to know all these things that we are talking about, without having seen it first-hand with our own eyes.

In addition to all this, literature even makes us create our personal identity as well as our way of thinking. Hence, it introduces to us, not only characters who experience a happy ending, but also non-conforming and undisciplined characters. Furthermore, it deals with characters who have experienced trauma such as in wars, revolutions, catastrophes, as well as the underprivileged and those who, unfortunately, are discriminated by any reason such as homosexuals, bisexuals, transgender among many other types of people that exist in real life. For this reason,

¹ Here, we put the word 'literature' in capital letters for highlighting its real meaning. It is not only example of written texts but on the contrary it means many more things such as it appears next. Also, because we see it like an art.

we read them, because they are real characters and they make us identify with them. Through literature, its characters, its events and places, we create our own experience and along with it, we even create our own personal identity.

Having explored all these connotations that the real meaning of literature has, there is no doubt that this cultural expression must appear in all students' curricula. Not only as one more subject, but also, it can be a great teaching resource to meet other subjects. In this case, we are going to focus on the role that literature has in the EFL classroom. Furthermore, in this environment, we will see how literature can be the intercultural vehicle that allows students to explore other languages and cultures.

2. Aims

Considering that this is a descriptive and analytical project, in which firstly we will review the role that literature plays in an EFL classroom together with the benefits that it has as a teaching resource of a foreign language. Furthermore, how the development of different literary genres are useful within the class; and on the other hand, we will develop a whole didactic unit taking into account all the theoretical aspects analysed. Consequently, the main aims of this master's dissertation are to:

- Highlight the importance of literature not only as a reading subject which provides students with worldwide knowledge, but also as a teaching resource in an EFL classroom.
- Explore the different types of activities that can be done during the reading process of a literary text as well as the activities that can be created through literary works for practising the four basic skills of the target language.
- Demonstrate that apart from the canonical literary genres (novel, drama, poetry...) there are other literary genres which are also useful for teaching a second language.
- Focus on graded readers as an excellent resource for working with literature with students (adolescents), highlighting the characteristics and benefits of using it within a foreign language classroom.
- Create a complete didactic unit demonstrating that literature, and in this case, graded readers, are a good resource for teaching/learning English. Doing it under the basis of a communicative method in which the literary text is the focus of the interaction between the students and teacher.

3. Theoretical framework

3.1 The role of literature in the L2 classroom

Literature has often been dealt with separately from the language classroom because it was seen as something static which was unconnected from daily communication. In this way, literature was kept off the syllabus of a foreign language classroom on the assumption that “literature is not, to the demands of particular uses in business, trade, travel or tourism, advertising, and so on” (Collier & Slater, 1987: 2). Fortunately, this vision has changed over time since there have always been many learners who liked literature. Also, experts and teachers have considered that literary texts are a good resource for learning a language. Furthermore, as Collier and Slater argue, literature does not only speak to the mind but also to the heart. This allows literature to connect with the life of the learner to such an extent that readers may identify themselves with what they are reading. Moreover, literature does not only consist of long or short reading texts used merely for translating them as it was done in traditional methods, but it can also be used in many ways, mainly, in the four basic areas of a language classroom: listening, speaking, reading and writing.

Since literature began to be used within the context of learning languages, its importance in the foreign language classroom has varied depending on the teaching methods and approaches proper to the age. (Duff & Maley, 1990: 3). Through a review of the past hundred years, we may begin with the grammar-translation method. Here, literature had an important role since it set a good example of writing and grammar usage, but there was a problem with the way literature was used. As part of this traditional approach, the teacher was the only one who could provide any information (about the author, the background to the work, the topic...). This made students see the classes as boring, since they were no more than passive elements. Also, in this method, translation was frequently used to facilitate the learners’ comprehension. Then, in this case, literature was not useful for the language learning process due to the way it was taught. It was a classroom where the mechanism was “a massive process of explanation by the teacher or even of translation” (Collie & Slater, 1987: 7) in which the students were not seen as the principal agents in this process of acquisition of a foreign language but, as we have just explained, they were passive characters.

Later, with the arrival of structuralism, literature was not as important and relevant as it was before since it was seen as part of the old methods of translation. The same happened with the functional and notional approaches focused on communication with no literature. But, fortunately, in the last few years, literature has

begun to reinstate its relevance in the foreign language teaching environment. Now, it is not only seen as a subject, but also as a resource in the teaching/learning process of a new language, in this case, English.

So, knowing this, the main aim of introducing literature in the English language classroom is to use literary texts as a resource to help students acquire a language. In this sense, literature is regarded as the key instrument between the teacher and the students and the instrument through which the pupils will acquire the target language. In this relationship, the strength lays on the active interaction that must exist between the three main factors: literary texts, students and teachers. Thanks to this fact, literature is not only about some texts used exclusively for reading and providing some literary knowledge, but it also includes the performance of tasks, exercises, new vocabulary, new grammatical contents, communication and interaction between students and the teacher; always under the scope of a communicative approach.

By doing this with literature in a foreign language classroom, “students are obliged to pay careful attention to the text itself and to generate language in the process of completing the task” (Duff & Maley, 1990: 5). That means that, at the same time they are reading something new they are unconsciously acquiring a new language. Then, when they go on to complete tasks based on the reading, they will have to pay further attention to the text and, consequently, their level of knowledge will increase.

Following on from the studies completed by the aforementioned scholars in their approach to literature², there are a series of rules that are of great importance in order for educators to be successful when working with literature with the purpose of teaching a language:

- What matters is the text, not its background, criticism or any commentary about it.
- The student must be seen as an active participant: teachers must encourage interaction between their pupils and the literary texts as well as between the readers themselves (including the teacher as an agent in the class).
- The activities related to the literary text must be meaningful for students and should offer them opportunities to actively participate in the classroom and to share their thoughts, experiences and opinions.
- The text must be varied in relation to the type of activities that can be created from it. That is to say, working just with the typical comprehension questions is not valid. The fact that a text must be varied, it also implies that it

² These studies consider the use of literature as a resource for stimulating language activities.

may appear in a variety of ways. For example, the teacher can leave out some information for some pedagogical reasons, it can be also disorganized, etc.

- The literary text is not the only element in the completion of the activities. There can be pre- and post- discussion, pre and post reading activities, etc.

Aside from the characteristics presented in the approach of Duff and Maley (1990: 5-6), other methods are going to be analysed since they are very important and useful when teaching a language with the aid of literature.³ One main point a teacher should consider is that the activities must be student-centred as simply by doing this, a teacher will be able to maintain the interest and involvement of their pupils. This is related to the fact that probably many of them have not developed an interest in literature in the target language yet. Another good option when teaching a language is to get students to work in pairs and groups and this makes it easier for them to overcome the difficulties that pupils can encounter while they are reading a literary text or doing the exercises related to it. This is beneficial for them, as Collie and Slater claim “with the group’s support and control, the individual has greater freedom to explore his or her own reactions and interpretations. Above all, we hope that the group will stimulate learners to reread and ponder the text on their own” (1987: 9). Moreover, working in groups or in pairs is a task that also requires communication between students, and this will increase the learners’ confidence in their contact with the foreign language.

Using the target language is another essential requisite which is strongly needed in a language classroom. Whichever approach to literature we choose for the language learning process in the classroom, we must use the target language during the explanations as well as during the activities. Although sometimes the learners’ native language is required, teachers must ensure that students are exposed to the target language as much as possible. So transposing the text to their own language and culture must be avoided as otherwise students will not acquire those features of the destination language. Taking into account all of these features, they can all be summed up in an overall aim which is to integrate language and literature. Sharing literature with learners and letting them get “the benefits of communicative and other activities for language improvement within the context of suitable works of literature” (Collie and Slater, 1987: 10) is the best strategy through which students will acquire the language by means of literary works.

The use of literature as another resource for learning a language is clearly justified. Firstly, literature enriches students with other cultures, different points of

³ These features are taken from the main aims and objectives that an approach to teaching a language through literature must have according to Collie and Slater in *Literature in the Language classroom*. (1987).

views of the world, experiences of all types, and many more. But focusing on didactic matters, literary texts offer students a lot of different types of registers, a lot of lexical items, grammar points, different types of texts of many levels of difficulty, etc. Moreover, as Duff and Maley (1990: 6) state, “literary texts are.....open to multiple interpretations” and teachers can work with them easily to create a range of diverse exercises and communicative tasks, like starting a debate where several opinions will be put forward.

Aside from these reasons for why literature must be used as part of the material for teaching a language, according to Collier and Slater in *Literature in the language Classroom* we find four main reasons which explain why using literature in the language learning process is beneficial: literature is ‘authentic’ material, it provides cultural enrichment, linguistic improvement and it introduces personal involvement. (1987: 3-5)

Literature provides students with authentic material and this means that literature is not about reading artificial texts which have been created exclusively for the specific purpose of teaching a foreign language but, on the contrary, literature gives learners the possibility of reading genuine and good quality material which has many different linguistic uses: new grammatical structures, new vocabulary, different writing styles (irony, exposition, narration, argument, etc.). Moreover, literary texts are normally written in the writer’s native language so students will read native texts which, furthermore, endure the passage of time.

The second and third reasons are linked to the idea that literature is enriching for language learners. When we read literary works, we get to know/experience different ways of life, that is to say, different cultures and languages. Readers can learn about beliefs, anxieties, customs, feelings, what people buy, enjoy or fear through a novel, a theatre or through any other literary text. Also, the history of the past ages may be learnt through reading literature. Focusing on the language acquisition, as we have previously mentioned, extensive reading increases learners’ vocabulary, offers a big variety of possible structures, the formation and function of sentences and students become more familiar with the characteristics of the written language, for example, they will learn how to better connect ideas, etc. better to connect the ideas, etc.

Finally, the fourth reason these two scholars give, the idea that literature fosters a personal involvement of readers in the language learning process. Unlike a series of mechanical activities in which learners often do not pay much attention to, using literature provides an extensive reading that requires time to work with so when learners come to do exercises and activities related to it, they will have already identified all the characters and may have personally been identified with them and they will have drawn their own conclusions. So, in this sense, learners are immersed in

the world they are reading and then it is when “language becomes ‘transparent’- the fiction summons the whole person into its own world” (Collie & Slater, 1990: 6) and it is in that precise moment when readers begin to feel motivated. Certainly, it is crucial that teachers choose an appropriate literary work for facilitating this motivation of the reader.

Additionally, another important thing we have to be clear about when working with literature for teaching English is that not all types of literary texts are suitable for all levels or students but, on the contrary, we have to consider the specific characteristics of each group of learners, their needs, interests, the length and level of the text (vocabulary, grammatical structures), the depth of the topic itself and whether it is interesting and meaningful for the students. The cultural issue introduced in a certain text must also be appreciated as often it can provoke cultural shock or rejection due to the contrasts it presents with the reader’s culture, etc. Even though all these points have to be kept in mind, when we are going to work with literature for the purpose of teaching a language, following Collie and Slater (1990: 6), the most important aspect to consider is that it must be able “to stimulate the personal involvement of the students.... arousing the learners’ interest and provoking strong, positive reactions from them” (1987: 6). This means that the chosen literary work must be meaningful and enjoyable so that the students feel motivated and they enjoy working with it, only in this way “the reading is more likely to have a lasting a beneficial effect upon the learners’ linguistic and cultural knowledge” (Collie & Slater, 1987: 6). This aspect is very important because, as we know, when teaching English or any foreign language through the reading of literary works, students should not only pay attention to the meaning and topic of the text but to many other aspects which are important in a language classroom such as the new vocabulary that appears in the book or the linguistic aspects such as grammar. In this sense, it is a much more challenging activity that reading a text only for pleasure.

Taking all these aspects into account, it is especially important that the text is as close as possible to the students’ concerns, thoughts, tastes, etc. Seeing that just by being motivating for them, literary works “can lead learners to overcome enthusiastically the linguistic obstacles that might be considered too great in less involving material”. (Collie & Slater, 1987: 7).⁴

⁴ Following the experts Collie and Slater (1987: 7) there are different ways of choosing a literary work which fulfils with this aspect we have just explained. One of them is giving students questionnaires’ on tastes and interest. Another way can be giving the students several literary works and a brief summary of each and maybe some extracts from the texts themselves as examples and then among the whole class the most voted is chosen.

3.1.1 Activities

Now, the main focus will be on the type of activities⁵ that can be done with literary texts in the EFL classroom. There are countless types of activities and practises available for working with literature with the purpose of teaching a language. Obviously, we cannot explain all of them, consequently, what we will do is divide the activities into the three main sections that occur during the reading process of a literary text (actually, every reading process): pre-reading, while-reading and post-reading. Within these three types of activities, we are only going to explain those that seem more interesting and useful for both teachers and learners.

- Pre-reading activities: the first encounter between the students and the literary work which they are going to work with is crucial given that first impressions can draw the attention of students and they will be more likely to experience the text itself. In this case, the teacher plays an important role by being the main figure who puts the readers in contact with literature. Then, the teacher has to try to convince their students in order to make them find the text interesting and want to continue reading it. An important point is that the teacher also enjoys the book given to the students since in this way he/she will be able to transmit his/her enthusiasm. This can be done by presenting the book to the students through well-prepared pre-reading activities or warm-ups.

Within the pre-reading activities, we find those exercises in which the title and the cover design of the book are used. For example, the teacher can show the students a colourful cover and the title and ask the students to speculate about what the text is about. Aside from the cover, the teacher may also show pupils other pictures from the text meant for working on the topic. Another possible pre-reading activity can be to give students an extract from the beginning of the book they are going to read and ask them to design a picture which reflects what they are reading and also students can write down what they feel, see, or think. An optional way to introduce literature to students is, for example, giving the students a series of key words taken from the text (a small number of words) and then they have to write what they think the text is about using those words. In this activity, students have to use their imagination but also they are practicing writing and acquiring new vocabulary, a very useful technique to continue working with the text.

In general, the pre-reading activities will increase the willingness of the students to continue working and reading and as a result, in the next step,

⁵ This entire section of activities is mainly based on Collie. J and Slater. S (1987) *Literature in the Language Classroom*. Cambridge: Cambridge University Press.

which is the process of reading, the text will be much more familiar within the new surroundings that the students are going to read.

- While-reading activities: like pre-reading activities, these are also very important in order to build students' feelings towards the text and their motivation to continue learning with it. Moreover, this second step in the process of reading will allow students to be able to follow the text at the right pace since all students are supposed to be working with the text at the same time.⁶

The most typical while-reading activities are the comprehension questions. For example, after each chapter of a novel, the teacher can give students a worksheet with different questions to answer. They may be either questions that demand a written response or they can be multiple choice questions; filling the gaps with the word(s) missing or completing the sentences with the corresponding information are also good exercises for checking the students' understanding of the text and whether they are following it well.

- Post-reading activities: this third step is the widest in terms of the countless activities that can be created for pupils to do once they have finished reading the text. So, at this point, the teacher must exploit the text as much as possible for in order to make it successful. As Collie and Slater say, "these activities will further encourage the students to explore and express their own response to the literary work" (1987: 57). At this final point of the reading process, students should be totally immersed in the drama of the literary text no matter the genre. Accordingly, students will be able to respond in a positive manner to the range of activities the teacher has chosen. Moreover, these activities provide valuable practice in the four bases of a foreign language classroom: the four skills. In fact, many activities involve several language skills at the same time. Some creative and innovative post-reading practises which involve preparation and also the execution of several skills are, for instance, role plays, performance of a scene from play or to make a movie.

Furthermore in regards to activities, it is also interesting to talk about specific activities related to the four basic skills of the foreign language learning process (listening, reading, writing and speaking)⁷. Some examples of practices created from a literary text for practising the four skills are the following:

⁶ Maybe these while-reading activities are more likely to be used with long works like for example novels, or long plays rather than with a unique poem which is read in a few minutes.

⁷ We are aware that according to some authors there is a fifth skill (intercultural). It is also integrated along with the activities we analyse in the project and in the lesson plan we have created in the last section. However, in this part we only focus on the four basic skills.

- **Listening:** listening to extracts of an extended text or even listening to a whole short story or a poem can be beneficial and enjoyable for students. It may be enriching and interesting for them to begin or continue reading the literary work. An interesting activity proposed by Collie and Slater in their book *Literature in the Language Classroom* (1987: 67) is 'jigsaw reading or listening' which consists of giving groups different texts or recordings of a literary text then all the members of the group have to order them to eventually create a complete narrative. In addition, if we are working with a book which has been adapted into a film, we can show our students the trailer as a listening practice and later on they will be asked to complete different tasks related to the video they just watched or the audio they just listened to.
- **Reading:** undoubtedly, the reading skill is the one that students will practise the most seeing as they will have to read the whole text (a novel, play, short story, graded reader, or poems). So they will greatly focus on training this skill. However, aside from reading the work itself, students must successfully complete other reading activities. Other than practising this skill while doing activities, teachers usually give students other sources (which can be newspaper articles, reviews, essays....) connected to the text they are working with and then they proceed to do comparisons and comprehension exercises etc. Following Collie and Slater (1987: 66), frequently listening and reading activities appear together in the same activity since the execution of reading sections leads to useful listening practices.
- **Writing:** literary texts offer teachers, as well as students, a large variety of interesting writing activities for doing during the lesson or as homework. A lot of different types of writing activities can be created. Namely, from the most traditional one like writing a brief summary of the text, to other practices which are more creative like asking students to invent and write an imaginary conversation between two or more characters from the book. In this practise, students will explore their own vision and feelings of the characters and events. Another prototypical writing activity is to ask students to write a different ending to the story (whenever the end of the literary work is an open ending). Getting students to write a poem is usually an enjoyable practice for them too. Other writing activities can be done with the purpose of practising connectors, grammar, specific types of writing (essay, review of a film or a novel, letter, etc.).
- **Speaking:** speaking activities are also essential in the foreign language learning process and using literary texts we can also create a lot of different activities which incorporate oral practice. Speaking activities are frequently

created to be done in pairs or groups. This is better than working individually because the students can stimulate the oral participation making those who feel more rejection to speak aloud in the target language. Teachers can ask their students to read aloud some short texts or fragments with the purpose of helping students to develop an awareness of intonation, stress, rhythm and other factors which are characteristic of the spoken language. This may be performed in many different ways: individually, reading aloud one by one or in groups, etc. Also, we can create an oral debate on the main topic of the literary text, asking students to perform a scene from the text, among many other oral activities.

3.1.2 Literary genres

After having looked at a brief series of activities and considering that literature covers a large range of genres, it is now time to discuss whether there is a literary genre which is more effective to use than others in a foreign language classroom. The answer is easy: any literary genre works well (novels, plays, short stories, poems, etc.), if it is well-prepared, it could be a good resource in the classroom. Among the experts there is no agreement on which genre is the best for didactic purposes. Some prefer working with short texts such as poems or short stories, and others prefer to use a novel or a play. The key is on being able to get the best out of each literary work in order to be a successful language learning experience through literature. In fact, each genre has its own advantages.

For example, Collie and Slater say that short stories are “an ideal way of introducing students to literature in the foreign language classroom,” (1987: 196) since they offer a wide range of advantages. For instance, the fact that learners read the whole story in the classroom. Being a short text, it stimulates students so they can reread it easily and rapidly when they have homework activities. Moreover, the teacher can choose from a wide variety of short stories and find the one that best fits with the students’ profile.

The same applies to poems, which are normally shorter literary texts that may be read in a single lesson and, then, if necessary, can be reread during class for the completion of activities. Also, there is a wide repertoire of poems and, as Collie and Slater (1987: 226) explain in *Literature in the Language Classroom*, it is normally a source which provides much enjoyment for teachers as well as for students. Moreover, it is a genre that enables learners to appreciate the literary elements of stress, rhythm and other phonological characteristics. Apart from these benefits, the main topics that poems cover are universal concerns and therefore they can be perfect for working with students of a foreign language since they will be willing to participate if the theme has been well decided.

On the other hand, novels are par excellence, the most typical and recognised literary genre and like the others, novels are also beneficial for teaching languages. Following the readings on several scholars⁸, novels provide students with a high exposure to culture in general. So, they will enrich their cultural knowledge. By reading novels in the target language, students will be exposed to the culture of that language and this way, unconsciously, they will learn about many aspects of the culture. Moreover, such as Nabeel and Farrah (2018: 48) say “novels also help students understand how the citizens of the country about whom the novel is written think, behave, and believe.”

Besides, novels are also interesting for students since they are normally about topics that are related to real life events. So, they can identify with those topics and this will increase their personal involvement in the learning-teaching process.

Apart from these benefits, novels also yield students to a language knowledge giving them the opportunity to learn new terms, new grammatical structures, as well as to practice the basic skills of a language. But all these aspects are effective only if the teacher has done a good job. For example, we must vary the type of exercises to ensure that it is not boring for students and one important aspect is that the activities must “complement each other and form a suitable balance, for example between language-enrichment activities and other designed to deepen the students’ understanding of the book and elicit a response” (Collie and Slater, 1987: 93).

In terms of drama and theatre, its particularity in its dramatic quality which as Collie and Slater (1987: 163) state, must be brought out as much as possible within the class. The reason is that, if teachers have the opportunity to bring their students to the performances of a play, film or a video, this will help them acquire the language not only through the reading of a literary work but also by listening to and watching it. Moreover, it may be more motivating for students than only reading a piece of work

Normally, theatrical plays represent situations and scenes which seem natural, and they are taken from real life. This “gives students opportunities for developing their communicative skills in authentic and dynamic situations”. (Boudreault, 2010: 1). This characteristic of drama allows students to see the process of acquiring a foreign language as something different, funny and memorable because apart from reading the text, it is also visual and interactive. Furthermore, we can ask our pupils to act out a scene from a play and although this is an activity which requires a lot of time, it gives students the opportunity to practice many aspects of the foreign language.

Then, like novels, drama genre also transfers cultural, social or political aspects and students will also learn the main characteristic of a dialogue narration. Finally, in regards to the activities we can create from a play, they must not only ensure the

⁸ We refer to the scholars and studies we have used for doing this master’s dissertation. They are all quoted throughout the project as well as in the final section of references.

students' acquisition of the language's aspects but also, they must "help students to a better understanding of dramatic structures, development character, the mechanism of tragedy, and so on" (Collie and Slater, 1987: 164).

Apart from these canonical literary genres we have just analysed, there are others which are not as prototypical; however they are also considered literature. In fact, they are very useful, and, in many cases, many teachers prefer them in the process of teaching a foreign language since they are innovative. Some of the most used within a L2 classroom are song lyrics, children's or young adult's literature, film adaptations, graded readers⁹, etc.

Firstly, dealing with the use of songs in the language classroom we agree with Demetriou (2017-2018: 49), who in 'Intercultural values of the teaching and learning of a foreign language and its literature' claims that from a methodological point of view, songs are like poems but with a melody; therefore, if teachers use poetry in an L2 classroom, song lyrics can be also used as a teaching resource. Moreover, according to her, the use of songs in the language classroom offers many advantages and benefits, among which these are the most interesting and important for us¹⁰:

- Normally, students feel motivated and willing to work with songs.
- Songs are seen as a break within the context of the class. They are enjoyable, relaxing, make the students disconnect from the routine of the lesson, etc.
- Songs – like the rest of literature- are generally authentic material for the teaching of vocabulary and grammar.
- Working with songs allows students to learn not only the new grammatical aspects or new terms but also pronunciation, rhythm, stress, intonation and other patterns of the target language.
- Through songs, we are also introducing students to the culture of the language being taught.

⁹ As we have said at the beginning of this dissertation, we are going to elaborate a lesson plan based on a graded reader, so in this case, this type of literature is worthy to be given some more details in this project. For this reason, here we are talking a little bit about each genre; however, in the coming chapter we will dedicate a complete session to explain the most important aspects related to the graded readers and exclusively, we will also analyse that one which we are working with: *Animal Farm* by 'New LongMan Literature' publishers.

¹⁰ These pros are based on those explained in: Demetriou, E. (2017-2018). Intercultural values of the teaching and learning of a foreign language and its literature [Class materials]. Aprendizaje y enseñanza de la lengua extranjera 1, University of Jaén, Spain.

- Plenty of activities can be designed from songs and the basic skills may also be practiced through them.

Focusing now on children and young literature, it is important to mention that this type of literary form was not considered as a literary genre as such. It had not been until recently that it has been truly recognised as relevant. Firstly, focusing on children's literature, whose target readers are children, it provides:

the EFL classroom with a huge repository of linguistic practice that allows the students to experience a variety of uses, registers, treatments etc..., and that permits the EFL teacher to introduce in a natural way diverse topics and creativity and games in the daily practice. (López-Peláez, 2007-10: 1).

So, like any other literary genre, children's literature may also be a perfect language teaching resource which offers teachers as well as students plenty of possibilities in the language learning process. Furthermore, the possibilities and variety are also wider if we also consider that within this particular literary genre, we can find some sub-genres such as: fairy tales, animal stories/fables, classical children's narratives, poetry and songs.

Finally, young adult's literature takes on a particular importance in this MA Thesis since the lesson plan that we are going to design in the final part of the project will be created for teenagers between the ages of 16 to 18. As most of the studies on this topic show, young adults or teenagers have different tastes and needs from children or adult readers so "the market came into terms with the idea that there should be a distinct corpus of book with topics and situation that appealed specifically to young adults". (Demetrious, 2017-2018: 85). That means that teachers should not give adolescents texts which are not specifically designed for them, and they must bear in mind the characteristics of their group and choose the appropriate literary text according to the age and needs of the students. This way, young adult's literature has its own characteristic well differentiate to children literary works.

3.2 Graded readers

In this master's dissertation, which is focused on the teaching of English as a second language in compulsory and non-compulsory Secondary Education by means of the use of literature, graded readers play an important role. They are a very useful didactic tool for students who are learning a foreign language. At the same time, they can also improve their ability in some skills like reading, listening or writing among others.

According to Hill (1997: 57), graded readers "are extended texts, mostly fiction, written in language reduced in terms of structures and vocabulary". In this definition, it is easy to understand what a graded reader is. It is an adapted version of an original work, whether it is fiction or non-fiction, and its main purpose is to be used for helping the teaching-learning process of a foreign language. Due to this fact, vocabulary and some grammatical aspects are modified, usually simplified, in order to be adapted to the level that we want our students to achieve. According to López-Peláez (2007-10: 1), in a graded reader language must be controlled in order to ensure that it meets the required standards of the linguistic and cultural competences of readers; this can be done in two ways:

- By controlling the number of new words whose meaning will be guessed by students while they are reading because they appear in a context where there will be familiar terms for them. However, too many new words should not be present in the text because then students will find it extremely difficult to understand their meaning and they will become demotivated, disappointed and bored as a result of the huge amount of unknown terms.
- By controlling the grammatical structures present in the text as they must be limited to those that students know beforehand or are familiar with.

Apart from these two main rules applied for creating a good graded reader, there are some other characteristics that we must bear in mind too:

- The amount of information is simplified considering that reading in a foreign language is already a complex task, if we give the students a book with too much information (apart from the new words and the new grammatical structures they are going to come across), they may feel overwhelmed because of the huge quantity of input. Sometimes, they can also feel unconfident and start to reject anything related to learning a foreign language, so teachers must choose carefully an adequate version since "it is important that learners should read at their level of

understanding because facing a great deal of unfamiliar words while reading may discourage them” (Albay, 2017: 178).

- Narrative techniques are also modified. We cannot give a student a classical text without it being simplified for the same reason explained above. It would be too complicated for them and the teaching-learning process would turn out to be a complete failure.
- Pictures and photos are included in the adapted version in order to support the text by promoting a better understanding and, therefore, increasing motivation.

The type of graded reader is also important when teachers have to work with one of them since there are different types of GR depending on the level of students (normally it depends on the lexical and grammatical complexity). The following basic typology of GR is suitable for language teaching in primary, compulsory and non-compulsory secondary education, and also for EOI students.¹¹

- Level 0 (Starters): 250 headwords¹².
- Level 1 (Beginners): 400 headwords.
- Level 2 (Elementary): 700 headwords.
- Level 3 (Pre-intermediate): 1000 headwords.
- Level 4 (Intermediate): 1400 headwords.
- Level 5 (Upper Intermediate/Lower Advanced): 1600-1800 headwords.
- Level 6 (Advanced): 2000 headwords.

Following with the description of graded readers, it can be said that they are exclusively produced for second language learners since, thanks to them, students have a “better chance of developing their reading confidence and fluency” (Albay, 2017: 178) which is the main objective teachers want their students to acquire (extensive reading activity). Nevertheless, there are many ways for teachers to exploit a graded reader as a resourceful teaching material. Educators can use them for teaching specific lexical items or certain grammatical aspects, for developing a concrete topic, thought or also for the practise of the different skills. So now, we are going to contemplate how to use these adapted storybooks in the classroom and which types of activities can be created through them for the acquisition of the

¹¹ This typology is taken from Demetriou, E. (2017-2018). Intercultural values of the teaching and learning of a foreign language and its literature [Class materials]. Aprendizaje y enseñanza de la lengua extranjera 1, University of Jaén, Spain, where she claims that the number of headwords provided in the list is approximate.

¹² A headword is a word whose meaning is explained. In a graded reader, a headword refers to the number of words that a student should know in order to be able to read the text.

language. But, before analysing the activities, we have to be aware that, as López-Peláez (2007-10: 3) claims, when dealing with activities created for the exploitation of a graded reader, we have to keep in mind the following elements:

1. To provide a context for the story.
2. To provide visual support.
3. To explain the context, keywords and ideas in the mother tongue, if necessary.
4. To identify the linguistic objectives.
5. To relate the story and the activities to other subject areas.
6. To decide how much time will be spent on the story.
7. To decide in which order the language necessary for the understanding of the story will be introduced and revised.
8. To decide when and how learners will read the story.
9. If necessary, to modify the story to make it more accessible to pupils.
10. To find out if there are any rhymes or songs available to reinforce the language.
11. To decide the follow-up activities that will provide opportunities for pupils to use the language in different contexts.

A foreign language teacher should consider all these points when using a GR¹³ with their students and for it, they must spend time working on it for a fruitful job. In this final project, in the final section of the lesson plan, a whole didactic unit is going to be proposed in view of all the mentioned elements since its aim is to develop a successful unit.

For the reason previously explained, any graded reader which is going to be exploited in the class with students cannot be chosen without following a specific criteria but quite the opposite; according to López-Peláez, “when selecting a GR we must bear in mind that we want our pupils to engage interactively with the text, with classmates, and with us teachers” (2007-10: 2) and to reach this some criteria must be followed in order to use an adequate GR¹⁴:

¹³ Throughout the project, we will use the abbreviation of ‘GR’ instead of the whole word ‘graded reader’

¹⁴ These criteria have been taken from the document of Jesús López-Peláez (although it is not literally copied), but there are many other criteria for choosing a GR; however, in our project, we have followed

- The text must be of central importance.
- The theme must be interesting, meaningful, amusing and memorable for students.
- The text must encourage learner's participation.
- The text must be motivating and connected to the students' experiences and characteristics.
- The storybook must include attractive and meaningful visual images.
- The text must create positive attitudes towards the target language, culture and the process of learning a foreign language.
- Vocabulary and syntax present in the storybook have to be appropriate for the understanding of the students.

Now, in relation to the types of activities that we can create from a GR, we know that reading activities can be divided into three types: pre, while- and post-reading activities. Thus, we are also going to divide them into these three types, following López-Peláez (2007-10: 4):

- Pre-reading activities are those whose main objective is to get the students' attention. Some examples of these activities are: showing them the titles of the storybooks or some images and they have to deduce what they are about, starting the class with some preliminary discussion about the main topic of the book, etc.
- While-reading activities: these activities are done at the same time students are reading the text, they are focused on a more general and specific understanding. Some activities are: reading comprehension questions, underline the information required, complete with the necessary information from the text, chart completion, etc.
- Post-reading activities which can be seen as a follow-up work. They may include inventing a new ending for the novel, participating in a role-play based on the text, producing a short summary (in the most advanced levels), etc.

Focusing now on the so many advantages of using graded readers in a FL classroom, Mustafa Albay in *The Benefits of Graded Reading* (2017: 177-178) mentions various scholars who have paid attention to the advantages of using graded readers in the EFL. He refers to graded readers as a form of extensive learning, which actually

this one in order to choose the adapted version of the *Animal Farm* which we are going to work with. Later, we will make an analysis of the main characteristics of this GR.

happens to be their main aim and what makes students “develop reading fluency and general comprehension” (178). But apart from this general reading, there are many other different benefits of using graded readers which Albay (2017: 178) has clearly mentioned in his document following other scholars:

- Promote grammar and vocabulary knowledge.
- Enable learners to build reading speed and enhance reading confidence.
- Increase in language proficiency and reading rate.
- Increase in attitude and motivation.
- Help with increase in reading, listening and writing skills development.

Knowing all these benefits, the effectiveness of GR as extensive reading activities is indisputable. Through GRs, students are exposed to multiple new words and structures that with repetition enhances learners’ language knowledge. Moreover, with the practice of reading, learners experience how grammar and words function in real texts, encouraging them to use this new knowledge in their communication. Also graded readers are adapted, allowing students to better understand the target language. For this reason, they “develop positive attitudes and increase motivation towards language learning” (Albay, 2017: 179).

In conclusion, the main function of a graded reader is to be an essential tool that allows students to be able to read a literary text while feeling motivated, without being stressed or having the feeling of failure since the text has been modified to their level, which is usually lower. Moreover, at the same time that the students are acquiring the new language, they are also reading literature that enriches their general and cultural knowledge. Hence, as Jesús López-Peláez states: “graded readers provide stimulating learning opportunities through a range of approaches and different genres, cultural contexts and registers, and according to learner and learner exercises”. (2007-10: 1)

3.2.1 ‘Animal farm’ as a Graded Reader

Following the criteria and the benefits that GRs have proved to have, we have decided to work with a sample of this literary genre in this final master’s dissertation. In this case, we are going to use a graded version of the novel written by George Orwell and published in 1945, *Animal Farm*. With this purpose we will elaborate a whole lesson plan in order to use it in class with our 16-year-old students. This adapted version has been prepared by ‘New Longman Literature’, and has the following characteristics:

- It is suitable for 14 to 18-year-old students, so it caters for the needs of the first year of Non-Compulsory Secondary Education (students are 16-18 years old).
- Both the text as well as the main themes of the book are of great importance, and also meaningful, since an important topic in the world history is introduced, namely the Russian Revolution. To prepare our students, this topic will be discussed in class during several activities. However, aside from this primary topic, there are many others that can be extracted from the novel and that are also very useful and suitable for teenagers. For example, I will introduce an activity that explores the characteristics that a good leader should have.
- The grammar and vocabulary included in the text are appropriate and they promote knowledge. For example, in the didactic unit developed later on, the vocabulary will deal with some political terms and the grammatical issues examined will deal with the modal verbs. Both the chosen vocabulary and the modal verbs are contents included in the curriculum of the first year of Non-compulsory Secondary Education.
- The novel can help students to improve their reading, listening and writing skills since it has been adapted to their level. Moreover, the proposal of activities that we have created in the didactic unit will involve the practise of the four main linguistic skills (listening, reading, writing and speaking) and one additional skill, mediation.
- The graded reader chosen includes a series of activities which help the students' understanding of the text. They also motivate them and lead them to participate in debates and all of them encouraging a positive attitude towards the process of learning a foreign language.

With regards to all the previous considerations, the decision to use this graded reader will be a great choice since, as we have just mentioned, it is a novel with a meaningful topic and text which teachers can take advantage of and use as a profitable tool for learning English.

4. Lesson plan

4.1 Introduction

4.1.1 Context

The present lesson plan is aimed at students of the 1st year of Non-Compulsory Secondary Education (NCSE) who are around the age of 17-18 years. The group has 24 students

This teaching unit will be carried out at Montemayor High School. It is a Compulsory Education school (CES) that is located in the city of Córdoba.

With regard to the characteristics of the students, it is necessary to mention that there are students with special educational needs. One of them presents low visual acuity and another one joined the class when classes had already started, so he needs remedial activities. In general, the English level is medium-high which is equivalent to a B2 level and in case there are some students who need more practice, they will have reinforcement exercises.

This project is the 7th of the course and it will take place around the month of May in the third term. It will last 6 sessions of 50/55 minutes each.

Being this the general context in which the lesson plan will be carried out, I want to explain a specific one which justifies and clarifies the development of the didact unit.

This secondary school has a reading plan which any teacher can be part of and participate in so as to work and improve the reading with his/her pupils. I, in my role as teacher of English at this school, consider reading and literature a fundamental tool in pupils' lives since they provide students with so many advantages to know the world, other cultures, learn new languages, etc. therefore, I take part in this promotion of reading project with the 1st year of Non-Compulsory Secondary Education (NCSE).

I have prepared the following activities for the whole course:

- In the 1st term of the course, once a month, the students had to prepare a poem (reading, practising the pronunciation, stress, intonation...) which has been previously revised by the teacher and after that they recited it for other groups. As there are twenty-four 24 pupils, they were divided in groups of six students each, so there were four groups with six students each. The readings of the poems were accompanied by the projection of the text on the digital blackboard/screen, that the other students could also read the poem while it was being told.

- In the 2nd term, my students read a graded reader of the novel *The Curious Incident of the Dog in the Night-Time* by Mark Haddon and they had to write and hand in to me an essay about it.
- Finally, in this final third term, my students are reading a graded reader of *Animal Farm* which has been explained in the theoretical part of the project. and I have prepared this complete lesson plan in order to work with it. I advised them at the end of the 2nd term that they had to have read this book by the beginning of May since at that time we will deal with an entire didactic unit which, for its success, requires that students have read Orwell's novel. The first time I told them about the reading of this book, we did some pre-reading activities:
 - I showed them the cover of the graded reader (without the title) that they had to read and asked them to discuss in pairs the possible themes / topics of the book. Then, they had to speak out summarising the main ideas they had commented on.
 - Students had to put a title for the book and then compare it with the real one.
 - Finally, I explained to them what the book is about.

Also they had to carry out some while-reading activities: Once I have finished explaining the book for reading, I gave them some instructions: at the beginning of the 3rd term they had to begin to read the novel and while they go over the book, they must do a range of activities which are in each chapter of the novel. There will be specific deadlines for each episode and students should deliver the exercises before the due date. The majority of activities are comprehension questions which help students to better understand the reading, but also there are writing activities, exercises which encourage students to think of several and important social and real events (especially political ones).

At last, once the pre-reading and while-reading activities are over, we begin with the post-reading section. This normally is the longest and deepest one, and for this I have designed a whole lesson plan based on the book. In this didactic unit, I have not only focused on the book itself but also other teaching elements such as didactic objectives, specific vocabulary and grammar, key competences and practice of all skills will also play an important role, by taking advantage of the book.

4.1.2 Justification

This lesson plan is the sixth in the Course Plan for the 1st Grade of NCSE and, consequently, it has been included within the school's Educational Project, that is to say, the prescriptive document by means of which the Official Curriculum (or also Core Curriculum) is adapted to our educational reality. The lesson plan under discussion is a purposeful and meaningful tool for a number of reasons.

Students are expected to interact with peers in class and discuss different topics which are of great importance in life such as culture, politics, history, etc. Besides, they will learn to use expressions of modality and existentiality in context, a topic which is included in the Educational bills (Royal Decree 1105/2014, page 272).

Also, this lesson plan may promote self-reflection and critical awareness about social aspects like wars, revolutions, politics, what are the characteristics that a good leader should have, etc. These are sociocultural and sociolinguistic contents included in the curriculum of the 1st year of NCSE in the same bill.

4.2 Methodology

This lesson plan has been designed following a methodology based on a communicative approach in which a constant interaction is promoted. Moreover, the vocabulary and grammar contents are presented in a natural way showing real examples taken from authentic materials. Student will acquire them through games and more motivating exercises.

In addition, tasks will follow a coherent transition which include warm-up activities and other exercises which serve as input for the execution of those coming afterwards. The main vehicle of communication will be English although Spanish will be allowed for understanding purposes when appropriate.

Moreover, since the didactic unit is taught after the reading of the book it is much easier to work with the contents since most of them are related to the novel and students already know them.

Finally, collaborative games, new technologies, and motivating activities are the focus of the sessions since it is a way of centring on the enjoyment of students at the same time they learn and following this method students are able to process new input in a different way and not just filling boring drill activities.

4.3 Contents

Contents	
The contents (divided into: speaking, listening, reading, writing and interaction) have a close relationship with the didactic objectives. These are the contents of the Unit:	
COMPREHENSION AND PRODUCTION STRATEGIES • Answering comprehension questions • Identifying and understanding vocabulary, expressions and grammatical structures in oral and written texts	COMMUNICATIVE FUNCTIONS • Producing an oral presentation • producing written texts (summary and review of a book) • Being able to act as mediators (mediation activity)
LIGUISTIC COMPONENTS • Modal verbs (can, could, must, should, ought to, have to, need to, may, might, shall....) • Vocabulary related to political imagery • Linguistic support: cleft sentences	SOCIOCULTURAL AND SOCIOLINGUISTIC ASPECTS • Cultural and History knowledge (Russian history) • Knowing they key for being a good leader

4.4 Cross curricular issues

Cross curricular issues
1. Multicultural education: we carry out cultural aspects such as the History of Russia Revolution. 2. The correct use of audio-visual technologies 3. The development of personal competencies and social abilities for the exercise of participation, taking into account knowledge and values which include freedom, justice, equality and democracy. 4. The key points for being a good leader.

4.5 Interdisciplinarity

In this lesson plan, there are some topics and values (the ones mentioned in the previous section) that may be taught within the foreign language context, as there is a connection with other subjects in the students' curriculum. In this case those subjects are:

1. History: the novel they have to read is about the Russian Revolution, so they are going to read about history. Moreover, some exercises are also connected to this part of the Russian's history.
2. Technology and computers: these subjects are really important today, so students have to be familiar with them. In this didactic unit they are going to work with some application from the computers and they will learn how to create a poster in 'PowerPoint'

4.6 Ways in which objectives and basic competences relate

Didactic objectives	Stage objectives	FL objectives	Key competences
- To recognise and use vocabulary related to political terms. - To produce oral and written texts expressing modality (factuality, probability/possibility, necessity, obligation, permission) and existential expression. - To take part in collaborative tasks about creating a poster highlighting the characteristics a good leader should have - To know world culture - To promote mediation	RD 1105/2014 a, b, f, g, h, k, i	Order of July 14th, 2016 1, 2, 3, 4, 5, 7, 8, 9, 10, 12	- Linguistic competence - Learning to learn - Digital competence - Social and civic competence. - Personal initiative

4.7 Attention to diversity

As I have said before, in this class there is a girl with low visual acuity, so she needs special help. For this, there is an academic intervention for her:

- The pupil will sit next to the teacher so she may be provided with some additional help.
- Every slide/ picture shown in the interactive board will be enlarged so it is easier to watch.
- All worksheets and flashcards will be also printed out in an enlarged format/shape.
- All exercises' answers will be written down in the blackboard.

Also, there is a student who has joined the group after classes had started. For that reason, he may need some reinforcement/remedial activities in order to catch up with the group. These activities will also be made by slow learners who may also need to do more practice. Apart from this, I have also prepared some extension activities for faster learners so that, should they finish the activities earlier than the rest of the group, they can continue working. These reinforcement and expansion activities are the following¹⁵:

- Multiple-choice. Choose the correct modal verb in a specific context.
- Rewrite these sentences using the modal verbs in brackets.
- Filling the gaps with a suitable modal verb.

4.8 Material and resources

For the production of this project, I will need several materials like the typical elements in a classroom such as the blackboard, the interactive whiteboard, some dictionaries as works of reference, etc. Then, I will also need ITCs (including Internet) for watching videos from youtube, listening to songs, doing a kahoot quiz, using Google Random choice Generator and the Decide Wheel apps, etc. Finally, flashcards, written texts and some photocopies which may include some activities will be also used in class several times.

¹⁵ The activities are added in the appendix

4.9 Assessment

Evaluation criteria
• If students can recognise and use vocabulary related to political terms. • Whether or not pupils can identify and use modality and existential expressions. • Whether or not the pupils are able to take part satisfactorily in collaborative tasks creating a poster about the main characteristics of a good leader. • If students remember and learn about world culture • If pupils are able to act pleasingly as mediators.

Indicators of achievement
Every single student: • Recognises and uses vocabulary about political imagery • Identifies and uses modality and existential expressions • Takes part satisfactorily in collaborative tasks about creating a poster on the main characteristics of a good leader. • Remembers and learns worldwide culture • Is able to act pleasingly as mediators.

Instruments of evaluation + marking criteria
• Oral presentation (rubric): 20% • Completion of collaborative and interactive tasks and activities in class (feedback observance): 40% • Kahoot: 10% • Participation: 10% • Writing task (rubric)¹⁶: 20%

¹⁶ The scoring rubric for oral presentations and the writing tasks are included in the appendix.

4.10 Way in which didactic objectives, evaluation criteria and indicators of achievement relate

Didactic objectives	Indicator of achievement	Evaluation criteria
- To recognise and use vocabulary related to political terms. - To produce oral and written texts expressing modality (factuality, probability/possibility, necessity, obligation, permission) and existential expression. - To take part in collaborative tasks about creating a poster highlighting the characteristics a good leader should have - To know worldwide culture. - To promote mediation	Every single student: - Recognises and uses vocabulary about political imagery - Identifies and uses modality and existential expressions - Takes part satisfactorily in collaborative tasks about creating a poster on the main characteristics of a good leader. - Remembers and learns worldwide culture - Is able to act pleasingly as mediators.	- If students can recognise and use vocabulary related to political terms. - Whether or not pupils can identify and use modality and existential expression - Whether or not the pupils are able to take part satisfactorily in collaborative tasks creating a poster about the main characteristic of a good leader. - If students remember and learn worldwide culture - If pupils are able to act pleasingly as mediators.

4.11 Step by step account.

SESSION 1			
Activity	timing	Grouping pattern	skills
Warm- up: watching a clip and then comparing it with the novel	10'	PW	Listening and speaking
Writing a brief summary	10'	IW	Writing
Vocabulary activity. Pairing time	20'	WC	Reading and interaction
Completing a quiz	10'	IW	Reading

SESSION 2			
Activity	timing	Grouping pattern	skills
Listening a song and discussing on the topic.	10'	WC	Listening and speaking
Listening a song and underlining some modal verbs	5'	IW	Listening
Grammar game	20'	GW	Interaction

SESSION 3			
Activity	timing	Grouping pattern	skills
Mediation activity	20'	PW	Listening, speaking, interaction
Creating and presenting a poster	20'	GW	Writing and speaking
Discussing in pairs	10'	PW	Interaction

SESSION 4			
Activity	timing	Grouping pattern	skills
Reading and answering	20'	IW	Reading
Writing a review	20'	IW	Writing
Multiple choice activity	5'	IW	Reading

SESSION 5			
Activity	timing	Grouping pattern	skills
Watching and completing	35'	PW	Listening and interaction
Guess who game	15'	WC	Speaking

SESSION 6			
Activity	timing	Grouping pattern	skills
Oral presentations	40'	GW	Speaking
Discuss forum	15'	WC	Interaction

SESSIONS

SESSION 1

Warm- up (PW; 10')



¹⁷

Watch the following 'clip' of the film *Animal Farm* based on the novel with the same name written by George Orwell and published in 1945. Do you think they faithfully represent the novel you have read? Can you notice any differences?

<https://www.youtube.com/watch?v=LAeKX5n-5IE>
<https://www.youtube.com/watch?v=YGCo5Tva39s>

For this activity, the teacher will show clips from two films which are based on the aforementioned book: one of them is a cartoon film for children, since although the topic of the novel is considerably complex, children can enjoy watching the events happening in the film. The latter is a fiction film, more suitable for adults. In pairs, they will have to discuss and compare the trailers with the book: they must talk about the similarities and differences they can observe, if they can identify the characters, etc.

Activity 1 (IW; 10')



Watch the clips again. Now you will have to write down a brief summary of the book.

The main goal of both the warm-up and the first activity is to help students recall the book that they should have already read, in order to refresh their memory and to prepare them for the new entire unit.

After introducing and looking back on the novel, students will be better prepared for the new topic. In this session, students will be presented the specific vocabulary of this unit through different exercises. The topic of this lesson plan is "political terms".

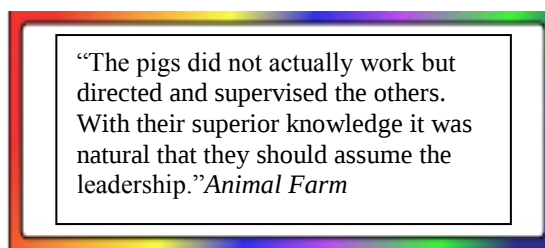
Activity 2 (WC; 20') Vocabulary.

Pairing time! Read your flashcard and find the classmate who has the right partner card for yours. ¹⁸

¹⁷ The meaning of the icons and the abbreviations used in the lesson plan is included in the appendix.

¹⁸ The new words and their corresponding definitions or quotes are added in the appendix.

Example of the flashcards:



Through this exercise, students will be taught the specific vocabulary of this unit (political imagery) following a dynamic method, instead of giving pupils a list of new words they must try to learn them by the completion of exercises.

For this one, there will be 24 flashcards which will be shared by the students (one per student); 12 of them will show the new vocabulary words and the other 12 will display a quotation or definition which is related to the vocabulary we intend to teach/them to learn. In fact, since this lesson plan is based on *Animal Farm*, the majority of quotes are literally taken from the novel. Then, through the use of the app "wheel decide"¹⁹, a student will be randomly chosen and he must stand up and read aloud his flashcard (he/she may have a word or a definition/quotation); once the student has read the card, the pupil who thinks that he/she has its pair will also get up and read aloud his/her card. The rest of students together with the teacher will decide if it is correct or not. This process will be repeated until all students find their partners.

The main aim of this exercise is that learners acquire the lexis of this topic in a natural way by experiencing them through exercises.

Activity 3 (IW; 10') Kahoot!

Complete the following quiz:

Link of kahoot: <https://create.kahoot.it/details/political-imagery-vocabulary/acdf1ca4-d7ad-4335-bf8a-e9fde22d1065>

The day before this lesson, I ask the students to bring an electronic device to class. It will only be used under the supervision of a teacher, so in this activity students will use it for completing the kahoot quiz.

This activity has been created in order to check that students have understood the new words previously seen and to reinforce them once more. It is a highly dynamic activity given the fact that this is the final exercise of the session, so students may be tired. Moreover, working on these types of quizzes help us increase the

¹⁹ 'Wheeldecide.com' is an app in which we can introduce the names/numbers of our students and then, one of them will be randomly chosen for doing something.

motivation factor in the classroom. In addition, taking into account that class notes will be evaluated, pupils must sign the game with their own names since they will be assessed later on.

SESSION 2

Activity 1



- a) Listen to the song *Beasts of England* played in *Animal Farm*. What do you think this song represents in the novel? What is the theme of the song? (WC; 10')
- b) Listen to the song again and underline as many modal verbs as you can recognise. (IW; 5')



Beasts of England, Beast of Ireland

Beasts of England, Beasts of Ireland,
Beasts of every land and clime,
Listen to my joyful tidings
Of the Golden future time.
Soon or late the day is coming,
Tyrant Man shall be overthrown,
And the fruitful fields of England
Shall be trod by beasts alone.
Rings shall vanish from our noses,
And the harness from our back,
Bit and spur shall rust forever,
Cruel whips no more shall crack.
Riches more than mind can picture,
Wheat and barley, oats and hay,
Clover, beans, and mangel-wurzels
Shall be ours upon that day.
Bright will shine the fields of England,
Purer shall its waters be,
Sweeter yet shall blow its breezes
On the day that sets us free.
For that day we all must labour,
Though we die before it breaks;
Cows and horses, geese and turkeys,
All must work for freedom's sake.
Beasts of England, Beasts of Ireland,
Beasts of every land and clime,
Hearken well, and spread my tidings
Of the Golden future time.

For this activity, students will first have to listen to the song and discuss some comprehension questions in order to check if they have understood the meaning of the song in the book. Then, building from this, students will become familiar with the grammar aspect of this unit, which will be “modal verbs”. For this purpose, they have to identify some modal verbs in the song (shall, will, must), paying special attention to their use and structure.

Following this process, the main focus of this lesson plan (modal verbs), is not introduced to students with the traditional method in which the teacher explains the grammatical structure and then the students have to go through a series of several drills that may become boring for some student; quite the opposite, grammar is presented in an inductive way through which students get to understand its general use by paying attention to the examples that they can point out in the song. This method is, with no doubt whatsoever, a much more motivating and fruitful one that will get us better learning results and greater benefits.

Once students have seen their use through examples, the teacher will explain to them in more detail, in case of possible doubts. He/she will provide them with the following linguistic support chart.

Explanation of grammatical content (WC; 20')

MODALS (+ verb (infinitive form))
CAN (ability, possibility, request, permission) Ex: I can speak English.
COULD (past ability, possibility, formal request) Ex: I could swim when I was 4 years old.
SHOULD/UGHT TO (advice) Ex: You shouldn't go to bed late.
MUST (external and strong obligation, necessity, certainty) Ex: You must wear a uniform to that school.
MUSTN'T (prohibition) Ex: you mustn't smoke here.
HAVE TO / NEED TO (obligation, necessity) / DON'T HAVE TO, NEEDN'T TO (lack of necessity or obligation) Ex: I don't have to buy eggs because there are a lot in the fridge.

MAY (formal request, permission, possibility) Ex: They may be at home
MIGHT (possibility) Ex: You might not feel better until Thursday
SHALL (offer) Ex: Shall I help you with your homework?

Activity 2 (GW; 20')

Grammar game!

For this game activity aimed at the revision of grammar contents, the teacher will provide each group (6 groups of 4 members) with different situation cards (included in the appendix) and a dice. Each number on the dice will be a modal verb (for example: 1 = can, 2 = mustn't, etc.) Students take turns and pick up a situation card, then they roll the dice. Once they have the correspondent context, they must react to it by creating a sentence using the modal verb they have rolled.

Example:

Situation: you are going to travel to London. Rolled number: 3 = should

Sentence: you should take an umbrella.

The effectiveness of this activity falls on working with funny games through which students acquire the rules of the new grammar by means of an inductive approach, this way increasing their motivation and enjoyment. After this, the teacher will give students some homework activities for grammar practice; those students who finish the game before the end of the class can start doing them.²⁰

SESSION 3.

Activity 1 (PW; 20') Mediation activity



Contextualisation: a new refugee pupil is coming to our class and he does not know any Spanish, but he also has to carry out the activity of creating a poster, so you are going to act as mediators to help him. REMEMBER that in a mediation activity, you cannot translate the text literally, but you must select the most important information and summarise the essential points.

Task: watch the following videos (in Spanish) in which it is explained how to make a poster in PowerPoint. In groups, take notes (in English) on the main points, advantages and disadvantages of each one, and explain to the new student what he has to do for creating his own poster (use the modal verbs to give him orders, directions, advice....). Then, the spokesperson (who will be chosen through the 'random number generator' app) will explain the group's notes out loud.

²⁰ Homework activities are included in the appendix

Videos' links:

<https://www.youtube.com/watch?v=rglYaisxq6M>

<https://www.youtube.com/watch?v=OtwEphWtlkY>

With this mediation activity, students will act as mediators, which is a new type of activity included in the CEFR (interaction and oral skills are promoted in it). To ensure that students are speaking English, the teacher will be observing them. Furthermore, this activity will serve as an input of the following activity in which students will have to create their own poster bearing in mind the video that they are going to watch in this exercise. In addition, the grammatical contents are being used so they are practicing modal verbs once again.

Activity 2 (GW; 20')

Create and present your own poster!

Carrying on with the same groups, imagine that you are the leaders of a group, just like the pigs are the 'bad' leaders in *Animal Farm*. What would your seven commandments be? Create your own poster with the rules of your government and then present it to us.

The task will be done at home but the explanation will take place in class. For this activity, students must show great levels of creativity and create a striking poster with the seven commandments (the number will be flexible) that they would have if they were the leaders of a group. Once they have done it, they must print it out and bring it to class for later explanation to the rest of the class. The group will not only present the poster but also, they must justify why they chose those commands, what are the basis of their government or group, with which political terminology (the vocabulary) they would identify, etc. Each member of the group must speak.

The main objective of this practice is that they become familiar with the use of technology and computers, like for example the use of 'PowerPoint', which will be very useful for them. Moreover, they can also let their creativity flow.

Once again, they must use the vocabulary and the grammar of the unit for reinforcement. Finally, but not less important, they will put themselves in a leader's place, so they must think what a good leader would do to guide their group and for this purpose, judgement, maturity, equality and many more moral and social topics are essential points.

The teacher will provide students with some of the principles required to create a poster so as to call the attention of people, and a possible structure of a poster.

TIPS for designing a poster	Example structure of a poster
• A short and striking title • Make it easy to read • Amp up the contrast between colours and words • Add images • Summarise the main points	CREATING A POSTER Summary / introduction MAIN POINTS IMAGES

Activity 3 (PW; 10')

Discuss in pairs!

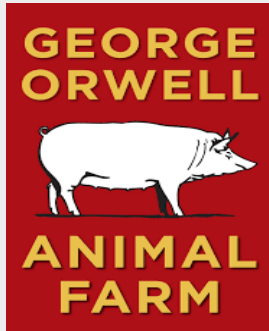
Discuss which of the following adjectives describe the main qualities that a good leader must have. Circle those that define a good leader and underline the ones describing a bad one. Then, discuss in pairs why you think a leader should behave that way.

Democratic –dictatorial– honest – empathetic – strict – confident – respectful – rude – inspiring – totalitarian – controlling – nice - bossy

With this activity, students will learn new adjective vocabulary, but this is not the main goal of the exercise but making students conscious of the importance of being a good leader, since behaving like “a bad one” will not lead you to success. Moreover, as they have to create a poster and prepare an oral presentation about this topic, we will discuss in class the importance of ruling in a democratic and comfortable environment. Here, some of the answers expected are: because people work and perform better in a comfortable environment, they are not put under pressure, there is respect and esteem, they feel motivated and valued, among others.

SESSION 4:

REVIEW: *Animal Farm*



Animal Farm is a novel written by George Orwell and was first published in 1945. It is a fable which reflects how power corrupts, and it makes reference to the events of the Russian Revolution.

Animal Farm is set in a

farmyard where the animals decide to seize the farmer's land and create a co-operative that reaps the benefits of their combined labours. From my point of view, *Animal Farm* is one of the greatest socio-political works of all time, but the story can be also enjoyed just as the simple, moving and enlightening parable it essentially is, a story that clearly shows humankind at its best and very worst.

What I liked least was that pigs turned out to be bad leaders and dictators but fortunately, the rest of the animals were aware of it.

With no doubt, I recommend this book to everybody since you will enjoy it and learn many moral and social aspects from it.

Text modified from:

<https://www.fantasybookreview.co.uk/George-Orwell/Animal-Farm.html>

Activity 1. (IW; 20')



Read Floresiensis' review of *Animal Farm*. Then answer the questions below.

1. According to the writer, what does the fable reflect?
2. Where is the novel set?
3. What is the writer's opinion of the book?
4. Why does the writer recommend the novel?

Activity 2. (IW; 20')



Write a review (100-120 words) of a book that you like or dislike. Use the writing model and the following structure to help you:

Paragraph 1: introduce the book: its name, its author, what it is about...

Paragraphs 2 and 3: give more details: what you like and dislike

Paragraph 4: say if you recommend it or not and why you think readers will/won't enjoy it.

The main objective of these reading and writing tasks is that students practice the skills of reading comprehension and writing, and they are also going to learn what it is a review, which the teacher will explain.

The writing will start in class and in case pupils cannot finish it, it must be handed in on the next day.



Linguistic support (WC; 5')

Before starting the writing, students will be explained some linguistic support so as to be used in the task.

Improve your writing – cleft sentences

We often use cleft sentences when we want to emphasize something, an opinion or make criticism about something.

- Wh-cleft sentences: what I like most.... / what I dislike most / what I like least.... / what happened.... / what struck me ... / the reason why..., etc.
- It- cleft sentences: it is..... that.../ it was who..., etc.

Activity 3 (IW; 5') - Multiple choice

Choose the correct option.

1. about the park was the grass.
 - a) The reason I like
 - b) What I liked most
 - c) What happened
2. who lent him the money.
 - a) It was Mary
 - b) Mary it was
 - c) Mary
3. helped you last weekend.
 - a) It's was me who
 - b) It's I
 - c) It's me

The aim of this activity is to familiarize students with the use of cleft sentences, which they will have to include in the writing activity. It is a simple exercise of multiple choice.

SESSION 5:

This session is entirely dedicated to Russian history since the events in *Animal Farm* are very closely related to real events of Russian history. Students from 1st NCSE are supposed to know this topic, they will compare and contrast the real events in the storyline with the events in the novel. The aim of this exercise is that students refresh their memory about History (with the help of the summary videos) and gain worldwide culture. Moreover, comparing the novel with real events, they will understand that George Orwell's *Animal Farm* is a critic to the Soviet Union, since he believed it was an absolute dictatorship.

Activity 1 (PW; 35')



Watch the following videos titled 'The Animated History of Russia', which summarise the History of Russia in two parts. Then, in pairs, complete the chart below²¹, bearing in mind how these real history events have been portrayed in *Animal Farm*.

<https://www.youtube.com/watch?v=EMF7mgycg9M> (8,48')

<https://www.youtube.com/watch?v=CJVDqIWJ7vY> (7,31')

Event in Russian/ Soviet history	
The Bolshevik Revolution	
The Bolsheviks win the Russian Civil War	
Lenin dies and a group of Bolshevik rules	
Stalin becomes a dictator	
Trotsky is banished and later assassinated	
Stalin's political opponents are imprisoned or executed	

²¹ Considering the complexity of this exercise, if the teacher appreciates there is problem to solve it, they will help students, or the exercise will be done with the whole group.

First, they will remember the History of Russia by watching the videos, and all together they will comment the topic in the class. Then, once they have reminded it they must complete in pairs the chart correlating both events, those of the book and the real one.

ACTIVITY 2 (WC; 15')

Guess who!

Take a game card and describe the character using the vocabulary taught in the unit. The person who first guesses the character described will be his/her turn to go to the blackboard and describe a new character.

Example of the cards and the possible sentences they can say so that the rest of classmates guess who is being described.²²



It is like a dictator. It rules It is the leader

In this game there will be several cards with some of the most important characters of the book and students will play the game 'Guess who'. With this activity the class will be finished in a funny way increasing their motivation; furthermore, it has also been designed to reinforce the vocabulary of the unit. The game will finish when all the character cards have been described. Using games students learn following a more dynamic method which we think they feel more motivated.

²² The rest of cards are included in the appendix

SESSION 6:

Presentations! (GW; 40')



At the beginning of this session, oral presentations that were demanded in the third session will be shown.

There are 6 groups composed of 4 students each and they have 5' to present their oral presentation about the poster they have created. Then we have left some more minutes for possible problems and feedback if necessary.

Discuss forum (WC; 15')



With the oral presentations we could conclude this lesson plan, but for making the most of the novel, in the last 15' of this ending session the teacher will write down in the blackboard the most important quotation by Orwell in *Animal Farm*: "*All animals are equal, but some animals are more equal than others*" and a debate about the way power corrupts will sprout.

4.12 Conclusions

This lesson plan may conclude with several final ideas. First, it is a proposal of a didactic unit which encourages students to read good quality books such as George Orwell's novel *Animal Farm*. Through this kind of books, pupils can learn and acquire a knowledge of the world, informed opinions and a critical attitude.

Secondly, stemming from this, students will be taught new linguistic, sociocultural and sociolinguistic contents (previously mentioned) following a communicative method based on communication and interaction between students.

Then, I also want to emphasize that this lesson plan is supported by the curricula which appear in the Royal Decree and in the Order of July 14th since all the contents students will learn are taken from them.

Finally, we as teachers must encourage students to read literature, since as we have said in the theoretical framework it fosters the process of learning a foreign language.

4.13 References didactic unit

Didactic unit's bibliography

- Organic Law of Education (LOE 2/2006 May 3rd)
- Royal Decree 1105/2014, whereby the minimum teachings corresponding to CSE are established
- Order of July 14th, 2016 by means of which the curriculum corresponding to CSE in Andalusia is developed

Didactic unit's webography

- <https://www.lessonplansdigger.com/2016/03/13/grammar-games-advice-obligation-prohibition/>
- <https://www.webanywhere.co.uk/blog/2011/10/teaching-resources-animal-farm/>
- <https://www.brainyquote.com/>
- <https://www.youtube.com/>
- <https://www.merriam-webster.com/dictionary/democracy>
- <https://wheeldecide.com/>
- <https://kahoot.com/>
- <https://designshack.net/articles/inspiration/10-tips-for-perfect-poster-design/>
- <https://designshack.net/articles/business-articles/how-to-make-a-poster-in-powerpoint/>
- <https://madridingles.net/como-usar-might-verbos-modales/>
- <https://iesalfonsox.es/wp-content/uploads/2015/07/REPHRASINGS-OF-MODAL-VERBS.pdf>

5. Conclusions

At first sight, students normally see literature as an uninteresting and irritating way of learning a language. However, in this project, we have demonstrated that there are many ways of using literature (within class) that will motivate students to spend an enjoyable time learning a language through literary texts. Also we have explored uncountable types of activities for practising all skills, grammatical aspects, vocabulary, the pronunciation of a language, and many other aspects. Maybe the most important point is that literature is not utilised like it was in the traditional methods where literature was a tool for translating long texts and for practicing grammar. In fact, nowadays, teaching a language through literary texts is synonymous with a communicative approach whereby the students are the prime agent in the language classroom.

Literature is a tool which provides students with plenty of possibilities when learning a language. Apart from reading the literary text itself, through literature, as we have seen, students can practice all the basic skills of communication. Furthermore, they will also learn the language itself. In addition, with the reading of literary texts, students not only acquire a language but also learn about many other cultural and social aspects which are also relevant when learning a certain language. The reason for this is that if we know how the native people of the target language think, act, feel and so on, we will gain a better understanding of the real contexts in which we would use that language.

Moreover, literature offers a wide variety of useful literary genres to both, teachers and students, with which we can work in the second language classroom. That is to say, comparing literature with other teaching resources which are more rigid; literature is a very flexible and wide-ranging tool. Consequently, teachers may choose among different types which interest them more in order to work according to their students' needs and characteristics.

To conclude this project, I would like to focus on highlighting the important role that literature plays within a foreign language classroom which is the main idea of our master's dissertation.

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APPENDIX

The new words of the vocabulary together with their definitions or quotations (taught in the 1st session) are:

1. **Leadership** → “The pigs did not actually work but directed and supervised the others. With their superior knowledge it was natural that they should assume the leadership.” *Animal Farm*
2. **Corruption** → “It was about this time that the pigs suddenly moved into the farmhouse and took up their residence there...It was absolutely necessary, he said, that the pigs, who were the brains of the farm, should have a quiet place to work in. Nevertheless, some of the animals were disturbed when they heard that the pigs not only took their meals in the kitchen and used the drawing-room as a recreation room, but also slept in the beds.” *Animal Farm*
3. **Deceit** → “Comrades!’ he cried. ‘You do not imagine, I hope, that we pigs are doing this in a spirit of selfishness and privilege? Many of us actually dislike milk and apples. I dislike them myself. Our sole object in taking these things is to preserve our health. Milk and apples contain substances absolutely necessary to the well-being of a pig. We pigs are brainworkers. The whole management and organisation of this farm depend on us. Day and night, we are watching over your welfare. It is for your sake that we drink the milk and eat those apples.” *Animal Farm*
4. **Rules and order** → “THE SEVEN COMMANDMENTS 1. Whatever goes upon two legs is an enemy. 2. Whatever goes upon four legs, or has wings, is a friend. 3. No animal shall wear clothes. 4. No animal shall sleep in a bed. 5. No animal shall drink alcohol. 6. No animal shall kill any other animal. 7. All animals are equal.” *Animal Farm*
5. **Vote** → “To make democracy work, we must be a nation of participants, not simply observers. One who does not vote has no right to complain.” Louis L’Amour
6. **Dictatorship** → “Throughout the spring and summer they worked a sixty-hour week, and in August Napoleon announced that there would be work on Sunday afternoons as well. This work was strictly voluntary, but any animal who absented himself from it would have his rations reduced by half”. *Animal Farm*
7. **Revolution** → “Man is the only real enemy we have. Remove Man from the scene, and the root cause of hunger and overwork is abolished for ever. Man is the only creature that consumes without producing. He does not give milk, he does not lay eggs, he is too weak to pull the plough, he cannot run fast enough to catch rabbits. Yet he is lord of all the animals. He sets them to work, he gives back to them the bare minimum that will prevent them from starving, and the

rest he keeps for himself. Why then do we continue in this miserable condition? Because nearly the whole of the produce of our labour is stolen from us by human beings." *Animal Farm*

8. **Capitalism** → "Capitalism knows only one colour: that colour is green; all else is necessarily subservient to it, hence, race, gender and ethnicity cannot be considered within it". Thomas Sowell
9. **Communism** → "Summed up in one sentence: Abolish all private property."
Karl Marx
10. **Democracy** → "Let us put it to the vote." "All animals are equal" *Animal Farm*
11. **Totalitarianism** → "No one believes more firmly than Comrade Napoleon that all animals are equal. He would be only too happy to let you make your decisions for yourselves. But sometimes you might make the wrong decisions, comrades, and then where should we be?" "Napoleon is always right."
Animal Farm

The situations of the grammar game that will be done in the session number two are the following:

1. You have an exam tomorrow.
2. You are going to your best friend's wedding.
3. Your best friend is ill.
4. Your cousin's mother is going to work in an airport the first time.
5. Your brother is going to go out and it is raining.
6. You are in a hotel and you don't find your room.
7. There isn't any egg in the fridge.
8. Your sister is going to do an oral presentation in the university.
9. You do not know swim.
10. You are smoker and right now you are in a restaurant.
11. Your neighbour needs help.
12. You probably go to shopping this evening.

The modal verbs included in the dice are:

1. must/mustn't
2. Need to/have to

3. Can/can't
4. Should/shouldn't, ought to/ought not to
5. Shall
6. May/ may not, might/might not

Some of the flashcards of the 'guess who' game (in the 5th session) are the following:



Attention to diversity activity and homework

Some of the activities that I have proposed for those students that need reinforcement practices or those who are fast finishers, as well as the activities for being house made are the following:

Activity 1.

Multiple choice. Choose the correct answer.

1. Carlos (can/could/should) swim very well when he was 4.
2. I (mustn't/must/may) go to the park but I'm still not sure.
3. You(should/shouldn't/can't) go to the party if you have an important exam.
4. You (have to/ don't have to/ mustn't) come to the cinema if you don't feel well.
5. In a restaurant, you (mustn't/ can/ shouldn't) smoke.

Activity 2.

Fill in the blanks using the correct form of the following modal verbs: must, can, might, should and have to.

1. Marta and Maríabe good players. They have won!
2. In the school's library you pay the books because they are free.
3. There is a lot of orange juice in the fridge so Alan..... buy.
4. I am not sure if I go to Australia this summer.
5. Helen has a headache. She go to the doctor.
6. You don't have to shout. I hear you very well.
7. It be him because I am sure he is on holidays right now.
8. "Children, you _____ cross the street if the lights are red!"

Activity 3.

Rewrite the sentences without changing their original meaning. Use the modal verbs in brackets and begin as indicated.

1. It's possible that Jane will visit Switzerland next year. (be able to)

Jane...

2. I'm thinking about taking Spanish lessons. (may)

I ...

3. I'm sure they'll be home by now. (must)

They ...

4. It's possible the weather will be sunny tomorrow. (might)

It ...

5. Perhaps she's gone to stay with her mother. (might)

She...

Scoring rubric for oral presentations

Category	Scoring Criteria	Total Points	Score
Presentation (10 points)	The type of presentation is appropriate for the topic and audience.	5	
	Information is presented in a logical sequence.	5	
Content (50 points)	The vocabulary and grammar contents are those which have been demanded.	40	
	Material included is relevant to the overall message/purpose.	10	
Body language and voice (40 points)	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	5	
	Speaker uses a clear, audible voice.	5	
	Good language skills and pronunciation are used.	15	
	Visual aids are well prepared, informative, effective, and not distracting.	10	
	Length of presentation is within the assigned time limits.	5	
Score	Total Points	100	

Scoring rubric for writing task

Category	Elements	Score
Presentation	- Easily readable calligraphy	0, 5 points
	- Neatness of the text	
	- Margins are respected	
	- Division and organization of the text in paragraphs	1 point
Coherence	- Correct use of punctuation marks/connectors	1 Point/0,50 points
	- Adaptation with the heading, type of the text and word number	1 point
	- Capacity of summarise and reasoning	1 point
	- Ortography	1 point
Language use	- Adequacy of vocabulary according to level and topic.	1 point
	- Adequacy of grammatical structures use according to the level and topic	1 point
	- Grammatical correction (order, concordance, etc.)	1,50 points
Ideas/contents	- Originality	0,50 points

Icons and abbreviations

	Listening.
	Interaction.
	Speaking.
	Writing.
	Reading.

IW = Individual work.

GW = Group work.

PW = Pair work.

WC = Whole class